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MEMORANDUM TO: Directors of Education
Supervisory Officers and Secretary/Treasurers of School
Authorities

FROM: Alayne Bigwin
Director
Aboriginal Education Office

DATE: July 11, 2011

SUBJECT: 2011-2012 Funding Opportunities for Aboriginal Education

Over the past four years, the Aboriginal Education Office (AEO) has made funding available to school boards for initiatives in support of First Nation, Métis and Inuit student achievement. I am pleased to advise that the AEO is once again providing funding to school boards to support their capacity to implement the *Ontario First Nation, Métis, and Inuit Education Policy Framework*, including building and enhancing partnerships with First Nation, Métis and Inuit communities and organizations to support student achievement.

Funding is aligned with the strategic directions of the Framework and supports the ministry's three core priorities of high levels of student achievement, reduced gaps in student achievement and high levels of public confidence.

Call for Proposals for Funding Opportunities in Aboriginal Education

The AEO is accepting proposals to support projects in the following areas:

- Using Data to Support Student Achievement
- Supporting Students
- Supporting Educators
- Engagement and Awareness Building

Using Data to Support Student Achievement:

Voluntary, Confidential, Aboriginal Student Self-Identification Policy Implementation

- Development of models, strategies, monitoring, evaluation and reporting procedures for using data to support FNMI student achievement. This is for boards that already have a voluntary, confidential Aboriginal student self-identification policy in place and are currently reporting formal data to OnSIS and EQAO.
- Revision and updates to a current Self-ID policy, with community consultation, to specifically state that the voluntary, confidential Aboriginal student self-identification policy

will share student data with the Ministry of Education and reference applicable privacy legislations. (Please refer to page 15 of *Building Bridges to Success for First Nation, Métis and Inuit Students: Developing Policies for Voluntary, Confidential Aboriginal Student Self-Identification: Successful Practices for Ontario School Boards*).

- Promotion of a voluntary, confidential Aboriginal student self-identification policy to increase the number of students who are self-identifying.
- Aboriginal stakeholders must be engaged in the planning, development and implementation of the project.
- A project description must include: a formally stated purpose and its intended outcomes; projected number of participants involved; anticipated timelines; participant selection method; participant feedback or survey; direct links to student achievement; clear linkages to any past projects.
- Upon conclusion of the project, boards must report and identify: the active voluntary, confidential Aboriginal student self-identification policy; the procedure for self-identification; a registration form sample; a survey or feedback sample; detailed information from survey or feedback; Aboriginal stakeholders involved; promotional samples; summary of all information systems that store FNMI student data.
- *Maximum funding per project is \$25,000.*
- *Maximum one project per board.*

Supporting Students

Student Success Projects

- Projects may focus on any of the following initiatives for Aboriginal students: student leadership within schools; coaching, mentoring, or support initiatives; transitional supports; student achievement and success programs (i.e. higher attendance rates, lower drop-out rates).
- Project description must indicate: a formally stated purpose, expected outcomes, projected number of participants involved, participant selection method, feedback and reporting mechanism, and direct links to student achievement.
- Upon conclusion of the project, boards must report and identify the following: summary of activities; participants involved; resources developed and/or purchased; detailed information from survey or feedback.
- *Maximum funding per project is \$50,000.*
- *Maximum one project per board.*

Supporting Educators

Professional Development Networks

- Projects are to promote an increased awareness, understanding, and appreciation, among all educators, administrators and support staff, of the rich histories, cultures and perspectives of First Nation, Métis and Inuit peoples and communities. The intent is to create and support a learning network within the board to support professional development around FNMI initiatives. Participants can include teachers, administrators, student success personnel, and/or guidance counsellors.
- Projects could include: Covering expenses for teachers and educators to attend the Circle of Light, 2011 Conference; FNMI Professional Learning Communities for teachers other than NL/NS; school administrators' network; diversity training.

