

2025-30 Strategic Mandate Agreement (SMA4)

ST. CLAIR COLLEGE
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WINDSOR, ON
N9A 6S4

**Ministry of Colleges, Universities,
Research Excellence and Security**



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SMA4 Interim Agreement – To be Signed by March 31, 2025

2025-30 Strategic Mandate Agreement

Between

St. Clair College

And the

Ministry of Colleges, Universities, Research Excellence and Security

Signed for and on behalf of the
Ministry of Colleges, Universities,
Research Excellence and Security:



David Wai
Deputy Minister

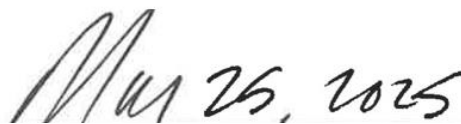
Signed for and on behalf of St. Clair
College by:


Michael Silvaggi

Michael Silvaggi
President

April 3, 2025

Date



Date

This agreement focuses on accountabilities for funding related to the 2025-30 Strategic Mandate Agreements (SMA4), including corridor funding under the Enrolment Envelope, performance-based funding under the Differentiation Envelope, and STEM allocations. Special purpose/other institutional grants are not included as part of this agreement.

Once signed, the institution commits to work with the Ministry to finalize institutional technical appendices by June 2025. The signed technical appendices will be appended to this agreement. The ministry will conduct a thorough review of the postsecondary funding model ahead of SMA4 Year 3 (2027-28).

The agreement may be amended in the event of substantive economic or policy changes that would significantly affect the SMA deliverables. Any such amendment would be mutually agreed to in writing, dated, and signed by both parties. SMAs, including this agreement, represent a joint expression of the parties' intentions and expectations. SMAs do not establish a contractual relationship or legally enforceable obligations.

Preamble

Strategic Mandate Agreements (SMA) are bilateral agreements between the ministry and the province's publicly assisted colleges and universities. SMAs are a key component of the Ontario government's accountability framework for the postsecondary education system. This agreement is between the Ministry of Colleges, Universities, Research Excellence and Security and St. Clair College.

SMA4 will run through the fiscal period from April 1, 2025 to March 31, 2030 and has been designed to advance three strategic objectives:

- 1) Improve education and economic outcomes of students,
- 2) Improve outcomes for communities, and
- 3) Support sector stability and accountability.

SMA-Related Funding

Through SMAs, the ministry incentivizes stable domestic enrolment and accountability for student and community outcomes. The ministry agrees to fund a particular enrolment level of 10,350.02 Weighted Funding Units (WFU).

A portion of this SMA funding is linked to performance on 8 metrics. SMA4 Year 1 (2025-26) and Year 2 (2026-27) will maintain the 25% proportion of total ongoing operating funding for performance-based funding that was reached in SMA3 Year 5 (2024-25). The proportion is expected to grow by 5% starting in SMA4 Year 3 (2027-28) reaching 40% by SMA4 Year 5 (2029-30). This proportion may be revised based on the results of the funding model review prior to SMA4 Year 3 (2027-28).

Total "SMA-Related Funding" in SMA4 will be broken down into:

1. Enrolment Envelope: based on a corridor midpoint measured in WFUs to incentivize stable domestic enrolment; (for details see Appendix 1)
2. Differentiation Envelope (which includes Performance-Based Funding): to support accountability for student and community outcomes (for details on eight SMA4 metrics see Appendices 2-3); and
3. Priority Funding: STEM (Science, Technology, Engineering, and Mathematics) Funding related to the additional weighted enrolment units added to the corridor midpoint dedicated to the continued delivery and enhancement of STEM programs.

Additional STEM WFUs and Adjusted SMA4 Midpoints

For SMA4, the ministry will provide funding to support the continued delivery and enhancement of STEM programs at Ontario's publicly assisted colleges and universities. This funding supports institutions to deliver high-quality STEM programs to

prepare students for in-demand careers and maintain a robust pipeline of STEM graduates in key industries such as advanced manufacturing, artificial intelligence and the life sciences.

Funding will be implemented through an adjustment to corridor midpoint for the five-year period of SMA4 and will be subject to the annual reporting requirements as outlined in Appendix 4 “STEM Accountabilities”.

