

SCWI 2021-24 REQUIREMENTS

Regional Planning Teams will comply with the requirements detailed in this document, in *School-College-Work Initiative (SCWI), Reporting, Approval & Monitoring Process for 2020-2021 School Year* (<http://www.scwi.ca/scwi/tools.php>) and in *Dual Credit Programs Policy and Programs Requirements, 2020* (<http://www.edu.gov.on.ca/eng/teachers/studentssuccess/DualCreditPro.pdf>) in the development of their proposals and in the implementation of SCWI approved activities, forums, and Dual Credit programs.

The SCWI Request for Proposals 2021-2024 includes online applications for Regional Planning Teams, Activities and Forums, and Dual Credit programs. 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 and 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 forums and Dual Credit programs, based on the requirements stated in this document.

RPTs will be eligible for funding of approximately \$72,100 to cover:

- administration of approved SCWI funding
- program and activity coordination
- meetings
- meeting SMART goals as set by RPTs
- 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 and should have a particular focus on experiences in the skilled trades, technology and apprenticeship. 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.
- Activities for adult students in Adult Day Schools and Continuing Education Centres to expand awareness of adult dual credits and/or improve transitions for adult students to college and apprenticeship.
- Dual Credit Educator Forums for dual credit teachers and college dual credit faculty.
- 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 that are 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. College faculty and dual credit teachers can use this opportunity to share successful practices in such areas as instruction, assessment and evaluation, and student supports.
- RPTs will receive funding for approved proposals.

3. Dual Credit Programs

Appropriate student selection, college course selection and delivery models that best match the needs of the eligible students will be key areas of focus for Dual Credit programs. In 2021-22, the priorities will remain: School Within A College (SWAC) Programs for students in the primary target audience, programs for Adult Dual Credit students, and complete Level 1 apprenticeship in-class training programs involving funding from the Ministry of Labour, Training and Skills Development (MLTSD) for apprentices with Registered Training Agreements (RTAs). Applications for Dual Credits for Level 1s requiring SCWI in-class training program funding and for Specialist High Skills Majors (SHSM) students are also invited. Student selection criteria for adolescent Dual Credit programs are described in *Dual Credit Programs Policy and Programs Requirements, 2020*.

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 2021-22, 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). The 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 will be asked to indicate all of the related sectors for each of their dual credit program proposals for SHSM students.

RPTs are to ensure that documentation is maintained regarding the criteria for selection

of individual students, as outlined in the Appendix of the policy document (e.g., an email from school staff, for example 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.
- RPTs will need to select appropriate delivery models and dual credit courses in order to ensure that sufficient funding is generated through the benchmark for the college to run the program and for the board to provide the dual credit teacher.
- Dual Credit programs comprised of one or two credits per student will be approved. Level 1 apprenticeship programs may exceed two credits depending on the number of hours of in-school training.
- Only college courses that are currently available to regular college students and appear in the college course calendar should be proposed as dual credits. Given that this is not an entitlement program, RPTs will need to focus on careful student selection based on eligibility requirements as outlined in policy. Dual credit college courses for the primary target group are not designed as an enhanced career pathway activity.
- For each Dual Credit program that is being re-submitted, RPTs will be required to identify the last year the program was approved and the program number.
- RPTs will need to complete the online application for each Dual Credit program on the Enhanced Data Collection Solution (<https://edcs.tcu.gov.on.ca/Main>).
- If a student from an English-language school board wishes to participate in a Dual Credit course of a French-language college, or vice-versa, then provide evidence of a signed language of instruction protocol between all French-language colleges and the English-language college involved. This protocol is expected to be in place prior to the start of the course. More information can be found in *Dual Credit Programs: Policy and Program Requirements, 2020*.
- 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 proposed Dual Credit program.

For Adolescent Dual Credits (students under 21 years):

- Visiting a college is an important component of the dual credit program. SCWI will fund one such visit related to the specific dual credit college course the students are taking. In most cases, the visit would be to the nearest college campus. It is not intended to be just a tour. Funding for this trip should be requested under “Transportation” in the online application.
- For dual credits for SHSM students, RPTs will need to identify all of the sectors

that relate to the Dual Credit program.

- Students under the age of 21 in adult learning centres should be included in Dual Credit programs if they meet the eligibility requirements set out in policy. Where classes otherwise would be small, RPTs may need to propose two programs that would allow one class to run that includes both adolescent and adult students.

