

Ogemawahj Tribal Council



OTTER ANNUAL REPORT

Prepared by Brandon Stiles

2025/26



Table of Contents

Employment Services-Goal to serve 100 clients	3
Monitoring of Funded Interventions	3
ARMS Contract Manager	3
Highlights of 2025/26 Funded Program Activities	4
Group Training: - One Workshop per Quarter	4
Capacity Development in Community - Certification and Skill Development	4
Capacity Development E&T Department	4-5
Results from Spring and Fall Call for Proposals	6
Walk in Clients-2- Contracts	7
Results from ARMS	8-9
Highlights of New Partnership Development Activities	10
Highlights of Childcare Services	9-11
IELCC Reporting Template-Completed 2025-26	11-19
FNICCI Financial Report	20
Authorized Signatures	21

OVERALL AOP SUCCESSES, CHALLENGES AND LESSONS LEARNED

Highlights of 2025/26 Core Objectives

Employment Services – Goal to serve 100 Clients:

*Source Detailed Intervention Report April 1, 2025, to March 31, 2026

Clients Served: 192

- 100 Occupational Skills Training Diploma, Certificate or Vocational Recognized (Off Reserve and Spring Call)
- 11 clients provided with Employment Assistance (Employment Counselling, Job Coaching, Job/Training start supports) to purchase winter work gear and personal protection equipment to commence employment and/or training.
- Spring Call: 24 TWS
- 32 Summer employment experiences for students
- Spring Call 2.0: Additional 8 TWS interventions
- Fall Call: Additional 17 TWS and training interventions
- 4 FNICCI childcare agreements in four First Nation communities

Monitoring of Funded Interventions – Goal: Complete Two (2) Monitors per Intervention:

- Drafted a client expenditures guide to ensure consistency at service points, budgeting and monitoring spending.
- October 22nd 2025 – Georgina Island First Nation
- October 23rd 2025 – Beausoleil First Nation
- October 28th 2025 – Moose Deer Point First Nation
- October 30th 2025 – Rama First Nation Site
- November 13th – Scugog
- February 9th 2026 – Beausoleil First Nation Site Visit
- February 11th 2026 – Scugog First Nation Site Visit
- April 8th 2026 – Moose Deer Point First Nation Year end Review

ARMS Contract Manager:

Working with John Large to clear out our BF Notifications from 2022-23 fiscal year.

Highlights of 2025/26 Funded Program Activities

Group Training Sessions – One Workshop per Quarter:

- Youth Leadership Gathering (July 26 & 27, 2025) Deerhurst Resort
- Office Administration Part 2-(July 21-December 19, 2025) Georgian College
- Drive Test G1 & 2 License (August 11, 2025) In-Community Testing-18 people successfully completed.
- HEO Simulator, Immersive Link, Origin-August 15, 2025
- Career and Skills Development Fair-October 9, 2025
- Education Fair-November 6, 2025
- Created a new Facebook OTTER Group with a new OTTER graphic designed by me.

Capacity Development in Community – Certification and Skill Development:

- Partnered with Georgian College to develop the Health Care Assistant and Personal Service Worker training for 24 participants from our communities. We submitted a proposal to the Skills Development Fund to request funding for the program. Still in pending status. The fund is currently under investigation for being awarded unfairly to Ford insiders.
- Employment Officer Interviews conducted (Aug 18). Hired Jacob Monague who started September 22, 2025
- Indigenous Groups Projects Administrator interviews conducted (Aug 20). Hired Vicky Wolske who started on October 13, 2025
- Expenditures Guide (updated to reflect amounts discussed at OTTER). Approved on September 24, 2025
- OTTER partnered with Ontario Works and Rama Education to coordinate a Career and Skills Development Fair on October 9, 2025, at the MASK.

Capacity Development – Employment and Training Department:

- OTTER Policy Review (needs to be scheduled)
- FNICCI Sub Committee Meeting (April 22 & 23, 2025) Nottawasaga Inn
- Emergency First Aid Training (April 29 & 30, 2025) Barrie
- Language Gathering (May 7 & 8, 2025) Casino Rama
- Beausoleil Career Fair (May 14, 2025) Christian Island
- AMP Training (May 15, 2025) Casino Rama
- ISET Regional Meeting (July 8 & 9, 2025) Thunder Bay
- FNICCI Sub Committee Meeting (October 8, 2025) Couchiching Building, Giiwedin Ki, Rama

