

SCHOOL/COLLEGE/WORK INITIATIVE – 2007-08

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

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

Date: April 17, 2007

Subject: SCWI Request for Proposals for 2007-08

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 projects for the 2007-2008 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 secondary school graduation rates. 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 credits are an important part of the government's Student Success and Reaching Higher strategies. The recent pilot projects build on a strong foundation and long history of effective school board and college partnerships at the local level to actively promote college as a pathway 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 piloting dual credit pilot projects.

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". The government is committed to improving secondary school graduation rates (85% by 2010-11) and to increasing access and improve quality and accountability through the historic Reaching Higher cumulative investment of \$6.2 billion in postsecondary education by 2009-10. The Ontario Budget 2007 recently affirmed these commitments and the government's commitment to

building a vibrant, publicly funded education system to develop Ontario's students into the best-educated, most highly skilled workforce, supported by investments of \$18.3 billion in Grants for Student Needs (GSN) funding to school boards in the 2007-08 school year.

For 2007-08, the SCWI focus will be on growing dual credit pilot projects, based on collaboration and partnerships between boards and colleges through **Regional Planning Teams**. The intent is to ensure that students have greater access to more choice, with flexible options for customizing their learning to their individual interests, strengths and needs. It is anticipated that more students will engage and re-engage in learning and achieve their secondary school diploma as a result of such opportunities.

In 2006-07, all 24 colleges and 72 school boards participated in SCWI. The goal for 2007-08 is to build on these successes.

At the same time, the Ministry of Education and the Ministry of Training, Colleges and Universities are working together to develop the operational policies and procedures for dual credit programs consistent with the government's decision to continue one more year of dual credit pilot projects in 2007-08. The lessons and evidence which result from the implementation of the dual credit approaches over three years from 2005-06 to 2007-08 will inform the further development of operational policies and guidelines.

Specialist High Skills Major Pilot Projects

Students in approved **Specialist High Skills Major (SHSM) pilot projects** 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 2007-08 may wish to consider submitting a proposal to this SCWI RFP for approval to offer dual credit learning opportunities in 2007-08 within their proposed SHSM pilot projects. 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 Activities and Projects in 2007-08

The SCWI Request for Proposals 2007-08 includes detailed application forms for Regional Planning Teams, Part A Activities, Part B Dual Credit Pilot Projects and Forums. Regional Planning Teams provide an important forum for local collaboration and joint leadership between the secondary and college sectors. Sponsored through these Regional Planning Teams, the two areas of emphasis that directly support the aforementioned strategic goals for secondary and postsecondary education are Part A: Activities and Part B: Dual Credit Pilot Projects.

Part A: Activities

As in previous RFPs, Part A 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.

See the Application Form for Part A Activities for the complete range of activities eligible for funding.

Part B: Dual Credit Pilot Projects

Primary Focus of Dual Credit Pilot Projects

Dual Credit Pilot Projects are intended to assist secondary students in the completion of their Ontario Secondary School Diploma (OSSD) and successful transition to college and apprenticeship 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 secondary language, students who are 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 pilot projects in 2007-08 are provided below. The principles reflect and emphasize common characteristics in the continuum of dual credit learning opportunities.

Guiding principles for 2007-08

- 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 supervisory roles.**
- 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 pilot projects.
- 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.

** In this pilot year, funding will be considered based on a continuum of secondary school teacher involvement.

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

Guidelines for Developing Dual Credit Pilot Project Proposals

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

- Regional Planning Teams will continue to coordinate all forums, approved activities and dual credit pilot projects in 2007-08. 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 2007-08 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 Pilot Project.
 - This limit of four optional credits includes OSSD credits granted for college-delivered dual credit courses in 2006-07.
 - Only students in approved SCWI 2006-07 or 2007-08 dual credit pilot projects are eligible to be granted OSSD credits for college-delivered dual credit courses.
 - As in 2006-07, and consistent with the interim guidelines issued by the Deputy Minister (January 11, 2007), principals of secondary schools will grant OSSD credits for courses taught by college professors and instructors within approved 2007-08 dual credit pilot projects 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 pilot projects 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 pilot projects 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 Pilot Projects 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
 - Level 1 apprenticeship.
- 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 projects involving Level 1 apprenticeship in-school training and apprenticeship-related courses, partnerships will include colleges which are approved apprenticeship training delivery agencies, in consultation with MTCU Area Offices.
 - For apprenticeship Level 1 in-school training, it is important to ensure that students have the required course prerequisites and the potential to succeed in the trades.
 - For Level 1 in-school apprenticeship training at a site not previously approved by the Ministry of Training, Colleges and Universities (MTCU), the MTCU-approved college training delivery agent must verify through a site inspection:
 - appropriateness of the facilities
 - availability of equipment, tools and machinery appropriate to the trade
 - in-school curriculum meets provincial standards
 - instructor with a Certificate of Qualification in the trade. (See Level 1 Partnership Protocol: Facility Attestation Form in the Dual Credit Pilot Project application forms.)

Proposal Requirements for Part A: Activities and Part B: Dual Credit Pilot Projects

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

- Provide a separate application for each Part A Activity and each Part B Dual Credit Pilot Project.
- 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 pilot projects at an English-language college.
- **Provide evidence of direct contact with the MTCU Area Apprenticeship Office for dual credit pilot projects involving Level 1 in-school apprenticeship training, apprenticeship-related training (e.g., preparation for apprenticeship) or modular training.**
- Provide a detailed separate budget outline for **each** Part A Project and **each** Part B Dual Credit Pilot Projects using forms provided.

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

Sixteen RPTs currently operate throughout the province. Funding for all 2007-08 activities, pilot projects and forums will be through RPTs. The role of the RPT is to be responsible for the overall coordination of activities approved for 2007-08.

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 Part B Dual Credit Pilot Projects, using funds from RPT budget allocation.
- as appropriate, apply for funds for additional forums related to Part A and/or Part B projects/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:

- project/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 benefits for students, and a timeline by month with expected outcomes for Part A Activities, Part B Dual Credit Pilot Projects and Forums.

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 Pilot A Activities and Pilot B Dual Credit Pilot Projects in 2007-08.

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 and can be sent in immediately for Fall, 2007 programs.
- Applications for additional Regional Forums will be considered through to March 31, 2008 and applications are eligible for up to \$7,500 per forum.
- 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. External Review

In 2007-08, an external review of the Student Success Phase 3 Strategy will be conducted. 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 pilot activity conducted in 2005-06, 2006-07 and/or 2007-08.

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 Wednesday, May 9, 2007 to:**

grantyeo@opsoa.org
with a cc to: gillian@opsoa.org

- Applicants are also expected to send 20 hard copies of the completed application forms, including signatures (if available) of appropriate College Presidents, Directors of Education and other partners, no later than Friday, May 11, 2007, to:

Frank Kelly
Project Manager,
School/College/Work Initiative
1123 Glenashton Drive
Oakville, Ontario L6H 5M1

The deadline for electronic applications is 1:00 p.m., Wednesday, May 9, 2007.

The deadline for submitting hard copies is Friday, May 11, 2007. If signatures are not available for submission with the hard copies, applicants must forward these to the CODE office as soon as possible after May 11, 2007.

Notification Timelines

Notification of the Co-Management Team's decisions will be communicated by **May 31, 2007.**

Contact Grant Yeo , Project Officer at (905) 845-4254.