

SCHOOL/COLLEGE/WORK INITIATIVE – 2008-09

To: Directors of Education
Council of Ontario Directors of Education
College Presidents
Colleges Ontario
Regional Offices, Ministry of Education
Field Offices, Ministry of Training, Colleges and Universities

From: School/College/Work Initiative Co-Management Team

Date: January 11, 2008

Subject: SCWI Request for Proposals for 2008-09

1. The Invitation

The School-College-Work Initiative (SCWI) is inviting joint applications from colleges of applied arts and technology and district school boards for collaborative dual credit programs for the 2008-09 academic year. Building and sustaining better linkages between the college system and the secondary system to support expanded and improved transitions by secondary students to college is a strategic goal for the Government of Ontario and a high priority for the Ministry of Education and the Ministry of Training, Colleges and Universities.

The mandate of the SCWI aligns with the government's strategic goals to improve student success in secondary education and increase access to and participation in postsecondary education and training. The overarching goal for the Student Success/Learning to 18 strategy is to increase the secondary school graduation rate to 85% by 2010. All student success initiatives, including dual credit learning opportunities made available through this SCWI application process, will help to achieve this goal through a primary focus on those students facing the biggest challenges in graduating. Dual credit programs are an important part of the government's Student Success Strategy and Reaching Higher Plan for Postsecondary Education. Dual credit programs build on a strong foundation and long history of effective school board and college partnerships at the local level to actively promote college and apprenticeship as pathways of choice for more secondary school students.

Since its inception in 1997, the SCWI has had a mandate to fund projects and forums that have focused on providing a seamless transition from secondary school to college by:

- aligning curriculum between secondary schools and colleges
- articulating pathways to college and apprenticeship programs for students
- increasing public, student and educator awareness about college and apprenticeship options
- linking teachers in the college and secondary panels through discussion seminars, professional development and exchange and internship opportunities, and,
- implementing new program options for secondary students by approving dual credit programs.

In December 2005, the government announced the priorities for phase 3 of its Student Success/Learning to 18 strategy, which include "new dual credit programs (to be) available to students so they can earn several credits towards their diplomas through college, apprenticeship and university courses".

For 2008-09, the SCWI focus will be on maintaining and solidifying dual credit programs, based on collaboration and partnerships between boards and colleges through **Regional Planning Teams**. This will be achieved through an overall enrollment target of 4500 students, a deeper analysis of the benefits of dual credits programming and the earlier release date of this RFP. The intent is to ensure that students continue to have greater access to more choice, with flexible options for customizing their learning to their individual interests, strengths and needs. It is anticipated that students will continue to engage and re-engage in learning and achieve their secondary school diploma as a result of such opportunities.

In 2007-08, all 24 colleges and 67 school boards participated in SCWI. The goal for 2008-09 is to build on these successes with an overall enrollment target of 4500 students. This is slightly higher than the actual enrollment figure of 4300 in 2007-08 and is in accordance with the agreement on guiding principles for dual credit programs reached at the Student Success Commission last year. This enrollment target will allow the government to perform a deeper analysis of the benefits of dual credit programming, as you will see in the updated reporting forms which will be issued shortly. The lessons and evidence which result from the implementation and analysis of the dual credit programs over four years from 2005-06 to 2008-09 will inform the further development of operational policies and guidelines by the Ministry of Education and the Ministry of Training, Colleges and Universities.

Once again, as was the case in 2007-08, only students in dual credit programs approved and funded through SCWI will be eligible to earn dual credits that count towards the requirements of the Ontario Secondary School Diploma, as well as towards the relevant College or apprenticeship credential.

In response to numerous requests from participating dual credit applicants, the earlier release of this RFP will assist boards to better prepare for the 2008-09 academic year, specifically, by allowing a more integrated and coherent approach to scheduling of dual credit students into their regular staffing cycle. A secondary teacher in a dedicated role will be assigned to provide support to dual credit students in those courses outside the Ontario curriculum taught by college professors and instructors. The Ministry of Education has confirmed that boards may use Grants for Student Needs (GSN) funding to assign teachers serving in a dedicated role for students taking college-delivered dual credit courses. A placeholder course code for timetabling students and teachers involved in college-delivered dual credit courses will be provided by the Ministry of Education. For all other dual credit approaches involving existing Ontario course codes, staffing will continue to follow the current process.

