

Ministry of Education

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2



2014: B5

MEMORANDUM TO: Directors of Education
Secretary/Treasurers of School Authorities

FROM: Grant Clarke, ADM
Learning and Curriculum Division

Mary Jean Gallagher, ADM
Student Achievement Division

Jim Grieve, ADM
Early Years Division

Janine Griffore, ADM
French-Language, Aboriginal Learning and Research

Barry Pervin, ADM
Leadership and Learning Environment Division

Gabriel F. Sékaly, ADM
Financial Policy and Business Division

Pamela Skinner, CAO and ADM
Corporate Management and Services Division

DATE: **March 27, 2014**

SUBJECT: **2014-15 School Year Education Programs – Other
(EPO) Funding**

The Ministry of Education is pleased to announce the 2014-15 projected EPO funding in conjunction with the Grants for Student Needs (GSN) memorandum release.

Changes and Improvements - new to this announcement

To better facilitate school boards' budget planning process and consolidate and streamline reporting requirements, the ministry is implementing the following changes and improvements:

Transition to School Year to Align with GSN

This memorandum covers the September 1, 2014 to August 31, 2015 funding period. Ministry staff will work with school boards to confirm the funding requirements for the April 1, 2014 to August 31, 2014 funding period to help ensure a smooth implementation.

New Reporting Mechanism

The ministry will implement the following two-phased approach to streamline EPO reporting requirements:

- **Phase 1 (High level financial reporting)** - Beginning in April 2014, the ministry will incorporate EPO financial reporting (high level) into the Education Financial Information System (EFIS) to better facilitate boards' budget planning process. Timing for EPO financial reporting, for planning purposes and actual expenditures, will be synchronized with current GSN reporting cycles (e.g. Estimates reporting in June, Revised Estimates reporting in December, and Financial Statements for previous school year in November).

Once implemented, the new financial reporting mechanisms will also standardize the process for identification of unspent funds in EPO and the process for boards' requests to re-profile (using current school year unspent funds in the next school year). Please note that all approved re-profiled funding is to be recorded as deferred revenue.

- **Phase 2 (Detailed financial reporting and non-financial program reporting)** - The ministry is currently exploring options to streamline the requirements for detailed financial reporting and non-financial program reporting. The target date for implementing a new approach is for the 2015-16 school year. Prior to Phase 2 implementation, ministry staff will continue to work with boards to obtain program effectiveness and outcomes detail.

Transfer Payment (TP) Agreement Template Revision

As communicated in a previous SB memorandum (2013:SB17), to ensure that TP agreements reflect the current policies and directives, starting in the 2014-15 school year, the revised TP Agreement template will be used for new contracts made after April 1, 2014.

Full-Day Kindergarten Program Funding

Starting in September 2014 and onwards, funding for the Full-Day Kindergarten program will be transferred to the GSN and will no longer be funded through EPO, other than \$8.7 million for Early Years Leads which will continue to be funded through EPO.

Parenting and Family Literacy Centres

Funding for Parenting and Family Literacy Centres has been transferred to the Child Care and Early Years Program. The current level of investment has been maintained.

Consistent with the previous communications, District School Boards (DSBs) are expected to pursue program objectives and meet reporting requirements outlined in the TP agreement appendices and initiative memoranda. DSBs are encouraged to identify opportunities to coordinate and integrate work across EPO funded programs in combination with other identified improvement needs.

Funding Allocations

To facilitate your budget planning for the 2014-15 school year, we confirm that \$178.9 million will be allocated to school boards and school authorities to sustain EPO funded priority education initiatives. Within this amount:

- \$119.7 million is allocated by program, with school board allocation detailed in this memorandum; and
- \$59.2 million has been allocated by program, with school board allocations to be confirmed later in the year.

