

2017-18 Education Funding Engagement Guide

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As Minister, I am always inspired when I walk into one of Ontario's schools and meet the students and education workers who are making their school community so strong and vibrant. The young learners I meet in the hallways, the professional educators I meet in the classrooms and the staff that keep the school humming all motivate me. And when my visit concludes, I leave with the assurance that Ontario's educational system is strong, resilient and building the best leaders for tomorrow.

I am proud of the work that has already been done to ensure education funding is more focused on directly supporting students and their classroom experience. In our upcoming education funding engagement sessions, the input you provide will be instrumental in making funding decisions for the 2017-18 school year.

Your feedback is important to me, and the release of this Engagement Guide is an opportunity to hear from you and benefit from your expertise and insight. This year, we will continue the dialogue on funding supports to ensure equity and accountability, while expanding the conversation to other important topics.

I encourage you to participate in this engagement and look forward to our continued collaboration and partnership.

Sincerely,

[MINISTER'S SIGNATURE]

Mitzie Hunter, MBA
Minister of Education

The Ministry of Education continues to build on the strong foundation set out in [*Achieving Excellence: A Renewed Vision for Education in Ontario*](#). The focus on our four key priorities – achieving excellence, ensuring equity, promoting well-being and enhancing public confidence in our publicly funded education system – is critical for long-term student success and fiscal sustainability.

I am proud of the work that has already been done to ensure education funding is more focused on directly supporting students and their classroom experience. Similar to previous years' education funding engagement sessions, the input you provide this year will be instrumental in making funding decisions for the 2017-18 school year.

The release of this Engagement Guide is an important opportunity to hear from you and benefit from your expertise and insight. This year, we will continue the dialogue on funding supports to ensure equity and accountability, while expanding the conversation to other important topics. We look forward to your advice and input on education funding for the 2017-18 school year.

We are working to continually strengthen our collaborative partnerships with you to support continuous improvement of the education funding system. I encourage you to participate in this engagement and look forward to our continued collaboration and partnership. I want to thank you all for your participation and feedback.

Sincerely,

[DEPUTY MINISTER'S SIGNATURE]

Bruce Rodrigues
Deputy Minister of Education

Introduction

An education system that is sustainable, responsible and transparent inspires public confidence and contributes to positive student outcomes. *Achieving Excellence: A Renewed Vision for Education in Ontario (Achieving Excellence)* sets out these principles while creating the conditions for excellence, equity and student well-being. Students must have a wide range of skills and knowledge to succeed in an increasingly competitive world. By working with our partners in the education community, Ontario is committed to ensuring that our publicly-funded education system is accountable and efficient.

Annual education funding sector engagement is part of the Ministry of Education's ongoing commitment to work with the education community to develop new ideas for improving the funding mechanisms that support the delivery of education in Ontario. Every year, this joint effort has resulted in changes to our funding formulas. However, aligning the allocation of resources with our goals is always a work in progress.

The way funding is allocated to support Ontario's education system shapes the possibilities for skill and knowledge acquisition. The government continues to look for innovative approaches to deliver key priorities within fiscal realities. These engagement sessions are an important tool as the government looks to a balanced budget in 2017-18. The Guide sets out specific priorities for discussion, however we continue to remain open to all conversations, even beyond the themes outlined in this Guide.

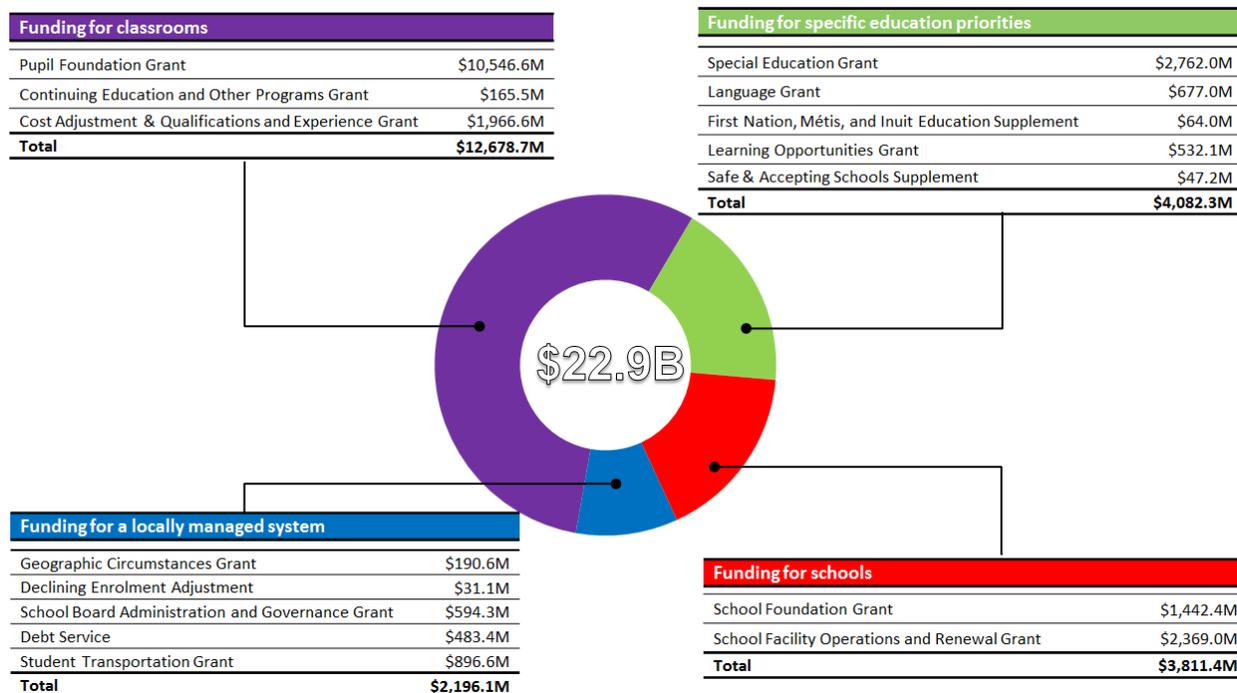
The Grants for Student Needs (GSN) represents a complex blend of policies and funding formulas designed to achieve the ministry's goals for the education system. GSN funding can be broadly categorized into four areas of support:

1. **Funding for classrooms** focuses on providing classroom resources;
2. **Funding a locally managed system** aims to ensure board leadership carries out focused activities to support alignment of resources which help schools and students strive to achieve excellence;
3. **Funding for schools** provides the resources to ensure schools have the leadership they need and are clean, well-maintained and efficient facilities for learning; and
4. **Funding for specific education priorities** speaks mainly to the *Achieving Excellence* goal of addressing priority areas of equity and well-being by, for example, meeting special education needs.

The GSN allocates the overwhelming majority (more than 90%) of school board annual revenues. It provides the financial foundation for both the day-to-day delivery of education programs and services to our students, and for the innovative and creative programs, whether at the local level or province wide, that characterize our education system. The ministry recognizes that conditions vary widely across Ontario and the funding formulas cannot take every situation into account. This is why local school

boards have flexibility in how they use funding, within an overall accountability framework.

WHAT DOES THE GSN SUPPORT?



In 2016-17, the ministry has allocated \$22.9 billion through the GSN. In addition, the ministry provides funding outside of the GSN through transfer payments known as Education Programs – Other (EPO). The following funding announcements have been made to boards:

- \$104.1 million in funding (announced in [memorandum 2016:B07 – 2016-17 School Year Education Programs – Other \(EPO\) Funding](#)) to support a variety of programs (e.g., autism supports, Community Use of Schools, mental health supports, Technology and Learning Fund); and
- More than [\\$60 million](#) to support Ontario’s Renewed Mathematics Strategy.

Some EPO funding is allocated to school boards, but depending on the specific purpose, EPO allocations are also made to non-school board partners or to a combination of school board and non-school board partners. All EPO allocations, regardless of the recipient, have the goal of supporting the province’s education priorities and are intended to directly or indirectly benefit the school boards as they work to support these priorities.

Over time, the areas of focus in our funding engagements have evolved to reflect the needs of various stakeholders with the aim of improving the value and impact of funding.

