

# 2022-23 Education Funding Guide

## INTRODUCTION

All students deserve to have every opportunity to reach their full potential and succeed personally and academically, with access to rich learning experiences that provide a strong foundation of confidence that continues throughout their lives. Schools should be safe and welcoming places where all students are provided the opportunity to gain the knowledge and skills they need to achieve success and follow their chosen pathways after graduation including work, college, apprenticeship or university. Educators and school/system leaders need to have the knowledge and skills to create conditions that better support and serve all students. Together with our renewed focus on achievement, equity and mental health and well-being, Ontario's publicly funded education system commits to addressing systemic barriers and combating racism and all forms of discrimination to foster an inclusive learning environment for all students and staff.

Since COVID-19 has emerged as an unprecedented public health issue, the government has been diligently monitoring the situation, including ongoing risks related to variants of concern and alignment with broader provincial guidance and direction. The ministry will continue to work with the Chief Medical Officer of Health and local public health units (PHUs) to assess key measures to inform and update provincial guidance and direction, as necessary.

While there is important progress being made in the delivery of vaccines, the health and safety of students and staff remains a top priority. In advance of the 2021-22 school year, the Ontario government announced more than \$1.6 billion in resources to protect schools against COVID-19 with a continued focus this school year on supporting the health, safety and well-being of students, families and staff.

As you are aware, this year's Grants for Student Needs (GSN) is projected to be \$25.6 billion – representing an increase in funding of \$561 million over the 2020-21 school year. This historic level of support reflects the third straight year it has increased under the current government. In addition, funding through the Priorities and Partnerships Fund (PPF) will include over \$288 million to fund approximately 150 initiatives that include a focus on strengthening math skills, access to mental health supports, anti-racism and support for children with disabilities.

For more information about the current education funding model, please see the [2021-22 Education Funding](#) page of the Ministry of Education's website.

## ABOUT THIS CONSULTATION

As in previous years, the government remains committed to discussing education funding reform in Ontario, with education stakeholders through a consultation process that allows stakeholders to provide the benefit of their expertise, experience, and ideas. This year's guide focuses on:

- Mental Health Supports
- Reducing Administrative Burden and Red Tape
- The Learning Opportunities Grant (LOG)
- Urban and Priority High Schools
- The New Teacher Induction Program (NTIP)

You may also submit feedback on education funding topics not outlined in this guide.

To ensure your feedback is considered, please forward your electronic submission by **Friday November 26, 2021** to: [EDULABFINANCE@ontario.ca](mailto:EDULABFINANCE@ontario.ca). If your organization would benefit from a virtual meeting to provide feedback on this year's consultation, please submit a request to the ministry at this same email address, and the ministry would be pleased to arrange one. If you have questions about this consultation, please send them to the email address noted above.

## MENTAL HEALTH SUPPORTS

The mental health and well-being of students continues to be an important priority for the Ministry of Education. The ministry has been working with school boards, community organizations, and across government to put in place a range of resources to support the mental health of all students, including access to service at all tiers of intervention across the system of care.

In addition, the ministry has made unprecedented investments to support student mental health and well-being since the beginning of the COVID-19 pandemic. To support student mental health priorities, including learning recovery and renewal, for the 2021-22 school year the ministry will be investing over \$80M in student mental health funding directly to school boards. This includes more than \$45M directed to student mental health in the GSN.

As the government continues to transform the way in which mental health services and supports are delivered provincially, schools are an important part of this comprehensive provincial integrated mental health and addictions system. Schools provide mental health promotion and prevention programming to help equip students with the knowledge and skills to care for their own mental health and make available early intervention high quality mental health and addiction services when students need them.

### Considerations:

1. How are ministry supports helping school boards meet the mental health needs of their students?
2. What can the Ministry of Education, other ministries, school boards and other partner agencies do to better support the mental health needs of students?

## REDUCING ADMINISTRATIVE BURDEN AND RED TAPE

The government continues on its path to eliminating burdensome, outdated and unnecessary regulation to help restore Ontario's competitiveness, retain high-quality jobs and attract investment.

