Instructions for Completing the Application Form for Regular and Divested Educational Programs: Education and Community Partnership Programs (ECPP) 2024-2025

Background

School boards applying to **renew existing** ECPPs, including summer programs, are required to complete the Excel Application Form.

The following information is provided to support school boards' in completion of the Excel Application Form.

2024-25 Application Process

The Ministry of Education is inviting school boards to submit applications to renew existing ECPPs. In recognizing the administrative burden of this process, the ministry will continue to provide a downloaded application form with prepopulated information from the approved 2023-24 ECPP application from the Regional Office. To further reduce administrative burden, there will continue to be no fall revised estimates submission, with the spring application being the only application for the school year.

Each school board ECPP lead will be asked to review all fields in the application and make any necessary revisions and updates (i.e., changes to program since the last submission).

Critical Fields

All critical fields are mandatory fields and must be filled out before any financial data can be approved. These fields include: DSB, BSID, Application Type, Facility Type, Total Number of Students served in 2022-23, Duration, Program Attendance Expectations, FTE, PTR and Primary Need. Please note that in the case of a Liaison/Administration claim, FTE and PTR data are not required.

Section Outline

Section 1: Board Information

- DSB No. is a **critical field** and is required prior to approval.
- Include the position/title of the school board contact.
- Include details of any additional partner school board(s) where appropriate.

Section 2: Agency

- Review and complete drop-down sections (i.e., who operates the agency and funding ministry).
- Contact partner agency as required to confirm the data.
- From the drop-down menu, select the funding ministry and any additional ministries as applicable – see Figure 1 below. Applications for Liaison/Administration should not include any agency data.
- Please note, a field to collect agency email contact information has been included – see Figure 2 below.

Figure 1

Postal Code			
Funding Ministry (Select from list)		Identify additional ministry, if applicable	

Figure 2

2. Agency				
Operated By				Ext:
Name		Telephone		
Address			Address 2	
Postal Code			E-mail Address	
Funding Ministry (Select from list)		Identify additional ministry, if applicable		

Section 3: Facility

- Include the name and position/title of the facility contact.
- Contact partner agency as required to confirm data.
- Please note a field to collect facility email contact information has been included - see Figure 3 below.
- Review Appendix 1 *Supporting Information for Excel Application Form*, for an explanation of the settings of the ECPP (e.g, day treatment, residential and hospital spaces).
- Applications for Liaison/Administration are not to include any facility data.

Figure 3

3. Facility					
Name					
BSID		(Note: # must begin with 64)			
Address				Address 2	
Postal Code					Ext:
Contact Name			Telephone		
# Agency Staff on Site			E-mail Address		
# Agency Staff in Classroom					
# of Day Treatment Spaces					
# of Residential Beds/ Operational Bed Capacity					
# of Hospital Beds					

Section 4: Type of Application & Facility

- Select the application type (i.e., Renewal, Liaison/Administration, New or Closed).
  - School boards are eligible to receive a full-time, non-teaching (liaison/ administration) position, if there are 16 full-time equivalent teaching positions across their regular ECPPs, or if there are 16 full-time equivalent summer teaching positions across their summer ECPPs Applications. Liaison/Administration does not require any further information in this section.
- Select the most appropriate category of Facility Type, Care and/or Treatment Focus of the Facility and Setting from the revised drop-down sections. Please see Appendix 1 for further information on these categories.
- Please take special care to not leave any fields in this section blank for each program, except in the case of Liaison/Administration claims.
- Claiming a "Liaison/Administration" position, must be indicated under the **Application Type** field.
- **Programs will require a completed brief program description. Specifically, a description of the education program and facility, including student population served.**

Section 5: Education Programs Enrolment: FTE

- FTE is a **critical field** and is required prior to approval. FTE numbers can now be reported as decimals to allow for more accurate and consistent reporting**.**
- Total Number of Students Served in 2022-23 is a **critical field** and is required prior to approval.
- Programs that have closed must include enrolment up to the point of closure.
- When selecting the "Liaison/Administration" position from the drop-down options in the application type, all fields in the application form should be 0.
- Please note that there has been a change in structure to this section of the

application in contrast to previous years to accommodate one application per school year. In this section FTE are being collected for the following timeframes: 2022-2023 School Year Actuals, 2023-2024 School Year Actuals, 2024-2025 School Year Projections.