Initiative (\$M)	Allocated	To be Allocated	Grand Total
Aboriginal Education - First Nation, Métis and Inuit (FNMI) Education Policy Framework Implementation	-	4,737,349	4,737,349
Adult and Continuing Education	-	116,538	116,538
Autism Supports and Training	3,000,000	-	3,000,000
Children and Youth in Care	-	1,000,000	1,000,000
Collaborative Inquiry for Learning – Mathematics	4,815,000	185,000	5,000,000
Community Use of Schools - Outreach Coordinators	6,356,000	44,000	6,400,000

Initiative (\$M)	Allocated	To be Allocated	Grand Total
Community Use of Schools: Priority Schools	7,480,000	-	7,480,000
Early Years Leads Program	8,745,100	-	8,745,100
e-Learning Contact Project	6,405,000	-	6,405,000
Energy Procurement and Conservation	2,000,000	-	2,000,000
Enrolment Reporting Initiative	-	2,000,000	2,000,000
Entering the Digital World	1,320,000	-	1,320,000
Equity and Inclusive Education - Parent Engagement	875,000	-	875,000
Focus on Youth	7,000,000	-	7,000,000
French-language School and Student Support Grades 7 to 12	-	840,000	840,000
Learning for All K-12 Regional Projects	1,500,000	-	1,500,000
Library Staff Investment Project	9,818,775	-	9,818,775
MISA Local Capacity	3,200,000	-	3,200,000
MISA Network Centres	1,610,000	-	1,610,000
New Policy Development	-	843,500	843,500
Implementation of Board Mental Health Strategies	1,400,000	-	1,400,000
School Mental Health ASSIST (SMH ASSIST)	1,000,000	-	1,000,000
Ontario Leadership Strategy	-	3,976,246	3,976,246
Outdoor Education and Engagement	-	20,000,000	20,000,000
Professional Learning Communities (PLC) to Support the Development of French Language	600,000	-	600,000

Initiative (\$M)	Allocated	To be Allocated	Grand Total
Provincial Math Support Strategy, Grades 7 to 10	1,200,000	-	1,200,000
Re-Engagement Initiative (12&12+)	-	1,200,000	1,200,000
First Nations Métis and Inuit (FNMI) Engagement/Re-Engagement Initiative	-	500,000	500,000
Safe and Accepting Schools	4,730,000	-	4,730,000
Small and Northern Boards Mathematics	4,360,000	-	4,360,000
Specialist High Skills Major (SHSM)	-	6,600,000	6,600,000
Student Engagement – SpeakUp	-	1,150,000	1,150,000
Student Success – Building Capacity for Differentiated Instruction	1,700,000	-	1,700,000
Student Success - Building Capacity for Effective Instruction in Literacy for Adolescents	1,700,000	-	1,700,000
Student Success - Building Capacity for Effective Mathematics Instruction	1,700,000	-	1,700,000
Student Success – Building Innovative Practice, Grades 7 - 10	531,874	-	531,874
Student Success - Collaborative Inquiry for Instructional Impact	1,700,000	-	1,700,000
Student Success – Middle Years Collaborative Inquiry, Grades 7 – 10 Mathematics	531,874	-	531,874
Student Success – Ontario Public Service (OPS) Learn and Work Program	-	800,000	800,000
Student Success School and Cross Panel Teams - Supporting Transitions and Innovative Practices	2,231,000	-	2,231,000
Student Success School Support Initiative	-	4,500,000	4,500,000

Initiative (\$M)	Allocated	To be Allocated	Grand Total
School Support Initiative – First Nations Métis and Inuit	-	560,000	560,000
Student Work Study	12,500,000	-	12,500,000
Supporting Implementation of Full-Day Kindergarten	475,800	224,200	700,000
Supporting Implementation of Policies and Programs	350,000	-	350,000
System Implementation and Monitoring (SIM) - Regional Network Sessions	1,800,000	-	1,800,000
System Implementation and Monitoring (SIM)/Ontario Focused Intervention Partnership (OFIP) Support	17,109,600	5,575,400	22,685,000
Teacher Learning and Leadership Program (TLLP)	-	3,140,000	3,140,000
Tutors in the Classroom	-	1,200,000	1,200,000
Grand Total	119,745,022	59,192,233	178,937,255

* Numbers may appear to not add up due to rounding.

SECTION 1. PROGRAM ALLOCATIONS WITH SCHOOL BOARD DETAIL

(Refer to Appendix A for details)

Program funding of \$119.7 million has been allocated board-by-board.