Specialist High Skills Major Launch Sites

Students in approved **Specialist High Skills Major (SHSM) launch sites** may benefit from access to dual credit learning opportunities in college courses and apprenticeship programs related to their majors. Boards applying directly to the Ministry of Education for approval to offer an SHSM in 2008-09 may wish to consider submitting a proposal to this SCWI RFP for approval to offer dual credit learning opportunities in 2008-09 within their proposed SHSM launch sites. Such dual credit proposals must clearly specify whether SCWI funds are being requested for this purpose, and if so, to cover which specific costs.

We are requesting that you pass along this memorandum, which contains the request for proposals, to the appropriate staff in your organization.

2. Areas of Emphasis for SCWI Activities and Programs in 2008-09

The SCWI Request for Proposals 2008-09 includes new and streamlined application forms for Regional Planning Teams, Activities, Dual Credit Programs and Forums. Regional Planning Teams

provide an important forum for local collaboration and joint leadership between the secondary and college sectors.

Activities

As in previous RFPs, Activities continue to be a funding priority for SCWI with a focus on activities and projects related to:

- curriculum alignment and pathways to college
- pre-service teacher preparation, teacher staff development and teacher internships
- awareness and promotion of college programs beyond college outreach programs currently in place.

Regional Planning Teams should give careful thought to this section and submit proposals reflecting the local needs of students and the significant benefits to be gained from positive interaction between school boards and colleges.

See the “Application Form 2 - Activities” for the complete range of activities eligible for funding.

Dual Credit Programs

Primary Focus of Dual Credit Programs

Dual Credit Programs are intended to assist secondary students in the completion of their Ontario Secondary School Diploma (OSSD) and successful transition to college and apprenticeship programs. As with last year’s programs, the primary focus is on those students facing the biggest challenges in graduating. This includes disengaged and underachieving students with the potential to succeed but who are at risk of not graduating from high school, and students who have left high school before graduating. This would include, but is not limited to, aboriginal students, students learning English or French as their second language, students who would be the first in their family to attend postsecondary education, students who have been designated as Crown Wards, students with special education needs, and students who have been out of school and are returning to complete optional credit requirements toward the OSSD.

The guiding principles for all dual credit programs in 2008-09 are provided below. The principles reflect and emphasize common characteristics in the continuum of dual credit learning opportunities, and are the same as those agreed-to in 2007-08.

Guiding principles for 2008-09

- Dual credit programs must be based on partnership, collaboration and accountability between school boards and public postsecondary institutions.*
- Courses are approved for OSSD credit by the Ministry of Education, delivered by public institutions and appropriately qualified educators with OSSD credits awarded only by secondary school principals.
- All dual credit learning opportunities will involve secondary schools and a dedicated role for secondary school teachers, ranging from direct instruction to support and supervision of students.
- Boards/schools will ensure the planning and delivery of supports** and services needed to foster student success in dual credit learning opportunities, coordinated with public postsecondary institutions. Students must have access to appropriate supports and services as they move between institutions without encountering systemic barriers.

- Boards/schools and colleges will coordinate the exchange of academic progress information (marks and attendance) between colleges and secondary schools to support student success.
- No tuition fees or apprenticeship classroom fees will be charged to students.
- There will be no adverse impact on school boards or public postsecondary institutions from their participation in dual credit programs.
- Entry into the dual credit program will be guided through the Student Success Team at the school or board level.

Notes:

*The approach to dual credits is predicated upon the establishment of collaborative learning communities between school boards and public postsecondary institutions.

** Supports include professional services, remediation, advocacy, academic and career counselling, social/financial counselling and student evaluation.

