

SCHOOL/COLLEGE/WORK INITIATIVE – 2009-10

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

From: School College Work Initiative Co-Management Team

Date: January 26, 2009

Subject: SCWI Request for Proposals for 2009-10

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, activities and forums for the 2009-10 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 parent, 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 courses and apprenticeship programs.

There has been steady growth in dual credit programs since 2006-07 when dual credit programs involving 65 boards and 24 colleges provided expanded learning opportunities for 2,500 students. In 2007-08 the number of students in 150 approved dual credit programs increased to 4,300, with 67 boards and 24 colleges involved in collaborative partnerships. In 2008-09, all 24 colleges and all 70 eligible school boards are partnering to provide 4,500 students with challenging and engaging learning opportunities through 171 dual credit programs. The goal for 2009-10 is to build on these successes. For 2009-10, the SCWI focus will be on increasing opportunities for many more students through dual credit programs while maintaining and solidifying existing successful dual credit programs and activities, based on collaboration and partnerships between boards and colleges through **Regional Planning Teams**. The lessons and evidence which result from the implementation and analysis of the dual credit programs over the years will inform the further development of operational policies and guidelines by the Ministry of Education and the Ministry of Training, Colleges and Universities

SCWI initiatives continue to ensure that students who are facing challenges in graduating will 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. The dual credit programs for 2009-10 will allow the government to perform a deeper analysis of the benefits of dual credit programming..

Once again, as was the case in the past, 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.

Specialist High Skills Majors

Students in approved **Specialist High Skills Majors (SHSM)** 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 2009-10 may wish to consider submitting a proposal to this SCWI RFP for approval to offer dual credit learning opportunities involving college courses and level 1 apprenticeship programs related to their majors. 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 2009-10

The SCWI Request for Proposals 2009-10 includes streamlined application forms for Regional Planning Teams, Activities, Dual Credit Programs and Forums. The simplification of the application forms is in direct response to the requests of Regional Planning Teams involving multiple board and college partners. Regional Planning Teams will continue to provide an important forum for local collaboration and joint leadership between the secondary and college sectors and to provide advice to the Ministries on operational and procedural issues.

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, with emphasis on math, science and technology. This includes ‘advanced standing dual credit activities’.
- pre-service teacher preparation, teacher staff development and teacher internships
- awareness and promotion of college programs and apprenticeships beyond college outreach activities currently in place.

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

See the “Application Form 3 - Activities” for the complete range of activities eligible for funding. Note the specific details required when requesting funds for ‘advanced standing dual credit activities’.

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 past 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 2009-10 are provided below. The principles reflect and emphasize common characteristics in the continuum of dual credit learning opportunities, and are the same as those approved in previous years.

Guiding principles for 2009-10

- 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. Placeholder course codes for timetabling students and teachers involved in college-delivered dual credit

courses have been provided by the Ministry of Education. (Once specific students have been selected for specific college courses, and ministry course codes are available, these placeholder codes must be replaced.) For all other dual credit approaches involving existing Ontario course codes, staffing will continue to follow the current process. (See memorandum of January 11, 2008 from Assistant Deputy Ministers: SCWI Dual Credit Program Application Process 2008-09.)

- Regional Planning Teams will continue to coordinate all forums, approved activities and dual credit programs in 2009-10. 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 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 beginning in 2006-07.
 - Only students in approved SCWI dual credit programs are eligible to be granted OSSD credits for college-delivered dual credit courses.
 - As in the past, and consistent with the interim guidelines issued by the Deputy Minister (October 16, 2008), principals of secondary schools will grant OSSD credits for courses taught by college professors and instructors within approved 2009-10 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 journeyperson 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 course which is related to a course(s) from the Ontario curriculum and 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 level 1 apprenticeship courses:
 - For projects involving Level 1 apprenticeship in-school training with MTCU seat purchase, the partnerships will include boards, colleges and MTCU Field Offices.
 - For 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 boards' facilities, resources, curriculum and instructor. See Appendix B for the College Attestation in the Dual Credit Program form.
 - Without College Attestation and Oversight, the Level 1 apprenticeship students training at a site not approved by MTCU will be required to pass the Exemption Test for the trade.
 - **In 2009-2010 it is expected that all RPTs will propose and deliver at least one Level 1 in-school apprenticeship course.**
 - **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.**

Proposal Requirements for Activities and Dual Credit Programs

The proposal will use the forms appended to this RFP to:

- Complete a separate application for each proposed Activity and each proposed Dual Credit Program.
- Indicate approval of the Regional Planning Team.
- 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.