Initiative (\$M)	Allocated
Autism Supports and Training	3,000,000
Collaborative Inquiry for Learning – Mathematics	4,815,000
Community Use of Schools - Outreach Coordinators	6,356,000
Community Use of Schools: Priority Schools	7,480,000
Early Years Leads Program	8,745,100
e-Learning Contact Project	6,405,000
Energy Procurement and Conservation	2,000,000
Entering the Digital World	1,320,000
Equity and Inclusive Education - Parent Engagement	875,000
Focus on Youth	7,000,000
Learning for All K-12 Regional Projects	1,500,000
Library Staff Investment Project	9,818,775
MISA Local Capacity	3,200,000
MISA Network Centres	1,610,000
Implementation of Board Mental Health Strategies	1,400,000
School Mental Health ASSIST (SMH ASSIST)	1,000,000
Professional Learning Communities (PLC) to Support the Development of French Language	600,000
Provincial Math Support Strategy, Grades 7 to 10	1,200,000
Safe and Accepting Schools	4,730,000
Small and Northern Boards Mathematics	4,360,000

Initiative (\$M)	Allocated
Student Success – Building Capacity for Differentiated Instruction	1,700,000
Student Success - Building Capacity for Effective Instruction in Literacy for Adolescents	1,700,000
Student Success - Building Capacity for Effective Mathematics Instruction	1,700,000
Student Success – Building Innovative Practice, Grades 7 - 10	531,874
Student Success - Collaborative Inquiry for Instructional Impact	1,700,000
Student Success – Middle Years Collaborative Inquiry, Grades 7 – 10 Mathematics	531,874
Student Success School and Cross Panel Teams - Supporting Transitions and Innovative Practices	2,231,000
Student Work Study	12,500,000
Supporting Implementation of Full-Day Kindergarten	475,800
Supporting Implementation of Policies and Programs	350,000
System Implementation and Monitoring (SIM) - Regional Network Sessions	1,800,000
System Implementation and Monitoring (SIM)/Ontario Focused Intervention Partnership (OFIP) Support	17,109,600
Grand Total	119,745,022

* Numbers may appear to not add up due to rounding.

Autism Supports and Training (\$3.0M)

All boards will continue to receive funding to support training on Applied Behavioural 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).

Collaborative Inquiry for Learning – Mathematics (CIL-M) (\$4.8M)

Collaborative Inquiry for Learning – Mathematics (CIL-M) in every region of the province is:

- building knowledge about mathematics instruction to improve student learning and achievement
- implementing capacity building strategies to enable sustainable learning communities that involve participants representing various roles within the school board
- supporting principals' mathematics instructional leadership through participation in the CIL-M network
- providing a professional learning framework that supports the spread of collaborative inquiry across the entire district school board

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

Funding for this program continues in 2014-15 to fund Outreach Coordinators who help to ensure the effectiveness of the Community Use of Schools program, support schools as community hubs at the local level and explore options for the sharing of underutilized school facilities.

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

The Community Use of Schools program includes funding for the Priority Schools initiative, which provides free access to school space for non-profit groups, outside of school hours. The selected schools are located in communities that need it most.

Early Years Leads Program (\$8.7M)

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.

In the 2014-15 school year, an allocation of \$8.4M will be provided for ongoing EY Lead positions and one-time funding of \$0.3M for professional development/release time for educators.

Learning Contact Project (\$6.4M)

Funding continues for one e-Learning Contact (eLC) position per district school board for the 2014-15 school year to support technology enabled learning and teaching in Ontario. The eLC position will coordinate and lead boards in the implementation of the provincial e-learning strategy.

Energy Procurement, Conservation and Management (\$1.5M)

This funding will assist school boards in meeting energy procurement, energy conservation and energy management requirements.

Entering the Digital World (\$1.3M)

In 2014-2015 French-language school boards will continue to receive funding - \$110,000 per school board to ensure the hiring of a French-language e-Learning Contact. The objective is to strengthen the capacity of school leaders and teaching staff to use the e-learning environment and support blended and online learning.

Technology-enabled pedagogy is intended to support innovative teaching and learning through 21st century practices.

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, character development initiatives, and to share promising practices in schools and boards across the province.

