

Ministry of Education

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Education and Skills
Development

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MEMORANDUM TO: Directors of Education

FROM: Janine Griffore
Assistant Deputy Minister
French Language, Aboriginal Learning and Research Division

DATE: June 24, 2016

SUBJECT: **2016-2017 Grants for Student Needs: First Nation, Métis and Inuit Education Supplement Updates**

Following the announcement of several funding changes to the First Nation, Métis and Inuit Education Supplement of the Grants for Student Needs (GSN) for the 2016–17 academic year in the memorandum *2016:B06 – Grants for Student Needs changes for 2015-16 and 2016-17*, I am writing to provide you with clarification regarding these changes, which will enhance the supports we provide to First Nation, Métis and Inuit students in Ontario’s provincially-funded schools while increasing the knowledge and awareness of all students about First Nation, Métis and Inuit histories, cultures and perspectives.

In 2016–17, the First Nation, Métis, and Inuit Education Supplement is projected to be approximately \$64.0 million, an increase of approximately \$51.4 million since the supplement was introduced in 2007. It will have four 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
- Board Action Plans (BAP) on First Nation, Métis and Inuit Education Allocation (*new in 2016-17*) - \$6.0 million

Changes to the First Nation, Métis and Inuit Education Supplement are as follows:

1. First Nation, Métis and Inuit Education Leads

In 2016-17, the ministry will invest an estimated \$1.2 million to ensure that all boards receive a minimum level of funding (\$165,520.12) to hire a dedicated First Nation, Métis, and Inuit Education Lead. Boards that would not have already received this minimum amount through the Per-Pupil Amount Allocation will be receiving new funding to ensure all boards have at least \$165,520.12. For those boards that already received this amount or more, no new funding will be allocated, but all

boards will still be required to have a First Nation, Métis, and Inuit Education Lead. 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 will not be required to hire at the Supervisory Officer level.

Boards will be required to spend at least half of this funding on the dedicated position, which means that the individual's only role with the board will be as the First Nation, Métis and Inuit Education Lead (no job splitting). Boards will confirm that any remaining portion of the amount has been used to support the implementation of the strategies and actions identified in the *Ontario First Nation, Métis and Inuit Education Policy Framework* (2007, *Framework*) and the *Ontario First Nation, Métis and Inuit Education Policy Framework Implementation Plan* (2014, *Implementation Plan*) through their Board Action Plan on First Nation, Métis and Inuit Education (Board Action Plans).

The Lead will work closely with Senior Board Administration to implement the goals of the *Framework* and the *Implementation Plan*. The Lead does not have to be an educator but must have experience working and collaborating with First Nation, Métis and Inuit students, families, communities and organizations.

Some of the key roles and responsibilities of the First Nation, Métis and Inuit Education Lead include:

- Supporting the implementation of the *Framework* and the *Implementation Plan* through Board Action Plans;
- Working closely with Aboriginal Education Advisory Committees/Councils to develop and implement Board Action Plans. If an Aboriginal Education Advisory Committee/Council does not exist, the Lead will implement an Aboriginal Education Advisory Committee/Council by September 2017;
- Collaborating and liaising with local First Nation, Métis and Inuit communities, organizations, students and families;
- Supporting efforts to build the knowledge and awareness of all students about Indigenous histories, cultures, perspectives and contributions; and,
- Further supporting the implementation of voluntary and confidential Indigenous self-identification policies in each board and reviewing the policy as needed.

2. Board Action Plans on First Nation, Métis and Inuit Education & The Incorporation of Voluntary, Confidential Indigenous Student Self-Identification Data into the GSN

In 2016-17, the ministry will transfer \$6.0 million from the Education Programs-Other (EPO) funding, previously used to support the implementation of programs and initiatives outlined in the *Framework* and *Implementation Plan* through Board Action Plans, to a new allocation within the First Nation, Métis, and Inuit Education Supplement, called the Board Action Plans Allocation. Transferring the funding into the GSN will eliminate the use of EPO Transfer Payment Agreements.

This funding will be allocated through an approach similar to that used to allocate EPO funding in 2014-2015 and 2015-2016. However, the 2016-2017 funding formula will give a greater weight to the components that use voluntary, confidential Indigenous student self-identification data.

Within the *Implementation Plan*, the ministry commits to increasing the analysis, use, and sharing of

self-identification data to track First Nation, Métis, and Inuit student achievement, develop strategies that build on successes achieved, and identify promising practices to reduce achievement gaps. To this effect, we are committed to expanding the use of voluntary, confidential Indigenous student self-identification data in the GSN and working with our Indigenous partners and key education stakeholders to support greater collection and use of self-identification data.

The Board Action Plan Allocation is calculated based on three components as identified below:

- (Total Enrolment Component) + (Indigenous Student Per-Pupil Amount Component) + (Indigenous Student % of Enrolment Component)

Component	% of Allocation	Description
Total Enrolment	55%	Based on board's total student headcount, by range.
Indigenous Student Per-Pupil Amount	25%	Based on board's voluntary, confidential Indigenous student self-identification data.
Indigenous Student % of Enrolment	20%	Based on board's voluntary, confidential Indigenous student self-identification data as a percentage of board's total student headcount, by range.