Guidelines for Developing Dual Credit Program Proposals

Dual Credit program proposals will be developed according to the following general guidelines:

- A secondary teacher in a dedicated role will be assigned to provide support to dual credit students in those courses outside the Ontario curriculum taught by college professors and instructors. The Ministry of Education has confirmed that boards may use Grants for Student Needs (GSN) funding to assign teachers serving in a dedicated role for students taking college-delivered dual credit courses. A placeholder course code for timetabling students and teachers involved in college-delivered dual credit courses will be provided by the Ministry of Education. For all other dual credit approaches involving existing Ontario course codes, staffing will continue to follow the current process.
- Regional Planning Teams will continue to coordinate all forums, approved activities and dual credit programs in 2008-09. All dual credit proposals must be submitted through one of the Regional Planning Teams to the SCWI Co-Management Team for approval.
- A secondary school student enrolled in a board may count a maximum of four optional credits in 2008-09 toward the OSSD for approved college courses or Level 1 in-school apprenticeship training delivered by a college professor or instructor within an approved SCWI Dual Credit Program.
 - This limit of four optional credits includes OSSD credits granted for college-delivered dual credit courses in 2006-07 or 2007-08.
 - Only students in approved SCWI 2006-07, 2007-08 or 2008-09 dual credit programs are eligible to be granted OSSD credits for college-delivered dual credit courses.
 - As in 2007-08, and consistent with the interim guidelines issued by the Deputy Minister (September 17, 2007), principals of secondary schools will grant OSSD credits for courses taught by college professors and instructors within approved 2008-09 dual credit programs and use new Ministry-defined course codes for the recording of student achievement on the Ontario Provincial Report Card and the Ontario Student Transcript.
- Dual credit instruction is to be provided by a secondary school teacher and/or a college professor or instructor and/or a certified journey person where required. Dual credit programs which include college-delivered courses/programs will involve a dedicated role for secondary school teachers. Proposals must describe the role that will be played by secondary school teachers.

- Dual credit programs may take place in college and school board locations as appropriate, i.e. secondary schools, college campuses, college skill-training centres, and board alternative and adult education centres.
- Dual Credit programs will offer courses that count for credit toward both the Ontario Secondary School Diploma and:
 - a local college certificate
 - an Ontario college certificate
 - an Ontario college diploma
 - an Ontario college advanced diploma
 - an Ontario college applied degree, or
 - Apprenticeship Certificate of Qualifications.
- It is essential that program planning for individual students be taken into account in the development and implementation of the proposal:
 - Students must meet their senior compulsory credit requirements of Grade 11 and 12 English, and Grade 11 or 12 mathematics, through Ontario curriculum courses delivered by secondary school teachers.
 - **Students may not take college-delivered courses leading to dual credits during secondary school cooperative education class or placement time.** Cooperative education credits may only be earned for the successful completion of the classroom and work placement components of a co-op program which are delivered and monitored by a secondary school co-op teacher. However, students do have the flexibility to take a college course when it is available and, with the approval of their cooperative education teacher and workplace supervisor, complete the required work placement hours at an appropriate time during the semester.
 - For apprenticeship Level 1 in-school training, it is important to ensure that students have the required course prerequisites. To support student success it is encouraged that students complete a coop placement prior to the Level 1 in-school component.
- For projects involving Level 1 apprenticeship in-school training with MTCU seat purchase, partnerships will include boards, colleges and MTCU Field Offices.
- Level 1 in-school apprenticeship training at a site not approved by the Ministry of Training, Colleges and Universities (MTCU), the MTCU-approved college training delivery agent must attest to the appropriateness of the facilities, resources, curriculum and instructor. See College Attestation in the Dual Credit Program application form for Approach 4A.
- Without College Attestation, Level 1 apprenticeship students training at a site not approved by MTCU will be required to pass the Exemption Test for the trade. See application form for Approach 2.

Proposal Requirements for Activities and Dual Credit Programs

The proposal will use the forms appended to this request for proposals to:

- Provide a separate application for each proposed Activity and each proposed Dual Credit Program.
- Indicate approval of the Regional Planning Team.
- Provide a statement which may be used as a press release describing the proposal (50 – 100 words).
- Provide evidence of a signed protocol between all French-language and appropriate English-language colleges if students from a French-language board are participating in dual credit

programs at an English-language college.