Focus on Youth Summer Program (\$7.0M)

Funding for this program continues in 2014-15 to support the partnership between select school boards and local community agencies to provide summer programming and employment opportunities for students in urban, high-needs neighbourhoods.

Learning for All K-12 Regional Projects (\$1.5M)

The ministry will provide school boards with funds to continue mobilizing knowledge and sustain professional learning pertaining to the resource guide "Learning for All, K-12" (2013). This funding will continue to support Learning for All K-12 regional projects and professional learning that integrate the following areas of focus:

- "knowing your student" and "students knowing themselves as learners" - implementation of the resource guide "Learning for All, K-12" (2013) and the use

of an integrated process of assessment and instruction through collaborative inquiry

- continuous improvement of Individual Education Plans (IEPs) and transition plans as critical tools in driving student achievement and well-being for students with special education needs

Library Staff Investment Project (\$9.8M)

Funding continues for library staff (teacher-librarians and/or library technicians) within elementary schools. Board allocations have been revised for the 2014-15 school year.

Managing Information for Student Achievement (MISA) Local Capacity and Network Centres (\$4.8M)

MISA has enabled boards to increase the capacity of teachers, principals, and board administrators to utilize information in support of improved student outcomes. Building on the success of this initiative, the ministry will provide \$3.2M in direct funding to further assist with MISA Local Capacity Building efforts and \$1.6M to the seven MISA Professional Network Centres (PNCs) established in 2005.

Ontario's Comprehensive Mental Health and Addiction Strategy - Implementation of Board Mental Health Strategies (\$1.4M)

All boards will use this funding to support educators to increase mental health awareness to further support students with mental health and/or addiction needs. The board will also continue to develop and implement a comprehensive school board-level student mental health and addictions strategy. Boards may also use this funding to help offset the travel costs of their Mental Health Leaders and Supervisory Officers to participate in School Mental Health ASSIST meetings. These meetings provide a collaborative learning space with a focus on district leadership for effective school mental health practices. Each session includes professional learning plus opportunities for provincial cross-board dialogue.

Ontario's Comprehensive Mental Health and Addiction Strategy - School Mental Health ASSIST (SMH ASSIST) (\$1.0M)

SMH ASSIST 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 as they promote student mental health and well-being. Mental Health Leaders provide leadership in their boards to develop and implement a board mental health and addictions strategy. SMH ASSIST is focused on building organizational conditions for effective school mental health practices, enhancing educator capacity in the area of student mental health and implementing evidence-based mental health promotion and prevention programming in schools.

Professional Learning Communities (PLC) to support the development of French language (\$0.6M)

In 2014-2015, French-language school boards will receive funding to support the implementation of collaborative inquiries connected to the school and board improvement plans, as well as the *School Effectiveness Framework K-12*. The funding is intended for release-time, travel and logistical costs for the PLC meetings at the local level. The objective of the funding is to improve student success in reading, writing and oral communication, from kindergarten to grade 12, as well as reducing gaps between boys and girls in these areas. The focus of the professional learning communities may vary according to the needs of schools and school boards, but it could address oral communication for young children (e.g., project COPE, Communication orale de la petite enfance), *actualisation linguistique en français* (ALF) and boys' literacy.

Provincial Math Support Strategy, Grades 7 to 10 (\$1.2M)

In 2014-2015, French-language school boards will continue to receive funding to implement the Provincial Math Support Strategy, Grades 7 to 10. The allocated funding will be used to hire a support person at the school board level. This funding supports the objective of improving math teaching and learning.

Safe and Accepting Schools (\$4.7M)

School Boards will continue to receive funding for Safe and Accepting Schools in 2014-Boards are encouraged to find opportunities to align the use of these funds with the work of their Equity and Inclusive Education (EIE) Networks. The purpose of this funding is to: build on initiatives funded in previous years; support the Safe Schools and EIE Strategies; support compliance with the Accepting Schools Act, 2012; and, take further steps to implementing a whole school approach to promoting safe, inclusive and accepting schools.

Small and Northern Boards Mathematics (\$4.4M)

This initiative is designed to enable school boards in the North, as well as small school boards facing achievement challenges in math across the province, to develop expertise among staff and additional local capacity in the area of elementary mathematics. Funding is provided for release time in each of the designated boards, as well as opportunities for professional learning in the area of numeracy.

