

SCWI 2018-21 REQUIREMENTS

Regional Planning Teams will comply with the requirements detailed in this document, in *School College Work Initiative (SCWI), Reporting, Approval & Monitoring Process for 2017-2018 School Year* (<http://www.scwi.ca/tools.php>) and in *Dual Credit Programs Policy and Programs Requirements, 2013* (<http://www.edu.gov.on.ca/eng/teachers/studentssuccess/>) in the development of their requests for proposals and in the implementation of SCWI approved activities, forums, and Dual Credit programs.

The SCWI Request for Proposals 2018-2021 includes online applications for Regional Planning Teams, Dual Credit programs, activities and forums. Funding benchmarks will continue to be used for activities and Dual Credit Teacher/Faculty forums. Annotated funding benchmarks are again being provided for Dual Credit programs. All proposals require the approval of the Regional Planning Team.

1. Regional Planning Teams (RPTs):

Composition and Responsibilities

Sixteen RPTs currently operate throughout the province consisting of representatives of school boards, colleges of applied arts and technology and appropriate community partners. Funding for the RPT administration, and for all activities, forums and Dual Credit programs will flow through these RPTs to the various partner organizations. A formal contract letter will be forwarded to each RPT chair for his/her signature after agreements have been reached.

The RPT is responsible for the overall coordination of approved activities and Dual Credit programs, based on the requirements stated in this document.

RPTs will be eligible for funding of approximately \$72,100.00 to cover:

- administration of approved SCWI funding
- program and activity coordination
- meetings
- carrying out project strategies to meet approved objectives
- representation at technical briefings and working meetings
- presentations at SCWI Symposia
- data gathering and report writing
- submission of all reports by deadlines specified in the CODE-RPT contract
- financial services institution administration fees

2. Activities and Forums

- RPTs can apply for funding for activities and forums using the online application process.
- Activities and forums should reach beyond college outreach programs currently in

place. The focus for activities will continue to be

- one-day, hands-on activities for students and accompanying teachers, at the college or secondary school, with first priority to Grade 7 and 8 students, second priority to Grade 9 and 10 students, and third priority to Grade 11 and 12 students.
 - activities that promote mentoring for Grade 7 and 8 students by a college student or apprentice
 - dual credit teacher forums
 - classroom teacher forums to include information on how to better support students with postsecondary education (PSE) pathway planning
 - parent/guardian forums that are delivered at local PSE institutions and provide information to support awareness about PSE opportunities, pathways, and resources to provide smooth transitions
 - After Adult Dual Credits (ADCs) pilots, and
 - After SWAC (School Within a College) pilots
 - Limited funding will also be available for RPT web site development and maintenance.
- Activities and forums benchmarks will continue to be used. Details around cost items ineligible for funding are included with the benchmarks. In cases where the benchmark either generates too much or too little funding to run an activity or forum, RPTs are asked to detail their request in the Miscellaneous section of the online application rather than requesting benchmark funding.
 - It is expected that each RPT will deliver at least one forum that provides an opportunity for all dual credit teachers and college faculty to receive orientation around dual credits, including roles and responsibilities, policies and procedures.
 - It is also expected that RPTs will deliver After SWAC and After ADCs to all of their SWAC and adult dual credit students.
 - RPTs will receive funding for approved proposals.

3. Dual Credit Programs

In 2018-19, the priorities for Dual Credits will be School Within A College (SWAC) Programs, programs for students in the primary target audience, Adult Dual Credits, and complete Level 1 programs with Ministry of Advanced Education and Skills Development (MAESD) Seat Purchase for apprentices with Registered Training Agreements (RTA's). Applications for Dual Credits for Level 1 programs requiring SCWI Seat Purchase and for Specialist High Skills Majors (SHSM) students are also invited. Student selection criteria for Dual Credit Programs are described in *Dual Credit Programs Policy and Programs Requirements, 2013*.

RPTs should consider if their existing Dual Credit programs for SHSM students are meeting the needs of their college bound students. In the past few years new SHSM Dual Credit programs have rarely been approved. For 2018-21, RPTs may propose new SHSM programs to replace existing programs where it makes sense to do so (e.g., too few SHSM students in a sector to make offering a dual credit practical, cancelled SHSM programs, the focus of the SHSM has shifted and there is no longer a suitable, related

college course). These programs must demonstrate a strong connection between the sector and the college course. In your proposal, clearly explain which existing program the new program is proposed to replace. RPTs can now indicate all of the related sectors for each of their dual credit program proposals for SHSM students.

