

Guiding Principles for the Experiential Learning Allocation in the Grants for Student Needs (GSN) — Learning Opportunities Grant (LOG) Funding

The following guidelines have been developed to assist school boards in their allocation of funds received as part of the Experiential Learning Allocation with the Learning Opportunities Grant (LOG) portion of the Grants for Student Needs (GSN).

Purpose of the Funding

Schools are being supported to provide opportunities for students to engage in hands-on, real-world learning that helps them develop their understanding of the curriculum and prepare for the jobs of today and tomorrow.

Experiential learning engages students as active participants in the three elements of the Experiential Learning Cycle where they:

- **participate** in learning experiences connected to a community or economic sector;
- **reflect** on those experiences to derive meaning; and then
- **apply** their learning to influence their decisions and actions in various aspects of their lives, including education and career/life plans.

Learning experiences can involve local, national, or global community or economic sector partners and can be on-site, virtual or blended (a combination of on-site and virtual).

Expenditures Reporting Requirements

The total 2020-21 ministry LOG funding for Experiential Learning for your board will be pre-populated in Data Form A2 in EFIS. Expenditures related to Experiential Learning should also be entered in the same report.

Board expenditure projections are reported in September of each school year, while the actual expenditures are due in October of the following year. A memo outlining the school board reporting process will be sent out closer to the report due date.

Additional Reporting Requirements

District School Boards are expected to complete a budget template by November 6, 2020, a mid-year progress report by January 15, 2021, and a final report by July 15, 2021. Reporting questions will focus on the following:

- **Outputs**
 - Number and types of community and economic sector partnerships.
 - Number and types of experiential learning opportunities for students, and participation.

- Number and types of learning opportunities for teachers and parents, and participation.
- Number and types of supporting resources available to teachers.
- Sample tools, such as exemplars for use of the Experiential Learning Cycle.
- Outcomes
 - All students have equitable access to authentic and significant experiential learning opportunities.
 - The Experiential Learning Cycle is broadly understood and consistently used by educators to provide meaningful experiential learning opportunities for students.
 - Partnerships with community and economic sectors are built and maintained to provide a range of experiential learning opportunities for students.
 - Students and parents are better aware of a range of career and education pathways, including technology, skilled trades and apprenticeship.

Expenditures Guidelines

To support the achievement of the goals outlined above, school boards may allocate funds to the following two areas:

1. Staffing (expenses should not exceed \$86,449.42 base amount + 35% of remaining funds)

Staff hired to support experiential learning are expected to work with other school board-level and school staff to inspire and enable the design and delivery of effective experiential learning opportunities for every child, youth and adult learner throughout the school board and across all grades, subjects and programs. There are four themes to the staff role:

- Organize training opportunities and information sessions for educators, guidance counsellors and parents with economic sector/community partners, with a focus on students in Grades 7-12 and the technology, skilled trades and apprenticeship pathways.
- Collaborate with all necessary school board personnel to expand the use of experiential learning for children, youth and adult learners.
- Work with the board leadership team to allocate and distribute funds in ways that ensure equitable, long-term sustainability and the highest return on investment, and to report on expenditures and progress towards the achievement of school board and Ministry experiential learning goals.
- Conduct outreach and develop partnerships with community and economic sector partners, in collaboration with various school board leads (e.g., OYAP, SCWI/Dual Credits, SHSM, the Indigenous Education Lead, Guidance, subject leads, etc.) to strengthen connections with industries/sectors, especially in technology, skilled trades and apprenticeship.

2. Supports to Provide Effective Experiential Learning Opportunities

School boards may choose to dedicate the entire Experiential Learning Allocation to this category. Funding will support experiential learning opportunities that facilitate exploration of all pathways, with an emphasis on technology, skilled trades and apprenticeship, and will focus on the following three categories:

- Student participation and engagement in experiential learning opportunities.
- Parent engagement and educator planning and capacity building through professional development.
- Community and economic sector partner involvement.

The following is a list of eligible and ineligible expenditures for the three categories listed above:

Category	Eligible Expenditures	Ineligible Expenditures
Student participation and engagement in experiential learning opportunities	<ul style="list-style-type: none"> • Student/staff transportation within Ontario • Resources and materials required to implement projects/events (consider if the project/event will be able to run without the resource) • Teacher release time to supervise students on experiential learning opportunities <p>Per project/event</p> <ul style="list-style-type: none"> • Technology, up to 10% of total project budget • 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 • Staff release time to support planning and development 	<ul style="list-style-type: none"> • Any transportation outside of Ontario • The purchase of capital equipment (e.g., machinery, large equipment, appliances) • Staffing
Parent engagement and educator planning and capacity building	<ul style="list-style-type: none"> • Release time to engage in professional development for teachers to build capacity of experiential learning 	<ul style="list-style-type: none"> • Additional Qualification (AQ) courses

Category	Eligible Expenditures	Ineligible Expenditures
through professional development	<ul style="list-style-type: none"> • Experiential learning relevant conference registrations, membership fees and expenses as per school/board policies and procedures • Teacher release time to support planning of professional development • Costs to run parent/public information sessions • Guest speakers and/or facilitators (up to \$1,000 per speaker) 	
Community and economic sector member involvement	<ul style="list-style-type: none"> • Costs associated with developing community and economic sector partners • Appreciation/community partnership events hosted within the school (e.g., career fairs, placement recruitment events, etc.) • Staff release time to co-plan with community members and economic sector partners • Hospitality (e.g., food) within board expense guidelines for staff travel and hospitality 	<ul style="list-style-type: none"> • Transportation and accommodations for community and economic sector partners • Staffing