Figure 4

5. Education Programs Enrolment: FTE	Actual 2022-23	Actual 2023-24	Projected 2024-25	(Application for Liaison/Administration has no enrolment data)
September				
October				
November				
December				
January				
February				
March				
April				
May				
June				
July				
August				
Total Number of Students Served 2022-23		Total Number of Students Served 2023-24		

- Complete actual enrolment numbers per month for 2023-24 as available.
- Complete projected enrolment numbers for 2024-25.
- Actual enrolment numbers for 2022-23 are to be completed by time of submission of the spring renewal application.
- Please review your program FTE numbers for accuracy.
- To calculate your FTE values, please refer to the *Guidelines 2024-25* and review Section J5 on *Approval and Funding: Calculating Enrolment.*
- The "Total Number of Students Served 2022-23" field should be reflective of the total "head count" of students that have entered the program. Specifically, if a student enters and exits the program on more than one occasion during the school year, each admission is counted towards the total number of students served.
- Please also note that there is a **new field "Total Number of Students Served 2023-24" (see Figure 4 above)** adjacent to the "Total Number of Students Served 2022-23" field. This field should be reflective of the total "head count" of students that have entered the program up until the point of submission of the application for the 2023-24 school year. Specifically, if a student enters and exits the program on more than one occasion during the school year, each admission is counted towards

the total number of students served.

   o Considering this field is for the 2023-24 School Year, it is understood that school boards will not be able to provide a comprehensive number, rather, the expectation is a point in time number at the time of submission.

- The FTE may be reported by adding the number of days of attendance of all the students in the ECPP Education Program and dividing it by the number of instructional days in that month. Students aged 21 years and over on December 31, 2023, are not included in the enrolment reported in the Program Approval Package for 2024-25.
- Applications for Liaison/Administration should not contain any enrolment data

Section 5a: Program Type and Primary Need/Cluster

- Program Type and Primary Need/Cluster is a **critical field** and is required prior to approval.
- Select the Program Type and Sub-Type
   o Select the Primary Need the program is intended to support.
- Refer to Appendix 2 for definitions of program type and primary need.

Section 5b: Admissions & Transitions

- Indicate whether there is a waitlist for the program or not, as of the start of the school year, and if so, how many students are currently awaiting services **beyond program capacity**.

Section 6: Panel

- The Division Type should match corresponding grade levels entered from the drop down (e.g., Programs that include Grades 7 to 12 should indicate this as an elem/sec panel). Provide the school BSID number for classrooms located in a school setting. This BSID must be entered in order to receive Base Operations Amount, if the classroom is located in the school. School Boards seeking information in calculating the Base School Operations Amount, should refer to the Ministry's Technical Paper on Education Funding for 2023-24. For the purpose of this calculation, Education Programs that are operated in a space owned by a school board are treated in the same manner as Continuing Education.
- Provide the location of classrooms offered outside of a school setting. If the classrooms are not located at the facility, the location needs to be specified.
- Hours of Instruction should be represented as a time frame e.g., 10:00 – 15:00
- Program attendance expectations are required to provide additional insight into attendance patterns for each program with the following options:
   o For an average of 210 minutes or more per school day
   o For an average of less than 210 minutes per school day
   o On an independent study basis (defined in Ontario Schools K-12, 2011) as "an arrangement by which a student is excused from attending some or all classes in a course in order to study independently but under the

supervision of a teacher".
- o A combination of the above (please specify)
- o Other (please specify)
- o Applications for Liaison/Administration should not include any panel/classroom data.

