

Ministry of Education
Strategic Policy and Planning Division

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Ministère de l'Éducation
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2022: B05

Date: February 17, 2022

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

From: Phil Graham
Assistant Deputy Minister
Strategic Policy and Planning Division

Subject: **2022-23 Priorities and Partnerships Funding (PPF)**

I am writing to provide you with information about the Ministry of Education's Priorities and Partnerships Funding (PPF) for 2022-23. These commitments are being released in conjunction with the 2022-23 Grants for Student Needs (GSN) and will support our plan to promote learning recovery, positive mental health, and the growth and development of students across Ontario.

Following two years of disruption due to the COVID-19 pandemic, we remain committed to supporting learning recovery and the health, well-being and safety of students, educators, school staff and the broader community. We are pleased to provide funding continuity through PPF for programs that have the greatest impact in the classroom and on students.

The PPF is supplemental to the GSN and is reviewed and assessed by the ministry each year.

Learning Recovery Supports

In response to the disruption caused by the pandemic, the ministry has released its five-point plan to support learning recovery and support student mental health and well-being. Details on this plan can be found in memorandum [2022: B02 Learning Recovery Action Plan](#), including expanded summer learning opportunities and a comprehensive tutoring supports program.

Board-delivered Expanded Summer Learning (\$10.12M)

The ministry will continue to make summer learning opportunities available including credit, upgrading and non-credit courses funded through the Grants for Student Needs (GSN). In addition, \$10.12 million in PPF is being made available to school boards for the following expanded summer learning supports for students.

Summer Learning for Students with Special Education Needs – School board allocations in Appendix A

The ministry will provide \$10 million for the 2022-23 school year school boards to deliver transition programs and additional staffing during the summer for students with special education needs.

Summer Learning for First Nation Students

The ministry will provide \$0.12 million to support school boards in covering the cost of First Nation students enrolling in school board summer learning opportunities in Summer 2022. This includes:

- First Nation students over the age of 21, who are already enrolled in a school of a school board through the Reciprocal Education Approach (REA) or through an Education Services Agreement (ESA)
- Students who will be registering with the school board in September 2022 and;
- Students, including those over the age of 21, who attend First Nation/federally-operated schools both on- and off-reserve.

Additionally, funding will continue to be available for summer learning programming focused on literacy and numeracy administered by third parties such as the Council of Ontario Directors of Education, Frontier College and Centre Franco's Eurêka!.

Tutoring Supports Program (\$175.2M) – School board allocations in Appendix A

In order to address the impacts of the COVID-19 pandemic, the ministry is making an historic investment of approximately \$175 million over the current and next school year for a new Tutoring Supports Program to be administered by school boards. Boards will receive amended 2021-22 PPF transfer payment agreements (TPAs) with 50% of the allocation to be spent by August 31, 2022. The remaining 50% will be included in 2022-23 school board PPF TPAs at the start of the school year. Program implementation can begin immediately and must begin no later than the first week of April based on the following criteria:

- An average group size of 5 students
- Smaller average group size, including 1:1 individual tutoring, for students who would benefit from more attention based on student need
- Options will be provided to students to access tutoring during a variety of time slots to meet student need (i.e., before and after school, during the school day, on weekends, and during the summer)
- Tutoring programs will prioritize math and literacy and other foundational learning skills
- Programs may be offered in collaboration with community partners

Additional parameters will be provided in the Tutoring Supports schedule of school board PPF TPAs.

Professional Assessments and Reading Intervention Programs (\$25.00M)

This funding will support school boards to provide reading intervention programs and conduct professional assessments to support struggling readers and address learning recovery following COVID-19-related disruption. In order to support immediate student needs, these funds will be made available for the remainder of the 2021-22 school year and continue into 2022-23. Additional details will be provided in school board PPF TPAs.