St. Clair College will have 62.86 WFUs added to its existing corridor midpoint for STEM enrolments. The resulting SMA4 midpoint will be 10,350.02 WFUs. With a per WFU funding rate of \$4,150, this represents a total of \$260,869 in STEM funding allocation for each year of SMA4.¹

For communication purposes, the ministry and the institution agree that this funding represents support for **44.59 STEM learners per year** at the institution, based on the ministry’s historical funding rates.²

Accountability Requirements

For the duration of SMA4, five per cent of an institution’s total operating grant will be linked to accountabilities that will support the government’s objective of improving sustainability, and increasing accountability, efficiency and transparency in Ontario’s postsecondary education system.

This five percent excludes time-limited funding and will be assessed annually as part of SMA4.

Accountabilities will focus on timely reporting of the identified data and activities and annual attestation related to key activities. For the full list of reporting accountabilities, please see Appendix 5 “Accountability Requirements”.

¹ Funding for 2028-29 and 2029-30 to be confirmed by the ministry through future multi-year planning exercises.

² To estimate the number of STEM learners supported, the ministry first estimated the institutional number of weighted enrolment units resulting from the STEM funding using the standard funding rates. The ministry then converted the number of weighted enrolment units to Full-Time equivalent (FTE) for universities and to full-time headcounts for colleges using historical enrolment to weighted enrolment units ratios. The ratios were calculated based on the average of the latest five years of data (2019-20 to 2023-24) and were institution-specific. Data is derived from USER and CSER enrolment submissions.

SMA4 Technical Appendices

Signed Between

St. Clair College
and

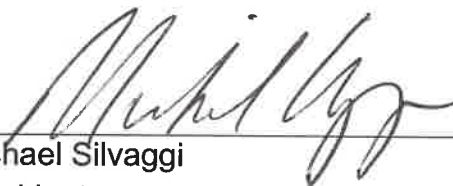
Ministry of Colleges, Universities, Research Excellence and Security

Signed for and on behalf of the Ministry
of Colleges, Universities, Research
Excellence and Security:

Signed for and on behalf of St. Clair
College by:



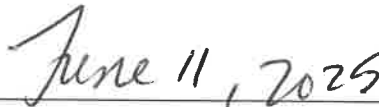
David Wai
Deputy Minister



Michael Silvaggi
President

June 30, 2025

Date



Date

Appendix 1. Enrolment Corridor Adjustments

Corridor Ceiling: The ceiling will remain at 3% above the corridor midpoint and will be held constant for St. Clair College at 10,660.52 WFUs throughout the SMA4 cycle.

Corridor Floor: The corridor floor for SMA4 Year 1 (2025-26) will be lowered by institution's historical 3-year average STEM enrolment¹ lagged by 2 years and will be set for St. Clair College at 7,985.79 WFUs. In SMA4 Year 2 (2026-27), the corridor floor will be lowered by an updated rolling average of STEM enrolment² if the institution submits a domestic enrolment target and meets this target.

The corridor floor will revert to the SMA3 level in SMA Year 3 (2027-28) to Year 5 (2029-30).

St. Clair College	SMA3 2024-25	2025-26	2026-27	SMA4 2027-28	2028-29	2029-30
Corridor Ceiling	10,595.77	10,660.52	10,660.52	10,660.52	10,660.52	10,660.52
Corridor Midpoint	10,287.16	10,350.02	10,350.02	10,350.02	10,350.02	10,350.02
Corridor Floor	9,567.06	7,985.79	TBD	9,567.06	9,567.06	9,567.06
Enrolment Target (Headcount)		6,779				

Note: Institutions that do not establish domestic enrolment targets will not see their corridor floor adjusted in Year 2 (2026-27), reverting to the SMA3 corridor floor

The ministry will review the corridor and performance-based funding model prior to SMA4 Year 3 (2027-28) which may result in changes to the corridor midpoint level in 2027-28. If no changes are communicated as part of that review, the corridor midpoint, ceiling and floor will be extended through to 2029-30 as outlined above.

¹ For SMA4 Year 1 (2025-26) the relevant years for the Corridor STEM adjustment will be 2019-20, 2021-22, and 2022-23.

² For SMA4 Year 2 (2026-27) STEM enrolment rolling average will be based on 2021-22, 2022-23, and 2023-24 data years.