Student Success – Building Capacity for Differentiated Instruction (\$1.7M)

All boards will continue to receive funds for Building Capacity for Differentiated Instruction. The goals of the Differentiated Instruction Professional Learning Strategy are to:

- increase the instructional knowledge and skills of educators of grades 7-12 so that they can meet the diverse needs of all students, particularly those with persistent achievement challenges

- build awareness of differentiated instruction as a framework for planning and implementing effective instruction, assessment and evaluation practices as outlined in the Ontario curriculum
- facilitate and support professional learning opportunities through collaborative inquiry

Capacity-building will continue to emphasize professional learning for educators at multi-levels that is driven by student learning needs.

\$1.7 million has been allocated for Building Capacity for Differentiated Instruction for all English Language school boards.

Student Success – Building Capacity for Effective Instruction in Literacy for Adolescents (\$1.7M)

All boards will continue to receive funds to support Building Capacity for Effective Instruction in Literacy for Adolescents. The investment supports the goals of the provincial Literacy for Adolescents Professional Learning Strategy by providing funding to:

- support the development of leadership capacity in effecting systemic change by identifying and providing professional learning for instructional leaders in literacy (Grades 7-12)
- build the knowledge of teachers of all subjects about effective instructional practices that support adolescent literacy achievement with a focus on students facing persistent challenges in literacy
- offer a range of professional learning options (e.g., workshop series, coaching, collaborative inquiry using the professional learning cycle) so that capacity building strategies are differentiated according to school and educator need

Evidence of classroom implementation, student achievement and engagement is used to inform board planning for the implementation of effective literacy instruction for adolescents.

\$1.7 million has been allocated for Building Capacity for Effective Instruction in Literacy for Adolescents for all English Language school boards.

Student Success – Building Capacity for Effective Mathematics Instruction (\$1.7M)

All boards will continue to receive funds to support Building Capacity for Effective Mathematics Instruction. The investment supports the implementation of the Seven Foundational Principles for Improvement in Mathematics outlined in “Paying Attention to

Mathematics Education” (2011). Evidence of classroom implementation, student achievement and engagement is used to inform board planning for the implementation of effective mathematics instruction that meets the learning and engagement needs of students, particularly those facing persistent challenges in mathematics.

\$1.7 million has been allocated for Building Capacity for Effective Mathematics for all English Language school boards.

Student Success – Building Innovative Practice, Grades 7 - 10 (\$0.5M)

Selected school boards will receive funding to support case study sites for innovative practice to meet the needs of students with persistent achievement challenges. Cross-panel capacity building to improve student learning and reduce gaps in student achievement will emphasize:

- connecting teaching and learning by responding to student learning and engagement needs using a differentiated approach to instruction that is responsive to assessment information including student feedback/voice
- the connections among differentiated instruction, assessment as outlined in “Growing Success” (2011) and approaches to instruction and assessment as outlined in “Learning for All” (2011)
- multi-level learning using a collaborative inquiry model

The case study sites are guided by the key findings and informed by ongoing evidence of impact on educator practice and student learning from the Differentiated Instruction Professional Learning Strategy External Evaluation.

Student Success – Collaborative Inquiry for Instructional Impact (\$1.7M)

All boards will receive funds to support Collaborative Inquiry for Instructional Impact. The goal of this initiative is to support boards in increasing student achievement and engagement and closing gaps by:

- providing a process for professional learning that is driven by student learning needs
- linking professional learning needs to student learning needs
- focusing on assessing for learning and checking for instructional impact

Capacity building will continue to emphasize multi-level collaborative inquiry as well as professional learning for facilitators of collaborative inquiries.

\$1.7 million has been allocated for Collaborative Inquiry for Instructional Impact for all English Language school boards.

Student Success – Middle Years Collaborative Inquiry, Grades 7–10 Mathematics (\$0.5M)

Selected school boards will continue to receive funding to support a cross-panel inquiry project to generate knowledge about and evidence of effective practices in middle years classrooms.