The Focus of Recent Engagements			
2014-15	2015-16	2016-17	2017-18
Primarily focused on: <ul style="list-style-type: none"> • School Board Efficiencies and Modernization (SBEM) Part 1; and • EPO Transformation 	Primarily focused on: <ul style="list-style-type: none"> • Broadening the SBEM initiative with further measures to encourage the management of underutilized school space, i.e., SBEM Part 2 	Primarily focused on: <ul style="list-style-type: none"> • Continuing SBEM Part 2; • Equity in Education; and • Expanded Accountability Measures 	Primarily focused on: <ul style="list-style-type: none"> • Achieving Excellence; • Broadening Equity in Education Conversation; and • Enhancing Public Confidence

Last year the main changes to the funding formula focused on alignment with the central labour agreements, and on First Nation, Métis, and Inuit Education leads in every school board. The province also moved forward on implementing the recommendations provided in [Community Hubs in Ontario: A Strategic Framework & Action Plan](#).

Also, in last year's discussions, the ministry highlighted the importance of census data in some allocations as a quantitative indicator of levels of need for a particular set of programs and services. Subsequently, changes were made to the Per-Pupil Amount (PPA) Allocation in the First Nation, Métis, and Inuit Education Supplement and two components of the Language Grant to better reflect and support the on-the-ground needs of boards. In 2016-17, the ministry began a three-year phase-in of these updates.

These changes were layered upon the important reforms that began in prior years including the phase-in of the School Board Efficiencies and Modernization (SBEM) strategy, and the new funding models for the Differentiated Special Education Needs Amount (DSENA) Allocation and the School Board Administration and Governance Grant. These changes will be fully phased-in in 2017-18.

This year, we are building on the foundational changes we have already made to the GSN. In order to best achieve Ontario's renewed goals, we focus on topics which can be grouped in terms of the following priorities:

Ministry Goal	Topic for Discussion
Achieving Excellence	Renewed Mathematics Strategy
	Highly Skilled Workforce
Equity in Education	Enabling Digital Education
	Special Education Grant
	Indigenous Education
Enhancing Public Confidence	Children and Youth in Care
	Next Steps in Community Hubs
	School Board Administration and Governance Compliance
	Further Transformation of Other Transfer Payments

About this Engagement

We are providing this Engagement Guide in advance of face-to-face discussions to ensure our partners have sufficient time to consider the details of these specific areas for which we are seeking feedback. Engagement sessions will take place in late fall 2016.

One issue the ministry wishes to acknowledge is that, in conducting these engagement sessions, it needs to strike the right balance between confidentiality and respect for government's own internal decision-making processes, and the need for transparency with its stakeholders.

As noted elsewhere in this Guide, these engagement sessions directly inform education funding decisions. Discussion summaries of past engagement sessions are available on the [Education Funding page of the ministry website](#).

To build on the progress we have made over the past decade, we will continue to set new goals for the future and look at the best ideas and practices in Ontario and other jurisdictions. These discussions will provide guidance as we continue to look for creative new approaches to support our education system in its transformation from great to excellent.

ACHIEVING EXCELLENCE

Renewed Mathematics Strategy

Context

Building on the renewed goals in *Achieving Excellence*, the ministry is committed to helping students gain the mathematics knowledge and skills that they will need for the future. Increasing mathematics achievement across the province will continue to be a key priority for the ministry, which will be supported through more than \$60 million in dedicated funding for 2016-17.

Ontario's Renewed Mathematics Strategy (RMS) announced April 4, 2016, is an Early Years to Grade 12 strategy that leverages the collective knowledge and skills from our shared successes of the past to focus on improving student achievement in mathematics. The RMS will provide new forms of support for all schools, increased support for some schools, and intensive support to a select group of schools with the greatest needs in mathematics.

Starting in September 2016, key elements of RMS were introduced, including:

- Three hundred minutes per five-day cycle - preferably in daily blocks of sixty minutes, with a minimum of forty minutes per block - will be protected for effective math instruction and assessment for students in Grades 1 to 8, in addition to embedding the use of math across the curriculum;
- Up to three math lead teachers in all elementary schools. Math lead teachers are responsible for deepening their mathematics knowledge through professional learning, applying this learning to their professional practice, and sharing strategies for learning with other educators in their school as appropriate in professional practice;
- Focused support to strengthen math learning, teaching and leading across Ontario for students with special education needs, particularly for students with learning disabilities;
- More opportunities for teachers and principals to deepen their knowledge in math learning and teaching. Support for these opportunities is increased for schools with lower math achievement, including a dedicated math facilitator to work with the few schools with the greatest needs; and
- One dedicated math Professional Activity (PA) Day for educators.

Funding Framework

The funding model of the RMS is largely predicated on Education Quality and Accountability Office (EQAO) results in Grades 3, 6 and 9 mathematics with specific funding amounts allocated based on school performance and school size. The funding

amounts allocated to each school board or school authority therefore take into account the achievement levels of students by school as well as the anticipated resources needed to provide professional learning opportunities to educators and leaders.

An important part of the RMS is that while the funding model rests on certain assumptions about how implementation will occur (e.g., a whole-school/whole department improvement approach with release time funded for capacity building), school boards will have some flexibility in configuring these supports, with the support of the ministry, to fit within the unique context of their schools. The flexibility may be particularly pertinent in circumstances that may be unique to a school, school board or board type.

The accountability framework for funding provided to school boards to support the RMS replaces the separate Transfer Payment Agreements (TPAs) associated with 12 previous EPO grants, representing a significant reduction in discrete initiatives and a shift in ministry funding practice and programmatic alignment. The four key objectives of the RMS are as follows:

1. Increased student achievement/engagement in mathematics;
2. Increased educator math knowledge and pedagogical expertise;
3. Increased leader use of knowledge of effective mathematics pedagogy to provide the necessary supports and conditions for school and system improvement; and
4. Increased parent engagement in their children's mathematics learning.

To achieve these broad objectives, the TPA outlines the process and expectations through which district school boards will be supported to identify and report on measurable outcomes that reflect their particular contexts and current capacity to support increased achievement in mathematics.

Outside of the funding provided to school boards to support the RMS, there are existing supports to improve mathematics achievement, which include:

- Additional Qualifications (AQ) subsidies administered by teacher federations;
- Newly designed subsidies to support participation in Mathematics AQ courses as a school-based team, including principals and vice-principals;
- Summer credit-bearing reach ahead opportunities for students transitioning from Grade 8 to Grade 9;
- Tutoring opportunities such as Tutors in the Classroom, and Literacy and Numeracy Outside the School Day; and
- Funding for school boards to hire School Effectiveness Leads and Student Success Leaders to support schools in conducting effective School Self-Assessments and to provide system leadership.

The conversations between education partners since the launch of the RMS have helped to shape the strategy as it evolves within the various contexts across the

province. For a more detailed description of the RMS funding formula and reporting requirements see Appendix I.

Considerations

1. Now that the RMS has launched, are there any aspects of the strategy that require additional clarification or support to meet the objective of improved student achievement in mathematics?
2. What challenges and opportunities do you anticipate in providing professional learning for educators in mathematics this year?
3. How will the accountability requirements for the RMS inform the evolution of the strategy as it is implemented locally in school boards? Are they adequate?
4. The RMS allows school boards some flexibility in configuring the required supports to meet the needs of their local context. What types of evidence and best practices are being used to shape the strategy, to make the most of this flexibility?
5. How can supports provided outside of direct EPO funding (e.g., summer opportunities for students, educators and principals) strengthen a board's overall mathematics improvement goals (as outlined in your Board Improvement Plan) and as a result lead to greater student success?
6. Could the RMS be more effectively and/or efficiently allocated?

Highly Skilled Workforce

Context

In fall 2015, the Premier's Highly Skilled Workforce Expert Panel (the Panel) was established by the government. The Panel was asked to develop an integrated strategy to help the province's current and future workforce adapt to the demands of a technology-driven knowledge economy – with a goal of doing so by bridging the worlds of skills development, education and training.

The report, [*Building the Workforce of Tomorrow: A Shared Responsibility*](#), has been developed based on the premise that Ontario's workforce has long been its strength, but to compete and succeed in a fast-paced economy, Ontario's workforce must be equipped with skills and opportunities that meet all the needs of the jobs of today and tomorrow. The Panel envisions an Ontario economy in which employers understand that human capital is as valuable and necessary to business and productivity growth as other forms of capital. This would also be an economy where entrepreneurship and innovation are encouraged and nurtured.

