Instructions for Completing the Supplementary Application Form for Enhanced Education and Treatment (EET) 2015-16

Purpose

The Ministry is inviting school boards to submit applications for the new Enhanced Education and Treatment (EET) Programs for children and youth in care and treatment facilities. This will provide opportunities for the development of programs that increase the capacity of the system to meet the needs of students in care and treatment programs that could benefit from a program integrating health support services within an education program.

Beginning in 2015-16 the Ministry will make $2.5 million available for these new EET Programs. School board applications will be eligible for up to $500,000 per program.

These programs are intended to address service pressures that have emerged in relation to identified system and local needs, particularly Francophone students, students who are First Nations, Métis and Inuit (FNMI), students with Fetal Alcohol Spectrum Disorder (FASD) and students in rural, remote and under-served communities.

The health support services that are to be integrated within the EET Programs include services provided by regulated health professionals (i.e., Speech Language Pathologists (SLP), Occupational Therapists (OT), Physiotherapists (PT), psychologists, etc.) regulated social service professionals (i.e., social workers, etc.) and paraprofessionals (i.e., Communication Disorders Assistants (CDA), Child and Youth Workers (CYW), etc.).

Background

Ontario remains committed to the success and well-being of every student. The Ministry's renewed goals of achieving excellence, ensuring equity, promoting well-being and enhancing public confidence includes education programs in Care and/or Treatment, Custody, and Correctional (CTCC) facilities.

In 2011, the Ministry began a process of reviewing and transforming CTCC education programs. The transformation seeks to achieve this vision:

> As an integrated part of Ontario's education system, CTCC programs provide critical support to meet the needs of students unable to attend regular schools and facilitate specific pathways to ensure future educational success.

In order to achieve this vision, three priority areas have been identified:

- Modernize governance, funding, accountability and increasing ownership of these students
- Improve Student Learning, Achievement and Well-Being
- Improve collaboration across all systems to provide seamless programs and services for students

School boards have raised concerns over the past few years to the Ministry that the current method of funding CTCC programs through the Facilities Amount (FA) allocation, often referred to as Section 23, is restrictive and not meeting the needs of some of the students attending these programs.

School boards report a lack of community partners and services, including in French language, which limit their ability to serve some of their neediest students (i.e., programs for students with FASD, students who are FNMI).

The intention is to give additional flexibility to school boards in establishing programs that would meet specific and existing extraordinary high needs, such as a program integrating health support services within an education program. This would enable EET Programs to hire regulated health professionals (i.e., Speech and Language Pathologists (SLP), Occupational Therapists (OT), Physiotherapists (PT), psychologists, etc.) regulated social service professionals (i.e., social workers, etc.) and paraprofessionals (i.e., Communication Disorders Assistants (CDA), Child and Youth Workers (CYW), etc.) to work along with educators in these programs.

The Ministry of Education (EDU), the Ministry of Children and Youth Services (MCYS), the Ministry of Health and Long Term Care (MOHLTC) and the Ministry of Community and Social Services (MCSS) are focused on helping children and youth access programs and supports that can help them to achieve improved educational outcomes and reach their full potential. The purpose of EET programs is to improve the integrated service delivery of care, treatment and education for students with programs that are innovative, transformative and sustainable, and can be replicated in other communities across the province. Effective practices and successes will be shared with others in the CTCC system.

Eligibility

In order to be eligible for the funding through this initiative, applications must meet the following eligibility criteria:

- A school board must be the applicant.
- The school board must enter into an agreement with a facility, which meets the requirement under Section 23 of the Grants for Student Needs[1],

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[1] A facility is defined in Section 23(4) of the Grants for Student Needs.

Consortia (that may consist of several school boards and/or facilities) may also submit an application as long as a lead board is identified.

School boards and facilities will determine locally what model will best meet these required components. School boards are expected to work together with facilities in developing programs that address the CTCC transformative vision and program elements outlined in sections three and four respectively below.

The following information is provided to support school board completion of the Supplementary Application Form for Enhanced Education and Treatment (EET) Programs 2015-16.

Section 1 - Applicant Information

Applicant school boards are required to provide the project title, project summary and amount of funding for the project. The selected applicants will be required to operate an EET for the 2015-16 school year. Programs may be considered for renewal for 2016-17 school year subject to Ministry funding and results of an interim assessment to be completed by February 2016.