TRANSFERS TO GSN FOR THE 2022-23 SCHOOL YEAR

To further support the ministry's efforts to streamline funding while also reducing administrative burden for transfer payment recipients, some existing PPF allocations have been transferred into the GSN beginning in 2022-23. Additional details regarding these allocations can be found in the 2022-23 GSN B memo:

1. Parents Reaching Out Grants – \$2.4 million
2. Implementation of French-Language Aménagement linguistique Initiatives and Strategies to Retain and Engage Students – \$120,000
3. Well-Being and Positive School Climates Allocation (formerly Well-Being and Mental Health Bundle – \$3.0 million
4. Learning and Innovation Fund for Teachers (LIFT) – \$3.5 million

In addition, some 2021-22 COVID-19 PPF supports have been transferred to the 2022-23 GSN and further details can be found in memorandum [2022: B03 Grants for Student Needs Funding \(GSN\)](#).

2022-23 PPF ALLOCATIONS

The PPF will provide over \$355 million in funding to education partners for the 2022-23 school year, in addition to \$175 million for Tutoring Support referenced above.

To facilitate school boards' budget planning for 2022-23, the ministry is confirming approximately \$144.17 million of PPF to school boards and school authorities to support ministry priorities. Within this amount:

- \$ 70.46 million is allocated by program **and** by school board in this memorandum (**see Appendix A**); and
- \$ 73.71 million has been allocated by program, with school board allocations to be confirmed later in the year.

PPF PROGRAM ALLOCATIONS

PPF priority themes are outlined in the following table, with further program details below:

Key Priority	Objective	Amount
French-Language Education	To provide opportunities, tailored supports, and multimedia resources to students in Ontario's French-Language Education (FLE) system guided by the <i>Aménagement linguistique policy</i> .	\$1.20M
Indigenous Education	To support the academic success and well-being of Indigenous students, as well as build the knowledge of all students and educators on Indigenous histories, cultures, perspectives, and contributions.	\$6.61M
Math	To support Ontario's students in meeting provincial math standards.	\$43.30M
Mental Health and Well-Being	To support the critical linkage between mental health and well-being and student success. Also provides students with physical health and safety supports.	\$7.99M
Special Education	To improve support for children and youth with special education needs and their families and educators.	\$7.48M
Student Pathways	To support students as they transition to postsecondary destinations, including apprenticeship, college, university, and the workplace.	\$20.44M
Supporting Student Potential	To support vulnerable students, including youth at risk, to stay in school, graduate and succeed. This also includes equity initiatives, and anti-racism and de-streaming supports.	\$36.15M
System Support	To provide support to the education system, including teacher professional learning.	\$21.00M

Descriptions of the initiatives under these PPF themes are below. Where available at this time, school board allocations are provided in Appendix A. Other board allocations will be confirmed at a later date.

French-Language Education

Board Math Learning Leads (\$1.2M) – School board allocations in Appendix A

French-language funding for board-based Math Learning Leads. Other projects also support student success and well-being through the development of innovative literacy and numeracy resources or student- and teacher-focused initiatives, for example.

Indigenous Education

Indigenous Graduation Coach (\$3.92M) – School board allocations in Appendix A

The Indigenous Graduation Coach Program provides funding to targeted district school boards for the recruitment of Indigenous Graduation Coaches to support Indigenous students in obtaining an Ontario Secondary School Diploma and successfully transition between the First Nation school system and the provincial school system or into post-secondary education, training or labour market opportunities.

“Anishinaabemodaa” Initiative (\$1.41M) – School board allocations in Appendix A

The Rainy River District School Board (RRDSB), the Seven Generations Education Institute and SayITFirst work in partnership to develop pathways for Ojibwe speakers to become Early Childhood Education workers and certified classroom teachers. With progress, the focus will shift to developing early education language programming, with the goal of creating a cohort of children ready for immersion programming. To date, the initiative has helped to sustain and expand language learning in ten First Nation communities associated with the initiative.

