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2023: B05

**Date:** April 17, 2023

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

**From:** Louis Dimitracopoulos  
Chief Administrative Officer & Assistant Deputy Minister  
Corporate Management and Services Division

**Subject:** **2023-24 Priorities and Partnerships Funding (PPF)**

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I am writing to provide you with information about the Ministry of Education's Priorities and Partnerships Funding (PPF) for the 2023-24 school year. These commitments are being released in conjunction with the 2023-24 Grants for Student Needs (GSN).

This year's PPF investments focus on learning and well-being to support students for success now and in the future. We are pleased to provide PPF investments for programs that have the greatest impact in the classroom and on students. The PPF is supplemental to the GSN and provides time-limited funding which is reviewed and assessed by the ministry each year.

### **2023-24 PPF ALLOCATIONS**

In 2023-24, the PPF will provide \$516.22 million in funding to education partners.

To facilitate school boards' budget planning for the 2023-24 school year, the ministry is confirming approximately \$372.2 million of PPF to school boards and isolate school authorities to support ministry priorities.

### **TRANSFERS TO GSN FOR THE 2023-24 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 2023-24. Additional details regarding these allocations can be found in the 2023-24 GSN B memo:

1. Demographic Data Gathering – \$2.50 million
2. Early Intervention Math Supports for Students with Special Education Needs (Grades K-8) – \$5.21 million

3. Specialist High Skills Major (SHSM) Expansion – \$13.20 million
4. Summer Learning Programs (SLP) – \$5.00 million

## 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 tailored supports, to students in Ontario’s French-Language Education (FLE) system guided by the <i>Aménagement linguistique policy</i> .	\$21.90M
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.	\$6.90M
Math	To support students in meeting provincial math standards.	\$65.80M
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.	\$20.05M
Special Education	To improve support for children and youth with special education needs and their families and educators.	\$28.98M
Student Pathways	To support students throughout secondary school and as they transition to postsecondary destinations, including apprenticeship, community living, college, university, and the workplace.	\$7.22M
Supporting Student Potential	<i>De-streaming</i> To provide supports for students to be successful in de-streamed learning environments.	\$103.69M
	<i>Reading</i> To ensure that all young learners receive the necessary foundational skills and early interventions in reading that are critical to future success.	\$90.00M
	<i>Additional Investments</i> To support vulnerable students, including youth at risk, to stay in school, graduate and succeed.	\$26.61M
System Support and Efficiencies	To provide support to help ensure that the education system is running efficiently and effectively, including labour-related commitments, administrative efficiencies, and teacher professional learning.	\$1.00M

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

In addition to a French-language allocation in all Key Priority areas, \$21.9M in French-language targeted investments will include support for the Consortium d’apprentissage virtuel de l’Ontario (CAVLFO) as well as the development modernization and maintenance of online learning courses, the development of a French-language reading intervention program and providing writing resources to French-language students and school board staff. The funding also includes culturally, linguistically and pedagogically relevant supports. These initiatives are

aggregated and not detailed in the board-by-board index.

## **Indigenous Education**

*Aboriginal Youth Entrepreneurship Program (AYEP) (\$0.28M) – School board allocations in Appendix A*  
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, 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*  
Through a partnership between Keewatin-Patricia District School Board (KPDSB) and Nishnawbe Aski Nation (NAN), the First Nation School Support Program focuses on coaching and mentoring to support principal leadership development. KPDSB second a principal to support the capacity development of educators and administrators in partnering 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 the provincially funded education system.

*Indigenous Graduation Coach Program (\$4.81M) – 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 from First Nation/federally operated schools into the provincially funded education system and/or into post-secondary education, training, or labour market opportunities.

*Rapid Response Northern Schools Team (\$1.60M) – 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 an emergency situation. 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.

## **Math**

*Math Recovery Plan: Board Math Leads (\$13.50M) – School board allocations in Appendix A*  
School boards will be provided funding to hire a Board Math Lead who will inform, monitor and provide timely reporting of progress towards math achievement and improvement targets and lead board-wide actions to meet these targets. This position will also be responsible for: attending ministry learning and networking sessions; ensuring fidelity to the Ontario curriculum; and supporting the consistent and intentional implementation of high-impact instructional practices. Board Math Leads will also develop parent math resources and facilitate job-embedded educator professional learning opportunities in math.