Appendix 2. Performance-Based Funding and SMA4 Metrics

Performance-Based Funding in SMA4 is provided based on targets set for eight metrics in two priority areas:

- Student and Graduate Outcomes: 1) Graduate Employment Rate in a Related Field; 2) Graduation Rate; 3) Graduate Employment Earnings; and 4) Experiential Learning
- Community and Economic Outcomes: 5) Community/Local Impact; 6) Institutional Strength/Focus; 7) Investment and Innovation-Related; and 8) Institution-Specific.

These metrics are largely consistent with those used in SMA3, ensuring stability and predictability. They are also broad enough to recognize institutions' individual strengths and distinct mandates, as well as the role institutions play in their local communities and economies. Narratives below are intended to describe how an institution's activities and initiatives support metric performance.

Appendix 3a. Institutional Profile

The ministry recognizes the importance of supporting a differentiated system and building on institutional strengths to enhance efficiencies in the postsecondary education sector.

The Institutional Profile is intended to describe how an institution's mission and strategic goals support the priority areas of the Ontario government, as identified in this agreement.

St. Clair College takes pride in its dynamic and adaptable approach, where its academic programming is continuously evolving to fit the needs of the diverse student body and prepare the workforce of the future. The College remains highly responsive to changing economic and societal trends, ensuring that it delivers exceptional benefits to its students and communities. Its programs and services are designed to provide students with the skills required by a constantly evolving labour market, with input from stakeholders to ensure flexibility and alignment with market needs.

The College's mission is to transform lives and strengthen communities by providing high-quality, accessible educational experiences that foster career-readiness, innovation, and lifelong learning.

Guided by its vision – "Excellence in all we do!" – St. Clair College works diligently to ensure the best possible education, training, and experiences for its stakeholders. Its core values of accessibility, accountability, collaboration, diversity, inclusivity, integrity, quality, respect, sustainability, and transparency support the College's ongoing success and sustainability. St. Clair College is committed to building on its strengths to meet its educational mandate and align with broader system-wide objectives, as well as government priorities.

The College is dedicated to continuous improvement and embraces performance measures to enhance effectiveness in key areas. These measures are designed to assess how well St. Clair College responds to the evolving needs of the labour market, enhances student competencies, and strengthens economic competitiveness at regional, provincial, federal, and global levels. Equally important to the institution is the social impact it has on the well-being of individuals and communities. College staff, students, and faculty believe education goes beyond the classroom, as exhibited by their community engagement initiatives to support regional growth and sustainability.

St. Clair College is proud of its commitment to transparent governance and accountability which builds trust and confidence. Its success is largely due to the "Excellence in All We Do" mindset shared by faculty, support staff, administrators, and students. In the years ahead, St. Clair College will take a responsible and strategic approach to ensure it is financially sustainable, its growth is maintained, and it will stay true to its mission, vision, and values. The College's goal is not only sustainability

but prosperity, as it continues to evolve and fulfill its purpose as a community college that regularly rises above the ordinary.

Appendix 3b. Metric Narratives

Student and Graduate Outcomes

Metric Name: Graduate Employment Rate in a Related Field

Metric Definition: Proportion of domestic graduates employed full-time in jobs related to their program of study, six months after graduation

Data Source: College Graduate Outcomes and Employer Satisfaction Survey (GOES)

Narrative

St. Clair College is dedicated to supporting student and graduate outcomes that are aligned to meet the needs of its community stakeholders. Quality assurance mechanisms, such as program advisory committees (PACs) and a five-year cycle of external reviews, ensure all course curricula is embedded with well-rounded transformational learning experiences that position graduates for successful employment in their respective fields of study.

The Genesis Experiential Learning and Career Centre provides holistic assistance to St. Clair College students and alumni who are seeking employment. Services and resources are focused on job strategies, resume support, and interview coaching which collectively support students in marketing themselves in a competitive labour market. Employers are offered a variety of opportunities to connect with St. Clair College students and alumni, including employer days, career days, job fairs and volunteer fairs. Prospective employers are invited into the classroom to help students build a professional network and give employers an opportunity to interface with the future workforce.

Metric Name: Graduation Rate

Metric Definition: Proportion of domestic and international students who graduated within a certain period of time³

Data Source: College Graduation Rate Tool (CGRT)

Narrative

St. Clair College maintains its success with student retention. Students are onboarded through THRIVES (Toolbox for Help and Resources to Increase Value and Empower Students) modules to promote educational, physical, mental, and social health. The College's enhanced midterm evaluation reporting system is a

³ College Graduation Rate methodology to be finalized by September 2025 with additional engagement with sector.

communication tool which provides a quantitative and qualitative snapshot of student performance to aid decision-making about out-of-class supports such as counselling and no-cost peer tutoring. Program-specific student success support plans arise through annual faculty team analysis of retention data. Early exposure to workplace settings through field trips and industry networking events inspire students in their journey applying theory into practice.