Rapid Response Northern Schools Team (\$0.80M) – School board allocations in Appendix A

The Rapid Response Northern Schools Team (RRNST) is a trained, trauma-informed team comprised of board-employed, certified educators, administrators, and related positions (e.g., Elders) to respond to urgent requests made by remote First Nation communities experiencing a temporary crisis. The RRNST can be mobilized and deployed quickly upon the request of a First Nation to keep classrooms and schools open in remote First Nation communities and support the academic success and well-being of students.

Aboriginal Youth Entrepreneurship Program (AYEP) (\$0.27M)

AYEP gives Grade 11 and 12 First Nation, Métis, and Inuit students in identified school boards an opportunity to earn two senior business studies credits through a program based on the Ontario Business Studies curriculum and supplemented by Indigenous content, hands-on activities, guest speakers and business mentors, and funding opportunities. Students develop entrepreneurial skills and learn how to create and establish their own small business.

First Nation School Support Program (\$0.21M) – School board allocations in Appendix A

Keewatin Patricia District School Board (KPDSB) seconded a principal to support the capacity development of educators and administrators in partnering with First Nation-operated schools to support First Nation students' success and well-being as they transition from remote and fly-in communities, as young as age 12, into provincially funded schools.

Math

Math Strategy (\$39.30M) – School board allocations in Appendix A

Funding to support additional board and school positions to support student math performance. Board-based math learning leads will support student achievement in math and the implementation of the de-streamed Grade 9 math course and the elementary math curriculum. School-based math learning facilitators are a targeted support for schools demonstrating the greatest need.

Math Strategy – Additional Qualifications (\$4.00M)

Funding for school boards to subsidize Additional Qualifications (AQ) courses in math for educators. 2022-23 will be year four of a \$20 million allocation over five-years. This program is application-based. To receive this funding, boards are asked to submit an [application](#) by **June 30, 2022**. Teachers who have completed any of the eligible courses between September 1, 2022 to August 31, 2023 are eligible for this subsidy.

Subsidy will cover the full amount of the AQ, up to a maximum of six hundred and fifty dollars (\$650). If the total funding requested from all school boards exceeds the \$4 million allocation, the ministry will consider the number of teachers in each board to determine the final funding amounts.

Mental Health and Well-Being

School Mental Health Ontario (SMH-ON) (\$6.50M) – School board allocation in Appendix A

As part of the government's commitment to build a comprehensive and connected multi-year mental health and addictions system across the lifespan, funding for School Mental Health Ontario (SMH-ON) will continue. SMH-ON will receive \$6.5 million in 2022-23 to provide implementation support to all 72 district school boards through clinical expertise, evidence-based resources/practical tools for educators, the delivery of consistent professional learning to school-based mental health clinicians and cross-sectoral work with partners in other sectors to ensure alignment with the broader provincial system of mental health services.

Health Resources, Training and Supports (\$1.29M) – School board allocations in Appendix A

This funding is used to develop new resources and supports, and to deliver local training to principals/vice-principals, educators and other school staff related to current and emerging health and safety issues. In past years, this has included supports connected to cannabis use, vaping, gaming, and nutrition. For school year 2022-23, school boards are encouraged to continue using funds to support effective implementation the ministry's Policy Program Memorandum (PPM) on anti-sex trafficking.

Physical Activity Through Cricket (\$0.20M)

Application-based funding to encourage a maximum number of students to learn, try, practice and compete in cricket through the school setting. With the rapid increase in participation and popularity of cricket in the province, it is important to provide quality opportunities for youth to learn about cricket and be involved in organized sport. The goal of this program is for representation across all genders, including providing a supportive environment for girls to

participate in physical activity.

Period Poverty: Enhanced Student Access to Menstrual Products (in-kind provision of supplies)

This initiative provides free menstrual products to school boards to distribute to schools. Providing all students who menstruate with convenient access to free period products supports their full participation in school activities, reduces stigma and promotes gender equality.