This position must be at a Supervisory Officer level unless an exemption is requested by the school board in writing to the Student Achievement Division of the ministry and a decision is made by the ministry based on the information provided. Board Math Leads should have demonstrated system leadership and specialized expertise in math where possible (e.g., hold specialist qualifications in math, facilitating and/or writing additional

qualification courses in math). Board Math Leads should also have experience in instructional coaching, building educator and administrator capacity in mathematics teaching, and designing and monitoring school and board learning.

For each Board Math Lead, the school board will generate funding of 1.0 of an FTE (0.5 FTE for school authorities). The funding benchmark per FTE is \$166,635.88. School boards with a Total ADE greater than 100,000 will generate 2.0 FTE.

*Math Recovery Plan: School Math Facilitators (\$33.30M) – School board allocations in Appendix A*

School boards will be provided with funding to hire School Math Facilitators to work in Grades 3, 6 and 9 classrooms in priority schools. These positions are intended to work directly with students who require additional support as well as work with teachers, often directly in classrooms to strengthen math teacher knowledge and support consistent and intentional implementation of high-impact instructional practices and early intervention strategies.

School boards should hire teachers who have specialized expertise and qualifications in math. School Math Facilitators should also have experience teaching math in multiple grades, working with teachers on monitoring progress towards improvement targets and using high-impact instructional practices and early intervention strategies. They should have thorough knowledge of the new math curriculum. The ministry will provide further details to school boards on their identified priority schools in a future communication, as well as expectations for School Math Facilitators in their work with priority schools and classrooms.

For each priority school, the school board will generate funding of 0.2 of an FTE. The funding benchmark per FTE is \$105,000.00.

*Math Recovery Plan: Digital Math Tools (\$15.00M) – School board allocations in Appendix A*

School boards will provide digital math tools for all students in Grades 3, 6, 7, 8 and 9 to support student learning at home and in classrooms. The digital math tools must be available in English and French, align with the Ontario curriculum, include reporting for parents and educators to monitor student achievement and be adaptive and responsive. School boards are encouraged to procure digital math tools listed on the [OECD](#) digital math tool vendor of record.

*Math Recovery Plan: Additional Qualifications (\$4.00M)*

School boards are invited to submit an [application](#) by June 30, 2023 to subsidize teachers who have completed Additional Qualifications (AQ) courses in math. Each subsidy is to be provided at \$650 for educators who will have completed eligible courses between September 1, 2023, to August 31, 2024.

## **Mental Health and Well-Being**

*Summer Mental Health Supports (\$12.00M) – School board allocations in Appendix A*

To support transition into the 2023-24 school year, funding of \$12M will be provided to school boards for the summer of 2023. The Ministry intends to provide funding of \$14M for the summer of 2024. This funding will provide prevention/early intervention mental health services to students during the summer months using their existing staffing complement. This funding is intended to ensure the continuity of mental health supports for students with mental health concerns and those in crisis and cannot be used to increase the Full-Time Equivalent (FTE) of mental health professionals. School boards can use a portion of this funding towards developing an integrated, prioritized referral pathway between schools and local community sector agencies, *2023-24 Priorities and Partnerships Funding (PPF) Memorandum 2023:B05*

creating a streamlined path to treatment.

*Concussion Summit (\$0.05M) – School board allocation in Appendix A*

The District School Board of Niagara (DSBN), in collaboration with world-renowned concussion specialists, hosts an Annual International Concussion Summit in the spring of each year. DSBN partners with industry leaders and other local and provincial organizations to provide the latest concussion information from expert speakers.

*Health Resources, Training and Supports (\$1.30M) – School board allocations in Appendix A*

This funding is used to purchase and/or 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, nutrition and anti-sex trafficking. For school year 2023-24, school boards are encouraged to use funds to support student safety initiatives and positive behavioural supports to prevent bullying and violence and increase students' emotional regulation, self-control and problem-solving skills.

*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.

*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 2023-24 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.

## **Special Education**

*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. To apply for this funding, please use the following link: [Developmental Disabilities Pilot: Student Transitions](#). Only applications submitted online by May 29, 2023, will be considered for funding.