RPTs are to ensure that documentation regarding the criteria for selection of individual students, as outlined in the Appendix of the policy document, is maintained (e.g., an email from a Student Success Team to a SCWI board contact listing the names of recommended students, a board-generated student selection checklist, a Dual Credit program application form).

Guidelines for Developing Dual Credit Program Proposals

All Dual Credit programs:

- A secondary Dual Credit teacher will be assigned to provide support to secondary school students in all college-delivered dual credit courses and level 1 apprenticeship courses, including online courses.
 - No four credit Dual Credit packages will be approved.
 - Only college courses that are currently available in the college course calendar should be proposed as dual credits.
 - Students in School Within a College Programs must attempt both one or more Ontario curriculum credits and one or more dual credit(s) in each semester. SWAC programs must be located on a college campus.
 - For each Dual Credit programs that is being re-submitted, RPTs will be required to identify the last year the program was approved and the program number.
 - Complete the online application for each Dual Credit program (<https://edcs.tcu.gov.on.ca/Main>).
 - If a student from a French-language board wishes to participate in a Dual Credit program of an English-language college, then provide evidence of a signed protocol between *all* French-language and *appropriate* English-language colleges. This protocol is expected to be in place prior to the start of the course.
 - Funding for approved programs will be determined using the Annotated Dual Credit Benchmarks.
 - Detailed breakdowns for Transportation and Miscellaneous funding will continue to be required.
 - RPTs should review current and previous actual student participation in Dual Credit programs when determining student participation numbers for the request.
 - RPTs will be required to indicate the main target audience for each Dual Credit program.
- For Adolescent Dual Credits (students under 21 years)
 - As there is value in having all students complete at least a portion of their dual credit on a college campus (main campus or satellite), for dual credits delivered at a secondary school, describe in the Operational Details of the proposal how students will be provided with an on-campus experience. Funding for at least

- one trip to the nearest college campus should be requested under Transportation.
- For dual credits for SHSM students, RPTs will need to identify all of the sectors that relate to the Dual Credit program.
 - For Adult Dual Credits Pilot Program (students 21 years and over)
 - The target audience for this pilot is adults who need the additional support which is part of the Dual Credit program in order to achieve their goal of earning their OSSD and making a successful transition to postsecondary education (college or apprenticeship).
 - RPTs will work with board Adult and Continuing Education staff to develop proposals that will meet the needs of their students.
 - Programs are to be on campus and delivered face-to-face.
 - Students must be within reach of graduation, have the potential to succeed in college or apprenticeship, and be 21 years of age and older.
 - As with all dual credits, dual credit teachers in ADC pilot programs will be required to provide additional supports for students. However, for these pilot programs, RPTs will request dual credit teacher funding through EDCS using the “Miscellaneous” section.
 - All adult dual credit programs will include “ADC” in the title of the program in order for us to easily monitor participation and results in these pilot programs.
 - Note that this funding will be enveloped.
 - For level 1 apprenticeship courses:
 - Each RPT is expected to propose and deliver at least one Level 1 in-school apprenticeship training.
 - RPTs will work with the OYAP coordinators from the partner boards, the college staff with responsibility for apprenticeship and the local MAESD Field Office staff to determine which trades to offer, to develop program-specific student selection criteria and selection processes, and to develop proposals.
 - For projects involving Level 1 apprenticeship courses delivered at a secondary school by a secondary school teacher (i.e., College Oversight), the MAESD-approved college training delivery agent must attest to the appropriateness of the boards’ facilities, resources, curriculum and instructor using the Attestation of Training Facility for College Oversight for OYAP Dual Credit Program form. *If oversight is in place, then students are not required to write the exemption test.*
 - Regional Planning Team Chairs will provide confirmation of approval from the MAESD Field Office for each Dual Credit program involving MAESD seat purchase for Level 1 in-school apprenticeship training and will use the SCWI/Dual Credits Ontario Youth Apprenticeship Program (OYAP) - Level 1 Programs MAESD Seat Purchase Confirmation Form to document the approvals.
 - SCWI seat purchase will only be provided for students in the primary target group. The School College Work Initiative/Dual Credits Primary Target Group - Level 1 Programs SCWI Seat Purchase form needs to be completed by the appropriate partners.
 - Proposed programs must provide students the opportunity to complete the