Special Education

Supporting Students with Special Education Needs/ Students with Disabilities (\$6.00M)

Application-based funding for school boards to implement initiatives to prevent and remove accessibility barriers experienced by students with special education needs and/or disabilities. Applications would be submitted to fund projects that related to Awareness & Training, Curriculum-Instruction-Assessment, Digital Learning & Technology, and Organizational Barriers.

Special Education Additional Qualification (AQ) Subsidy for Educators (\$1.00M) – School board allocations in Appendix A

Funding will support educators' participation in approved Schedule C and Schedule D special education Additional Qualification (AQ) courses such as "D-Special Education Specialist".

Developmental Disabilities Pilot: Student Transitions (\$0.48M)

Funding to support select school boards to explore and implement successful practices in transitioning students with developmental disabilities to work through an intensive job-placement program.

Student Pathways

Expansion of Specialist High Skills Majors (SHSM) (\$13.20M)

Application-based funding to support expansion of the number of programs and student enrolment in the 13 SHSM sectors identified as having the strongest focus on technological education and the skilled trades. A call for applications was issued on January 21, 2022 and applications for 2022-23 funding are being submitted by school boards in February 2022. As part of this expansion, funding will also be provided to support current and expanded SHSM Dual Credit programs with a technological education and skilled trades focus. This year will be the second of the three-year expansion; boards may choose to apply for this funding in any or all of the three years. The Skills Development and Apprenticeship Branch (SDAB) will notify boards of their approved expansion funding amounts by the end of March via an email to Directors of Education. Feedback on expansion funding applications will also be visible on the SHSM online reporting site (Enhanced Data Collection Solution – EDCS) near that time.

Experiential Professional Learning in the Skilled Trades for Guidance Teacher-Counsellors (\$3.00M)

This new funding for school boards is to coordinate and provide experiential professional learning opportunities for all guidance teacher-counsellors to develop an enhanced understanding of the skilled trades and apprenticeship pathway and the benefits of the skilled trades as a career. The professional learning activities should be experiential in nature, a minimum of a half-day throughout the school year and developed/provided in partnership with local skilled trades employers and organizations. This year will be the first of three years of funding, and board allocations will be included in 2022-23 school board PPF TPAs at the start of the school year.

Entrepreneurship Education Pilot Projects (\$1.80M) – School board allocations in Appendix A

This new funding for school boards is to provide innovative pilot projects that promote entrepreneurship education for secondary students and are developed/provided in partnership with local third-party organizations that have expertise in entrepreneurship, for example, local Chambers of Commerce. Projects related to STEM and/or the skilled trades are encouraged, and 50 per cent of funding must be dedicated to providing students' seed funding for their entrepreneurial projects/ideas. Local and provincial events showcasing students' entrepreneurial projects/ideas will take place in Spring 2023. This year will be the first of three years of funding.

Recognition of Experiential Learning Credit (RELC) Pilot (\$1.00M)

The ministry will pilot experiential learning programs in select boards that support students to gain important job and life skills outside of the classroom. Additional information will be forthcoming.

The Skilled Trades Bursary Program (\$1.00M) – School board allocations in Appendix A

The Skilled Trades Bursary Program provide bursaries to students who have earned or are earning two credits in a cooperative education program working in a skilled trades placement, have plans to pursue a post-secondary skilled trades pathway and have financial and other barriers to completing their Ontario Secondary School Diploma (OSSD). Eligible students would be identified by guidance teams based on the selection criteria. This is the second year of funding for this pilot program. This year, in response to feedback from Year 1 of the pilot, funding will be distributed to all boards and boards that participated last year will see a change in previous funding.

The Learn and Work Bursary Program (\$0.44M) – School board allocations in Appendix A

The Learn and Work Bursary Program provide bursaries to historically underserved students in a subset of school boards who are enrolled in a cooperative education program and have financial and other barriers to completing the OSSD. Eligible students would be identified by guidance teams based on the selection criteria.