The investment supports boards in developing:

- cross-panel instructional capacity to improve student learning and reduce gaps in student achievement in mathematics as reflected in the BIPSA
- capacity in collaborative inquiry skills and connections among middle years educators to improve mathematics learning for all students from grades 7 to 10
- develop a model to share practices with others in order to build capacity across schools/boards and the province

The inquiry project will be guided by one or more of the Seven Foundational Principles outlined in “Paying Attention to Mathematics Education” (Fall, 2011).

Student Success – School and Cross Panel Teams: Supporting Transitions and Innovative Practices (\$2.2M)

All boards will continue to receive funds to support Student Success School and Cross Panel teams. The funds will be used to:

- Develop Transition Plans and support the implementation of initiatives to provide specific supports for students as they move from grade to grade and school to school.
- Support the Transitions and Pathways Collaborative Inquiry and cross panel work to address the needs of students with persistent challenges.
- Track and monitor individual student progress through to the completion of diploma requirements, in particular those students who may be at risk of becoming ‘early leavers’.
- Provide timely supports, education and career planning, and interventions to assist students in completing their academic and non-academic graduation requirements.
- Provide ongoing professional learning for Student Success School and Cross-Panel Teams. In particular, work with school teams to identify the learning and engagement needs of students in risk situations/at risk of not graduating and support teams in the use of research and a variety of resources to develop school and board strategies to address these needs.

\$2.2 million has been allocated to English Language boards.

Student Work Study (\$12.5M)

Funding is allocated to support collaborative teacher inquiry into student learning needs and the precise assessment and instructional strategies that close learning gaps and improve achievement.

Supporting Implementation of Full-Day Kindergarten (\$0.5M)

In 2014-2015, French-language school boards will continue to receive an allowance for the implementation of full-day kindergarten. School boards will receive base funding on top of a per class allowance. The objective of this funding is to pursue the implementation committee's activities at the school board level, to build capacity and to promote play-based and enquiry-based learning.

Supporting Implementation of Policies and Programs (\$0.4M)

This funding supports school boards to provide the necessary training and support for the implementation of policies such as Growing Success and of new curriculum policy documents, such as Social studies and Canadian and World Studies. The objective is to strengthen the instruction underlying these policies and programs: assessment *as, for and of* learning and inquiry-based learning.

System Implementation and Monitoring (SIM) - Regional Network Sessions (\$1.8M)

Each DSB receives funding to support the work of a system improvement team composed of school and central board representatives. The team participates in regional network sessions and supports the implementation of effective teaching, learning and leading practices in elementary schools. Funding of \$25,000 per board is allocated in this memorandum.

System Implementation and Monitoring (SIM)/Ontario Focused Intervention Partnership (OFIP) Support (\$17.1M allocated by board, with \$5.6M remaining as noted later in this memo)

Each DSB will generate \$2,200 per elementary school as a base amount of System Implementation and Monitoring (SIM) funding. Additionally, each school that meets the SIM funding criteria, based on 2012-13 student achievement results, will generate a further \$4,500 in funding. This funding is to support professional learning in elementary schools focused on improving student achievement results, with a particular focus on literacy and numeracy outcomes.

SECTION 2. PROGRAM ALLOCATIONS

Program allocations of \$59.2 million in total are outlined below, with board-by-board allocations to be confirmed later in the year.

Initiative (\$M)	To be Allocated
Aboriginal Education - First Nation, Métis and Inuit (FNMI) Education Policy Framework Implementation	4,737,349
Adult and Continuing Education	116,538
Children and Youth in Care	1,000,000
Collaborative Inquiry for Learning – Mathematics	185,000
Community Use of Schools - Outreach Coordinators	44,000
Enrolment Reporting Initiative	2,000,000
French-language School and Student Support Grades 7 to 12	840,000
New Policy Development	843,500
Ontario Leadership Strategy	3,976,246
Outdoor Education and Engagement	20,000,000
Re-Engagement Initiative (12&12+)	1,200,000
First Nations Métis and Inuit (FNMI) Engagement/Re-Engagement Initiative	500,000
Specialist High Skills Major (SHSM)	6,600,000
Student Engagement – SpeakUp	1,150,000
Student Success – Ontario Public Service (OPS) Learn and Work Program	800,000
Student Success School Support Initiative	4,500,000
School Support Initiative – First Nations Métis and Inuit	560,000
Supporting Implementation of Full-Day Kindergarten	224,200
System Implementation and Monitoring (SIM)/Ontario Focused Intervention Partnership (OFIP) Support	5,575,400
Teacher Learning and Leadership Program (TLLP)	3,140,000

Initiative (\$M)	To be Allocated
Tutors in the Classroom	1,200,000
Grand Total	59,192,233

* Numbers may appear to not add up due to rounding.