Section 7: Statistical Information

- The "*PTR (According to agreement)*" field is a value which can be found within your official program agreement or Memorandum of Understanding. Considering that this number should remain consistent year to year, this field is frozen for all renewals and can only be changed by ministry staff through an approval process.
- The remaining fields in this section are automatically calculated based on values from Sections 5 and 8.
  - o For closed programs, boards should ensure that the corresponding fields for the 2023-24 school year (Sections 5 & 8) are completed.
- Applications for Liaison/Administration are not to include any statistical data.

Figure 5

7. Statistical Information	Actual 2022-23	Actual 2023-24	Projected 2024-25
Total FTE			
Average Monthly FTE			
PTR			
* PTR (According to agreement)	:1		

Section 8: Request for Approvals

- Enter projected and previous year actual numbers in the Spring for:
  - o The salary of the teacher(s) and related employee benefits (Note that summer programs are funded at continuing education rates);
  - o The salary of the educational assistant(s), if applicable, and related employee benefits; (Note that summer programs are funded at replacement rates);
  - o An amount of not more than $3523 for classroom furniture and equipment. This amount is a one-time only start up grant for new or expanded programs.
  - o **For Divested Programs Only** An amount for each of the following categories: Other Salaries, Benefits, Direct Operating and Capital.
- The program amount will continue to be $2,666 per teacher and $1,302 per teacher assistant for regular programs (September – June). These amounts will continue to

be automatically calculated for each program and their corresponding teacher and educational assistant approval, but will be pro-rated as per the length of operation and part-time positions. Summer programs will have their program amounts pro-rated for their length of operation.

- Applications for Liaison/Administration should include their request in the teacher row, and not provide any further data in this section. Liaison/Administrator costs are provided where there are 16 FTE teaching positions.

- Please note that there continues to be a change in structure to this section of the application, in contrast to previous years, to accommodate one application per school year. In this updated version of the application spring projections data will be collected the same way, however there will be no section to enter fall actuals data. Instead, this section has been revised to collect previous year actual data.
  - Both spring projections and previous year actuals will be approved by the Regional Education Officer (far right, green columns).
  - The previous year Spring Approval 2023-24 value will be prepopulated. Any necessary changes will be updated in the section entitled, "Previous Year Actuals".

Figure 6

Section 9: Notifications

- No data entry is required in this section.
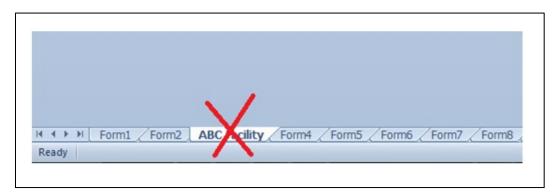
Additional Considerations: Formatting

Spreadsheet Formatting

- Please do not try to unlock the Spreadsheet as there is a high risk of losing the integrity of all the formulae that are necessary to ensure accurate calculations of your amounts.

Spreadsheet Tabs

- Please DO NOT change the name of the tabs at the bottom of the spreadsheet as shown in Figure 7 below. The names are to remain as they are for the purpose of tracking data. As previously mentioned, the form will disable data entry until the name of the form is returned to its original name.

Figure 7

If your staff have any questions or require further clarification, please contact the appropriate Education Officer at the Ministry of Education Regional Office. A list of the ECPP Regional Office contacts can be found on the EFIS website here

Appendix 1: Supporting Information for Excel Application Form

The following information is provided to support applicant school boards so they can enter the most accurate information when filling out the indicated sections of the application form:

- The **Care and/or Treatment Focus of the Facility** categories are:
  1) Treatment for students demonstrating severe social and/or emotional and/or behavioural issues;
     - Severe social and/or emotional and/or behavioural needs, which include, **but are not limited to**:
       i. Withdrawal or isolation;
       ii. Disruptive or disturbing behaviour;
       iii. Hyperactivity or a lack in concentration;
       iv. Age appropriate social skills; and/or
       v. Other challenging behaviours.