Metric Name: Graduate Employment Earnings

Metric Definition: Median employment earnings of domestic graduates, two years after graduation

Data Source: T1 Family File tax data and Postsecondary Student Information System (PSIS) (linked via Statistics Canada's Education and Labour Market Longitudinal Platform (ELMLP))

Narrative

The College's commitment to providing 21st-century transformational learning experiences built on top of essential employability skills allows graduates to weather economic fluctuations while maintaining the trajectory of their preferred career path. St. Clair College embeds essential employability skills into all curriculum to ensure graduates are well-positioned to gain rewarding employment upon program completion.

Metric Name: Experiential Learning

Metric Definition: Proportion of domestic students who had experiential learning/work-integrated learning opportunities as part of their program of study

Data Source: Graduate Record File (GRF)/College Graduate Outcomes and Employer Satisfaction Survey (GOES)

Narrative

St. Clair College's high proportion of graduates with a required experiential learning component is a result of its commitment to implementing an experiential learning opportunity in all non-preparatory programs. Adhering to its values of accessibility, inclusivity, and quality in providing equitable learning opportunities to all students, St. Clair College actively pursues experiential learning prospects beyond traditional co-op or work placements. Service learning, capstone projects, and on-campus and virtual interactive simulation ensures class work is integrated into real-world contexts when placement opportunities are locally limited by geography or economy.

Community and Economic Outcomes

Metric Name: Institutional Strength/Focus

Metric Definition: Proportion of domestic enrolment in an institution's self-identified program area(s) of strength to the total institutional domestic enrolment

Area of Strength: Personal and Community Services, Health Care, and Creative Industries

Data Source: College Statistical Enrolment Report (CSER)

Narrative

St. Clair College's institutional strengths are contained within programs that are representative of the persistent labour market needs of major industries and employers in the Windsor-Essex and Chatham-Kent regions. These programs are broadly categorized into Personal and Community Services, Health Care, and Creative clusters representing 15 per cent of the number of programs but 30 per cent of the number of students enrolled at the College. These clusters will remain a focus of college programming even as enrolment is diversified into STEM, business, and trades programs that respond to anticipated labour market growth generated by large-scale federal and provincial economic initiatives including local battery plant construction, the opening of the Gordie Howe International Bridge, and a new regional acute care hospital.

Metric Name: Community/Local Impact

Metric Definition: Proportion of domestic enrolment in the population of the city (cities)/town(s) in which the institution is located

Data Source: College Statistical Enrolment Report (CSER)

Narrative

St. Clair College has a lengthy history in using its population to impact the academic, social, and economic culture of Windsor-Essex and Chatham-Kent. Although census data shows that these regions lag the province in attainment of post-secondary education, the proportion of residents with a college diploma in both areas exceeds the provincial proportion. The College contributes to this achievement by maintaining enrolment that produces more than 2,500 graduates each year. By hosting stops or terminals connecting more than a dozen local and regional transit routes, students from smaller urban centres in neighbouring municipalities have access to affordable modes of transportation to attend St. Clair.

Metric Name: Investment and Innovation Related – Revenue Attracted from Private Sector Sources

Metric Definition: Aggregated revenue amounts generated by the College's Corporate and Professional Training division from non-profits, bank, business entities, individuals

Data Source: College Financial Information System (CFIS); St. Clair College Financial Services

Narrative

St. Clair College is committed to delivering high-quality and accessible training that is responsive to the labour market needs of Southwestern Ontario. The College will continue to build upon its reputation as a strong community resource by increasing the number of opportunities for private sector entities to partner with the College's

Corporate and Professional Training division across all industries including health care, IT, and corporate and non-profit leadership. This division specializes in developing and delivering custom solutions to local employers interested in maintaining their competitive edge through employee reskilling and upskilling. Consultants and trainers within Corporate and Professional Training leverage their extensive sector-specific experiences to support technical and power skill development built on traditional education pathways and on-the-job learning.

