

Ministry of Education  
Ministry of Training,  
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Ministère de l'Éducation  
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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:** June 18, 2010

**SUBJECT:** **Funding Opportunities for Aboriginal Education**

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As you are aware, the Ministry of Education has made significant progress in increasing our support for First Nation, Métis and Inuit students in Ontario. Strong partnerships between the ministry, boards, schools, educators, support personnel, families, students, and community organizations are essential to achieve the goals set out in the Ontario First Nation, Métis and Inuit Education Policy Framework.

This year marks a record investment through the First Nations, Métis, and Inuit (FNMI) Education Supplement of the Grants for Student Needs. The FNMI Education Supplement supports programs designed for Aboriginal students as outlined in the Framework. The total FNMI Education Supplement is projected to be \$35.4 million in 2010–11. This amount includes the transfer of \$8.9 million from the Demographic Allocation of the Learning Opportunities Grant.

Over the past three school years, the Aboriginal Education Office (AEO) has made funding available to school boards for initiatives in support of Aboriginal 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 Framework, including building and enhancing partnerships with First Nation, Métis and Inuit communities and organizations. This year's funding is aligned with the strategic direction 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 from school boards to support projects in the following areas.

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### **Voluntary, Confidential, Aboriginal Student Self-Identification Policy Implementation**

- Projects are to support implementation of voluntary, confidential Aboriginal student self-identification policies through the development of models and strategies for using data to support First Nation, Métis and Inuit student achievement.
- Formal board policy or administrative procedure on FNMI Self-Identification must already be in place.
- Board has begun formal reporting of Self-Identification data through OnSIS.
- *Maximum funding per project is \$25,000.*
- *Maximum of one project per board.*

### **Supporting Students**

#### **Aboriginal Student Mentorship and Leadership Development Projects**

- Projects are to focus on student leadership within schools. This could include the creation of Aboriginal student ambassadors, student leadership councils, forums or symposia, as a way of building capacity among Aboriginal youth as role models and leaders within their communities.
- Projects should be designed with a focus of enhancing student participation and active engagement with partners within schools (teachers, principals, administrators, etc) and within communities. This could include the creation of school leadership teams focused on the implementation of the FNMI Framework.
- *Maximum funding per project is \$25,000.*
- *Maximum one project per board.*

#### **Transitions Projects**

- Projects are to focus on developing transitional supports for Aboriginal students. This may include support for First Nation students transitioning from First Nation schools to the provincial school system as well as other transition points Aboriginal students encounter, including challenges students face due to issues of high mobility.
- Projects could include the development of teaching and learning resources for teachers and/or for students, to support transitioning students.
- *Maximum funding per project is \$20,000.*
- *Maximum one project per board.*

### **Supporting Educators**

#### **Resource Development and Activities to support Increasing Knowledge and Awareness**

- Projects are to promote an increased awareness, understanding, and appreciation, among all students and educators, of the rich histories, cultures and perspectives of First Nation, Métis and Inuit peoples.
- Projects could include providing first hand experiences for students, either inside or outside the school setting.
- Projects could include the development of locally developed resources to support the inclusion of Aboriginal perspectives, cultures and histories in the Ontario Curriculum.
- *Maximum funding per project is \$35,000.*
- *Maximum one project per board.*

### **Targeted Professional Development**

- Funding is also available for targeted professional development for teachers. Funding may be used for activities such as conferences, courses, or seminars. Boards must demonstrate how the knowledge gained through these activities will be shared and disseminated back to other educators within the board.
- *Maximum funding for targeted professional development for teachers is \$10,000.*
- *Maximum one project per board.*

### **Local Professional Development Partnerships**

- Funding is also available for professional development partnerships at the local level, for instance between two neighbouring school boards, or a region-wide initiative. Boards are encouraged to consider partnerships with their local First Nation, Métis and Inuit communities and Aboriginal organizations. Consideration should be given to integrating joint professional development activities with First Nation schools in the area. Activities may include a series of professional development workshops or sessions, local symposia or the development and sharing of professional development resources and tools.
- *Maximum funding per project is \$50,000.*
- *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.
- Proposals 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 board.*

### **Engagement and Awareness Building**

#### **Family and Community Engagement Initiatives**

- Funding to support projects that support First Nation, Métis and Inuit family and community engagement and participation in school activities.
- Projects may include the establishment of family support networks; development of resources to aid families in supporting student achievement; community outreach and information sharing events hosted in partnership with a First Nation, Métis or Inuit community organization.
- Proposals must demonstrate how projects will support the board's overall strategic direction pertaining to the implementation of the FNMI Framework; demonstrated linkages to student success initiatives; and outline the degree in which community partners will be engaged in the proposed activity.
- Projects must be endorsed by the board's FNMI Advisory Committee or through a letter of support from a participating First Nation, Métis Local or Aboriginal community organization.
- *Maximum funding per board is \$50,000.*
- *Maximum one project per board.*

## Criteria for Funding

For all of the above projects, boards are required to demonstrate the following:

- engagement and partnership with First Nation, Métis and Inuit communities and organizations in the development and implementation of initiatives;
- how the projects are aligned with overall board improvement planning related to Literacy and Numeracy, Student Success and Leadership Strategy. Please include a copy of the Board Improvement Plan with proposal submissions;
- respective roles of teachers, principals, students, families/communities and board staff; and
- clearly defined expected outcomes and mechanisms for measuring and tracking success

### Activities that will not be considered:

- specific activities funded in previous years
- activities occurring out of province
- ongoing activities that should be supported through funding provided through the FNMI Education Supplement
- funding for salaries for permanent full or part-time positions
- administrative costs

Please note the funding amounts stated under each project type are the maximum allocation. Approved funding will be based on the quality of the proposal, eligibility of costs and availability of funds. A board may only submit one project proposal per project type, up to a maximum of five projects per board.

**The deadline for submissions is July 15, 2010, for projects commencing September 2010 and ending June 2011.** Please submit your proposals using the attached template and provide through the office of the board Superintendent with responsibility for implementation of the FNMI Education Policy Framework. Proposals 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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Ministry of Education and  
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900 Bay Street  
Toronto, ON M7A 1L2  
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For further clarification on the content of this memo, please contact the AEO Education Officer for your region (see attached contact list).

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Alayne Bigwin  
Director, Aboriginal Education Office

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C: David Euale, Director, Student Success/Learning to 18 Implementation, Training and

Evaluation Branch  
Eleanor Newman, Senior Executive Officer, Literacy and Numeracy  
Sue Durst, Director, Curriculum and Assessment Policy Branch  
Marg Connor, Director, Leadership Development Branch  
Ginnette Plourde, Director, French-Language Education Policy and Programs Branch  
Kit Rankin, Director, Field Services Branch  
Regional Managers  
Student Success Leaders  
Student Achievement Officers, Literacy and Numeracy Secretariat

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