



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

TORONTO CATHOLIC DISTRICT SCHOOL BOARD PARENT REACHING OUT (PRO) GRANT DISBURSEMENT REPORT, 2019-2020

"God blessed them and said to them, "Be fruitful and increase in number (...)" Genesis 1:28

Created, Draft	First Tabling	Review
December 16, 2019	January 9, 2020	Click here to enter a date.

J. Wujek, Superintendent of Schools (Area 5) & Parent Engagement
M. Sequeira, Coordinator-International Languages, Parent Engagement and Community Relations

INFORMATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

L. Noronha
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report outlines the change in Ministry directive regarding Parent Reaching Out (PRO) grants for 2019-2020, as well as, the recommendation for the disbursement of the Ministry allocated Toronto Catholic District School Board (TCDSB) PRO grant of \$51,009.48, for the 2019-2020 academic year.

The cumulative staff time required to prepare this report was 15 hours

B. PURPOSE

1. The TCDSB remains committed to providing leadership development opportunities at all levels of the organization, which also includes: members of the Catholic Parent Involvement Committee (CPIC), members of the Catholic School Parent Council (CSPC); members of the Special Education Advisory Committees (SEAC); members of the Indigenous and Equity Advisory Committees; as well as, representatives from the Ontario Association for Parents in Catholic Education-Toronto (OAPCE-Toronto).
2. Consistent with Ministry guidelines, this report provides a summary recommendation for the disbursement of the TCDSB PRO grant funds, which are to be utilized in the academic year of 2019-2020.

C. BACKGROUND

1. Prior to and including the fall of 2018, parent engagement groups would apply directly to the Ministry of Education for approval of proposed projects.
2. In 2018-2019, the TCDSB received approval for 135 school-based parent engagement projects with a value of \$133,991, and 1 regional PRO grant with a value of \$7,500.
3. In the spring of 2019, the Ministry of Education did not announce a PRO grant application process for the 2019-2020 academic school year.

4. In the fall of 2019, the Ministry required school boards to return all unused PRO grant funds for 2018-2019. The TCDSB returned a total of \$52,745.02 from schools that did not make use of the approved school-based grant.
5. Every year, each school council is allocated a \$500 Parent Involvement Committee (PIC) grant to be used within the same academic year to support school-based parent engagement initiatives.
6. In the fall of 2019, the Parent Engagement Department sent principals and school council chairs each schools' available accumulated PIC funds (Appendix A), which included the annual \$500 dollars allocated to each school.
7. Schools were encouraged to use the available PIC funds to support potentially pre-planned PRO parent engagement projects or to support new initiatives for the 2019-2020 academic year.

D. EVIDENCE/RESEARCH/ANALYSIS

1. In the fall of 2019, in an Ontario Transfer Payment Agreement between the Ministry and the TCDSB, the TCDSB received a \$51, 009.48 PRO grant to be allocated to projects with a focus on the identification and the removal of potential barriers to parent engagement.
2. The Ministry of Education's overall guidelines, roles and performance measures, as summarized by the Ministry, is shown in Appendix D.
3. Consistent with the direction provided in the Transfer Agreement that "*the recipient will work with their Parent Involvement Committee to determine the project(s) and corresponding funding amounts for each project*", after consultation with the Toronto CPIC chair and CPIC on December 16, 2019, the following chart outlines the recommended breakdown for dispersal for TCDSB PRO grant for 2019 -2020:

Department/Group	Project(s)/Event(s)/Parent Resources	Total Grant
<p>Parent Engagement-CPIC and CSPCs</p>	<p>School-based parent engagement activities and projects will be prioritized through the local ward and/or ward cluster representatives. There may be some ward and/or ward cluster activities that will be facilitated by the corresponding CPIC representative with ward trustee support.</p> <p>The first wave of this PRO grant amount will be allocated to projects that submitted by Equity, Poverty Action Network (EPAN) schools (Appendix E), that are in line with the criteria provided by the Ministry of Education.</p> <p>If there are remaining funds, applications from non-EPAN schools will then be considered within the ward cluster. For this second allocation tier, schools must first use all remaining PIC accumulated funds, prior to requesting additional PRO grant funds.</p> <p>CPIC will consider supplementing requests that exceed the available PRO grant allocation per ward/ward cluster for approved parent engagement activities.</p> <p>All applications for PRO grant funding must be in line with the guidelines and</p>	<p>\$ 41, 000.00</p>

Department/Group	Project(s)/Event(s)/Parent Resources	Total Grant
	<p>parent engagement themes provided by the Ministry. They are as follows:</p> <ul style="list-style-type: none"> • Providing a safe and welcoming school environment; • Maintaining open communication with teachers; • Respecting parents as valued partners within the education system in relation to decisions about their child’s education; and/or • Ensure parents are informed about the content of the Ontario Curriculum Guidelines. 	
Special Education – SEAC	<p>Through the ongoing work of the Accountably Framework for Special Services (AFSS), staff will engage SEAC members, parents, and other community stakeholders in workshops and/or presentations on key topics in special education and services, including, but not limited, to the following:</p> <ul style="list-style-type: none"> • transition planning; • pathways planning; • self-regulation; or • literacy and numeracy development. 	\$ 5, 000.00
Equity, Diversity and Indigenous Education & Community Relations	<p>The Community Relations Department will engage advisory committee members and community stakeholders in workshops and/or presentations on key themes from the Board’s Action Plan for Indigenous Education and the Board’s Equity Action Plan , as for example:</p> <ul style="list-style-type: none"> • awareness building and inclusion for indigenous families within TCDSB in 	\$ 5, 000.00

Department/Group	Project(s)/Event(s)/Parent Resources	Total Grant
	collaboration with the Indigenous Advisory Committee and Community organizers; <ul style="list-style-type: none"> • increase parent engagement in equity and inclusive education; • developing cultural sensitivities; and • developing equity competencies such as: bias awareness, anti-black racism poverty mitigation. 	

E. METRICS AND ACCOUNTABILITY

1. All projects must adhere to Ministry guidelines, as summarized in Appendix B and Appendix C.
2. All initial proposed projects must be identified through a written proposal, to be presented at the January 20, 2020 CPIC meeting for CPIC review. (Appendix F)
3. PRO grant progress will be reviewed at the March 2, 2020 CPIC meeting.
4. All PRO grant recipients will be responsible to provide the following performance measures, as identified by the Ministry, with the request for reimbursement:
 - the number of projects/events;
 - number of parent stakeholders involved;
 - amount of funds spent on each event/project;
 - number of parents that attended each event; and
 - data on parent increased awareness of school activities, on parent increased comfort in the school environment and on parents who learned new skills that will be beneficial for their child’s achievement as a result of the project/event.

F. STAFF RECOMMENDATION

The report is for the consideration of the board.