- Indigenous Skills Employment and Apprenticeship Development (ISEAD) Conference: OTC was a bronze sponsor for this year's ISEAD Conference (November 19-21, 2025)
- OTC Staff Planning (January 20-22, 2026) Toronto
- ISET National and Cannexus (January 23-28, 2026) Ottawa
- Business Planning Workshop, MASK Arena (February 4-6, 2026) Rama
- FNICCI Steering Committee meeting, MS Team (February 10, 2026)
- OTC Spring Call Meeting, OTC Boardroom (February 24, 2026) Rama
- Service Canda-End of Year dialogue, MS Teams (February 25, 2026)
- MAC Meeting, Rama Council Chambers (March 19, 2026) Rama
- OTTER Policy Review, MS Teams Meeting (March 25, 2026)
- OTTER Unexpended Funds Meeting, (March 31, 2026)

Results from Spring and Fall Call for Proposals:

Funding Stream	Total Allocated	Spent	(+/-) to Deferred Prj. Incl Q4	
CRF	\$ 398,900.00	\$ 333,799.22	\$	65,100.78
EI	\$ 196,470.00	\$ 357,164.51	\$	160,694.51

Community	EI
MSIFN	\$ 67,293.96
MDPFN	\$ 14,022.95
GIFN	\$ 49,560.00
RFN	\$ 90,904.80
BFN	\$ 135,382.80

Community	CRF
MSIFN	\$ 60,514.86
MDPFN	\$ -
GIFN	\$ 144,968.74
RFN	\$ 47,530.64
BFN	\$ 80,784.98

BFN PROJECTS	RFN PROJECTS	GIFN PROJECTS	MSIFN PROJECTS	MDPFN PROJECTS
Parks Labourers (2)	Receptionist	Coffee Shop Attendant	Food Security Coordinators	DZ License for Fire & Emergency Staff
ECE Trainee	ECU Activity Aid	Aazhaawe Deckhands	Administrative Assistant	Marina Manager & Assistant Manager Training
Event Centre Maintenance	Grounds Maintenance	Student Support Worker	Building & Grounds Maintenance	Microsoft Office Training
Community Mentor Assistant	Community Farm Worker	Summer Career Placement	Community Drivers (EI)	Conflict Resolution Training for Staff
Junior Business Analyst Trainee	Recreation Assistant	Summer Career Placement	Community Drivers (CRF)	Summer Career Placement
Deck Hand Trainee (3)	Basic Refrigeration Training	Landfill Site Assistant	Community Health Representative	
Summer Career Placement	Ground Operations & Maintenance	Aazhaawe Deckhand (PT)	Summer Employment Program	
Parks Labourer	HR Generalist HR Trainee	Recreation Assistant	Ontario Building Code Training	
Springwater Park Attendant	Payroll Practitioner	Homemaker		
Community Mentor Assistant	Coaching and Mentoring ar	IT Assistant		
Parks Labourer (Fall Call)	Summer Career Placement	Invasive Species Coordinator		
Parks & Tourism - Supervisor	Admin Asst. Public Works			
Community Mentor Assistant	HR Intern (EI)			
Animal Control Trainee	CBO			
	HR Intern (CRF)			

Client Overview					
FN	# Of Clients	EI	CRF	EI/CRF Ratio	
BFN	21	6	15	29% / 71%	
GIFN	26	2	24	8% / 92%	
RFN	17	5	12	29% / 71%	
MSIFN	5	3	2	60% / 40%	
MDPFN	5	5		100% / 0%	
Total	74	21	53	28% / 62%	

Walk-In Clients – 20 Contracts:

- Annual allocation provided to the OTC Employment and Training Coordinator to service on or off reserve OTC OTTER members' training needs.
- 31 interventions and agreements approved with training institutions, community members or Indigenous organizations employing community members:

Training Purchase

EI-42

CRF-26

Employment Counselling

CRF-11

Results report from ARMS:

