Implementation Criteria for the Learning Opportunities Grant (LOG)

August 2023

Overview

The Learning Opportunities Grant (LOG) provides funding for a range of programs to help students who are at greater risk of poor academic achievement.

The LOG comprises the following allocations within the Grants for Student Needs (GSN):
- Demographic Allocation
- Targeted Student Supports Envelope, including the following five allocations: Literacy and Math Outside the School Day; Student Success, Grades 7 to 12; Grade 7 and 8 Literacy and Numeracy and Student Success Teachers; Tutoring; and Summer Learning Program
- Experiential Learning Envelope, including the following three allocations: Specialist High Skills Major (SHSM); Experiential Learning; and Outdoor Education
- Safe and Clean Schools Supplement

Implementation criteria for the allocations within the Targeted Student Supports Envelope and Experiential Learning Envelope are provided in this document. Additional information is provided in the Education Funding Technical Paper.

Targeted Student Supports Envelope

The Targeted Student Supports Envelope includes:
- Literacy and Math Outside the School Day Allocation
- Student Success, Grades 7 to 12 Allocation
- Grade 7 and 8 Literacy and Numeracy and Student Success Teachers Allocation
- Tutoring Allocation
- Summer Learning Program Allocation

The allocations within the Targeted Student Supports Envelope of the Learning Opportunities Grant are limited for use collectively on its five programs. School boards must use the allocations above only for these programs and must report any unspent funding as deferred revenue for future spending in these programs. There is flexibility in how school boards may use some of the individual allocations within the Targeted Student Supports Envelope, as long as the funds in total are spent on the five programs in the envelope.

Literacy and Math Outside the School Day Allocation

In addition to the criteria in the Education Funding Technical Paper, this funding can be used as follows:

Category	Examples
• A non-credit class or course that includes literacy and/or math for Grade 7 or 8 students for whom a remedial program in literacy and/or math has been recommended by the principal of the day school.	Programs can be designed for students: • Who face barriers to achievement and are potentially at risk of not meeting the curriculum standards. • To support a successful transition to a de-streamed Grade 9 program.
• A non-credit class in literacy and/or math for students in Grades 9 to 12 for whom a Grade 9	Programs can be designed for students:

or 10 remedial program in literacy and/or math has been recommended by the principal of the day school.	• Who face barriers to achievement and are potentially at risk of not meeting the curriculum standards and/or the secondary school literacy graduation requirement.
• A non-credit class in literacy and/or math for continuing education students for whom a Grade 9 or 10 remedial program in literacy and/or math has been recommended by a principal.	
• A non-credit literacy and/or math class or course for adults who are parents or guardians of students in any grade for whom the principal of the school has recommended a remedial course in literacy and/or math.	Programs can be designed for parents or guardians: • To improve their literacy and/or math skills so that they can better support their children's success in school.

School boards are required to report enrolment and attendance for pupils through the Register of Enrolment in the Literacy and Numeracy Program. More information may be found on the ministry's Enrolment Register Instructions webpage.

Student Success, Grades 7 to 12 Allocation

In addition to the criteria in the Education Funding Technical Paper, expenditures should be allocated as follows:

Category	Limitation	Detail	Examples
Student Learning Opportunities	Up to 100% of funds.	• Expenditures related to student participation and teacher support/` supervision that are targeted to students who face barriers to success.	• Student transportation. • Staffing supports for activities outside of regular school hours. • Transition supports and student orientation. • Student exploration of future careers and areas of study. • Early leaver re-engagement supports. • Enhancing student voice, equity, and well-being. • Admission fees for activities.
Professional Learning and Implementation Supports	Up to a maximum of 35% of total funds.	• Central implementation support* (maximum of 15% of total funds).	• Implementation of ministry-developed resources and/or related-board resources to support literacy, numeracy, and cross-curricular instruction. • Capacity building for school and system leaders, and school and board teams.

		• School implementation supports (maximum of 20% of total funds).	• Build inclusive and engaging school, classroom, and community environments conducive to student learning. • Identify, track, monitor, and differentiate educator response to student need. • Implement and monitor school-based literacy action plans. • Improve instruction to meet student needs. • Implement Credit Recovery and Credit Rescue programs. • Facilitate community outreach and involvement, parent engagement and partnerships. • Educator release time, such that student learning is not disrupted.
Resources	Up to a maximum of 10% of total funds.	• For Student Success initiatives targeting students facing barriers to consistent success and are underserved.	• Event promotional materials, signage, and student apparel. • Technology for students who do not have equitable access. • Fees for invited speakers and visiting organizations.