- Project proposals must demonstrate: a formally stated purpose and its intended outcomes; anticipated timelines; projected number of participants involved; participant selection method; a participant feedback or survey; and any links to past similar projects.
- At conclusion of the project, boards must report and identify: summary of activities; participants involved; resources developed and/or purchased; detailed information from survey or feedback.
- *Maximum funding per project is \$50,000.*
- *Maximum one project per board.*

Aboriginal Perspectives: The Teacher's Toolkit Training

- The Ministry of Education is planning a series of training sessions in Fall 2011 to support boards in establishing training teams to encourage the integration of First Nation, Métis and Inuit perspectives in the classroom and the use of the *Aboriginal Perspectives: The Teachers' Toolkit*. (<http://www.edu.gov.on.ca/eng/aboriginal/toolkit.html>)
- Funding will be provided to each board to support the development and implementation of a board-wide training plan.
- Project funding is intended to be used for teacher release time; travel and other incidental costs.
- Project description of the training must identify: the members of the training team; description of training processes/models, with key goals and timelines and number of elementary teachers that will be trained by the board team.
- Boards should provide information on whether previous training on *Aboriginal Perspectives: The Teachers' Toolkit* has taken place and identify the following: training strategies used; number of teachers previously trained; outcomes, etc.
- Upon conclusion of the project, boards must report and identify the following: number of teachers trained; detailed information from survey or feedback; and a final report on outcomes.
- *Maximum funding per board is \$20,000.*
- *Maximum one project per board.*

Resource Project

- Funding will be provided to support the purchase of classroom, library and/or teaching resources for secondary schools.
- Proposals must include a list of the resources to be purchased and a listing of the courses that the resources are intended to support.
- *Maximum funding per board is \$20,000.*
- *Maximum one project per board.*

Native Languages/Native Studies Professional Learning Communities

- Funding to support capacity building for Native Studies/Native Languages Professional Learning Communities. Types of activities could include training, professional development and resource development.
- For regions with established Professional Learning Communities in place, projects should build on work previously undertaken. For example, a project may have a focus on assessments or unit planning.
- Funding can be used for the purchasing of current resources, development of local resources, and associated training.

- Project description must demonstrate: a formally stated purpose and its intended outcomes; anticipated timelines; projected number of participants involved; participant selection method; participant feedback or survey; direct links to student achievement; and any links to past similar projects.
- At conclusion of the project, boards must report and identify: summary of activities; participants involved; resources developed and/or purchased; detailed information from survey or feedback.
- Regional Projects will be accepted from one lead board for each region (as served by the Ministry of Education Regional Offices).
- *Maximum funding per region is \$50,000.*
- *Maximum one project per region.*

Engagement and Awareness Building

Family and Student Achievement Initiatives

- Funding for projects that support First Nation, Métis and Inuit family engagement and participation in school activities to increase student achievement.
- Projects may include the establishment of family support networks; the purchasing of resources to assist families in supporting student achievement and activities that promote direct family involvement within schools and/or school board activities.
- Project description must indicate: direct links to student achievement; clear indication of direct involvement within schools and/or board activities; a formally stated purpose and its intended outcomes; anticipated timelines; projected number of participants involved; participant selection method; a participant feedback or survey; planned purchase of resources.
- At conclusion of the project, boards must report and identify: measurable indicators of student success; measurable indicators of increased family engagement; number of participants involved; summary of activities; resources purchased; detailed information from survey or feedback.
- *Maximum funding per project is \$50,000.*
- *Maximum one project per board.*

Criteria for Funding

For all of the potential projects described above, boards are required to:

- Describe the engagement and partnership process with First Nation, Métis and Inuit communities and organizations in the development and implementation of initiatives;
- Demonstrate how the projects are aligned with overall board improvement planning, and the ministry's Leadership Strategy;
- Outline the roles of teachers, principals, students, families/communities and board staff; and
- Provide clearly-defined expected outcomes and mechanisms for measuring and tracking success.

Activities that will not be considered:

- Activities funded in previous years;

- Projects that are not directly related to the project criteria as outlined in this communication;
- Administrative costs.

The deadline for submissions is October 1, 2011. Please submit your project outlines, using the attached proposal template. The number of projects funded within each proposal will be assessed and approved based on merit and availability of funding.

Proposals are to be sent to the attention of:

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For further clarification on the contents of this memo, please contact the AEO Education Officer for your region (see attached contact list).

Alayne Bigwin

C: Rob Andrews, Director, Student Success/Learning to 18 Implementation, Training and Evaluation Branch
Eleanor Newman, Senior Executive Officer, Literacy and Numeracy Secretariat
Sue Durst, Director, Curriculum and Assessment Policy Branch
Marg Connor, Director, Leadership Development Branch
Ginette Plourde, Director, French-Language Education Policy and Programs Branch
Kathy Verduyn, Director, Field Services Branch
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