Detailed Intervention Report

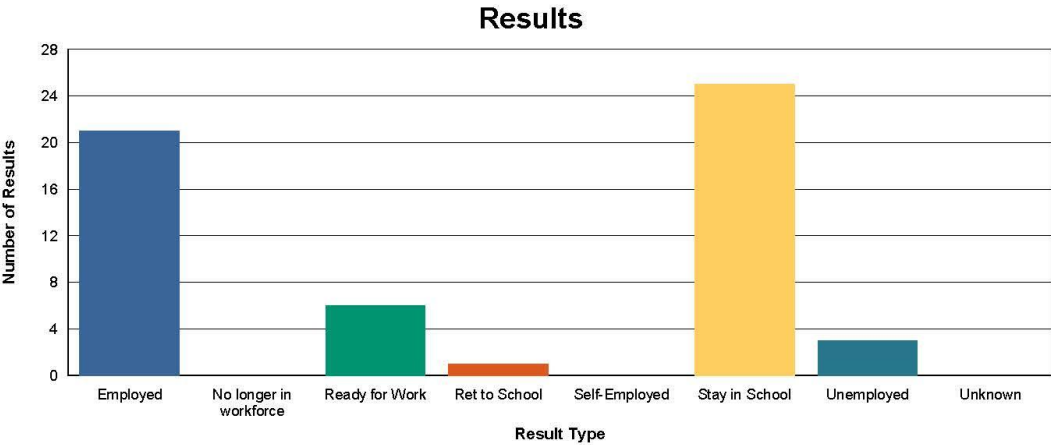
3675000 - ISETP - Ogemawahj Tribal Council

4/1/2025 - 3/31/2026

Intervention Code	Intervention	# Interventions	# New Interventions	# Clients
5669042	Employment Counseling	<u>72</u>	63	70
5669043	Job Search Preparation Strategies	<u>14</u>	14	11
5745006	Work Experience - Wage Subsidy	<u>44</u>	32	43
5749010	Job Starts Supports	<u>4</u>	3	4
5749012	Employment Retention Supports	<u>26</u>	26	25
5756026	Occupational Skills Training - Diploma	<u>1</u>	0	1
5756027	Occupational Skills Training - Certificate	<u>16</u>	9	16
5756028	Occupational Skills Training - Vocational / Industry Rec	<u>26</u>	10	26
5785005	Work Experience - Student Employment	<u>39</u>	39	39
5872003	Occupational Skills Training - Apprenticeship	<u>12</u>	10	11
9990123	Intake/Client Assessment	<u>135</u>	135	135
9990136	Followup (Unemployed/Unspecified)	<u>7</u>	7	7
9999035	Workshop	<u>7</u>	7	7
9999567	Outcome (Unemployed/Unspecified)	<u>35</u>	35	35
9999569	Outcome (Employment)	<u>28</u>	28	28
9999570	Outcome (Training)	<u>1</u>	1	1
		<u>467</u>	419	198

Results Report
3675000 - ISETP - Ogemawahj Tribal Council
April 2025 to March 2026

Result	Clients
Employed	21
No longer in workforce	0
Ready for Work	6
Ret to School	1
Self-Employed	0
Stay in School	25
Unemployed	3
Unknown	0



Highlights of 2025/26 New Partnership Development Activities:

- Indigenous Sport and Wellness Ontario-Bridge to Employment-June 2025
- Community Builders-12 week entry level trades October 2025
- IHE-Heavy Equipment Operator Training- February 2026
- KRTS-AZ-DZ Training-February 2026
- Drive Test Centres-August 2025
- Serco-August 2025
- Young Drivers of Canada-August 2025
- Georgian College-Office Administration Program-July 2025

Highlights of 2025/26 Childcare Services:

- Four contracts fulfilled to assist in delivery of First Nations Inuit Childcare Initiative with Beausoleil First Nation, Georgina Island First Nation, Moose Deer Point First Nation and Rama First Nation
- All four centers were opened year-round providing child care services.
- Staff at all four centers are up to date with CPR and First Aid
- All centers incorporated culturally based activities into their programming, Elders were brought in to join in storytelling and ribbon shirt/skirt making sessions.
- An Ojibway language programmer was hired part time at the Rama center
- Although centers were opened year round there was still a small decrease in expenditures as caution was still taken for the children's health and safety where outings and COVID-19 is concerned.
- Three of the four centers submitted questionnaires and were successful in obtaining FNICCI Urgent Repair and Renovation dollars to correct deficiencies of a health and safety nature. Because the funds were received late in the year it is anticipated that a large carry forward of funds will apply and the balance of work and funds will be exhausted in the 2025/26 fiscal year.
- A FNICCI sub-committee was created so the center managers could come together at least twice a year for networking, operation and administration of their centers.
- **FNICCI Sub Committee Meeting-March 28, 2025**. Childcare Centre staff from all 4 agreements met at the Nottawasaga Inn on March 28th to network and discuss solutions to common issues. It was agreed that the leadership from the ISETS community will be mobilized to advocate for the FNICCI funding to be flowed through the ISET network. A briefing note will be created for leadership.