  2) Care and/or treatment for students identified by an IPRC with one or more category of exceptionality and demonstrating severe social and/or emotional and/or learning needs;
     - Exceptionalities include:
       i. Behaviour;
       ii. Communication (autism, deaf and hard-of-hearing, language impairment, speech impairment, learning disabilities);
       iii. Intellectual (giftedness, mild intellectual disabilities, developmental disabilities);
       iv. Physical (physical disabilities, blind and low vision); and/or
       v. Multiple exceptionalities.

  3) Treatment for students requiring mental health and/or addiction services; or
     - Mental health and/or addictions include, **but are not limited to**:
       i. Mood disorders, such as depression and bipolar disorder;
       ii. Psychotic disorders, such as schizophrenia;
       iii. Anxiety disorders, such as post-traumatic stress disorder and obsessive-compulsive disorder;
       iv. Eating disorders; and/or
       v. Substance use.

  4) Treatment for students requiring medical and/or surgical services in a hospital setting.
     - Medical and/or surgical services include, **but are not limited to**:
       i. Bone, marrow and organ transplants;
       ii. Dialysis;
       iii. Cardiovascular disease;
       iv. Neurological disease;
       v. Orthopaedic surgery; and/or
       vi. Oncological disease.

5) Youth Justice or Corrections
   With few exceptions, most Youth Justice programs have no care and/or treatment component, therefore, the setting option provided will simply be "Youth Justice or Corrections".

- The **setting** of the ECPP is to be selected from the drop-down menu following selection of the most appropriate Care and/or Treatment Focus of the Facility. The setting of an ECPP is defined as day treatment, residential or hospital-based as set out in Section 4:

   o **Day Treatment** includes attendance in community-based programs and outpatient hospital services, i.e., students who receive treatment who do not require an overnight stay at the facility.

   o **Residential** services include boarding or lodging provided for students away from their families/caregivers, such as in group homes or shelters. Residential services may include a treatment component, but may not always be present, e.g., shelters.

   o **Hospital** treatment includes inpatient hospital services, i.e., students who occupy a hospital bed for at least one night in the course of treatment.

- Setting options for hospital –based programs for students requiring medical and/or surgical services, where the setting options are:

   - **Outpatient**: Treatment for students in a hospital setting that does not require an overnight stay; and/or
   - **Inpatient**: Treatment for students who occupy a bed in a hospital setting for at least one night in the course of treatment.

Appendix 2: Working Definitions of Program Types and Primary Need/Cluster

Program Type					
Mental Health & Wellbeing			Physical Health & Exceptionalities	Custody and Correctional Youth Justice Programs	
Program Sub Type					
Mental Health & Substance Use	Mental Health Promotion	Well-being	N/A	Youth Justice	Adult Justice
Primary Need (Cluster)					
Mental Health	Social Emotional and Behavioural Challenges	Young Parent	Rehabilitation (OT, PT)	Open custody/detention centre	Corrections
Mental Illness		Youth in Care	Physical Medical condition(s)	Secure custody/detention centre	
Substance Use		Alternative Programs for Vulnerable Youth	Special Education Needs and/or Exceptionality focus	Community based youth justice	
Mental Health & Substance Use		Alternative Program for Indigenous Youth			

Program Types and Primary Needs

A. Mental Health and Well-Being

Mental Health: All aspects of a person's well-being that affect his or her emotions, learning, and behaviour. It is important to note that mental health is not merely the absence of mental illness.

Mental Illness: The term mental illness includes mental disorder, and is used to mean any emotional, behavioural, or brain-related condition that causes significant impairment in functioning as defined in standard diagnostic protocols such as the American Psychiatric Association's Diagnostic and Statistical Manual.

Substance Use: can be described as any behaviour or habit that is often hard to stop and that increasingly interferes with a person's life. Addiction typically encompasses the presence of four elements: craving, loss of control of amount of frequency or use, compulsion to use, and use despite consequences.

Mental Illness & Substance Use: These programs serve students with mental illnesses and substance use challenges.