*Central implementation support funds, if not used centrally, can be directed to local school implementation support (to a maximum of 35% of total funds). However, school implementation support funds cannot be directed to central implementation support. It is not required that any funding be spent in either category.

Grade 7 and 8 Literacy and Numeracy and Student Success Teachers Allocation

In addition to the criteria in the Education Funding Technical Paper, Student Success Teachers can support students who are facing barriers to success in the following ways:

Category	Examples
Direct support/instruction to students in order to improve student achievement, retention and transitions.	• Timely and effective academic gap closing strategies in Grades 7 and 8 for students not achieving consistent success and/or did not meet provincial standard on Grade 6 EQAO assessments. • Engagement activities for students in Grades 7 and 8. • Secondary school course selection (in Grade 8) and support for education and career/life planning. • Grade-to-grade and school-to-school transition planning.
Track the progress of students who face barriers to success.	
Support school-wide efforts to improve outcomes for students who are facing barriers to success.	
Work with families and the community to support student success.	

Tutoring Allocation

Please see the Education Funding Technical Paper for a description of how the Tutoring Allocation can be spent.

Summer Learning Program Allocation

This funding supports literacy and numeracy programs for elementary students who would benefit from additional learning support over the summer months to mitigate the impacts of learning loss. Funding is based on Kindergarten to Grade 6 student enrolment; however, school boards are encouraged to include students in Grades 7 and 8 in summer learning programs, utilizing funding from other related TSS allocations.

Summer Learning Program classes must be taught by Ontario College of Teachers (OCT) certified teachers.

In addition to the description in the Education Funding Technical Paper, several components of successful summer learning programs have been identified. School boards should incorporate the following elements when implementing their summer learning programs:

Program Structure	Classroom Components
The classes be operated with smaller class sizes, ideally no more than 15 students.	• The progress of participants should be monitored, and parents/guardians should be kept aware of their child's progress.
Programs be aligned with the Ontario curriculum with a focus on literacy, numeracy and mitigation of summer learning loss.	• Programming should be engaging and rigorous and include time for academic learning and recreational programming.
Programs ideally be three weeks in length.	• Students participating in the program should be committed for the duration in order to maximize learning and mitigate summer learning loss.
There be no cost to students or parents/guardians to participate.	• Instruction should be responsive to the individual needs and strengths of learners.
Programs be evaluated on an ongoing basis.	• Teachers should be encouraged to incorporate formative and summative assessments to monitor student progress. School board staff are also encouraged to report back to trustees in order to assist boards with planning future programs, enhance existing ones, and support students in summer programs and throughout the school year.

Eligible expenses include:

Category	Detail
Salaries and Benefits	• Teachers, school board leads/coordinators, teacher's assistants, Early Childhood Educators (ECE), technical support staff.
Resources	• Planning and preparation materials, learning resources developed by staff, purchased learning materials, purchased software/web-based programs for student learning.

Facilities	• Caretaking and facility expenses (if applicable).
Communications	• Communication and publicity materials, including newsletters, videos, reporting to the system and Board of Trustees.
Transportation	• Student/staff transportation costs (e.g., field trips, etc.).

School boards are required to report student enrolment in the Summer Learning Program through the Summer School Register, by selecting the Summer Learning Program as the Course Offering Type. No Average Daily Enrolment (ADE)/additional funding will be generated for the Summer Learning Program.

More information may be found on the ministry's Enrolment Register Instructions webpage.

Experiential Learning Envelope

Experiential Learning Envelope includes:

- Specialist High Skills Major (SHSM) Allocation
- Experiential Learning Allocation
- Outdoor Education Allocation

The allocations within the Experiential Learning Envelope of the Learning Opportunities Grant are limited for use collectively on its three programs. School boards must use the allocations above only for these programs and must report any unspent funding as deferred revenue for future spending in these programs. There is flexibility in how school boards may use some of the individual allocations within the Experiential Learning Envelope, as long as the funds in total are spent on the three programs in the envelope.

Specialist High Skills Major (SHSM) Allocation

In alignment with SHSM spending guidelines and board spending policies and procedures, funding for SHSM programs and SHSM program expansion funding is to be used to implement program components and program expansion, including:

Category	Detail	Examples
Salaries and Release Time	• Staffing expenditures to support implementation and development of SHSM program, including all release time, such that student learning is not disrupted, and salary used to support any of the categories below.	• Central staffing positions – SHSM Board contact, central support staff. • Hiring of temporary staff to support SHSM (e.g., retired guidance counsellor to assist with SHSM tracking and promotion meetings). • Release time for teachers, such that student learning is not disrupted, to plan and attend SHSM experiential learning, such as certification and training, sector partner experiences, professional learning, etc. • Release time, such that student