- **Provide confirmation of tentative approval from the MTCU Field Office for dual credit programs involving MTCU seat purchase for Level 1 in-school apprenticeship training.**
- Provide a detailed separate budget outline for **each** Activity and **each** Dual Credit Program using forms provided.

3. Regional Planning Teams (RPTs): Role and Composition

Sixteen RPTs currently operate throughout the province. Funding for all 2008-09 activities, dual credit programs and forums will be through RPTs. The role of the RPT is to be responsible for the overall coordination of activities, dual credit programs and forums approved for 2008-09.

The composition of RPTs is as follows:

- at least one or two colleges of applied arts and technology and three district school boards unless geographical distances render this impractical
- a designated lead partner
- business / industry partnerships
- representation from EDU Regional Offices and TCU Area Offices (where Regional Planning Teams have placed an emphasis on the trades and apprenticeship)
- senior staff or designate from colleges
- senior staff or designate from school boards.

RPT responsibilities include the following:

- conduct a minimum of two forums plus one forum specifically for Dual Credit Programs, using funds from RPT budget allocation.
- as appropriate, apply for funds for additional forums related to activities and/or dual credit programs/activities using application forms in the Forums section.
- Provide a commitment to meet accountability requirements (gathering of data for interim and final reports and external review).

RPTs will be eligible for funding of approximately \$60,000.00 to cover:

- program/activity coordination,
- meetings and forums
- carrying out project strategies to meet approved objectives
- representation at technical briefings and working meetings, and
- presentations at SCWI Symposia
- report writing and external review.

RPT application form will provide information requested, including a summary of expected outcomes and benefits for students.

4. Forums

Forums help to build bridges of understanding and communication across the two sectors. Forums support communication between colleges of applied arts and technology and their neighbouring district school boards and address issues of regional and/or local concern. Forums usually have a one-day workshop format. Forums can also be held in support of Activities and Dual Credit Programs in 2008-09.

A Regional Forum would ideally involve at least two colleges of applied arts and technology and three

or more district school boards. Appropriate community or business / industry partners could also be included.

Components that need to be outlined to qualify for forum funding are outlined in the application forms which follow.

Funding Application for Regional Forums

- Applications and approvals for a **SCWI Regional Forum** are done on an on-going basis.
- Applications for additional Regional Forums will be considered through to March 31, 2009 and applications are eligible for up to \$7,500 per forum.
- A regional forum application form should be completed providing the name/purpose of the forum, required funding for the forum and an estimated delivery date for the forum.

5. Review

- In 2008-09, an external review of the Student Success Phase 3 Strategy will continue. This review will include dual credits. The purpose of the dual credit portion of the review is to assess the effectiveness of SCWI in promoting collaboration and innovation between the secondary school and college system. Regional Planning Teams, boards and colleges are hereby advised that at a future date they will be requested by an independent reviewer(s) to provide information related to their dual credit program activity conducted in 2006-07, 2007-08 and/or 2008-09.
- Actual expenditures for approved projects may be reviewed to inform future approval processes.

6. Submission of Proposals and Deadlines

Proposals are to be submitted as follows:

- **Applicants are required to complete the entire proposal within the electronic application forms provided in Excel format and send the electronic version no later than 1:00 p.m. on February 13, 2008 to:**

Frank_Kelly@opsoa.org
with a cc to: leslea@opsoa.org

- Applicants are also expected to send **10 hard copies** of the completed application forms, including signatures (if available) of appropriate College Presidents, Directors of Education and other partners, no later than February 20, 2008, to:

Frank Kelly
Project Manager,
School/College/Work Initiative
1123 Glenashton Drive (inside Iroquois Ridge High School)
Oakville, Ontario L6H 5M1

The deadline for electronic applications is February 13, 2008.

The deadline for submitting hard copies is February 20, 2008. If signatures are not available for submission with the hard copies, applicants must forward these to the CODE office as soon as possible thereafter.

Notification Timelines

The Co-Management Team will make best efforts to review and communicate decisions to align with school board staffing cycles.

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