- Complete an application form with detailed budget outline for **each** Activity.
- Complete an application form for **each** Dual Credit Program. **See Appendix A for the interim funding benchmarks for board and college costs for Dual Credit Programs. The interim funding benchmarks will be used during the proposal review process to determine the appropriate level of funding for approved dual credit programs. For this reason, applicants are required to provide only the information requested on the application form.**

3. Regional Planning Teams (RPTs): Composition and Responsibilities`

Sixteen RPTs currently operate throughout the province. Funding for all 2009-10 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 2009-10.

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:

- Forums
 - conduct a minimum of two forums plus one forum specifically for Dual Credit Programs focused on professional development on the new Literacy Lessons resource using funds from the RPT budget allocation.
 - As appropriate, apply for funds for additional forums related to activities and/or dual credit programs/activities using the application forms in the Forums section.
- **Performance Measurement**
 - The expectation of each RPT is to meet reporting requirements through submission of interim and final reports of quantitative and qualitative data to inform the Ministries' development of policies and operational procedures and to measure the effectiveness of dual credit programs, activities and forums.
 - Quantitative data will include number of students in dual credit programs, including advanced standing dual credit programs; student profile; retention rates; percentage of students enrolled in the dual credit course or programs who attempted/successfully completed; students enrolled as percentage of approved

participation numbers.

- Qualitative data will include:
 - Role of college(s) in providing information and advice to board partners about courses/programs available for dual credit learning opportunities, about the appropriate 'fit' between potential students and available courses, and about the appropriate supports available at the college
 - Process followed by secondary teacher in dedicated role to access board and college supports and services on behalf of dc students (including the accessing of supports for students with IEPs)
 - Strategies used to recruit and retain students in dual credit programs.
- **A formal contract letter will be forwarded to each RPT chair for his/her signature after agreements have been reached. The contract letter will outline the requirement for performance measurement reports by established due dates (including RPT reports on activities and forums, in addition to dual credit program data and expenditure reports).**

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

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

The RPT application form will provide information requested.

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 to 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 2009-10. This may include teacher professional development sessions at college campuses and/or subject/program specific sessions involving school and college staff.

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.

The three regional forums which each RPT is required to host using RPT funds will be listed on Form 2 Forums.

Funding Application for Additional Regional Forums

- Additional forums are eligible for up to \$7,500 per forum.
- Applications and approvals for additional SCWI Regional Forums may be completed as part of this application process.
- Applications for regional forums may also be submitted on an on-going basis through the SCWI website (gotocollege.ca) until March 31, 2010.

5. Review

- Actual expenditures for approved projects may be reviewed to inform future approval processes.

6. Criteria for Evaluation of Dual Credit Program Proposals

Proposals will be evaluated based on criteria which include the following:

- Program provides access for students in the target group to dual credit courses / apprenticeship programs.
- Program provides access for students in approved Specialist High Skills Majors to dual credit courses / apprenticeship programs.
- Student selection process involving board/school Student Success Teams is clearly defined.
- If expansion of an existing program is being proposed, prior program effectiveness will be taken into account in proposal evaluation.

7. 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 23, 2009 to:**

Frank_Kelly@opsoa.org

with a cc to: Kathy@opsoa.org

- Applicants are also expected to send **3 hard copies** of the completed application forms, including signatures of appropriate College Presidents, Directors of Education, and in the case of tentative approvals for MTCU apprenticeship seat purchases, from the MTCU Regional Officers, no later than 1:00 p.m. February 27, 2009, 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 1:00 p.m. February 23, 2009.
The deadline for submitting hard copies is 1:00 p.m. February 27, 2009. 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 proposals and communicate decisions to align with school board staffing cycles.

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