Supporting Student Potential

Early Intervention in Math for Students with Special Education Needs (\$8.32M) – School board allocations in Appendix A

The funding is intended to support school boards in implementing early interventions in Math for students with special education needs. Funding may be used to support elementary students with a goal of increasing student engagement, preventing learning gaps, and supporting students to prepare for de-streamed Grade 9 math.

Focus on Youth (FOY) (\$7.65M)

The Focus on Youth program provides learning and employment opportunities for youth in select low-income neighbourhoods who face challenges that hinder their learning, achievement and full participation in school, and barriers to employment due to circumstances directly linked to systemic inequality, racism and discrimination and their lived experiences of socio-economic disadvantage. Participating school boards collaborate with community organizations to deliver initiatives aimed at promoting engagement by offering youth employment/leadership opportunities, including by hiring youth to facilitate pro-social activities for younger students in their communities where such opportunities are limited.

Transportation and Stability Supports for Children and Youth in Care (\$6.60M)

This funding is intended to improve the educational experience and outcomes of children and youth in care by ensuring positive and stable connections to school, school supports and learning opportunities during times of instability and transition. The program promotes mental health, well-being and positive educational experiences by providing transportation to support a stable school experience and ensures that the unique identities of children and youth in care are supported by community and cultural connections, positive relationships with peers and caring adults at their school.

Graduation Coach Program for Black Students (\$4.11M)

This funding is focused on addressing systemic barriers to achievement and well-being and supporting the success of Black students. The program involves providing intensive, culturally-responsive support to Black students by hiring graduation coaches with lived experience and connections to Black communities to provide direct support and mentorship to Black students, with the assistance of school staff and school board leadership.

Human Rights and Equity Advisors (\$3.24M)

Funding for select school boards to employ Human Rights and Equity Advisors (HREAs) who work with the Director of Education and with the board's senior team to foster a culture of respect for human rights and equity, help identify and address systemic human rights and equity issues and increase the board's compliance with human rights law.

De-Streaming Implementation Supports Program (\$3.00M) – School board allocations in Appendix A

This is a continuation of funding to support the implementation of de-streamed Grade 9. The focus of this funding is to prepare Grade 8 students for their transition to Grade 9, and support Grade 9 students to be successful in the de-streamed Grade 9 program and prepare for their transition to Grade 10 and the senior program. Funding can be used to support the learning needs of Grade 8 and 9 students, capacity building for Grade 8 to 10 educators, planning for Indigenous students who are transitioning/have transitioned from First Nations elementary schools, and student and family information sessions and workshops.

Demographic Data Gathering (\$2.50M)

This funding supports school boards in collecting and analyzing demographic data to gain a clearer understanding of who Ontario students and staff are, to enable school and system leaders to more precisely apply resources to support student success and better-informed hiring decisions.

Keeping Students in School (\$0.60M) – School board allocations in Appendix A

Pilot to support select school boards to examine their discipline practices, with the goal of addressing discipline disproportionality. This pilot project has been designed to develop promising practices with a focus on identifying structural inequities related to discipline in schools, including suspensions and expulsions. The pilot includes a series of system/school leaders' working sessions, focused on principals and superintendents as equity leaders and a series of in-school ministry-supported learning sessions for school teams. Schools will critically examine and change conditions that lead to suspension/expulsion practices. School and system leaders will work on enhancing their skills for working with marginalized students, families and staff so that decisions related to addressing student behaviour are fair and equitable.

Broadening Horizons (\$0.13M)

This funding is intended to deepen school boards' capacity to address equity and human rights priorities, and target barriers that limit student success in schools, particularly in rural and northern boards.