Metric Name: Institution-Specific – Graduate Employment Rate

Metric Definition: Total employment rate of domestic respondents to the Graduate Outcome and Employer Satisfaction Survey (GOES) employed in a full-time job six months after graduation

Data Source: Graduate Outcome and Employer Satisfaction Survey (GOES)

Narrative

St. Clair College has chosen MCURE's broader graduation rate key performance indicator (KPI) as its institution-specific metric to emphasize that its graduates are highly employable, even when job opportunities and career trajectories do not immediately align. This outcome is a product of quality assurance mechanisms that ensure essential employability skills (EESs) are embedded into curriculum of all programs and experiential learning activities that promote transferrable soft skills.

Appendix 4. STEM Accountabilities

Projections of Domestic STEM Enrolment

Below is St. Clair College's projection of domestic STEM enrolment over the SMA4 period as of May 14, 2025.

St. Clair College	STEM Enrolment (Domestic Full Time Head Count)					
	Preliminary	Projections				
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
STEM	1,214	1,101	1,104	1,114	1,126	1,142

Note: The 2024-25 fall full-time headcount figure is based on CSER submissions applying the APS-CIP mapping refined in collaboration with the ministry as of December 12, 2024. Projections are based on the latest APS-CIP mapping available here: [Ontario public college programs: postsecondary field of study table - Ontario public college programs: postsecondary field of study table - Ontario Data Catalogue](#)

St. Clair College will strive to meet or exceed STEM enrolment as projected above.

2024-25 Corridor Recoveries One-time Suspension (if applicable)

For 2024-25, the ministry will suspend funding corridor recoveries for institutions that have fallen below their corridor floor. For St. Clair College, waived recoveries of \$375,175 are equivalent to 64.12 funded enrolments in STEM programs. The funding is intended to be used to retain this level of STEM enrolment.

Accountability Requirements for Additional STEM WFUs

To ensure accountability for STEM funding, the ministry will monitor annually institutional data on STEM enrolment, number of STEM programs and STEM program graduate outcomes. The depth of report-backs required will be calibrated based on the amount of STEM funding received. Colleges receiving less than \$500,000 can provide higher-level report backs and may omit other elements identified below.

St. Clair College will be asked to review and add to data populated by the ministry through the SMA4 annual evaluation process, provide a narrative explanation of key trends related to STEM enrolments, programs, and labour market demand and attest on working with the ministry to develop and report on commercialization metrics through the SMA4 Annual Evaluation Process.

Institutional Data and Outcomes

To be populated by the Ministry

- STEM enrolment (count in HCs and share of total)
- STEM programs (count and share of total)
- Employment Earnings of STEM domestic graduates two years after graduation
- Graduation Rate of STEM domestic graduates

- Graduate Employment Rate of STEM domestic graduates (six months after graduation)

To be populated by the College

- Experiential Learning in STEM programs

Narrative

Institutions will include an annual narrative with an explanation of how STEM funding supports the continued delivery or enhancement of STEM programs at the institution, such as maintaining enrolment and program offerings or providing more experiential learning (EL) opportunities. The narrative will include the following elements:

- The list and breakdown of the use of funds by expenditure categories to support STEM program costs: salaries and wages, student services, program delivery, equipment / supplies, communications, and technology / IT services. Unused funds that were not used to support STEM costs in these areas may be recovered by the ministry in the following year.
- If STEM enrolment is less than projected in a given SMA4 year or there is a reduction in STEM programming, the institution must provide an explanation and outline its plan to rebuild STEM enrolments.

Required only if allocation is above \$500,000:

- Supporting information on STEM faculty/staff and STEM cost per student:
 - For example, STEM faculty and staff: number and share to total of full-time faculty and administrative staff in STEM program departments.
 - STEM program cost per student⁴: estimate of total, direct and indirect, costs per student to deliver STEM programs at the institution.

Attestation Related to Commercialization Metrics

Since 2023-24, the ministry has been requiring institutions to submit qualitative annual commercialization plans (ACPs) outlining their activities. Starting in 2025-26, reporting will shift to include a standard set of quantitative IP and commercialization metrics. To align the work being done on ACP system performance metrics with SMA4, encourage sector adoption of commercialization metrics and drive overall improvements for Commercialization and STEM programs, St. Clair College will commit annually to:

⁴ Direct costs include at minimum instructional costs related to salaries, wages and benefits (for both academic and support staff such as lab technicians or teaching assistants) and other direct costs as deemed necessary (e.g., materials and supplies; furniture and equipment purchases). Indirect costs include the costs of space, student services, administration and other campus-wide costs. Methodology details will be confirmed during the SMA4 Annual Evaluation Process in further consultation with the sector.