The Panel made 28 recommendations in six key themes and two other areas. Of the 28 recommendations, 10 are directly linked to existing programming within the ministry, such as expanding the Specialist High Skills Major (SHSM) program, ensuring adult learners have access to quality learning opportunities, and identifying promising practices for teaching to support the current and future economy. Along with the Ministry of Education, the Ministries of Advanced Education and Skills Development,¹ Citizenship and Immigration², Economic Development and Growth³ and Infrastructure⁴ have all been involved in the work of the Panel.

For additional details of the Panel's 10 recommendations related to the Ministry of Education see Appendix II.

Experiential Learning

A key recommendation of the Panel's report is to “expand experiential learning by ensuring that every student has at least one experiential learning opportunity by the end of high school and one opportunity by the end of postsecondary education” (Recommendation 3.2). Through these types of opportunities students learn more about themselves, their interests and strengths, and are able to explore a variety of

¹ Formerly the Ministry of Training Colleges and Universities.

² Formerly part of the Ministry of Citizenship, Immigration and International Trade.

³ Formerly part of the Ministry of Economic Development, Employment and Infrastructure.

⁴ Formerly part of the Ministry of Economic Development, Employment and Infrastructure.

communities, organizations and workplaces that inform current and future educational and career decisions.

Experiential learning applies to authentic contexts in the community on a local, national or global level and the connection can be by being physically present (on-site experience e.g., cooperative education), being present through the use of various communication technologies (virtual experience) or a combination (blended experience). Community-connected experiential learning supports the development of students' capabilities for deeper learning, including learning for transfer and helping them acquire important skills such as critical thinking and problem solving, communication and collaboration. These skills provide students with a strong foundation to be able to succeed in an increasingly competitive world.

The ministry is working towards the release of a program policy document in fall 2017 entitled *Community-Connected Experiential Learning, A Policy Framework for Ontario Schools, Kindergarten to Grade 12* which outlines policy, procedures and mechanisms for deepening and broadening the role of experiential learning for students from Kindergarten to Grade 12. This new policy framework reaffirms the Ontario government's commitment to provide students with educational experiences and opportunities that strengthen the sense of engagement and motivation to learn that are foundational to all students' success.

Adult Education and Continuing Education

Building the Workforce of Tomorrow: A Shared Responsibility builds on themes introduced in [Ontario Learns: Strengthening Our Adult Education System](#), a report by current Premier Kathleen Wynne in 2005. The goal of the report was to propose a policy framework for adult education and recommend actions that would not only support but also improve adult education in Ontario.

The Ministry of Education made a commitment in *Achieving Excellence* to “ensure that the adult education system better supports adult learners in their efforts to finish high school and successfully transition to postsecondary education, training or the workplace.” The Ministry of Education's Adult Education Strategy was announced in December 2014, to support this commitment and provide an opportunity to explore innovative ways to reengage adult learners and build school board capacity to better assist them in achieving their goals.

In early 2015, the ministry held six regional engagement sessions with school board adult education representatives and these recurring themes informed the development of four key goals of the Adult Education Strategy:

1. Regionally coordinated access to **flexible delivery** of Adult and Continuing Education programs and services (e.g., e-learning, hybrid delivery programs) that best meet adult learner needs;

2. Coordinated **information, intake, assessment, and referral**, provided at school boards to ensure learners are directed to the program or service that best meets their needs;
3. Regionally available and consistently applied **Prior Learning Assessment and Recognition (PLAR) for Mature Students** working towards a high school diploma; and
4. Regionally available **guidance, career counselling and pathway planning** for mature students working towards a high school diploma or seeking prerequisites for postsecondary education.

Specialist High Skills Major

SHSM is a ministry-approved specialized program that allows students to focus their learning on one of 19 specific economic sectors while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and assists in their transition from secondary school to apprenticeship training, college, university, or the workplace. Students receive a seal on their diploma when they complete the five required components of the SHSM, including a specific bundle of 8-10 courses (a minimum of 2 cooperative education credits) in their selected field and valuable industry recognized certifications and experiences. Data from the Ontario School Information System (OnSIS) has consistently shown that students in SHSM programs attain credits at a higher rate than students not in SHSM, with a greater achievement gap for students taking workplace and college courses⁵.

The Panel was very impressed by the SHSM program, particularly in its ability to enable students to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments. Consequently, one of the key recommendations for the ministry in the Panel's report is "to expand the Specialist High Skills Majors (SHSM) Program from the current provincial footprint of 14% of all students in grades 11 and 12 to 25% in the next three years." In the 2016-17 school year approximately 48,000 students are projected to be enrolled in 1,835 SHSMs with programs offered in every school board across the province. The recommendation indicates that the ministry should "work with the Planning and Partnership Table to expand the number of available program sectors and generate greater employer participation in this program."

The SHSM has continued to innovate by providing opportunities for students in Innovation, Creativity and Entrepreneurship (ICE). The purpose of ICE training is to meet the demand for a highly skilled workforce that is able to be innovative, creative

⁵ Based on OnSIS data between 2011-12 and 2014-15, the difference between credits earned versus attempted for SHSM compared to non-SHSM students has been approximately 2%. In 2014-15, SHSM students earned 96% of credits attempted, compared to 94% for students not in SHSM. Of those students, achieved credit attempts were greater for SHSM students than non-SHSM students taking workplace (+7%) and college (+4%) courses.

and entre/intrapreneurial by delivering this training to students in the Specialist High Skills Major (SHSM) program.

The training provides students with a process and set of tools that help them develop the mindsets related to innovation, creativity and entrepreneurship in the context of a real world, sector relevant challenge developed in consultation with employers and sector partners. With the aim of developing engaged and contributing citizens, this training seeks to have students consider the impact and consequences of their innovations on the world.

Funding Framework

Adult Education and Continuing Education are supported through both the GSN and EPO. See Appendix III for more detailed analysis of the Continuing Education and Other Programs Grant.

Seventy-four percent (74%) of SHSM is funded through the Learning Opportunities Grant (LOG) with the remaining funding flowed through EPO. See Appendix IV for more detailed LOG analysis.

For 2014-15 and 2015-16 (fiscal years), the ministry provided over \$900,000 through EPO funding to school boards to deliver 123 diverse community-connected experiential learning projects which has helped to inform the policy and support expansion of these opportunities. Community partners and students in both elementary and secondary school benefited from the experiential learning opportunities. For example, community partners mentored students in Grades 11 and 12 computer studies and communication technology classes to utilize their technical and entrepreneurial skills to develop educational apps for Grade 5 and 6 “clients” who provided the inspiration, content and visual design for the apps.

Considerations

1. One of the Panel’s recommendations focuses on an expansion of SHSM programs from the current footprint of approximately 14% of all grade 11 and grade 12 students to 25% (Recommendation 3.1). How can we allocate funding more efficiently and effectively to work towards this target of increased student participation by the 2019-20 school year? What are the non-financial barriers to and opportunities for growth? How might school boards be encouraged to continue to work with partners in your communities to promote and deliver experiential learning opportunities?
2. How might schools be encouraged to apply for community-connected experiential learning project funding to support deeper understanding and wider implementation (i.e., scaling up) of experiential learning?
3. What opportunities are there within existing funding to support Recommendation 3.2 of the Panel, namely, “Ontario should commit to ensure that every student

has at least one experiential learning opportunity by the end of secondary school (in addition to the existing volunteer requirements)”? For example, are there opportunities within the RMS or the Technology Learning Fund (TLF) to build teacher capacity to understand experiential learning and apply the experiential learning cycle?

4. Ensuring that adults have greater access to flexible program delivery options is a key goal of the Adult Education Strategy. How should the Continuing Education and Other Programs Grant (or portions of this grant) be streamlined to more effectively and/or efficiently allocated resources to work towards this goal of flexible delivery models e.g. hybrid learning,
5. In order to incent boards to explore more innovative ways to reengage adult learners and assist them in achieving their goals, what relevant performance measures could be considered to better support accountability for adult learner success?

Enabling Digital Education

Context

Achieving Excellence sets out a plan to ensure that all learners develop the knowledge, skills and characteristics that will lead them to become personally successful, economically productive and actively engaged citizens. Specifically the plan commits Ontario to:

- Invest in innovative teaching practices and instructional methods enabled by technology to more precisely engage and address the learning needs of all students;
- Invest in the technology, design, and infrastructure required for the classrooms of the future to serve the needs of all communities; and
- Work with teachers, principals, and supervisory officials and their professional associations to identify and share effective and innovative teaching practices that include the use of technology.