This allocation is based on total student headcount and Indigenous student self-identification data as reported by Ontario's provincially-funded school boards and school authorities via OnSIS (March submission, 2014-2015, preliminary), including students for whom fees are chargeable under the tuition fees regulation. While this data is still considered preliminary, it is the most up to date data available and reflects schools' and boards' work to increase Indigenous student self-identification. Basing the self-identified Indigenous student portion of the allocation (45%) on both the total self-identified Indigenous student population and the self-identified Indigenous student data as percentage of total student population, helps to balance the variance across the province in board population size and diversity.

Using the attached template (Appendix A), First Nation, Métis and Inuit Education Leads are asked to develop a Board Action Plan that will include programs and initiatives aligned with the strategies and actions identified in the *Implementation Plan*. Each Board Action Plan should clearly articulate the outcomes of each activity and initiative. Education Officers from the Aboriginal Education Office (AEO) will provide direct support and outreach, as required. A *Board Assessment Tool* (Appendix B) has been developed to assist Leads with examining progress to date and identifying key priority areas moving forward.

It is a key expectation that First Nation, Métis and Inuit Education Leads will collaborate with Aboriginal Education Advisory Committees/Councils, Indigenous parents, communities, and organization partners as part of the planning process in order to ensure that each Board Action Plan is

reflective of the local demographics and student/community needs. AEO Education Officers are also available to attend Aboriginal Education Advisory Committees/Council meetings upon request to support any related discussions.

Boards are encouraged to review and analyze Indigenous student self-identification data during the planning process. At this time, the ministry is providing school boards with board-specific and provincial-level data of trends in the number of self-identified Indigenous students (Appendix C) to reflect student enrolment for 2009-10 to 2015-16 (Preliminary). Boards may also reference the 2013-14 Aboriginal Education Analytical Profiles, which were distributed to school boards in August 2015. The ministry is currently reviewing and updating the profiles which will be distributed in the fall. Please email Shirley Carder at Shirley.Carder@ontario.ca, if you wish to have your 2013-14 Aboriginal Education Analytical Profile re-sent to your board.

The completed Board Action Plans are to be submitted to AEO's Education Officers by **September 30, 2016**.

Boards will be required to report on how they spend the Board Action Plan 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 AEO's Education Officers as per dates provided below (Appendix D).

Key Dates:

Planning and Reporting	Dates
Submission of Board Action Plan	September 30, 2016
Interim Reports due	April 28, 2017
Final Reports due	August 31, 2017

The AEO's Education Officers would be pleased to respond to any questions (Appendix E).

3. Updating the Per-Pupil Amount Allocation (PPA): From 2006 Census Data to 2011 National Household Survey Data

The PPA Allocation of the GSN is being updated with data from the 2011 National Household Survey (NHS).

Updating the PPA Allocation with 2011 NHS data has increased the estimated percentage of the First Nation, Métis and Inuit population in Ontario. As a result, there will be an estimated investment of approximately \$1.5 million in 2016-17.

2016-2017 is year one of the three-year phase-in of the 2011 NHA data. This approach is consistent with other changes to GSN allocations with redistributive impacts.

4. Capital Program Processes

Based on feedback from the 2016-17 Education Funding engagement sessions, the ministry will

include the Chiefs of Ontario, the Métis Nation of Ontario, the Ontario Federation of Indigenous Friendship Centres, the Nishnawbe Aski Nation, the Association of Iroquois and Allied Indians, Grand Council Treaty #3 and the Union of Ontario Indians in school board property planning processes (i.e., notification for surplus property disposition, Community Planning and Partnership Guideline).

5. Clarification of Native Languages Program Funding: Junior Kindergarten and Kindergarten Students

The Native Languages Allocation in the First Nation, Métis and Inuit Education Supplement supports elementary and secondary Native Languages programs from Junior Kindergarten to Grade 12.

Funding is based on the number of pupils enrolled and the average daily length of the program as follows:

Native Languages Elementary		
Average length of program	Staff per 12 elementary students	Allocation per pupil enrolled in the program
20 – 39 minutes	0.20	\$1,362.41
40 minutes or more	0.30	\$2,043.61

We are pleased with the changes to the GSN as the ministry strives to increase the achievement and well-being of First Nation, Métis and Inuit students and enhance the knowledge and awareness of all students regarding First Nation, Métis and Inuit histories, cultures and perspectives.

If you have any questions please feel free to contact Shirley Carder at 416-314-6196 or at Shirley.Carder@ontario.ca or myself.

Original signed by:

Janine Griffore

c.c. Taunya Paquette, A/Director, Aboriginal Education Office
Shirley Carder, Manager, Strategic Policy and Intergovernmental Relations
Andrew Bright, A/Director, Education Finance Branch
Claire Corinthios, A/Director, Education Statistics and Analysis Branch

Attachments:

- Appendix A – Board Action Plan on First Nation, Métis and Inuit Education template
- Appendix B – Board Assessment Tool template
- Appendix C – Data Trends in the Number of Self-identified Indigenous Students
- Appendix D– Board Action Plan on First Nation, Métis and Inuit Education Reporting Template
- Appendix E–Contact Information for Aboriginal Education Office’s Education Officers