*Professional Assessments (\$11.50M) – School board allocations in Appendix A*

This program will support school boards to conduct professional assessments (e.g., speech and language, psycho-educational) to help reduce wait times. It will also address learning recovery following COVID-19-related learning disruption. This program supports recommendations made in the OHRC Right to Read report, the K-12 Standards Development Committee report, and the Auditor General report (2017).

*Removing Barriers for Students with Disabilities (\$6.00M)*

School boards are invited to submit applications to fund projects that prevent and remove accessibility barriers experienced by students with special education needs / disabilities. To apply for this funding, please use the

following link: [Application for Supporting Students with Disabilities](#). For your convenience, you can request an offline copy of this application by emailing [successforall@ontario.ca](mailto:successforall@ontario.ca). Only applications submitted online by May 29, 2023, will be considered for funding.

*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".

*Summer Learning for Students with Special Education Needs (\$10.00M) – School board allocations in Appendix A*  
To support the transition of students with special education needs as they start the 2023-24 school year, funding of \$10M will be provided to school boards for the summer of 2023. The Ministry intends to provide funding of \$10M for the summer of 2024. This funding will provide transition programs and additional staffing for students with special education needs over the summer months.

## **Student Pathways**

*Entrepreneurship Education Pilot Projects (\$1.78M) – School board allocations in Appendix A*

New this year, the ministry is expanding the Entrepreneurship education pilot projects to include opportunities for students in Grades 7 and 8. This funding for school boards is to provide entrepreneurship education for Grades 7-12 students 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. Board-level, local and regional events are encouraged to promote students' development of entrepreneurial skills. This project will culminate in a provincial showcase event in Spring 2024. This year will be the second of three years of funding.

*Experiential Professional Learning in the Skilled Trades for Guidance Teacher-Counsellors (\$3.00M) – School board allocations in Appendix A*

This 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 second of three years of funding.

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

The Learn and Work Bursary Program provides \$1,000 bursaries to students, including adult learners, who may be facing barriers to success, who are enrolled in a cooperative education program and have financial and other barriers to completing the Ontario Secondary School Diploma.

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

The 2023-24 school year will be the second year of the three-year pilot for RELC. This program will allow students to earn a credit towards their Ontario Secondary School Diploma for valuable learning that takes place outside of the school day with community partners or organizations. The ministry will be collecting data from participating school boards on implementation of RELC to inform subsequent years of the pilot and assess the feasibility of potential province-wide implementation.

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

The Skilled Trades Bursary Program provide \$1,000 bursaries to students, including adult learners, who will 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.

**Supporting Student Potential**

**Supporting Student Potential – De-Streaming**

*De-Streaming Implementation Supports Program (\$3.69M) – 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 support Grade 8 students in their transition to a de-streamed Grade 9 program, support Grade 9 students to be successful in the de-streamed Grade 9 classroom, and in preparation for Grade 10 and their senior program. Funding can be used for: targeted supports for students in Grade 7, 8 and 9; enhancing culturally-responsive planning, instruction, assessment and evaluation practices; planning for First Nations students who are transitioning/have transitioned from federally-operated/First Nations schools and Inuit students who may be transitioning/have transitioned from communities in the far north to provincially-funded secondary schools; and student and family information sessions and workshops on school pathways and the de-streamed Grade 9 program.

*Staffing to Support De-Streaming and Transition to High School (\$100.00M) – School board allocations in Appendix A*

Funding for additional teachers in Grades 7-10 to work directly with students to provide early supports to prepare students in Grades 7 and 8 prior to transitioning into a de-streamed Grade 9 and to continue to support students in a de-streamed Grade 9 and their transition to Grade 10. School boards were allocated an amount equal to the projected funded teacher salary and benefits provided in through the GSN per 1.0 FTE based on the per-pupil benchmark and their projected enrolment.

**Supporting Student Potential – Reading**

*Early Reading Enhancements: Reading Screening Tools (\$12.50M) – School board allocations in Appendix A*

In response to the Ontario Human Rights Commission’s Right to Read report, the government has committed that beginning in 2023-24, students in year 2 of Kindergarten to Grade 2 will be screened for reading using evidence-based tools. This new funding will allow school boards to procure ministry-approved early reading screening tools for educators to conduct this screening. The tools will help ensure students who require further supports in reading are identified early and supported within the classroom. More information regarding ministry-approved screening tools will become available. Boards are asked to hold expenditures until more information has been shared.