In order for every student in Ontario to achieve excellence in the 21st century, access to a robust and reliable broadband internet connection is a necessity. Information, media and technology skills are foundational to 21st century learning. Equitable broadband access for all students also supports the development of a highly skilled workforce and the preparation of students for postsecondary education or apprenticeships. In an effort to enable 21st century learning, and to respond to a variety of needs with respect to special education, differentiated instruction, digital skill development and inquiry-based learning, the ministry is committed to maximizing the effective use of technology in the classroom. The government's broadband initiative seeks to provide connectivity to all students and educators in Ontario at a sustainable cost.

Broadband opens the door to far more learning possibilities. Reliable internet connectivity is necessary for educators and students to access a rich and wide variety of learning resources online. The ministry provides all school boards with a Virtual Learning Environment that supports e-Learning, blended learning, professional learning, and the use of digital resources. Currently, access to these resources is varied since connectivity will influence what content, applications and functionality students and educators will be able to effectively use. Beyond meeting the broadband needs of today, networks need be designed to meet future technology demands which are projected to increase. The doors to learning are increasing exponentially.

Many schools do not currently have the bandwidth to support the growing needs of technology in the classroom. Some school board networks were originally designed to support administrative functions; the increase in technology usage across boards has caused degradation of the network performance impacting the use of technology for both educators and administrators. Bandwidth constraints can undermine efforts that use technology to make schools more efficient in terms of operations and allow students and teachers access to quality learning resources and experiences. The increase in

demand is mostly driven by the introduction of both new internet centric collaborative applications and the use of student-owned devices in learning activities. Universal access to adequate broadband is an essential resource for establishing the learning conditions that advance student instruction and learning.

Ontario's 2016 Budget committed to ensuring that Ontario's publicly funded school boards have equitable and affordable access to high-speed broadband services to support stronger 21st century instruction and learning needs.

Funding Framework

Boards have various revenue sources available to support digital education for 21st century learning, including:

- Funding through the GSN for learning materials required to meet the learning expectations of the curriculum (such as instructional software, CD ROMs, DVDs, technology supporting distance education, as well as internet expenses), as well as classroom computers and the associated network costs; and
- EPO funding (i.e., \$150.0 million invested over three years in the Technology and Learning Fund (TLF) which augments the funding for technology and digital learning tools and funds educator professional learning, research and sector capacity building for innovative pedagogical practices).

This flexibility has allowed boards to invest in technology, design and infrastructure required for the classroom. For example, boards reported expenditures of over \$260 million on computer technology (both instructional and capital) for the 2014-15 school year.

Considerations

1. What are our system's learning needs when it comes to technology enabled learning?
2. What mechanisms are in place to ensure that broadband is used to support student achievement, ensure equity, promote well-being, and enhance public confidence in ways that are not otherwise possible? Are these mechanisms scalable?
3. If TLF funding was continued, how could we allocate the portion of funding for technology and digital learning tools more effectively and/or efficiently?
4. Is there a role for a collaborative governance structure of digital education assets (e.g., consortia)?
5. Ministry analysis has shown that computer expenditures (operating and capital) can vary significantly from year to year. What are some of the reasons for this volatility?

EQUITY IN EDUCATION

Special Education Grant

Context

The Special Education Grant (SEG) provides additional funding, beyond the foundation grants, to support positive outcomes for students with special education needs i.e., for programs, services, and/or equipment required to meet their educational needs. The goal is to ensure equity in access to learning for all students.

The SEG was a key area of focus for the 2016-17 Education Funding Engagement Sessions. Informed by these discussions, the ministry:

- Developed the [2016-17 Education Funding: A Guide to the Special Education Grant](#), to provide an overview of special education and how it is funded in Ontario for parents, the public and other partners in the education sector; and
- Announced that beginning in 2016-17, the former High Needs Amount name would be changed to the Differentiated Special Education Needs Amount (DSENA). This new name better expresses the allocation's purpose, to better reflect the variation among boards with respect to students with special education needs and boards' abilities to meet those needs.

Special Education Resources

The ministry is updating the special education guide for educators. *Special Education Kindergarten to Grade 12: A Policy and Resource Guide* is targeted for release in fall 2016 and provides integrated, comprehensive, and updated information about legislation, regulations, policies and programming pertaining to the education of students with special education needs. This update will also include current information about special education funding and links to the recently released ministry resource for parents entitled *2016-17 Education Funding: A Guide to the Special Education Grant*. This is an opportunity to review and align the information and several ministry resources that support special education programs and services, including individual education plans (IEPs), transition planning and early identification.

Students with Greater Special Education Needs

The number of students reported to be receiving special education programs and/or services continues to increase each year. School boards report an increase in the numbers of students with greater special education needs and their challenges meeting the needs of these students. Some school boards have indicated challenges related to availability of community resources and/or funding.

The SEG currently uses the Special Incidence Portion (SIP) Allocation to support pupils with greater needs. This allocation funds those who require more than two full-time staff to address the health and safety needs of both the students who have extraordinarily high needs related to their disabilities and/or exceptionalities and of others at their school. The SIP Allocation is projected to be \$82.3 million in 2016-17.

Funding Framework

The SEG is projected to increase to approximately \$2.76 billion in 2016-17 and is made up of the following six allocations:

- Special Education Per Pupil Amount (SEPPA) Allocation – \$1.43 billion, provides funding to every school board to assist with the costs of providing additional support to students with special education needs;
- Differentiated Special Education Needs Amount (DSENA) Allocation – \$1.05 billion, addresses the variation among school boards with respect to their population of students with special education needs and school boards' ability to support these needs;
- Special Equipment Amount (SEA) Allocation – \$96.9 million, supports the purchase of equipment that may be required by students with special education needs;
- Special Incidence Portion (SIP) Allocation – \$82.3 million, supports students with extraordinary high needs who require more than two full-time staff to address their health and/or safety needs, and those of others at their school;
- Facilities Amount (FA) Allocation – \$96.1 million, supports school boards' provision of education programs to school-aged children and youth in care and/or treatment centres, and in custody and correctional facilities; and
- Behaviour Expertise Amount (BEA) Allocation – \$11.7 million, supports the hiring of professional staff at the school board level who have expertise in applied behaviour analysis.

Accountability

The purpose of the SEG is to provide supports to students whose educational needs cannot be met through regular instructional and assessment practices. To ensure special education funding is focused on supporting the needs of these students, boards may only use the grant for special education (in-year or use unspent funding in a future school year). School boards have the authority and flexibility to use other GSN funding, as well as the SEG, to meet their responsibility to support students with special education needs. The ministry recognizes that boards need flexibility to address local needs, therefore there is some flexibility to use funding across individual allocations within the grant. The ministry will continue to monitor reporting and feedback from the sector to determine if adjustments are required.

Considerations

1. What accountability measures should the ministry consider using to assess outcomes for students with special education needs beyond EQAO assessments?
2. What internal processes does your board use to ensure it evaluates and allocates its resources in the best possible way to support students with special education needs?
3. What other GSN allocations are boards using to complement their Special Education Grant? Should the ministry consider changes to financial reporting to reflect this spending from other areas?
4. In the updating of special education resources, what clarification would be recommended in the development and implementation of IEPs?
5. How might we maximize the impact of the IEP and increase educator's ability to support students directly?
6. Presently SIP measures greater special education needs in terms of staff support received by the student.
 - a. How can we improve SIP for funding students with greater special education needs?
 - b. How could we better define students with greater special education needs?
 - c. How could we better report students with greater special education needs?

Indigenous Education

Context

First Nation, Métis, and Inuit Education Supplement

The First Nation, Métis, and Inuit Education Supplement (the Supplement) was introduced in 2007-08 and was designed to support programs for Indigenous learning as outlined in the *Ontario First Nation, Métis, and Inuit Education Policy Framework (the Framework)*.