To further support the ministry's efforts to streamline reporting while also reducing administrative burden for transfer payment recipients, for 2021-22 the ministry has transferred three PPF allocations into the GSN.

The ministry continues to look for ways of reducing administrative burden and aligning program implementation with ministry priorities, while ensuring strong accountability and value for money.

**Considerations:**

1. What initiatives could support the reduction of red tape and administrative burden for the education sector?
2. Are there areas of overlap or duplication within the GSN (e.g., funding or reporting)? If so, what are they?

**LEARNING OPPORTUNITIES GRANT**

The LOG provides funding for a range of programs to help students who are at greater risk of poor academic achievement, including providing supports for de-streaming as well as learning recovery programming and supports that are responsive to the challenges that students are experiencing as a result of the COVID-19 pandemic.

The largest portion of LOG funding is flowed through the Demographic Allocation, which provides funding based on social and economic indicators derived from 2006 Statistics Canada's census data that are associated with students having a higher risk of academic difficulty. Indicators include low household income, low parental education, a one-parent household and recent arrival in Canada. This allocation supports school boards in offering a wide range of programs tailored to the local needs of their students.

While the LOG and several other allocations within the GSN still rely on 2006 Census data and socio-economic indicators, the ministry continues to review the impacts of updating the census information for the upcoming school year and beyond. Any updates to the census data would require a redistribution of funding between school boards in recognition of increasing needs.

**Considerations:**

1. Given that the 2021 census is nearing completion, what is the best way to integrate updated census information into the GSN?
2. Should the Demographic Component of the LOG be focused on a specific outcome(s)? If so, what are they?

**URBAN AND PRIORITY HIGH SCHOOLS**

The ministry recognizes the personal and academic challenges that hinder students learning, achievement and full participation in school. The Urban and Priority High Schools Allocation within the GSN provides funding to 12 school boards with schools in urban areas that face challenges such as students experiencing poverty, conflict with the law, academic achievement

issues, and lack of access to community resources. School boards are required to spend these funds on programs and initiatives that support at-risk students in ministry-approved secondary schools.

Schools work with community partners to develop annual action plans to create supportive conditions necessary for learning, including socio-emotional and academic supports, a safe environment, and opportunities aimed at increasing engagement, student well-being and academic achievement.

#### Considerations:

1. Should the school board list be updated to respond to changing demographics and growth within school boards? If so, what factors should be considered in updating the school board list?
2. How can the ministry ensure that the funding allocation is spent on supports for the most academically challenged at-risk students?

### NEW TEACHER INDUCTION PROGRAM

The NTIP Allocation is designed to support the growth and professional development of new teachers in the publicly funded education system. The NTIP provides professional support to help new teachers develop the requisite skills and knowledge to be effective as teachers in Ontario.

In addition to the NTIP induction elements, new permanent hires are evaluated twice within their first 12 months of employment through the Teacher Performance Appraisal process.

School boards will receive funding for the NTIP Allocation that is the lesser of the following:

- \$50,000 per school board plus \$1,058.52 multiplied by the number of teachers on Rows 0, 1, and 2 of a school board's previous year's Teacher Qualifications and Experience Grid

OR

- a school board's eligible current year's expenditure for NTIP

**Considerations:**

1. Given that there is no fixed benchmark for the NTIP, are school boards facing challenges due to funding varying every year with the fluctuation in the number of teachers?
2. What would be the benefits and/or challenges to having a fixed benchmark?

**Conclusion**

The ministry would like to acknowledge the ongoing efforts of school board teams to support students, staff, families, and the broader community. We recognize that the past two school years have been challenging and we are grateful for the continued hard work of our partners to ensure a high-quality education for all students across the province. We continue to see our education system rise to the challenge and provide innovative, flexible solutions in the best interest of students.

Thank you for taking the time to read this guide, and we look forward to your feedback.