

Ministry of Education

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MEMORANDUM TO: Directors of Education
Student Success Leaders
Continuing Education Leads

FROM: Rob Andrews
Director
Student Success Implementation Branch

DATE: December 2, 2016

SUBJECT: **Learning Outside the School Day - Programs to Support the Renewed Mathematics Strategy and Student Transitions**

The Renewed Mathematics Strategy (RMS), as outlined in the April 8, 2016 Memo to Directors of Education, recommends the implementation of additional targeted supports for students who have not been successful in meeting provincial standards as measured by the grade 6 EQAO assessment of mathematics. Research indicates that a coherent, high quality continuum of supports and interventions involving learning outside the school day, including credit bearing courses in summer, can build on the strengths and address the learning gaps of students, particularly those transitioning to grades 7, 8 and 9.

As a part of our ongoing commitment to supporting the success and well-being of every student and child as outlined in [Achieving Excellence: A Renewed Vision for Education in Ontario](#), two **voluntary** provincial professional learning sessions, focusing on learning outside the school day, including credit bearing courses in summer, will be hosted for school board representatives. Among the program areas that these learning sessions will address are:

- Summer School and After-School Credit Courses;
- Literacy and Mathematics Outside the School Day programming (remedial and/or non-credit programs in the summer or regular school year for students and parents);
- Tutoring Programs;
- Mentoring or student support programming; and,
- Other related programming (these could include programs occurring outside of the traditional school day in support of improved outcomes relating to special education, indigenous education, well-being, etc.).

Brief descriptions of some funding sources associated with the courses, programming or supports identified above are found in Appendix 1 (Additional Information on Funding for Learning Outside the School Day). These and other funding sources and processes will be discussed in greater detail at the upcoming sessions.

The two voluntary provincial professional learning sessions include a Symposium scheduled for January 26, 2017 and Adobe Connect Sessions on December 15 and 22, 2016. Information on the Adobe Connect sessions is included in this memo. Additional information on the January 26, 2017 session will be distributed in a subsequent memo following feedback obtained at the December 15 and 22 , 2016 Adobe Connect Sessions.

December 15 and 22, 2016: Learning Outside the School Day Adobe Connect Session

School board representatives are invited to participate in a voluntary Adobe Connect learning session on Thursday, December 15, 2016 from 11:00 a.m. – 12:00 p.m. that will be repeated December 22, 2016 from 11:00 a.m. – 12:00 p.m. This session offers an introduction to learning outside the school day program opportunities including credit bearing courses in summer, funding sources and areas of focus anticipated for further investigation in the January 26, 2017 Symposium. This session will offer information, provide an opportunity to review the proposed Symposium agenda and invite input to refine the January Symposium to better address the interests, preferences and needs of Board participants. An agenda outlining the learning activities at the Adobe Connect Session will be distributed prior to the sessions.

Registration:

Board representative(s) are asked to register for the December 15 or 22, 2016 Adobe Connect Session by **December 9, 2016** at [Learning Outside the School Day Adobe Connect Session registration](#).

We look forward to your participation and contributions at the Adobe Connect Session.

Sincerely,

Rob J. Andrews
Director
Student Achievement Division

C Regional Student Success Leads
 Field Team Leads

Appendix 1: Additional Information on Funding for Learning Outside the School Day

Participation in either a non-credit program or credit course(s) outside of the school day, including summer programming, offers students additional time and support to close mathematics learning gaps and support a successful academic transitions from elementary to secondary school and between grades.

Funding Sources include:

A. Continuing Education and Other Programs Grant (Summer School and After-School Credit Courses)

This grant includes supports for credit courses for elementary reach-ahead students to support transitions from grade eight to nine and credit courses for secondary school students in the summer or outside the school day, for example, in the evenings.

Funding is \$3,368 per ADE for summer school and Continuing Education students.

Some funding is also provided through the School Facility Operations and Renewal Grant (e.g. for day school students aged 21 and over, high-credit secondary day-school ADE, and for students enrolled in summer school programs and some continuing education credit courses offered during the day).

B. Literacy and Mathematics Outside the School Day Allocation

This allocation provides funding for additional supports to enhance the literacy and math skills of students at risk of not meeting the curriculum standards and the requirements of the Grade 10 literacy test. These programs may be provided during the summer and during the school year outside the regular school day.

These programs may include:

- a class or course in 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;
- a non-credit class in literacy and/or math for Grade 9 to 12 students for whom a Grade 9 or 10 remedial program in literacy and/or math has been recommended by the principal of the day school (i.e., a Summer Literacy and/or Math program);
- 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 day school has recommended a remedial course in literacy and/or math.

Per-pupil funding for these literacy and math programs at \$6,561 per ADE is available in the summer for at risk students in Grade 7 to 12 and for parents of at risk students. An element of these programs may involve engaging students in building their proficiency in mathematical literacy or in mathematics. In addition, funding for the transportation for pupils enrolled in summer school literacy and math programs is provided.

Funding to support students in Grade 7 to 12 literacy and math summer school programs is also provided through the School Facility Operations and Renewal Grant.

C. OFIP Tutoring Programs

Introduced in 2006–07 and until 2010–11 funded outside the GSN, the Ontario Focused Intervention Partnership (OFIP) Tutoring program supports boards in initiating and expanding before- and after-school, weekend, and summer tutoring programs. The OFIP Tutoring programs provide extra help to students who are not yet achieving the provincial standard in reading, writing, or mathematics. Funding for OFIP Tutoring is projected to be \$8.2 million in 2016–17. The funding is calculated using total elementary and secondary ADE and a per-pupil amount of \$4.19.

D. Student Success Grade 7-12 Allocation

In 2016–17, \$59.6 million is being provided for the Student Success, Grade 7 to 12 Allocation to assist students who may not otherwise achieve their educational goals. This funding is to be used to enhance preparation of students for passing the Grade 10 literacy test, and to increase opportunities for students to participate in successful school-to-work, school-to-apprenticeship, or school-to-college program pathways.

E. Other

A number of other funding sources are available via Ministry of Education or others to support and/or offer non-credit program, mentoring/tutoring or credit course(s) outside of the school day. Further detail on the sources identified above and these other sources will be introduced at the Adobe Connect Session and investigated more thoroughly at the Symposium.