The Supplement was a key area of focus for the 2016-17 Education Funding Engagement Sessions. Informed by these discussions, the ministry announced the following changes for 2016-17:

- An investment of \$1.2 million in the Per-Pupil Amount (PPA) Allocation to ensure that all school boards have the resources to establish a First Nation, Métis and Inuit Education Lead dedicated to supporting the implementation of the *Framework*. While the minimum level of funding is equivalent to the Supervisory Officer salary and benefits benchmark (under the new School Board Administration and Governance Grant model: \$165,520.12 in 2016-17), boards are not required to hire at the Supervisory Officer level;
- An investment of \$1.5 million to update the PPA Allocation with data from the 2011 National Household Survey (NHS) to better reflect and support the on-the-ground needs of boards; and
- The transfer of approximately \$6.0 million in funding from EPO to the GSN to support Board Action Plans (BAPs) on First Nation, Métis, and Inuit Education. The allocation method in the GSN will be similar to that of the EPO; however, the 2016-17 funding formula gives a greater weight to the components that use voluntary, confidential Indigenous student self-identification data.

Annual funding is provided outside the GSN to support the implementation of *the Framework*. In 2016-17, total funding outside the GSN is \$7.2 million (based on fiscal year). Examples of programs funded outside of the GSN include:

- Alternative Secondary Schools Program (ASSP) with Friendship Centres;
- Increasing community engagement activities and partnerships; and
- Professional development.

Truth and Reconciliation Commission

To support Ontario's commitment to reconciliation, the Ministry of Indigenous Relations and Reconciliation (formerly the Ministry of Aboriginal Affairs) released *The Journey Together: Ontario's Commitment to Reconciliation with Indigenous Peoples*, which

announced the government's plan to invest over \$250 million in new initiatives over three years.

As part of its response to the Truth and Reconciliation Commission's Calls to Action, the Ontario government is making a three-year annual investment (2016-17 to 2018-19) of \$5.0 million (\$15.0 million total) in the education sector. This funding will be used to help develop resources on the history and legacy of treaties, residential schools and Indigenous peoples in Ontario. This will help enhance teaching resources, build capacity and provide learning opportunities to build skills among Ontario educators to encourage critical thinking and deepen the understanding of Canadian treaties. The ministry will work in collaboration with Indigenous partners to implement this initiative.

In addition, the ministry will be working with partners to:

- Expand access for Indigenous children and families to culturally relevant child care and child and family programs off-reserve and child and family programs on-reserve;
- Provide support for Indigenous languages; and,
- Explore options for the creation of a new classification for First Nation/federally operated schools.

Tuition Agreements

An education services (tuition) agreement provides for the admission of First Nation pupils ordinarily resident on reserve to a school board's school on the payment of a fee. Section 188 of the *Education Act* authorizes, but does not require, district school boards to enter into these agreements with the Government of Canada or a First Nation. The ministry is not party to education services (tuition) agreements and cannot compel a board to enter into them.

While some agreements may contain some similar components, individual First Nation communities and school boards develop their own agreements and working relationships. A board may have different agreements with two or more First Nations. Individual First Nations and district school boards decide on the terms of the agreement, within the context of the calculation of fees regulation under the *Education Act*.

Funding Framework

The total Supplement is projected to be \$64.0 million in 2016-17. It has increased by 430% (\$51.9 million) since its introduction, and includes the following allocations:

- Native Languages Allocation – \$9.9 million;
- First Nation, Métis, and Inuit Studies Allocation – \$24.8 million;
- Per-Pupil Amount (PPA) Allocation – \$23.4 million; and
- Board Action Plans (BAP) Allocation – \$6.0 million.

Accountability

The purpose of the Supplement is to provide supports to Indigenous students to increase levels of student achievement and well-being and close the education achievement gap between Indigenous students and all students. Moreover, the Supplement is intended to increase the knowledge and awareness of all students about Indigenous cultures, histories, traditions, perspectives and contributions.

Boards will be required to report on how they spend the BAP Allocation of the GSN through interim and final reports. First Nation, Métis and Inuit Education Leads are expected to complete the interim and final reports, obtain sign-off from the local Aboriginal Education Advisory Council/Committee, and submit reports to the ministry.

Considerations

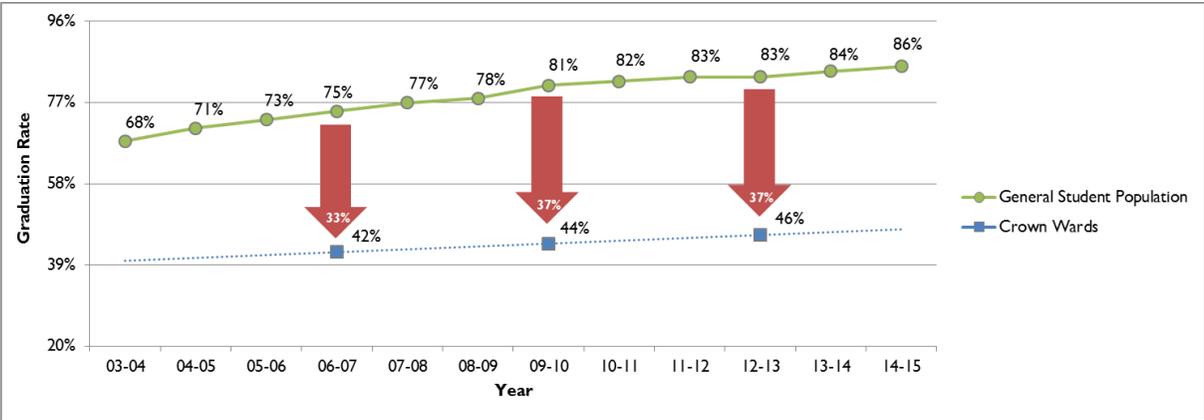
1. Have boards been successful in implementing a dedicated lead position?
2. Do the current four allocations within the Supplement efficiently and effectively address the needs of Indigenous learners?
3. Is the balance of accountability appropriate with respect to the components of the Supplement?
4. Should the ministry continue to increase the use of self-identification data in its funding models?
5. Are there provisions in the Calculation of Fees for Pupils regulation that you would like the ministry to review or amend?
6. What are examples of successful Education Service Agreement negotiation approaches? What opportunities exist for improvement?

Children and Youth in Care

Context

Since 2008, as part of the Student Success Strategy, the ministry has partnered with the Ministry of Children and Youth Services (MCYS) on initiatives to improve educational outcomes for children and youth in care (CYIC). *Achieving Excellence* reaffirmed the government’s commitment to ensure the best possible learning opportunities and supports for students who may be at risk of not succeeding, including approximately 15,625 children and youth in care (which include approximately 6,374 Crown wards). According to the Ontario Association of Children’s Aid Societies (OACAS), in 2012-13, 46% of Crown wards ages 19 and 20 had graduated from high school. Though not directly comparable due to differences in methodologies, the rate of students graduating within five years of starting high school was 83% in 2012-13 in Ontario. Provincially, the overall graduation rate currently sits at 85.5%.

Ontario Student Population and Crown Ward Graduation Rates



Beginning in 2013-14, the ministry has funded school boards to design and implement new innovative strategies and delivery models to improve the educational outcomes for students in the care of, or receiving services from, Children’s Aid Societies (CASs). Boards were invited to submit proposals for programs which would build capacity in school boards and help to close the educational attainment gap for CYIC. In April 2016, an external evaluator was engaged to conduct an evaluation of the innovative education programs with a final report due December 2016.

In addition to the innovative programs, there are a number of other initiatives underway including:

- The Joint Protocol for Student Achievement (JPSA): School boards and CASs are working together on local protocols using the JPSA template that focus on five elements: information sharing processes; administrative processes; planning for student achievement; a dispute resolution process; and, monitoring and

evaluation of the protocol. The ministry has provided funding through the Crown Ward Education Championship Teams to support the development of protocols. Once signed additional funding is available to support the training of education and child welfare workers.

- Data Sharing Agreements: CASs have been asked to sign agreements with the ministry to share limited information pertaining to Crown and Society Wards in their care. With this information, the ministry will be able to link OnSIS data to children and youth in care, and generate non-identifying, aggregate data on the educational achievement of students in care across the province. This, along with the information sharing established under the JPSAs, should help to address the need for further information on the population of CYIC identified in the 2016-17 Education Funding Engagement Sessions.

Funding Framework

CYIC initiatives were previously funded through EPO at \$1.0 million annually. However, beginning in 2014-15, the ministry invested an additional \$2.1 million annually from the province's Poverty Reduction Strategy.