- entire Level 1 program, with the exception of CYW, CDP, EA, and DSW where partial Level 1 programs can be proposed.
- Forms must be submitted by **December 15, 2017** in order for proposals to be considered.
- For Summer School dual credits:
RPTs are encouraged to submit requests for Summer School Within a College Dual Credit programs and stand alone Dual Credit programs as part of their 2018-21 proposals. In the Operational Details section of the proposal, please describe:
 - why this delivery model has been selected rather than regular day school delivery.
 - what supports will be provided to dual credit students by the college and by the school board and how these supports will be accessed.
 - the roles, responsibilities and supports to be provided by the dual credit teacher. The expectation will be that the dual credit teacher's involvement will be for a minimum of 110 hours. Please provide a formula that includes the school board's continuing education rate. Funding can be requested under Miscellaneous.
 - For Night School dual credits:
Only previously delivered approved programs will be re-considered for the primary target group. These proposals must be accompanied by the following rationale in the Operational Details section of the proposal:
 - why this delivery model has been selected rather than regular day school delivery.
 - what supports will be provided to dual credit students by the college and by the school board and how these supports will be accessed.
 - In the Operational Details section, RPTs must describe the roles, responsibilities and supports to be provided by the dual credit teacher. The expectation will be that the dual credit teacher's involvement will be for a minimum of 90 hours. Please provide a formula that includes the school board's continuing education rate. Funding can be requested under Miscellaneous.
 - For eLearning dual credits:
Only programs for the primary target group will be considered:
 - ELearning dual credits will only be considered for approval where distance prevents participating in a dual credit on a college campus and/or where a Dual Credit program is not available at the secondary school. A list of eligible schools by board must be provided in the Operational Details section.
 - Students and, where appropriate, their parents must be made aware that a dual credit delivered through eLearning does not provide the same experience as a dual credit delivered at day school. More importantly, students in the primary target group may not be best served by an eLearning program;
 - ELearning dual credits must be during the regular school day with the

support of a dual credit teacher. Students will take eLearning dual credits at a secondary school location or on a college campus.

4. SCWI Funding and Reporting

The release of the 2018-19 allocations will be conditional upon the submission and approval of SMART Goals, the Interim Report, and the year-end student data and expenditures reports as well as the signed CODE – SCWI Financial Certificate verifying end-of-year calculations. See the *School College Work Initiative (SCWI), Reporting, Approval & Monitoring Process for 2017-18 School Year* (<http://www.scwi.ca/tools.php>) for further details.

As has been the case in the past, actual expenditures for approved projects will be reviewed by CODE. RPTs should retain complete records and receipts for seven years to confirm the amounts reported. Each year, a minimum of two RPTs will undergo an external audit on the use and administration of SCWI funds.

5. Submission of Proposals and Deadlines

Proposals are to be submitted as follows:

- RPT chairs are required to sign off on their online submissions **no later than 1:00 p.m. on December 15, 2017**. Also due on this date as email attachments to David Armstrong (davidarmstrong@hurontel.on.ca):
 - in the case of approvals for MAESD apprenticeship seat purchases the SCWI/Dual Credits Ontario Youth Apprenticeship Program (OYAP) - Level 1 Programs MAESD Seat Purchase Confirmation Form signed by the MAESD Service Delivery Manager.
 - in the case of approvals for College Oversight of Level 1 apprenticeships, the Attestation of Training Facility for College Oversight for OYAP Dual Credit Program 2018-19.
 - in the case of approvals for SCWI seat purchase, the School College Work Initiative/Dual Credits Primary Target Group - Level 1 Programs SCWI Seat Purchase Form signed by the appropriate partners.
- No later than **January 19, 2018** RPTs are also expected to send 3 hard copies of:
 - the completed Signature Form, including signatures of appropriate College Presidents and Directors of Education
 - To: Frank Kelly
 - Project Manager,
 - School College Work Initiative
 - 1123 Glenashton Drive (inside Iroquois Ridge High School)
 - Oakville, Ontario L6H 5M1

6. Notification Timelines

Every effort will be made to review proposals and communicate decisions in time to align with school board staffing cycles.

Contact: Frank Kelly, Project Manager (905) 845-4254