System Support

Connectivity at Schools Program (CASP) (\$20.00M)

This is the second year of the CASP. The ministry is providing funding to school boards to support connectivity infrastructure-related projects to support online learning based on applications received. The CASP program (totalling \$40.00M over two years) will ensure that students and teachers can continue to seamlessly participate in secure, online and remote learning and support local challenges with in-school internet connectivity. Funding has been distributed to school boards based on applications received in the 2021-22 school year for multi-year projects.

New Teacher Induction Program - Enhancing Teacher Development Fund (NTIP-ETD)
(\$1.00M)

The NTIP-ETD supplements the GSN funding formula by providing funded support for boards who experience a significant increase in the number of new permanent hires from the previous year and/or have new hires past Year 2 on the Teacher Qualifications and Experience Grid. Boards apply to the ministry for funding if either of these categories impact their ability to support the development of their new teachers. For some boards, this funding is critical to the delivery of NTIP as these new teachers must be supported and are required to successfully complete two teacher performance appraisals.

TRANSFER PAYMENT ADMINISTRATION

For the upcoming school year, the ministry will continue to provide school boards with integrated (multi-project) Transfer Payment Agreements (TPAs) through Transfer Payment Ontario (TPON), the centralized digital system for government transfer payments.

The ministry is continuing to implement a phased approach in the adoption of TPON, to enable further efficiencies in the administration and management of TPAs. We appreciate your support in successfully completing the first phase: establishing PPF TPA access and execution through TPON, in 2021-22.

Reporting will be the next phase added to TPON. School boards should expect report-backs for 2022-23 PPF TPAs will be migrated to this digital system. Reduction and/or streamlining of reporting requirements will be a particular focus of this new phase. Boards will be able to access, complete, and submit PPF reporting requirements through TPON. Further details on this reporting approach, including any relevant training, will be provided in fall 2022.

2022-23 PPF contracts will be released on TPON in September 2022. To access and approve PPF TPAs, school board staff must have registered accounts on the TPON system. Additional details on how to create an account on TPON can be found in **Appendix B**.

For further inquiries related to TPON, please contact EDU-PPF-FPP@ontario.ca.

2021-22 PPF FUNDS

Given additional COVID-19 related investments to support students in the 2021-22 school year, repurposing of 2021-22 PPF will not be permitted.

All PPF funds should be spent for the original purpose intended and articulated in signed transfer payment agreements. Unspent funds from 2021-22 PPF must be recovered by the ministry and will not be available for repurposing or carrying forward.

NEXT STEPS

If you require further information about 2022-23 PPF initiatives, please contact your ministry program contacts or the office of the Assistant Deputy Minister responsible for the program.

The ministry acknowledges the ongoing and extraordinary work of school board teams to support students, families and the broader community, especially while navigating the unique challenges of the recent school years. Working together, we are supporting Ontario's children and students to maximize their performance and well-being.

Phil Graham
Assistant Deputy Minister
Strategic Policy and Planning Division

ATTACHMENTS

Appendix A – School Board Funding Allocations

Appendix B – Transfer Payment Ontario (TPON) Registration and FAQ

- c: Superintendents of Business and Finance
 - Executive Director, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
 - Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
 - Executive Director, Ontario Catholic School Trustees' Association (OCSTA)
 - Executive Director, Ontario Public School Boards' Association (OPSBA)
 - Executive Director, Council of Ontario Directors of Education (CODE)
 - Executive Director and Secretary-Treasurer, Association des enseignantes et des enseignants franco-ontariens (AEFO)
 - General Secretary, Ontario English Catholic Teachers' Association (OECTA)
 - General Secretary, Elementary Teachers' Federation of Ontario (ETFO)
 - General Secretary, Ontario Secondary School Teachers' Federation (OSSTF)
 - Chair, Ontario Council of Educational Workers (OCEW)
 - Chair, Education Workers' Alliance of Ontario (EWAO)
 - Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)
 - Executive Director, Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)
 - Executive Director, Catholic Principals' Council of Ontario (CPCO)
 - Executive Director, Ontario Principals' Council (OPC)