Many CYIC students are eligible for additional targeted supports beyond the CYIC specific EPO funding. For example, Indigenous students are over-represented in child welfare systems across Canada. As at-risk students, CYIC may also be identified for supports under the Learning Opportunities Grant and have a greater need for supports for non-teaching staff such as social workers, child and youth workers, psychologist, and attendance counsellors funded through the Safe and Accepting Schools Allocation.

Accountability

The purpose of this CYIC funding is to provide supports to children and students in the care of, or receiving services from, CASs to attain increased levels of student achievement and close the education achievement gap. Accountability for learner and program outcomes is currently achieved through deliverables in the TPAs that govern funding for the innovative programs and the JPSAs.

Considerations

1. Many CYIC are supported through additional targeted components of the GSN. Is this targeted funding enabling school boards to effectively support the needs of CYIC students?
2. How could this funding be more effectively and/or efficiently allocated?
3. What would be appropriate accountability mechanisms to ensure that the often complex needs of CYIC students are met?
4. How could best practices be shared across the province?
5. How might we better support the implementation of local JPSAs beyond training? Should funding be enveloped for that specific purpose?

6. How can we leverage available data to better track educational outcomes for CYIC and close achievement gaps?

ENHANCING PUBLIC CONFIDENCE

Next Steps in Community Hubs

Context

In August 2015, the Premier's Community Hub Framework Advisory Group issued a report entitled [Community Hubs in Ontario: A Strategic Framework and Action Plan](#). The report's strategic framework and action plan outlines specific recommendations intended to assist Ontario in the review of provincial policies and develop a framework to adapt existing public properties to become community hubs. The government has accepted all of the report's recommendations and fully supports integrated service delivery through community hubs.

Recently the government released a [One-Year Implementation Update on Community Hubs in Ontario](#) summarizing progress to date on implementing the recommendations. As schools play a valuable and important role as hubs for programs and services that benefit the broader community, the ministry has and will continue to work with other government ministries, the education sector, municipalities and community partners to implement outstanding recommendations.

On May 6, 2016, the ministry released [memorandum 2016:B9 - Ministry of Education Initiatives to Support Community Hubs in Schools](#), to announce three initiatives to support community hubs in schools. The initiatives are:

- Amendments to Ontario Regulation 444/98 – *Disposition of Surplus Real Property* (O. Reg. 444/98);
- Education capital funding to support community hubs in schools; and
- Additional child care retrofit funding.

Amendments to Ontario Regulation 444/98 Effective September 1, 2016

Community hubs were a key area of focus for the 2016-17 Education Funding Engagement Sessions. Informed by these discussions, the ministry reviewed several potential reforms to *O. Reg. 444/98* with the aim of promoting the regulation's effectiveness in keeping surplus school board properties in the public sphere, with priority given to school boards. The ministry made various amendments to the regulation that came into effect on September 1, 2016. Significant amendments include: an extension of the circulation period from 90 to 180 days; expansion of the list of public entities to receive notification of surplus school property; and, a requirement that all board-to-board sales be at fair market value.

Based on feedback from school boards, work is also underway to potentially streamline the circulation notice process. As additional details become available they will be shared with school boards.

Education Capital Funding to Support Community Hubs in Schools

On May 6, 2016, the ministry announced new capital funding initiatives to support the expansion of community hubs in schools:

- \$20.0 million to create space for new child care and child and family support programs through Ontario Early Years Child and Family Centres (Centres) in schools;
- \$18.0 million to retrofit existing child care space within schools to open up more spaces for children under four years old;
- \$50.0 million to retrofit available school space to make it suitable for use by community partners and the public; and
- Expanding eligibility for school capital funding to include building replacement space for eligible community partners in new schools or additions in the event their original school location is closed or sold.

Work is underway by the province to develop a framework to help decide when a sale at fair market value may align with the public interest and whether an investment on the part of the government is warranted to make it available for community use.

Child Care Licensees and Early Years Programs in Schools

The ministry has promoted a “schools-first approach” to support our collective work toward Ontario’s vision for the early years to ensure Ontario children and families are well supported by a system of responsive, accessible, high-quality, and increasingly integrated early years programs and services.

The government’s schools-first approach and ongoing new investments in school-based child care and early years programs resulted in increased use of school space and increased access to licensed child care options for parents and families. Over 50% of all licensed child care spaces in Ontario are located in publicly funded schools. Since the introduction of Full-Day Kindergarten (FDK), licensed child care spaces for four and five year old children located in schools has more than quadrupled – from 15,000 spaces in 2011 to 74,000 spaces in 2015-16. Within the next five years, an additional 100,000 child care spaces will be created to ensure access to quality, affordable care for families in Ontario.

The ministry has committed \$16.0 million to replace child care space in schools set for closure and/or consolidation, \$131.0 million to retrofit existing space in schools, \$120.0 million to build new child care spaces in schools, and \$20.0 million in child care and early years programs in schools to support the work on Centres.

In addition, the ministry provides over \$1.05 billion annually to 47 Consolidated Municipal Service Managers (CMSMs) / District Social Services Administration Boards (DSSABs) to manage the child care system locally on behalf of the Province. CMSMs/DSSABs provide operating funding to child care licensees to support affordability and access for parents through fee subsidies, as well as funding for child care operations, which may include lease costs for child care licensees.

Beginning in 2018, CMSMs/DSSABs will be responsible for the planning and management of Centres. Currently, many of the existing child and family programs funded by the ministry are located in schools or other community gathering places. As part of the planning and management of Ontario Early Years Child and Family Centres, the ministry is continuing to promote that CMSMs/DSSABs work with school boards to use a “schools-first approach”, to help establish these Centres as community hubs that are located in areas easy to access for families, and help to minimize transitions for younger children.

Before and After School Programs for Kindergarten to Grade 6

Approximately 50% of licensed child care spaces are before and after school spaces. Under the *Education Act*, there is a requirement for school boards to ensure that before and after school programs are available in all schools with FDK where there is sufficient demand for four and five year olds. Approximately 72% of schools with FDK currently have these programs.

Effective September 1, 2017, this requirement for school boards, working with municipal partners as service system managers for child care and the early years, will be expanded to all children 4 to 12 years old.

Accommodation Costs for Child Care Licensees and Early Years Partners

Under the *Child Care Modernization Act*, the *Education Act* was amended to include regulation-making authority on accommodation costs.

Currently, school boards determine how much to charge child care and early years program providers leasing space in schools. Policy direction provided through the *Community Planning and Partnership Guideline* that boards are expected to recover operating and capital costs; however, boards have the discretion in supporting facility partnerships based on their student achievement strategy. There is currently a wide range of monthly rates charged to child care licensees and early years programs across school boards.

The ministry is seeking to engage with school board partners, as well as municipal and community partners to review the issue of accommodation costs, identify specific challenges and provide input on potential approaches to address these challenges. This

work will support the ministry's commitment to affordable, accessible licensed child care options for children and families, and high-quality integrated early years programs.

Funding Framework

Eligibility for the recently announced ministry capital funding to support community hubs is restricted to school boards. No public or community organization can receive funding directly, instead they must partner with a school board to access funding. As all the available funding is for capital and not operational costs, all expenses must be depreciable. Due to limited funding the ministry is considering partially funding proposals depending on the ability of the community hub organization to contribute funding.

Considerations

1. How are the recent amendments to O. Reg. 444/98 working? Are there any further changes or support the ministry should consider making?
2. What other types of capital or other initiatives/programs should the ministry consider to encourage the development of more community hubs and community partnerships in schools?
3. What types of common data or information would be useful in either locating or operating a community hub in one of its local schools?
4. How can school boards, CMSMs/DSSABs and early years partners located in schools better collaborate to increase access and affordability to programs, and support the government's commitment to create 100,000 additional child care spaces?
5. What would be the impact to school boards of requiring that space leased to child care and early years providers be guaranteed for a minimum number of years?
6. What initiatives, guidance or regulatory measures could facilitate school boards and early years partners in working together more effectively (e.g., develop common methodology for school boards to recover costs associated with child care and early years)? How can these partnerships be made more transparent?
7. As the government transitions existing child and family programs to become Centres by 2018, how can we build on the work already done by school boards and partners to establish and operate family support programs in schools, and make greater connections to community hubs?

School Board Administration and Governance Compliance

Another key goal of *Achieving Excellence* is enhancing public confidence in Ontario's education system, one element of this is ensuring proper accountability for funding provided for education from public resources.