SMA4 Year 1 (2025-26) and Year 2 (2026-27): Engaging with the ministry, as called upon, to refine the ACP metrics and streamlining the list of commercialization metrics to a shortlist of common sector metrics that may be appropriate for inclusion as a performance-based funding in a future SMA cycle. Institutions will also attest to submitting their ACPs, meeting the expectation of the ministry for information and data requests and working to resolve data collection issues.

Remaining years of SMA4: Attesting to reporting the agreed-upon commercialization metric(s) annually through the ACP.

Note that commercialization metrics will not be linked to funding in SMA4, unless an institution has chosen a commercialization metric as one of its 8 metrics tied to performance-based funding.

Failure to report on the STEM accountabilities elements as described above, may trigger a recovery of STEM funding by the ministry in the fiscal year following the Annual Evaluation process.

Appendix 5. Key Data Reporting and Attestations

For the duration of SMA4, five per cent of an institution's total operating grant will be linked to accountabilities and if any one element of the accountability requirements is not met, five per cent of total operating funding will be deducted. This deduction will operate on a slip-year such that if accountabilities are not met in 2025-26, for example, the funding reduction will take place in 2026-27.

This five percent excludes time-limited funding and will be assessed annually as part of SMA4.

Data Reporting

St. Clair College will submit on time the following annual reports:

- Audited Enrolment Report by June 30 of each year
- Graduate Reports by September 15 of each year
- Financial Accountability
 - Audited Financial Statements by June 15 of each year
 - Budgets by June 30 of each year

The accountability relates to the fiscal year of submission, not the year of underlying data. For example, in SMA4 Year 1 (2025-26) the accountability will relate to the submission of audited enrolment for 2024-25 which is due on June 30, 2025.

Attestations

St. Clair College will attest annually on:

1. Research Security:

SMA4 Year 1 (2025-26): As called upon, institution will attend meetings and collaborate with the ministry to develop the approach for institutional research security plans. Institutions will also submit disclosure of their international agreements as requested by the Ministry.

Remaining years for SMA4: Requirements for the annual attestation will be communicated to the sector each year in March in advance of the next fiscal.

2. Efficiency Metrics

SMA4 Year 1 (2025-26): Institutions will agree to engage with the ministry, as called upon, to develop efficiency metrics that use consistent and verifiable data and benchmarks that will help find efficiencies in the sector. The institutions also attest to meeting expectations of information requests communicated, or to work with the ministry to resolve any issues with respect to data collection.

Remaining years for SMA4: Requirements for the annual attestation will be communicated to the sector each year in March in advance of the next fiscal.

3. Skills and Competencies Assessment

SMA4 Year 1 (2025-26): As called upon and in collaboration with MCURES, institution will participate in a sector Working Group related to scoping and developing an implementation approach for the skills and competencies assessment.

Remaining years for SMA4: Requirements for the annual attestation will be communicated to the sector each year in March in advance of the next fiscal.

The ministry will confirm attestation requirements through each Annual Evaluation cycle ahead of the next fiscal year.

Accountability requirements implementation will be monitored through Metric and Data Workbooks and will be confirmed by the institution during the SMA4 Annual Evaluation Process.

If an institution anticipates delays in submitting any of the reporting items, the institution must request an extension with a reason for delay and the institution's proposed new submission date by emailing the ministry contacts as listed in the technical manual, in advance of the deadline. Ministry approval of the extension is required.

Appendix 6. Projected Financial Information

Funding Envelope ⁵	SMA4 Year 1 (2025-26)	SMA4 Year 2 (2026-27)	SMA4 Year 3 (2027-28)	SMA4 Year 4 (2028-29)	SMA4 Year 5 (2029-30)
1. Enrolment Envelope	\$13,966,361	\$13,966,361	\$13,966,361	\$13,966,361	\$13,966,361
2. Performance-Based Grant ⁶	\$12,547,370	\$12,547,370	\$15,056,844	\$17,566,318	\$20,075,792
3. Differentiation Envelope (Remainder) ⁷	\$18,388,877	\$18,388,877	\$15,879,403	\$13,369,929	\$10,860,455
4. STEM Funding	\$260,869	\$260,869	\$260,869	\$260,869	\$260,869
Total SMA-Related Funding (1+2+3+4)	\$45,163,477	\$45,163,477	\$45,163,477	\$45,163,477	\$45,163,477
Performance-Based Grant At Risk ⁸	\$627,368	\$627,368	\$752,842	\$878,316	\$1,003,790
Accountability Funding At Risk ⁹	\$2,509,474	\$2,509,474	\$2,509,474	\$2,509,474	\$2,509,474

In addition to “SMA-related funding” the ministry also provides funding via Special Purpose Grants (SPGs) and the Postsecondary Education Sustainability Fund (PSESF).