Section 2 - Application Requirements

Program applications **must** include the following components:

- Overview of the proposed program including:
    - The geographic boundaries/catchment area;
    - The specific population to be served;
    - How this program will meet the needs of the particular population it will serve;
    - An explanation of how your program is supported by, or based on current research;
    - An explanation of how your program will integrate regulated health professionals, regulated social service professionals and paraprofessionals; and
    - Evidence of a demonstrated need for such a program, such as wait lists or absence of similar programs in the local community.

- A description of how this program will improve school board/facility capacity to serve this student population. For example, will the program serve more students or students with more complex needs? Will the program serve historically underserved populations? Will the program build the capacity of school boards to manage the needs of these students within the school setting? Does the program propose to serve students differently and more effectively?

Section 3 - CTCC Transformation Vision

Ontario remains committed to the success and well-being of every student and child. In 2011, the Ministry of Education began a process of reviewing and transforming CTCC education programs. This transformation is taking place within the evolution of the broader education system where the capacity of schools to accommodate the diverse needs of learners within the classroom is increasing. Additionally, the care and treatment, Youth Justice and correctional systems are also evolving. We will need to continue to work to align CTCC education programs within this new context.

The vision for CTCC education programs continues to be refined alongside the release of the Ministry of Education's *Achieving Excellence: A Renewed Vision for Education in Ontario*. The renewed goals of Achieving Excellence, Ensuring Equity, Promoting Well-being and Enhancing Public Confidence are relevant for education programs in CTCC facilities. In particular, the goal of Ensuring Equity, with its focus on providing the best possible learning opportunities and supports for students who may be at risk of not succeeding, is essential for students in CTCC programs.

The transformation seeks to achieve the following vision for CTCC programs:

As an integrated part of Ontario's education system, CTCC programs provide critical support to meet the needs of students unable to attend regular schools and facilitate specific pathways to ensure future educational success.

In order to achieve this vision, three priority areas have been identified:

- Modernize governance, funding, accountability and increasing ownership of these students

- Improve Student Learning, Achievement and Well-Being

- Improve collaboration across all systems to provide seamless programs and services for students

The ongoing transformation of CTCC programs provides an opportunity to test new programs, remove existing or potential barriers to effective service delivery, provide more tailored and personalized learning environments to better meet student needs and improve educational outcomes.

Applicant school boards are required to demonstrate how the proposed program will support this transformative vision.

Section 4 - Program Elements: Goals, Outcomes and Indicators

To inform the transformative vision, applications must incorporate **all** of the following program elements. The Ministry will identify and select applications that exemplify the transformative vision for CTCC programs, as well as those programs that specifically meet identified service gaps in relation to identified local /regional needs, particularly

programs for students with FASD, students who are FNMI, Francophone students, and students in rural, remote and under-served communities. Examples in the boxes below are intended as samples only of what applications could include. It is recognized that programs will address each of the program elements differently depending on the student population being served.

1. ***Innovative Service Models*** - The 21st century learning needs of the student population should be considered. There should be a focus on building capacity within the traditional school system and within CTCC programs through new and effective models of service delivery. There should also be an emphasis on the efficient and effective uses of resources and maximizing the number of students being served. A positive learning environment should be created by following effective practices in the set-up of the classroom space.

> *Applications could include: Consideration of student population needs in board and school planning; education programs delivered in partnership with other community based agencies that provide care and treatment services; FASD organization partnerships; Aboriginal organization partnerships; access to professional learning opportunities for educators and professional staff that focus on integrating rehabilitation therapy within the education program; co-location of CTCC programs within existing school settings.*

2. ***Assessment and Instruction, and Other Supports for Learning*** - The student population should have increased access to school board resources, programs and/or services that are relevant to the student's experience and would meet their personalized learning, treatment, rehabilitation and reintegration needs. There should be a focus on assessment for, as and of learning and the use of varied instructional approaches that include Universal Design for Learning, differentiated instruction and the tiered approach.

> *Applications could include: Adoption of current education success initiatives, including Learning for All K-12, literacy and numeracy strategies, the teaching-learning cycle, collaborative inquiry, credit completion, credit recovery, e-learning, dual credits, Homework Help, Specialist High Skills Major and alternative programs robust alternative curriculum opportunities as required; implementation of "Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010" in CTCC programs; associated professional learning opportunities for educators and other professional staff in these and other relevant topic areas that connect to a program that integrates education with the delivery of health support services.*

3. ***Collaboration and Alignment*** - School boards, facilities, parents and teachers should support the alignment of education and rehabilitation services in order to support the "whole child". A culture of learning is promoted among educators and professional staff so that student learning

occurs in and out of the classroom.