Context

In 2014-15, the ministry began phasing in a new allocation model for the School Board Administration and Governance Grant, as recommended by the School Board Administration and Governance Advisory Group (BAAG). The new model to be fully implemented in 2017-18 will be fiscally neutral provincially but will have some redistributive impacts on school boards.

Board Compliance with Enveloping Provision

Under the School Board Administration and Governance Grant, spending maximums are enveloped and board administration expenditures are limited to the Board Administration Allocation. Therefore, boards must ensure that their net expenses do not exceed their board administration and governance limit to comply with the GSN funding regulations.

In the [memorandum 2015: B07 - Grants for Student Needs Funding for 2015-16](#), the ministry informed boards of its intent to review compliance as part of implementation of the new enveloping provision for school board administration and governance.

When discussing accountability at the 2016-17 Education Funding Engagement Sessions, boards highlighted extraordinary costs related to School Board Administration and Governance, as a result of the collective bargaining process in 2015-16. The ministry recognized these challenges and deferred the review of board compliance with the enveloping provision of school board administration and governance for one year.

Other Revenues

Boards have the flexibility to allocate a portion of certain GSN grants (e.g., Declining Enrolment Allocation, Safe and Accepting Schools Allocation, New Teacher Induction Program Allocation, etc.) and to use other non-GSN revenue sources to support board administration expenses. These other revenues can include:

- EPO grants;
- Federal grants and fees (Native students who reside on Reserve, visa students, Language Instruction for Newcomers to Canada (LINC), transportation recoveries, etc.);

- Grants from other provincial ministries or municipal governments (Ontario Youth Apprenticeship Program, Literacy and Basic Skills, etc.);
- Investment income (interest, other); and,
- Fees and revenues from other sources (rental income, donations, fees for non-credit continuing education, etc.)

The Education Funding Information System (EFIS) Instructions set out the expectations regarding how boards spend these other revenues. In general, boards must use revenue collected from fees for purpose identified (i.e., match the revenue category to the related expense category). If there is no clear revenue category, boards must proportionally distribute these revenues to the various expense categories. Where boards have charged a tuition fee for visa students in excess of the normal fee (calculated in EFIS Appendix B), boards may distribute the excess to expense categories as they deem appropriate.

Non-Compliance Measures of the Class Size Regulation

In 2016-17, the ministry also introduced a new accountability framework to ensure compliance with the FDK and Primary (grades 1 to 3) provisions of the Class Size regulation (O. Reg. 132/12).

- For boards that have been non-compliant with these provisions of the Class Size regulation for two or more years, there are reductions in the GSN envelope for board administration and governance as defined in the GSN funding regulations. This is effectively a requirement to re-direct these funds to the classroom to assist with compliance with the class size regulation.
- The ministry has also signaled that there would be a review of board's use of other revenues for administrative purposes to determine if further restrictions are necessary.

Funding Framework

The School Board Administration and Governance Grant provides funding for administration and governance costs such as operating board offices and central facilities, board-based staff and expenditures, including supervisory officers and their secretarial support.

2016-17 is the third year of the four-year phase-in of the new allocation model. The total School Board Administration and Governance Grant is projected to be \$594.3 million in 2016-17 and is provided through the following allocations:

- Trustees Allocation - \$14.6 million;
- Reporting Entity Project Allocation - \$6.1 million;
- Parent Engagement Funding Allocation - \$3 million;
- Internal Audit Allocation - \$5.2 million;

- Board Administration Allocation (which is a combination of three old allocations that are being phased out and replaced with 10 core functions) - \$542.4 million.; and
- The Board Administration Allocation also provides funding to support:
 - Employer Bargaining Agent Fees - \$4.6 million;
 - Capital Planning Capacity - \$7.7 million; and
 - New in 2016-17, two former EPO programs, Technology Enabled Learning and Teaching Contacts (TELT) - \$7.6 million, and Managing Information for Student Achievement (MISA) Local Capacity - \$3.2 million.

Considerations

1. What challenges might a board face that may make it difficult for it to comply with the enveloping provisions?
2. How should the ministry ensure compliance with the enveloping provisions related to the grant? Should additional restrictions be placed on the use of other revenues used to offset board administration expenses? If restrictions were to be placed how should these be designed?

Further Transformation of Other Transfer Payments

Context

In 2014-15, the ministry initiated the EPO Transformation Project to simplify the reporting processes and requirements for EPO transfer payments to:

- Align the ministry's Renewed Vision for Education, EPO funding objectives and annual planning process;
- Reduce the administrative burden placed on boards; and
- Improve EPO program management through electronic delivery, reporting, data collection and analysis.

Starting in 2015-16, the ministry streamlined reporting requirements and increased flexibility for three themed EPO program bundles:

- Student Success – Building Capacity for Effective and Differentiated Instruction;
- Well Being: Safe, Accepting and Healthy Schools and Mental Health, Equity and Inclusive Education; and
- Ontario Leadership Strategy and Professional Learning Enhancements.

To further balance reporting requirements while continuing to support ministry core goals and priorities, the following existing ministry programs were transferred into the GSN in 2016-17:

- Board Action Plans on First Nation, Métis, and Inuit Education – \$6.0 million;
- Library staff (teacher-librarians and/or library technicians) – \$10.0 million;
- Managing Information for Student Achievement (MISA) Local Capacity initiative \$3.2 million;
- Outdoor Education – \$17.0 million; and
- Technology Enabled Learning and Teaching Contacts – \$7.6 million.

The ministry continues to evaluate opportunities to streamline and strategically bundle the remaining EPO programs. This will be done with the intent of reducing administrative burden and aligning program implementation with ministry priorities, while ensuring strong accountability and value for money.

Considerations

1. How can reporting requirements be further streamlined and reduced to find efficiencies in administration without losing reporting effectiveness?
2. Are there opportunities for EPO funding to be bundled to help reduce reporting requirements?
3. Are there opportunities to move any of this funding into the GSN?

Conclusion

Through this 2017-18 Education Funding Engagement Guide, the ministry is seeking to engage a wide range of education stakeholders to hear their views, ideas and concerns about future directions for education funding in Ontario. Input from the sector is important for many reasons – not least that it highlights the local achievement, innovation and creativity that is a hallmark of public education throughout our province.

There are many sections of the guide that focus on new priorities. However, we recognize that this means we may need to shift our focus from other areas. Throughout the engagement, we appreciate any input to identify areas that can be de-emphasized to ensure success of our current priorities.

The ministry welcomes your feedback. Your leadership and commitment to education in Ontario is one of the foundations of the positive change that we have already achieved, and we thank you in advance for continuing to share that with us as we work together on directions for the future.

APPENDICES

Appendix I: Renewed Mathematics Strategy

The Renewed Mathematics Strategy (RMS) dedicated investment of more than \$60 million for 2016-17 is composed of \$52.8 million for school boards with additional funds provided through partner organizations (e.g., summer learning programs, subsidies to support participation in AQ courses). Funds are designed to provide additional supports to all school boards with a focus on improving achievement in mathematics.

What follows is an overview and details of funding for the RMS and the criteria used to calculate school boards' 2016-17 allocations for K-12 supports, school board/school supports and by panel.

A. K-12 Supports (\$7.6 million)

K-12 Component – Board-level	Funding Amounts per School Board	Total Provincial Allocation
Special Education Supports Funding will be provided to all school boards and authorities through the same allocation model used in other years to support <i>Learning for All K-12</i> projects, that is a base of \$17,000 for school boards plus adjustment for Average Daily Enrolment (ADE).	\$17,000+	\$1.5 million
School Board Based Mathematics Facilitator (qualifying school boards only based on board size and student achievement) Funding for salary and travel per facilitator is allocated at \$115,000 per qualifying school board.	\$115,000	\$2.3 million
French-language School Board Mathematics Facilitator Funding for salary per facilitator is allocated at \$100,000 per qualifying French-language school board (Note: Travel expenses covered separately).	\$100,000	\$1.2 million
Regional Networking Funding for regional networking is allocated at \$25,000 per school board.	\$25,000	\$1.8 million
Continuity (qualifying school boards only) The present model is needs-based. As a result, funds will be redistributed between school boards In order to ensure continuity, all school boards total elementary funding will fall within $\pm 25\%$ of 2015-16 funding.	varies	\$0.8 million

K-12 Component	\$7.6 million
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B. Elementary Supports (\$33.7 million)