IELCC/FNICCI Reporting Template – Completed 2025/2026:

**Annual Reporting Template for
Indigenous Early Learning and Child Care (IELCC)
Including First Nations and Inuit Child Care Initiative (FNICCI)**

Recipient Name:	Ogemawahj Tribal Council
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FNICCI Project #:	016511206
IELCC Project #:	N/A
Repairs & Renovations Project #	018970350
Infrastructure Project #	N/A

Contact Name:	Brandon Stiles
Fiscal Year:	2025-2026

The co-developed Indigenous Early Learning and Child Care (ELCC) Framework contains a commitment to demonstrate progress through jointly developed reporting frameworks. Until distinctions-based results frameworks are co-developed with First Nations, Inuit and Métis partners, 8 interim indicators are being used to help federal and Indigenous partners set priorities, measure progress and demonstrate results. Information on these indicators is collected through questions 1 to 7 below.

With the addition of IELCC investments in Governance, Minor (repairs and renovations) and Major Infrastructure, a separate reporting on those is required captured under question 8 to 10 below.

Please complete the questions based on the fiscal year (April 1 – March 31).

Questions 1-4 are intended to help ESDC’s Indigenous Early Learning and Child Care Secretariat better understand how the program supports access to child care.

1. How many children in the following age groups are enrolled at your early learning and child care site(s)? (Sites supported by FNICCI and IELCC funding)

“Enrolled” refers to the number of children who attend regularly, occasionally, or casually.

“Early learning and child care site” refers to an organized location that provides children with care, by individuals other than their parents or guardians, to develop children’s social, physical, and mental wellbeing. These services may be provided in settings such as child care centres, preschools, and nursery programs or home child care, but do not include occasional baby-sitting or kindergarten.

Number of children 0-2 years of age:

60

Number of children 3-6 years of age:

67

2. If you maintain a waitlist for your early learning and child care site(s) how many children are on a waitlist?

“Waitlist” refers to a list of parents or guardians waiting for a vacant early learning and child care space for their child and/or children.

Number of children on waitlist (or N/A):

34

3. How many sites are you offering early learning and child care programs and services? This includes all classes, groups and sessions delivered through use of FNICCI and IELCC funding.

“Early learning and child care site” refers to an organized location that provides children with care, by individuals other than their parents, to develop children’s social, physical, and mental wellbeing. These services may be provided in settings such as child care centres, preschools, and nursery programs or home child care, but do not include occasional baby-sitting or kindergarten.

Number of sites offering early learning and child care:

6

4. What is the total number of spaces you offer, supported by FNICCI and/or IELCC?

Space is defined as the number of spots you offer full-time (6 hours or more in a day, full week) or part-time (less than 6 hours in a day, full week).

We are seeking the total number of full-time and part-time spaces for children that are either filled or vacant, that your site could serve at full capacity (with your current staffing and funding model).

Total number of spaces (full-time spaces and part-time spaces):

Questions 5-7 are intended to help measure progress on some of the goals set out in the co-developed Indigenous Early Learning and Child Care Framework.

5. How many of your early learning and child care sites supported by FNICCI and/or IELCC offer Indigenous language content:

This would include, but is not limited to, Indigenous language(s) spoken, read, and/or taught at the site/program.

Number of sites offering Indigenous language content:

If you would like to describe your activities or achievements related to Indigenous languages this year, please add them here:

BFN: Our language educator this year focused on daily circle and smudging with our young children in the program. She encouraged/focused on words in Ojibway with students which included the following; articles of clothing, simple greetings, and buildings.

MDPFN: Language in classrooms, interactive games, you tube videos, language labels around the classroom, Indigenous language music.

GIFN: Weekly trips to Nanabush trails, completed scavenger hunt in the language, weekly drumming and singing. Ojibwe immersion in program as much as possible.

RFN: We have a new Ojibway Language Programmer that is working within all the different programs at the centre. She has been working with supervisors and teaching language during the monthly coaching sessions with staff to help them feel more confident in speaking the language within the room. Each session, she teaches them a new set of words to teach the children. This last fall, she taught them the different verbs and nouns for eating and the different things we use for eating (plate, cup, spoon, fork, etc.) slowly things are being learned by all in a safe way.

6. How many of your early learning and child care sites supported by FNICCI and/or IELCC offer cultural activities and traditional ceremonies:

This would include, but is not limited to, distinctions-based curriculum and teaching materials and opportunities for children to engage with specific cultural activities such as land-based learning, traditional skills training, values, belief, histories, engagement or involvement with Elders.