Aboriginal Education - First Nation, Métis and Inuit (FNMI) Education Policy Framework Implementation (\$4.7M)

The ministry’s investment in Aboriginal Education outside of the GSN will provide continued support for the implementation of the Ontario First Nation, Métis and Inuit (FNMI) Education Policy Framework.

Specifically, this investment will support boards to implement 2014-2015 strategies and actions identified for school boards in the recently released Ontario First Nation, Métis and Inuit Education Policy Framework Implementation Plan including:

- Analyse board and school data to assess progress in reducing the gap in student achievement;
- Continue to target and refine strategies to support First Nation, Métis and Inuit student achievement and well-being;
- Continue to support increased knowledge and awareness of First Nation, Métis, and Inuit cultures, histories, traditions, and perspectives among all students and staff;
- Increase the focus in board strategic planning to promote the voluntary, confidential self-identification of First Nation, Métis and Inuit students as a means to enhance the success and well-being of Aboriginal students and to help close the achievement gap;
- Continue to identify and share promising practices and resources to help improve First Nation, Métis and Inuit student achievement and close the gap.

Further information relative to board funding opportunities for the 2014-2015 School Year will be communicated to boards by the Aboriginal Education Office in spring 2014.

Adult and Continuing Education (\$0.1M)

The ministry is continuing to fund resource development and capacity building to enhance student engagement and improve student achievement for adults in Adult and Continuing Education programs.

Children and Youth in Care (\$1.0M)

The ministry is committed to improving educational outcomes for children and youth in the care of, or receiving services from, Children's Aid Societies (CASs), and to creating conditions that allow them to benefit from all the learning opportunities, supports and interventions available in schools.

Enrolment Reporting Initiative (\$2.0M)

This funding of \$2.0 million in 2014-15 is to support school board implementation of the Enrolment Reporting Initiative. This initiative was announced on November 1, 2013 to replace paper-based enrolment registers for continuing education and other programs with other electronic student management systems and Ontario School Information System (OnSis) data collection.

French-language School and Student Support Grades 7 to 12 (\$0.8M)

Targeted French-language school boards will receive funding to support the capacity of leaders and teaching staff in grade 7-12 schools. The funding will be used to plan evidence-based projects that are intended to ensure the long-term success and well-being of students. Initiatives such as Differentiated Instruction that build capacity through professional learning projects or the Re-engagement Initiative (12&12+) are some examples of projects that will continue to be funded.

New Policy Development (\$0.8M)

The ministry is furthering work on *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools, Policy and Program Requirements, Kindergarten to Grade 12*, helping students develop the knowledge and skills they need to make informed education and career/life choices. This year, we are working on the development and consultation of a new cooperative education and experiential learning policy, allowing students to earn secondary school credits while completing a work placement.

Ontario Leadership Strategy (\$4.0M)

The Ontario Leadership Strategy, launched in 2008, is designed to foster leadership of the highest quality in schools and boards across the province. Significant progress has been accomplished across boards in the implementation of the OLS and building on the foundation, efforts are now focused on increasing impact and assessing results in 2013-14. Boards will be provided with one funding allocation with the expectation that they will continue to further the implementation of their Board Leadership Development Strategy. This strategy will enhance the boards' succession planning and talent development initiatives, including mentoring for newly appointed school leaders, and principal/vice-principal performance appraisals. The Board Leadership Development Strategy will directly support the goals of the school and board improvement plans for student achievement and well-being and the board strategic plan.

Outdoor Education and Engagement (\$20.0M)

This funding will be used to support outdoor learning activities for elementary and secondary students. These activities may be provided by school boards or by third party organizations, such as not-for-profit or community groups.