Category	Eligible Expenditures	Ineligible Expenditures
		learning is not disrupted, for SHSM related meetings including planning, partnership development and • professional learning.
Student Activities and Resources	• Expenditures to support SHSM related student activities (not including salaries and release time outlined above).	• Student certification/training costs, including travel, admission fees, registration costs and resources.
Capital (max 50%)	• Machinery/equipment, technology and software used specifically to enhance SHSM programs as per board purchasing policies and procedures (Note: SHSM funding is not to be used to purchase consumables and other resources normally used to deliver regular Ontario curriculum).	• Capital related to delivery of SHSM certification and training. • AV and other equipment used to enhance the SHSM program (including IT supports to assist in SHSM board/school data collection and tracking).
Promotion and Marketing	• Expenditures for developing and producing/purchasing reasonable SHSM marketing and advertising materials and events.	• Cost of hosting SHSM student and community promotion events, information sessions. • Localized advertising/marketing campaigns.
Professional Development and Partnerships	• Expenditures for professional development for educators where the training is specifically related to SHSM program delivery and implementation (Additional Qualification (AQ) courses are not permitted). • Expenditures to develop and maintain partnerships that support SHSM program implementation and delivery.	• SHSM related conference registrations/ memberships and expenses as per school/board policies and procedures • Costs associated with establishing and maintaining SHSM Advisory Committee. • Costs associated with developing community and postsecondary partners.

School and board SHSM expenditure reporting occurs through the Enhanced Data Collection Solution (EDCS). SHSM expansion funding must be allocated as indicated in EDCS, and funding for sections must be allocated specifically for the sections as indicated in EDCS.

For further information on SHSM, please refer to the [SHSM Policy and Implementation Guide](#) and the Education Funding Technical Paper.

Experiential Learning Allocation

In addition to the criteria in the Education Funding Technical Paper, school boards may allocate experiential learning funds to the following two areas:

Category	Eligible Expenditures	Ineligible Expenditures
Staffing Not to exceed base amount +	• The staff role includes four themes: professional learning for educators, collaboration with school board personnel, equitable distribution of funds,	

	Eligible Expenditures	Ineligible Expenditures
35% of remaining funds	and partner outreach.	

Supporting Experiential Learning Opportunities
 	
School boards may choose to dedicate the entire Experiential Learning Allocation to this category
	• Student/staff transportation to and from experiential learning events/activities in Ontario.
	• Resources and materials required to implement projects/events.
	• Staff release time that allows for professional development, planning time, or supervision of students on experiential learning opportunities, and in classrooms, such that student learning is not disrupted.
	• Relevant conference registrations, membership fees and expenses as per school/board policies and procedures.
	• Costs to run parent/public information sessions or to develop community/sector partners.
	• Guest speakers and/or facilitators up to $1,000 per speaker.
	• Technology, up to 10% of funding.
	• Per project/event:
	   ○ Consumables (e.g., art supplies) up to $500.
	   ○ Building materials (e.g., lumber) up to $5,000.
	   ○ Costs to run student conferences.
	   ○ Admission fees.
	   ○ Guest speakers and/or facilitators up to $1,000 per speaker.
	• Hospitality (e.g., food), refer to board expense guidelines.
		• Any transportation outside of Ontario.
		• The purchase of capital equipment (e.g., machinery, large equipment, appliances).
		• Staffing.
		• Additional Qualification (AQ) courses.
		• Transportation and accommodations for community and economic sector partners.

School boards are required to report on the Experiential Learning Allocation using the form at this link.

Outdoor Education Allocation

In addition to the criteria in the Education Funding Technical Paper, the following is a list of eligible and ineligible expenditures for Outdoor Education:

Eligible Expenditures	Ineligible Expenditures
• Fees related to participation in outdoor learning activities. • Safety-related training and/or certification for students and/or teachers, including safety-related professional development opportunities for teachers. • Costs related to obtaining expertise and/or facilities/resources for outdoor learning activities. • Staff release time may be used to support planning, development and supervision of outdoor education activities where coverage is available, such that student learning is not disrupted. • Student/staff transportation to/from field trips, Outdoor Education facilities.	• Staffing. • Administrative costs. • Costs associated with board outdoor education facilities (e.g., repairs).

• The purchase of outdoor education equipment and/or learning resources up to a maximum of 30% of the allocation.	

School boards are required to report on the Outdoor Education Allocation using the form at this link.

Ministry Contact Details

If you have any questions about the requirements outlined in this document, please email: skillsdevelopmentandapprenticeshipbranch@ontario.ca.