

SCWI RFP 2008-09  
Questions and Answers  
January 30, 2008

**SCWI Approved Dual Credit Programs in 2008-09**

**Q 1. Which students are the primary focus of SCWI dual credit programs?**

The primary focus, as stated in the SCWI Request for Proposals for 2008-09, continues to be on those students facing the biggest challenges in graduating. This includes the 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.

The phrase "with the potential to succeed" is significant. The dual credit program was not intended to be an open access or "entitlement" program for all students but rather, entry is to be guided by the Student Success Team. What's important is the fit between the student and the program. Using our professional judgement, we need to match potential participants with programs that will allow them to be successful. Placement decisions should also take into account student interest and readiness for the commitment required. Marks and credits earned to-date should not be the only criterion for the decision. Once students are enrolled in dual credit programs, schools must provide additional supports e.g. the secondary school teacher in the dedicated role.

It would be a cause for concern if students were being placed into programs where there isn't a reasonable chance, with appropriate supports, of their being successful, especially those students who have experienced limited success in the past.

**Q 2. If students in one school or board in an SCWI approved dual credit program, taking Ministry-approved college-delivered courses or college-delivered level 1 apprenticeship programs, have the potential of earning fewer than 22 secondary credits, how will the school or board staff the 'secondary school teacher in a dedicated role' position?**

Secondary school students enrolled in approved SCWI college-delivered courses and level 1 apprenticeship programs will generate revenue through the Grants for Student Needs (GSN), including the instructional costs for a 'secondary school teacher in a dedicated role' to provide supports and supervision to such students.

The Pupil Foundation Grant of the Grants for Student Needs is based upon an average class size of 22 pupils (credits) per funded teacher section. Hence if the number of potential secondary credits to be earned in a school through SCWI approved college-delivered courses and programs is fewer than 22 credits, boards have the flexibility to staff such programs centrally, using GSN funds generated by student enrolment in the board. For example, if a board has 8 students taking college-delivered level 1 apprenticeship programs for 3 secondary credits each, this creates a potential of 24 secondary credits or 1 section of secondary teacher time. Or, a board may have 11

students taking two college-delivered courses each, creating a potential 22 secondary credits or 1 section of secondary teacher time.

If the number of potential secondary credits to be earned in a board through SCWI approved college-delivered courses and programs is fewer than 22 credits, boards have the flexibility to enter into partnership arrangements with coterminous and/or neighbouring boards, using GSN funds generated by student enrolment in the respective boards.

Finally since the funding of teacher instructional costs within the Grants for Student Needs is based upon an **average** of 22 credits per teacher section; school boards may wish to include dual credit sections in the overall teacher staffing decisions of the board.

**Q 3. Why does the memorandum from the Assistant Deputy Ministers, dated January 11, 2008 make a distinction between ‘credits’ and ‘students’ in their directions re GSN funding and student enrolment in college-delivered courses and programs?**

Students may be earning more than one secondary credit by taking more than one college-delivered course, or earning more than one secondary credit through a college-delivered level 1 apprenticeship program. For this reason, it is important to take into account the potential number of secondary credits to be earned through such courses in order to provide ‘secondary teacher in a dedicated role’ staffing at a level comparable to secondary school teacher staffing for all secondary credit courses.

**Q 4. What is the purpose of the placeholder codes which have been developed for college-delivered courses and programs? Don’t these courses already have individual new Ministry course codes?**

In many cases, schools will be planning to have students involved in College-delivered Dual Credit courses or programs but at the time they are building student and teacher timetables, they won’t be sure which specific courses students will be taking. These codes will allow schools to include a temporary placeholder for a dual credit course in timetables for students and staff. Once it is known which specific course students will take, the appropriate Ministry dual credit course code will be used instead of the placeholder code. All placeholder codes must be replaced prior to OnSIS data submissions in October for first semester and in March for second semester.

**Q 5. Will SCWI consider dual credit program proposals which are based on continuing education delivery models, i.e., offered through night school or summer school?**

Yes. In 2008-09, SCWI will consider continuing education delivery models. However, given that funding mechanisms differ for continuing education programs, funding for such proposals, if approved, will be made through the SCWI budget. Hence, for 2008-09, funding for such projects will not be through the GSN.

**Q 6. Can boards access Student Success funds to "top up" to reach a full section if they're just short of 22 credits in a dual credit program?**

No. Student Success funds may not be used for teacher instructional costs.

The funding of teacher instructional costs within the Grants for Student Needs is based upon an **average** of 22 credits per teacher section. Hence school boards may wish to include dual credit sections in the overall teacher staffing decisions of the board.

**Q 7. Will dual credit program proposals which include "pre-college" or "college preparatory" courses be considered for approval through the SCWI RFP process?**

The RFP states: 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.

**Q 8. Where can applicants find secondary school MIDENT numbers on the EDU website?**

- English - <http://www.edu.gov.on.ca/eng/sbinfo/>
- French - <http://www.edu.gov.on.ca/fre/sbinfo/>
- Can search by individual school names, or by board, which then brings up a list of schools in the board, including secondary school MIDENT numbers.

**Q 9. Will the Grants for Students Needs enrolment count dates (October 31<sup>st</sup> and March 31<sup>st</sup>) be changed to accommodate college courses of a shorter duration than typical secondary school courses?**

The Grants for Student Needs count dates are used to establish funding for a significant number of traditional classroom delivered courses. Hence it is highly unlikely that it will be possible to have different count dates for dual credit courses.

**Q. 10 May pupil full-time equivalency (FTE) for Grants for Student Needs purposes exceed 1.00 pupil FTE?**

The GSN funding parameters for dual credit programs do not provide for additional funding where a pupil FTE exceeds 1.00.

**Q 11. How is Pupil Full-time Equivalency (FTE) for Grants for Students Needs purposes calculated for College Delivered Courses and Level 1 Apprenticeship Programs delivered by a college professor/instructor at a college through a seat purchase?.**

College Delivered Courses:

Where these courses are provided on a semester basis and the pupils are enrolled on the enrolment count dates, the pupil FTE is equated to the number of secondary school credits the pupil has the potential to earn through the college-delivered courses. Courses with a ministry approved credit value of 1,2, 3 or more credits will count for .25, .50 or 1.00 FTE respectively.

Where these courses are provided on a full-year basis and the pupils are enrolled on the enrolment count dates, the pupil FTE is also equated to the number of secondary credits the pupil has the potential to earn through the college-delivered courses. Courses with a ministry approved credit value of 1, 2, 3, 4, 5, 6 or more credits will count for .125,.25,.375,.50,.625 or 1.00 FTE respectively.

Level 1 Apprenticeship Programs:

Where these programs are provided on a semester basis and the pupils are enrolled on the enrolment count dates, multi-credit programs with a value of two secondary school credits equal .50 FTE and those with a value of three or more secondary school credits equal 1.00FTE.

Where these programs are provided on a full-year basis and the pupils are enrolled on the enrolment count dates, the multi-credit programs with a value of 2,3,4,5,6 or more secondary school credits will count for .25,.375,.50,.625 or 1.00 FTE respectively.