⁵Further details on calculations are available in Ontario's Performance-Based Funding Technical Manual. Funding data presented for SMA4 Years 1-5 are estimates based on the 2024-25 final operating grant totals. This table will be updated on the Ontario.ca Open Data portal. Updates in Years 3-5 will be based on a broader funding review, decisions on performance-based funding proportions, and metric performance. As the SMA-related funding does not include SPGs, the ministry holds these figures constant, for modelling purposes, based on the latest final operating grant totals.

⁶The Performance-Based Grant has been capped at the system-average annual proportion of 25% in SMA4 Year 1 and Year 2, with potential increase by 5% each year up to 40% in Year 5, pending a broader funding review ahead of Year 3.

⁷ The Differentiation Envelope (Total) has been kept at the system-average proportion of 60% of total operating funding in SMA4 Year 1 and Year 2 (proportion for Years 3 to 5 pending broader funding review ahead of Year 3). The Differentiation Envelope (Remainder) in this table reflects Differentiation Envelope without the Performance-based Funding Grant.

⁸The total amount of performance-based grant at risk is five per cent of the total performance-based grant due to the Stop-Loss Mechanism, which caps metric losses at five per cent.

⁹ Five per cent of an institution's total operating funding would be clawed back if the institution does not meet all accountability requirements.

Appendix 7. Data, Targets, and Results

Metric	2025-26 APT	2025-26 Actual	2026-27 APT	2026-27 Actual	2027-28 APT	2027-28 Actual	2028-29 APT	2028-29 Actual	2029-30 APT	2029-30 Actual
Graduate Employment Rate in a Related Field	76.62%									
Graduation Rate	69.19%									
Graduate Employment Earnings	\$35,604									
Experiential Learning	82.31%									
Community/ Local Impact	3.90%									
Institutional Strength/ Focus	28.65%									
Investment and Innovation Related	\$10,246									
Institution- Specific	84.24%									

Note: Data for 2025-26 APT may be updated as part of the Annual Evaluation Process, as the ministry continues working with the institutions on data validation. "2025-26 Actual" refers to the year in which the evaluation takes place and not (necessarily) the year of the data. Data for out-years will be updated on Ontario.ca and in the SMA4 Dashboard in Open SIMs every year after the completion of Annual Evaluation Process.

Appendix 8. Weighting Strategy

Metric	2025-26 Weighting (Min 5%, Max 25%)	2025-26 Notional Allocation	2026-27 Weighting (Min 5%, Max 25%)	2026-27 Notional Allocation	2027-28 Weighting (Min 5%, Max 25%)	2027-28 Notional Allocation	2028-29 Weighting (Min 5%, Max 25%)	2028-29 Notional Allocation	2029-30 Weighting (Min 5%, Max 25%)	2029-30 Notional Allocation
Graduate Employment Rate in a Related Field	10%	\$1,254,737	%	\$	%	\$	%	\$	%	\$
Graduation Rate	20%	\$2,509,474	%	\$	%	\$	%	\$	%	\$
Graduate Employment Earnings	10%	\$1,254,737	%	\$	%	\$	%	\$	%	\$
Experiential Learning	20%	\$2,509,474	%	\$	%	\$	%	\$	%	\$
Community/Loc al Impact	10%	\$1,254,737	%	\$	%	\$	%	\$	%	\$
Institutional Strength/ Focus	10%	\$1,254,737	%	\$	%	\$	%	\$	%	\$
Investment and Innovation Related	10%	\$1,254,737	%	\$	%	\$	%	\$	%	\$
Institution- Specific	10%	\$1,254,737	%	\$	%	\$	%	\$	%	\$

This table is for illustrative purposes and will include weightings and notional allocations for only 2025-26. Data for out-years will be updated on Ontario.ca every year after the completion of the Annual Evaluation Process.