B. Mental Health Promotion

Social Emotional and Behavioural Challenges: Social emotional learning is "the process of acquiring core competencies to recognize and manage emotions, set and achieve positive goals, appreciate the perspective of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively" (CAMH Evidence Brief, 2016 Elias et al., 1997) These programs are responsible for providing their students with responsible decision-making skills, to assist them in developing self and social awareness, building relationships and self-management skills, and behaviour management.

C. Well-being

Well-Being: Well-being can be understood to be a positive sense of self, spirit and belonging that is felt when ones cognitive, emotional, social and physical needs are being met. These four interconnected elements are critical to student development. By building the knowledge and skills associated with well-being, children are able to become healthy, active, and engaged citizens within their communities.

Young Parent: These programs serve students who are young parents or soon-to-be young parents.

Youth in Care: These programs serve children and youth in/or who are receiving services from Children's Aid Society, including kinship or customary care.

Alternative Programs for Vulnerable Youth: These programs service homeless, 'at-risk', children and youth who may be at-risk of gang involvement or at risk of coming into conflict with the law, have family breakdown challenges. These programs include academic, therapeutic, and cultural components, while focusing on fostering positive relationships. The skill sets developed in these support students become integrated and contributing members of society.

Alternative Programs for Indigenous Youth: These programs that service 'disengaged' Indigenous youth. Programs focus on reconnecting youth with their culture, engaging in school communities, increasing attendance and credit accumulation, along with building relationships and fostering age appropriate social skills.

Physical Health & Exceptionalities

Rehabilitation: These are programs that refer to support for speech-language pathology, occupational therapy, and physiotherapy provided by and/or supervised by speech-language pathologists (S-LPs), occupational therapists (OTs), and physiotherapists (PTs). S-LPs, OTs and PTs are governed under the *Regulated Health Professions Act, 1991 (*RHPA) and their individual health profession Acts (Acts) and work within scopes of practice defined under those Acts.

Physical Medical Condition(s): The primary need of the program is geared towards students who are medically fragile and/or undergoing medical treatment or surgeries for a physical health issue.

Special Education Needs and/or Exceptionality Focused: These programs support students with special education needs, identified or non-identified. This may include students identified as an exceptional pupil through the Identification Placement Review Committee (IPRC). There are five categories of exceptional students: behavioural, communication, intellectual, physical, and multiple. Categories are broad in order to address the wide range of conditions that may affect a student's ability to learn, and are meant to be inclusive of all medical conditions, whether diagnosed or not, that can lead to particular learning challenges. (*Special Education in Ontario Kindergarten to Grade 12*)

Custody & Correction Programs

A. **Youth Justice:** Youth Justice ECPPs provide services to youth who were between the ages of 12 and 17 at the time of their offence or alleged offence, or in some cases youth who are at risk of conflict with the law. Youth Justice ECPPs would include all programs which receive funding from the Youth Justice Services Division. These can generally be categorised in two settings: Custody or Community.

Custody: Custody ECPPs provide education services for youth who are currently detained or serving a custodial sentence in either a Secure or Open Custody/Detention Centre. Youth in a custody/detention facility have been directed there by the Court.

Open Custody/Detention Centre: these centres have decreased restriction on movement and security features demonstrated by the physical make-up of the facility.
Secure Custody/Detention Centre: these centres have increased restriction on movement and increase security features demonstrated by the physical make-up of the facility.

Community Based Youth Justice: Community Based Youth Justice ECPPs are for youth who are either serving the community portion of their sentence or who are in some case, are at risk of conflict with the law. These programs are responsible for youth in conflict with the law who are under the age of 18.

B. Adult Justice

Corrections: Educational programs delivered in a correctional institution operated by the Solicitor General. Correctional institutions house adults who are 18 years of age and older, who have either been remanded into custody while awaiting trial or who are serving sentences of up to 2 years less 1 day. In the ECPP, school boards offer educational programming only to those 'young adult' inmates or offenders who are between the ages 18 and 21.