Number of sites offering cultural activities:

5

If you would like to describe your activities or achievements related to cultural activities and traditional ceremonies this year, please add them here:

BFN: Our program hosted workshops amongst the families in program which included the following: basket weaving and moccasin making.

MDPFN: Hand drumming, learning Ojibwe songs, Ribbon shirt/skirt making.

GIFN: Teachers have created ribbon shirts/skirts for each child to wear while drumming and singing.

7. How many of your early learning and child care sites supported by FNICCI and/or IELCC offer supports to parents, guardians and/or families?

“Supports to parents, guardians and/or families” could include providing services outside the child care centre, referrals to informal or formal supports within the community (such as workshops for young mothers, young parent support groups), health services, advocacy support, social service professionals. It could include information about or referrals to education, legal, employment or income supports. Support to parents and families could also include awareness and deployment of informal support from neighbors, families and friends.

Number of sites offering support to families:

5

If you would like to describe your activities or achievements related to parental and family support this year, please add them here:

BFN: Provides support to parents, guardians, and families through a combination of in-program services, referrals, and community partnerships. The centre operates it's own Early Intervention Program, providing access to Physiotherapy (PT), Occupational Therapy (OT), Speech-Language Pathology and Communicative Disorder Assistant (CDA) therapy sessions to support children's development needs.

MDPFN: Diaper & Wipes program, Parent & Tot Family Trips, Partnered & bringing in services for families, hands, Infant toddler development.

GIFN: Monthly nutrition/grocery support of \$250.00 to help offset cost of nutritious meals and promote family engagement.

RFN: We have had the opportunity to bring in a Resources Consultant that has been working with our children and families. We have had one workshop for families and hope for more next year.

Questions 8-10 are intended to help measure progress on the results achieved in completing your urgent repairs and renovations, infrastructure, and governance activities.

8. As applicable, how many of your early learning child care sites supported by FNICCI received urgent repairs and renovations funding this year?

Number of urgent repairs and renovations sites:

4

Were you able to complete all the urgent repairs and renovations projects as intended with your early learning and child care sites? What repairs and renovations were completed for each those centres and what were some of the challenges in completing the these?

BFN: Yes. Completed projects include: flooring renos, create licensed infant room that meets Ministry of Education licensing requirements. Scheduling challenges and coordinating inspections and approvals required flexibility to ensure projects remained on schedule.

MDPFN: Septic system fully fixed, generator purchased, still looking at heating and cooling replacement parts (from Germany).

GIFN: completed flood restoration in the basement.

RFN: All completed: New door/intercom, new laundry room, new boiler replacement.

9. As applicable, please describe the progress related to infrastructure activities this year.

BFN: During this reporting period, BFN Daycare made significant progress on it's infrastructure initiatives, completing key projects that improved both the quality of the learning environment and the centre's capacity to serve families. Completed flooring renos, reno to early intervention program to licensed infant space, Infrastructure improvements.

RFN: We have finished the laundry room, new washer and dryer installed. New intercom. New Boiler room replacement.

10.

As applicable, please provide achievements related to governance and partnership activities completed for this year.

BFN: The centre started the process if a review and update to it's policies and Procedures Manual and Parent/Guardian Handbook to ensure alignment with current Ministry of Education requirements, best practices, and the evolving needs of children and families. This work was completed collaboratively through ongoing engagement with the Barrie/Ottawa Region Supervisor Network and the Ministry of Education Advisor, allowing the centre to share resources, review policies, exchange best practices, and incorporate recommendations throughout the revision process.

RFN: We have also been trying to build relationships with the Barrie Area Native Advisory Circle's Biinoojinsauk Committee. This committee has representation from other FN Childcare centres within Simcoe County. Currently, it is a lot of information of best practices and working together to figure out how to access further support that is needed for respective centres across the county. We are currently working with IELCC Centres based in Barrie/Ottawa area. This has been really helpful. We have been able to connect and frame our policies and best practices.

OVERALL SUMMARY

We would appreciate your reflections on how the year went, if you are willing to share them.

1. What were some of the successes in delivering early learning and child care this year? Do you have any good news stories, quotes from participants or pictures to share?

BFN: This year was one of significant growth and achievements for the Centre. One of our greatest successes was the process of adding a new infant room, increasing access to licensed child care for families within the community and helping to access the growing need of infant spaces. The centre also completed important improvements, including new flooring throughout the program, creating a safer, more welcoming, and developmentally appropriate environment.

MDPFN: Preschool Program full and busy, lots of language being incorporated. Happy to have our new generator!