For Adult Dual Credit Programs (students 21 years and over):

- The target audience 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). More information on the Adult Dual Credit program is available on the SCWI website (<http://www.scwi.ca/scwi/tools.php>).
- 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 a college campus or community-facility and delivered face-to-face or online.
- Students must be within reach of graduation, have the potential to succeed in secondary school courses as well as college or apprenticeship, and be at least 21 years of age (as of December 31st in the year of the dual credit).
- As with all dual credits, dual credit teachers in Adult Dual Credit programs will be required to provide additional supports for students:
 - For adult students in continuing education programs, RPTs will request dual credit teacher funding through EDCS using the “Miscellaneous” section. Please provide a formula that includes the school board’s continuing education rate. Please indicate in the “Operational Details” section of the proposal that students are in a continuing education program.
 - For students in adult day schools, funding for the dual credit teacher will come through the Grants for Student Needs as it does for all of the staffing for these students. Please indicate in the “Operational Details” section of the proposal that students attend an adult day school.
 - 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 programs.
 - Note that funding for these programs will be enveloped. RPTs should request funding for Wrap Around ADC as a “Miscellaneous” request in the online application.

School Within a College (SWAC) programs must be delivered on an existing college campus, where other regular college students are in attendance and services provided.

- These programs are specifically designed for students in their final semester of secondary school.
- The expectation is that these students will not return to secondary school following the program as they will have graduated at the end of the SWAC program.
- Students in SWAC Programs must attempt both one or more Ontario curriculum credits and one or more dual credit(s) in each semester. This is a full-time program on campus.
 - RPTs should request funding for Wrap Around SWAC as a “Miscellaneous” request.

For Level 1 apprenticeship courses:

- Each RPT is expected to propose and deliver at least one Level 1 in-school

apprenticeship training opportunity. Delivery methods include: college-delivered, team-taught or college oversight.

- RPTs will work with the Ontario Youth Apprenticeship Program (OYAP) coordinators from the partner boards, the college staff with responsibility for apprenticeship and the local MLTSD 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 college must be an MLTSD-approved training delivery agent (TDA) at the time of signing. The college attests that the secondary school program adheres to the learning outcomes set out in the *Apprenticeship In-School Curriculum Standards*, and to the appropriateness of the boards' facilities, resources, 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 MLTSD Field Office for each Dual Credit program involving MLTSD In-Class Training Funding for Level 1 in-school apprenticeship training and will use the SCWI/OYAP - Level 1 Programs MLTSD In-Class Training Funding Confirmation form to document the approvals.
- SCWI In-Class Training Funding will only be provided for students in the primary target group. OYAP students are not eligible. The School-College-Work Initiative/Dual Credits Primary Target Group - Level 1 Programs SCWI In-Class Training Funding form needs to be completed by the appropriate partners.
- Proposed programs must provide students the opportunity to complete the entire Level 1 apprenticeship program, with the exception of CYW, CDP, EA, and DSW where programs are delivered in modules. RPTs will need to indicate the number of hours of instruction in their modular programs.
- Forms must be submitted by **Thursday, January 21, 2021** in order for proposals to be considered.

For Dual Credit programs located in the community (not in a college or in a school):

- Please use the following benchmark. This will be the amount of the current benchmark for delivery at a secondary school (\$585/course/student).
- Where necessary, RPTs will be able to request facility funding (costed by the week) as part of their Miscellaneous request.

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 2021-24 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” in the online application.

For online dual credits:

Only programs for the primary target group will be considered:

- Online dual credits will only be considered for approval where a Dual Credit program is not available at the secondary school and where distance to the college is significant (more than one-hour travel time each way from the secondary school to the closest college campus).
- 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 online does not provide the same experience as a dual credit delivered at day school.
 - Online dual credits must take place during the regular school day with the support of a dual credit teacher. Students will take online dual credits at a secondary school location or on a college campus.

4. SCWI Funding and Reporting

Funding will be contingent upon funds being appropriated by the Ontario Legislature and further allocated to this specific program, as per current practice. The release of the 2021-22 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 2020-21 School Year* (<http://www.scwi.ca/scwi/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. Random audits may be conducted when determined by the SCWI Program Manager.

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 1:00p.m. on Thursday, January 21, 2021.**
- Due by **Thursday, January 21, 2021**, as email attachments to David Armstrong (davidarmstrong@ontariodirectors.ca):
 - In the case of approvals for apprenticeship programs involving MLTSD funding,

- the SCWI/OYAP - Level 1 Programs MLTSD In-Class Training Funding Confirmation form signed by the MLTSD 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 2021-22* form signed by the appropriate college staff.
 - In the case of approvals for Level 1 Dual Credit programs located at a college for primary target group students, The School-College-Work Initiative/Dual Credits Primary Target Group - Level 1 Programs SCWI In-Class Training Funding form signed by the appropriate partners.
 - No later than **Friday, January 29, 2021**, RPTs are also expected to send three hard copies of the completed Signature Form, including signatures of appropriate College Presidents and Directors of Education to:

Tony Pontes
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 college and school board staffing cycles.

Contact: Tony Pontes, Project Manager (905) 845-4254