In 2014-15, this funding is for expenses associated with student learning activities in the outdoors. For example:

- fees related to participation in outdoor learning activities provided by school boards or by third party organizations, such as not-for-profit or community groups
- to enlist the expertise and/or facilities/resources of community agencies in outdoor learning activities
- transportation costs
- teacher release time

In 2014-15, this allocated funding may not be used for:

- staffing
- costs associated with board outdoor education facilities, e.g., repairs, equipment
- the purchase or development of learning resources

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

Funding will again be allocated to English Language School Boards in 2014-15 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, who returned, the number of credits obtained and the number of students who met the literacy and community involvement graduation requirements and the number of students who graduated.

First Nations Métis and Inuit (FNMI) Engagement/Re-engagement Initiative (\$0.5M)

Funding will be allocated to English Language School Boards in 2014-15 to provide support as they contact, mentor and monitor any FNMI students in grade 9-12 who have left school. Boards will provide the ministry with the number of students who were contacted, who returned, the number of credits obtained and the number of students who met the literacy and community involvement graduation requirements and the number of students who graduated.

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% of the total funding) and through a EPO transfer payment (25% of the total funding). The funding allocation to a board may change if student enrolment or program offerings differ from the projections in the board's 2014-15 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
- teacher professional development

Student Engagement – SpeakUp (\$1.2M)

The Student Voice initiative is designed to strengthen student engagement for students who are not yet experiencing success. The initiative helps the ministry learn more about how students learn and what helps them engage in their learning communities through the Minister's Student Advisory Council, Regional Student Forums (e.g. Students as Researchers) and *SpeakUp* Projects.

All school boards are invited to encourage students from Grades 7 to 12, and in particular, students not yet experiencing success, to apply for funds to lead *SpeakUp* projects.

An allocation of \$1.15 million will be provided to fund approved English and French language projects in 2014-2015.

Student Success – Ontario Public Service (OPS) Learn and Work Program (\$0.8M)

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

Student Success – School Support Initiative (SSI) (\$4.5M)

Selected English-language school boards will receive funding to support capacity building in low performing secondary schools. The School Support Initiative is a closing

the gap strategy which focuses on improving student achievement, increasing the pass rates and credit accumulation.

The funding is to support the implementation and monitoring of the SSI, to build the capacity of the principal as the instructional leader and for job-embedded professional learning for teachers.

Also, this initiative has been expanded and will include additional secondary schools where pass rates in grade 9 and 10 Applied compulsory courses are below the provincial rate.

School Support Initiative – First Nations Métis and Inuit (\$0.6M)

Additional funding will be provided to some school boards in the SSI where data indicates that Self-identified Aboriginal Learners in grade 9 and 10 are at risk of not meeting graduation requirements due to credit loss.

System Implementation and Monitoring (SIM)/Ontario Focused Intervention Partnership (OFIP) Support (\$5.6M – in addition to \$17.1M noted earlier)

Funding will be allocated by board in the Fall 2014 based on EQAO's 2013-14 student achievement results to support professional learning in lower and middle performing elementary schools focused on improving student achievement results, with particular focus on literacy and numeracy outcomes.

Teacher Learning and Leadership Program (TLLP) (\$3.1M)

This program involves experienced teachers self-selecting and sharing learning experiences 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 600 projects, involving the work of over 3,200 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.

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.

Working together in partnership, we have made great progress in improving student performance and increasing the graduation rate. With this continued effort and funding, we are confident that Ontario's students will have the needed tools to succeed in the 21st Century.

Original Signed By

Grant Clarke
Assistant Deputy Minister
Learning and Curriculum
Division

Mary Jean Gallagher
Assistant Deputy Minister
Student Achievement
Division

Jim Grieve
Assistant Deputy Minister
Early Years Divisions

Janne Griffore
Assistant Deputy Minister
French-Language,
Aboriginal Learning and
Research Division

Barry Pervin
Assistant Deputy Minister
Leadership and learning
Environment Divisions

Gabriel F. Sekaly
Assistant Deputy Minister
Finance Policy and Business
Division

Pamela Skinner
Assistant Deputy Minister
and Chief
Administrative officer
Corporate Management and
Services Division

cc: Superintendents of Business and Finance
George Zegarac, Deputy Minister of Education