GIFN: This summer we had children starting plants in the classroom by seed and transferring them to our greenhouse. The children and staff grow our own fruits and vegetables all summer long and were able to eat them in our weekly menu plans. The children loved this process and even ate vegetables that they normally wouldn't eat but were excited because they grew them themselves.

RFN: We have had an awesome summer program. It was an authentic summer camp experience for our children. Families and children loved it and we are very proud of the work that the team put in to make it such a good experience. This last year we were able to completely review, draft and implement strong policies and procedures and ensure it aligned with the CCEYA. We were also able to do the same for our Parent/Guardian Handbook. This was a long process.

2. What were some of the challenges or barriers to delivering early learning and child care this year? Please include internal and external issues, including program administration and funding.

BFN: Throughout the reporting period, Beausoleil Day Care Centre experienced several challenges that impacted the delivery of early learning and childcare services.

A significant challenge was the transition of key leadership positions. Beausoleil Day Care Centre Supervisor's maternity leave, along with the transition of the Education Director role, required adjustments to leadership responsibilities and continuity of program administration. These transitions created periods where staff were adapting to new roles and responsibilities while maintaining day-to-day operations.

The centre also experienced ongoing staffing pressures, including a shortage of qualified relief staff. With minimal or no relief staff available to provide coverage for absences, existing educators were frequently required to work additional responsibilities, contributing to increased workload, staff fatigue, and burnout.

Administrative capacity was also affected during the year. Leadership transitions and limited organizational support created challenges in planning and completing funding expenditures within required timelines. Navigating reporting requirements and infrastructure planning while managing daily operations required significant time and resources.

Despite these barriers, the dedication and resilience of staff, along with strong collaboration with community partners and the Ministry of Education, enabled the centre to continue providing safe, culturally responsive, and high-quality early learning and child care services to children and families.

MDPFN: Staffing. Being remote & lack of housing available we struggle to get qualified staff. Not having designated Maintenance staff.

GIFN: Obtaining and retaining qualified staff continues to be an issue due to our remote community we find that staff coming from mainland on ferry everyday hit a burn out rate and move on to somewhere else leaving us to rely on supply staff from community until we can fill the qualified positions.

RFN: Challenges and barriers would be finding sufficient supports for children that have diagnosis, or need diagnosis and/or struggle with developmental delays. It's very difficult on staff, as it requires a lot of support.

This is multi-faceted - requiring extensive funding, specialized staff and at times, specialized equipment. However, the external barriers, it is very difficult securing the funding to help meet those gaps.

Contrary to mainstream belief, RECEs are NOT trained to be specialized within behavioural issues or diagnosis.

Other challenges would be having a centre this large, really changing the internal culture of staff. While we are slowly making good strides, progress is slow and can be two steps forward, three steps back.

3. Are there any other comments you would like to add?

MDPFN: Our whole community benefits from this funding to help our children have the best start in life. We can prepare them for JK, have socialization skills, be with other children in our community and come together as a whole. We appreciate it so much. It truly does take a village to raise a child.

FNICCI Financial Report:

Operational Budget:

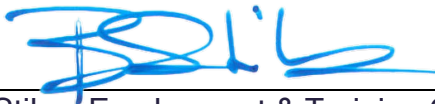
	FNICCI OPERATIONAL				
Communities	FNICCI 25/26 Operational Budget	FNICCI Deferred Applied to 25/26 Operational Budget	FNICCI Total 25/26 Operational Budget	FNICCI 25/26 Operational Actual	FNICCI 25/26 Operational Remaining
Rama	107912	49610	157522	148327	9195
GI	69786	32083	101869	85756	16113
BFN	84311	38760	123071	70165	52906
Scugog	0	0	0	0	0
MDP	64340	29579	93919	93919	0
	326349	150032	476381	398167	78214

Urgent Repairs Budget:

	FNICCI URGENT REPAIR			
Communities	FNICCI Urgent Repair Overall Budget	FNICCI Urgent Repair 25/26 Actual	FNICCI Urgent Repair Overall 22 to 26 Actual	FNICCI Urgent Repair Remaining
Rama	485580	7006	389,157	96,423
GI	40000	20000	40,000	0
BFN	220500	0	39,888	180,612
Scugog	0	0	0	0
MDP	84554	0	0	84,554
	830634	27006	469,044	361,590

***Remaining invoices will be posted in fiscal year 2026-27**

Authorized Signatures:



Brandon Stiles, Employment & Training Coordinator

8/21/2026
Date



Murray Maracle, Executive Director

8/21/2026
Date