> *Applications could include: Implementation of informal and formal protocols and memoranda of understanding that support collaboration and alignment of education and health support services; model collaboration between care and treatment, and learning (e.g., integration of the treatment/case management plan, the education plan; joint team planning, continued connection between home school and CTCC program or other pathway); a team approach to student learning (e.g., collaborative and team-teaching approaches involving teachers and other professionals in the classroom, modelling engagement in learning and participating in classroom activities).*

4. ***Supporting Transitions*** - Increased levels of collaboration, communication and effective sharing of information should be supported to ensure continuity of learning and supports for students as they move between settings. Alternative pathways for students exiting the CTCC program are understood and effective practices in transition programs and/or services are modelled.

> *Applications could include: The existence of detailed transition planning processes that clearly articulate roles and responsibilities of the home school, community supports and agencies; schools and agencies find innovative ways to share information of students as they move between settings in accordance with current legislative requirements around privacy and confidentiality; transitional programs such as bridge programs are in place or programs serving specific populations (e.g., students who are Francophone, First Nation, Métis, and Inuit, and students in rural, remote and under-served communities); processes are in place to support the ability of receiving schools to accept the student back into the regular classroom and continue to support their needs for health support services (as applicable).*

5. ***Promoting Equity, Acceptance and Inclusion*** - A caring and safe culture is cultivated in CTCC programs through the implementation of Ministry policies related to equity and inclusion, safe schools, creating a positive school climate, accepting schools and a whole school approach. A sense of identity and belonging is cultivated in order to increase student engagement. Programs foster student ownership of their care and treatment, service needs and learning by promoting self-advocacy. Compliance with legislative requirements pertaining to privacy and confidentiality are demonstrated.

> *Applications could include: Ministry policies related to equity, acceptance and inclusion are embedded in program design; implementation of Student Voice indicators to support student self-advocacy, identity and belonging; provide student leadership and/or mentorship training and provide opportunities for students to model these roles; the Ontario curriculum or alternative programs are taught in ways that engage diverse student groups and effectively blend the education program with health support services; bias is reduced in*

relation to this student population through targeted professional learning for educators and professional staff.

To inform the future implementation of the CTCC transformative vision, the Ministry intends to use these programs to launch new approaches and service delivery models based on the Program Elements outlined above.

Section 5 - Additional Information

1. Describe how current funding or school board programs and/or services will be utilized by the program to achieve the intended outcomes.
2. Provide a plan for how agency/facility-school board or consortium partnerships will work.
3. Following the completion of the funding period (end of the 2015-16 school year), school boards will be expected to complete a program assessment that will consider a number of factors including, but not limited to:
   - The extent to which the program met the application requirements as stated above;
   - The results and analysis of data collected for each program element listed in Section 4 and any additional research data and analysis with school board partners;
   - Whether elements of the program could be replicated to other programs;
   - How this program will be sustainable over time;
   - Feedback from students, staff, parents and others as appropriate, taking into account the requirements around confidentiality and consent; and
   - Key learnings (e.g., enablers and barriers), effective practices, including ways to improve the implementation or design of the program and factors contributing to the sustainability of the program.
4. Provide a description of the approach to sharing results and effective practices with other CTCC programs.

Section 6 - Budget Narrative

Applicants must explain how funding health services school board programs/services will be leveraged within the program to achieve the intended outcomes.

Section 7 – Liaison/Administration Positions

This section is to be completed only if a Liaison/Administration position will be requested should this program application be approved.

Section 8 - Program Selection

This section will be completed by the Ministry.

Stage I: Mandatory Requirements

Stage I will consist of a review to identify the submissions which comply with all of the mandatory requirements. Submissions which do not comply with all of the requirements will be disqualified and not evaluated further. Mandatory requirements include completion of the following documents provided at http://faab.edu.gov.on.ca/Section%2023.htm:

- Application Form for Education Programs: Care and/or Treatment, Custody and Correctional Facilities 2015-16 (Excel Application Form);
- Appendix A: Program Description; and
- Supplementary Application Form for Enhanced Education and Treatment (EET) Programs 2015-16.

Stage II: Supplementary Application Form Rated Criteria

Stage II will consist of scoring by the Ministry of each qualified submission on the basis of the rated criteria, as indicated on the application form.

Stage III: Provincial Priorities

Once programs are assessed based on Stage I and Stage II criteria, the Ministry will consider and prioritize applications based on the service needs and number of programs within the six English language and three French language regions.

The Ministry reserves the right to decide how funds will be allocated across the province. If insufficient applications are received, the Ministry also reserves the right to solicit additional applications from a particular region(s) of the province.