*Licenses for Reading Intervention Supports (\$12.50M) – School board allocations in Appendix A*

This funding is intended to enable school boards to purchase licenses, resources and professional learning to support the provision of systematic, evidence-based reading interventions, supports or programs for struggling readers, including but not limited to students with reading disabilities.

*Education Staff to Support Reading Interventions (\$65.00M) – School board allocations in Appendix A*

2023-24 Priorities and Partnerships Funding (PPF) Memorandum 2023:B05

School boards will receive new funding to hire teachers who can work one-on-one or in small groups with students in Kindergarten to Grade 3 who would benefit from more support in reading. These supports may include providing direct Tier 2 and Tier 3 reading interventions and other supports required by the school or board on reading and literacy-related initiatives.

Teachers hired in these positions should have specialized expertise in scientific, evidence-based literacy instruction that emphasizes foundational knowledge and skills, as well as training in providing direct Tier 2 and Tier 3 reading interventions. Teachers should have awareness and experience of assessments that inform instruction based on intensity, duration and frequency of skill required and expertise in a comprehensive approach to literacy instruction.

Each school board will generate funding of \$105,000.00 for at least 1.0 FTE teacher per board (0.5 FTE for school authorities), with additional teachers based on Kindergarten to Grade 3 student enrollment.

### **Supporting Student Potential – Additional Investments**

#### *Cooperative Education Supports for Students with Disabilities (\$2.07M)*

The Cooperative Education Supports for Students with Disabilities Pilot will allow participating school boards to provide targeted supports to students with disabilities to pursue cooperative education credits within a variety of placement opportunities, including those related to technological education and the skilled trades. The focus of this pilot is to help set up students with disabilities with the skills required for success after graduation. This year will be the first of three years of funding. Funding allocations for identified boards will follow.

#### *Focus on Youth (FOY) (\$10.00M)*

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 and providing access to free/low-cost pro-social programming for younger students in their communities where such opportunities are limited.

#### *Graduation Coach Program for Black Students (\$4.70M)*

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. Coaches also provide advice to school boards and school leadership to inform system change and create inclusive spaces that are helping to dismantle systemic barriers, eliminate disparities, and close the achievement gap for Black students.

#### *Human Rights and Equity Advisors (\$3.242M) – School board allocations in Appendix A*

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.

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

*2023-24 Priorities and Partnerships Funding (PPF) Memorandum 2023:B05*



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 and stability supports such as tutoring services, technology, cultural resources and professional assessments to support a stable school experience and ensure 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.

### **System Support and Efficiencies**

#### *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**

In the 2023-24 school year, contract administration and reporting will continue to be done through Transfer Payment Ontario (TPON), the centralized digital system for government transfer payments.

To access PPF TPAs and reporting templates, school board staff must have registered accounts on the TPON system. Details and training materials on how to register and use TPON can be found online through the TPON provincial website: <https://www.ontario.ca/page/get-funding-ontario-government>

For questions about PPF multi-project TPAs, please contact [edu-ppf-fpp@ontario.ca](mailto:edu-ppf-fpp@ontario.ca). For technical inquiries related to TPON, please contact [TPONCC@ontario.ca](mailto:TPONCC@ontario.ca).

### **UNDERSPENDING OF 2022-23 PPF FUNDS**

All PPF funds should be spent for the original purpose intended and articulated in signed transfer payment agreements. Unspent funds from 2022-23 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 2023-24 PPF initiatives, please contact your ministry program contacts or the office of the Assistant Deputy Minister responsible for the program.

Thank you for your ongoing partnership to support these important investments. We remain committed to working closely with all school boards in the 2023-24 school year, with the best interest of Ontario's students in mind.

Electronically signed by

*2023-24 Priorities and Partnerships Funding (PPF) Memorandum 2023:B05*

Louis Dimitracopoulos  
Chief Administrative Officer & Assistant Deputy Minister  
Corporate Management and Services Division

## **ATTACHMENT**

### Appendix A – School Board Funding Allocations

- 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)