Elementary - Board-level	Funding Amounts per School Board	Total Provincial Allocation
School Based Facilitator Funding for salary and travel per facilitator is allocated at \$110,000 per teacher per school board (with at least 0.3 to 0.5 full-time equivalent for the schools that require the greatest support; where school boards are eligible for less than one School-based Facilitator, one FTE is allocated to them.)	\$110,000	\$11.1 million
Kindergarten to Grade 3 Support Funding to support the release for participating in the Pedagogical Leadership K-3 sessions is allotted at \$5,000 per school board.	\$5,000	\$0.4 million
Elementary – Board-level Component		\$11.5 million

Elementary – School-level	Small Schools	Medium Schools	Large Schools	Total Provincial Allocation
Supports for All Elementary Schools – Teacher Professional Learning Funding to support teacher professional learning in mathematics provided at an average rate of \$250 per day, per teacher for release time.	\$1,250	\$2,000	\$2,500	\$6.6 million
Supports for All Elementary Schools – Principal Professional Learning Funding to support principal professional learning in mathematics provided at an average rate of \$350 per day per school administrator, for four days for all schools.	\$1,400	\$1,400	\$1,400	\$5.6 million

Lead Teachers for All Elementary Schools Funding to support professional learning for a lead teacher learner of mathematics in all schools provided at five days of release time for between one and three lead teachers depending on school size.	\$1,250	\$2,500	\$3,750	\$7.7 million
Increased Support for Some Elementary Schools	\$2,000+	\$3,000+	\$4,500+	\$1.0 million
Intensive Support for A Few Elementary Schools	\$5,000+	\$12,000+	\$12,000+	\$1.3 million
Elementary – School-level Component				\$22.2 million

C. Secondary Supports (\$11.5 million)

Secondary – School-level	Small Schools	Medium Schools	Large Schools	Total Provincial Allocation
Supports for All Secondary Schools Funding allocations for all boards are based on secondary student enrolment projections for 2016-17 under <i>Building Capacity for Effective Mathematics Instruction</i> .	Varies	Varies	Varies	\$1.7 million
Increased Support for Some Secondary Schools Funding to support lead mathematics teachers or department heads to provide additional supports in applied classes is calculated based on the proportion of a teacher FTE that is being funded (\$10,000). Additional funding to support participation in this network at \$1000 per team.	\$11,000	\$11,000	\$11,000	\$4.4 million

<p>Intensive Support for A Few Secondary Schools Funding to support lead mathematics teachers or department heads to provide additional supports in applied classes is calculated based on the proportion of a teacher FTE that is being funded (\$15,000 for few). Funding towards registration fee (\$200) for the Ontario Association for Mathematics Education (OAME) / Ontario Mathematics Coordinators' Association (OMCA) Grade 9 Applied Mathematics Summer Institute. Additional funding to support participation in this network at \$1000 per team.</p>	\$16,200	\$16,200	\$31,200	\$3.3 million
<i>Additional school board supports were provided to support funding for School Support Initiative (SSI) Leadership for some school boards.</i>				\$2.1 million
Secondary School-level Component				\$11.5 million

Appendix II: Highly Skilled Workforce Recommendations

Recommendations for the Ministry of Education	
3.1	Expand the number of students in Specialist High Skills Major programs from the current provincial footprint of 14% of all students in grades 11 and 12 to 25% in the next three years.
3.2	Work with the Industry Tables to expand opportunities for experiential learning. As a first step, Ontario should commit to ensure that every student has at least one experiential learning opportunity by the end of secondary school (in addition to the existing volunteer requirements).
3.6	Ensure adult learners have access to quality learning opportunities (including experiential learning) that are adaptable and appropriate to their needs and contexts.
4.1	Review on a priority basis the Guidance and Career Education curriculum to ensure that it exposes students to a variety of learning pathways and opportunities and develop a plan to support guidance counselling including a professional development strategy and supports for all classroom teachers.
4.2	Develop a strategy to provide students in the K-12 system with exposure and access to the science, engineering and technology fields. This strategy should be complementary to Ontario's recently announced Math Strategy and use similar tools. This strategy should leverage best practices and innovative approaches already in existence, and use intermediaries where necessary to augment existing curriculum.
4.3	Provide professional development opportunities for teachers with a counselling role, to expand their knowledge of current and future labour market needs. This could include working with Local Employment Planning Councils, local business groups and other intermediaries.
4.4	Encourage school boards to further work with intermediaries to introduce innovative practices designed to expose students to different career pathways in and outside the classroom.
4.5	School boards should work with employers and intermediaries to develop community approaches to career counselling that provide students with exposure to role models and positive examples of traditional and non-traditional careers.
6.1	Collaborate with partners on the development of an Ontario-specific skills and competencies framework, using the experiences of other jurisdictions as a guide.
6.3	Identify promising practices for the teaching of the competencies that are necessary for the current and future economy, such as problem solving, team work, and entrepreneurial spirit across curricular and extra-curricular learning opportunities, including through the arts, sports, math and science.

Appendix III: Continuing Education and Other Programs Grant

The Continuing Education and Other Programs Grant supports adult and high-credit day school programs and continuing education programs.

The Continuing Education and Other Programs Grant, which is projected to be \$165.5 million in 2016-17, consists of:

- Adult Day School – \$39.0 million;
- High-credit Day School – \$7.5 million;
- Summer School – \$32.4 million;
- Continuing Education – \$58.2 million;
- Prior Learning Assessment and Recognition (PLAR) – \$1.7 million; and
- International Languages, Elementary (ILE) – \$26.6 million.

Funding is \$3,368 per ADE for Adult Day and High-Credit Secondary Day School, Summer School students, and Continuing Education students (excluding students for whom fees are chargeable under the tuition fees regulation), and \$54.91 per classroom hour for international languages programs.

PLAR for mature students is a formal evaluation and accreditation process. School boards are funded based on their reporting of these assessment activities (\$121 for an individual student assessment for Grade 9 and 10 credits; \$121 for an individual student equivalency assessment for Grade 11 and 12 credits; and, \$364 for each completed challenge assessment for a Grade 11 or 12 full credit course).

Funding through the School Facility Operations and Renewal Grant is provided for day-school students aged 21 and over, high-credit secondary day-school ADE, and for students enrolled in summer school programs and in continuing education credit courses offered during the day.

Appendix IV: Learning Opportunities Grant – Specialist High Skills Major

The Learning Opportunities Grant (LOG) provides funding for a range of programs to help students who are at a greater risk of poor academic achievement. LOG is comprised of a number of allocations. The SHSM Allocation, which is projected to be \$18.7 million in 2016-17, is included in the Student Achievement Envelope of LOG.

The Student Achievement Envelope includes seven allocations: the Literacy and Math Outside the School Day Allocation; the Student Success, Grades 7 to 12 Allocation; the Grade 7 and 8 Literacy and Numeracy and Student Success Teachers; the School Effectiveness Framework Allocation; the Ontario Focused Intervention Partnership (OFIP) Tutoring Allocation; the SHSM Allocation; and, the Outdoor Education Allocation. There is flexibility in how boards may use some of the individual allocations within the Student Achievement Envelope, as long as the funds in total are spent on these seven programs. Any unspent funding within the Student Achievement Envelope must be treated as deferred revenue for future spending in these programs.

Additional funding to support the SHSM program is provided to school boards through an EPO transfer payment.

The funding for SHSM programs is to be used to address implementation expenditures including:

- Students' certification and training programs;
- Tracking students' completion of the SHSM components;
- Equipment purchases and consumable expenditures;
- Promotion and marketing; and
- Teacher professional development.

Resources

More detail about GSN funding may be found on the [Education Funding, 2016-17 page of the ministry website](#). The documents there include:

- 2016-17 Education Funding: A Guide to the Grants for Student Needs;
- Technical Paper 2016-17;
- School Board Funding Projections for the 2016-17 School Year;
- 2016-17 Education Funding: Discussion Summary; and
- Memorandum 2016: B06 – Grants for Student Needs changes for 2015-16 and 2016-17.

Additional resources include:

- Further information about EPO allocations may be found in [Memorandum 2016: B07 – 2016-17 School Year Education Programs – Other \(EPO\) Funding](#);
- [Memorandum 2016: SB07 – Special Education Funding in 2016-17](#); and
- April 8, 2016 memorandum from the Deputy Minister announcing the [Ontario's Renewed Mathematics Strategy](#).