

Program Guidelines

Purpose of this Guideline

The SCWI Guidelines provide key information to support Regional Planning Team (RPT) members to plan, develop and implement activities, forums, and Dual Credit programs. Specifically, this document provides details on responsibilities, funding eligibility and parameters for the development and implementation of programs to ensure that they are aligned with government directions, policies, and priorities. The Guidelines help RPTs, consisting of representatives of school boards, colleges of applied arts and technology, non-college training delivery agents, and appropriate community partners, including Indigenous Institutes in partnership with colleges, to make informed decisions about proposing, planning, and implementing relevant programs for eligible students.

Activities, forums, and Dual Credit programs are intended to support eligible English-language and French-language school students in Ontario, including Indigenous students, students with special needs, and students in rural and northern communities, in completing their Ontario Secondary School Diploma (OSSD) and making a successful transition to a college and/or apprenticeship program. In addition to this document, please refer to [Dual Credit Programs: Policy and Program Requirements \(ontario.ca\)](#). Funding is contingent upon successful fulfilment of prior program commitments and funds being appropriated by the Ontario Legislature and further allocated to this specific program, as per current practice.

Regional Planning Teams (RPTs):

Across the province, 13 English language and three French language RPTs submit requests through the ministry's Enhanced Data Collection Solution (EDCS) <https://edcs.tcu.gov.on.ca/Main>). The ministry must approve programs prior to implementation. Each RPT is responsible for the overall coordination of approved activities, forums and Dual Credit programs in their region based on the guidelines stated in this document. RPTs are expected to meet regularly to undertake a continuous review of programs throughout the year to ensure they meet local needs and government priorities. RPTs are expected to develop and maintain Terms of Reference to guide their operation and ensure that they are made available to all RPT members. In addition, RPTs are encouraged to share RPT leadership responsibilities between colleges and district school boards.

RPTs will be eligible for funding to cover:

- administration of approved SCWI funding
- program and activity coordination
- meetings (to be held virtually when appropriate)
- developing annual goals as set by RPTs

- representation at SCWI meetings, as required
- presentations at the annual SCWI Symposium
- data gathering and report writing
- submission of all reports by deadlines specified in the contract between the RPT and the Council of Ontario Directors of Education (CODE)
- financial services institution administration fees

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.

Activities and Forums:

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 include:

- 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.
- Providing mentoring for Grade 7 and 8 students by a college student or apprentice.
- A maximum of one activity per RPT per college for adult students in Adult and Continuing Education programs to expand awareness of Adult Dual Credits and/or improve transitions for adult students to college and apprenticeship.
- Dual Credit Educator Forums¹ for Dual Credit teachers, secondary school teachers, school support staff, and college Dual Credit faculty.
- Limited funding will also be available for RPT website development.

Details regarding eligible costs for activities and forums can be found in the Benchmark for Activities & Forums Funding document.

¹ It is expected that each RPT will deliver at least one Dual Credit Educator forum that provides an opportunity for all Dual Credit teachers and college faculty to receive orientation around Dual Credits, including roles, responsibilities, policies, and procedures. College faculty and Dual Credit teachers can use this opportunity to share successful practices in areas such as instruction, assessment, evaluation, and student supports.

Dual Credit Programs:

Appropriate student selection, course selection and delivery models that best match the needs of the eligible students are key areas of focus for Dual Credit programs. School Within A College (SWAC) programs for students in the primary target group, programs for Adult Dual Credit students, and Level 1 Apprenticeship in-class training programs for apprentices with Registered Training Agreements (RTAs) remain priorities for Dual Credit programs. Dual Credits for Level 1 Apprenticeship in-class training programs for primary target group students, Ontario Youth Apprenticeship Program (OYAP) students and Specialist High Skills Majors (SHSM) students are also encouraged. Student selection criteria for adolescent Dual Credit programs are described in [Dual Credit Programs: Policy and Program Requirements \(ontario.ca\)](https://www.ontario.ca).

Dual Credit programs using expansion funding (outlined below in “Expansion Funding” section) for targeting ministry-identified labour market needs may be open to any qualified secondary school

student.

RPTs are to ensure that documentation is maintained regarding the criteria for selection of individual students, as outlined in the Appendix: Selection Criteria for Admission to Dual Credit Programs of the policy document (e.g., an email from school staff, from a Student Success Team to a SCWI board contact listing the names of recommended students, a board-generated student selection checklist or a Dual Credit program application form). Details regarding eligible costs for Dual Credit programs can be found in the Annotated Benchmarks for Dual Credit Courses Funding document.

Developing Dual Credit Program Proposals

All Dual Credit programs:

- RPTs should review current and previous requested and actual student participation in Dual Credit programs when submitting their student participation requests.
- A secondary school Dual Credit teacher will be assigned to provide support to secondary school students in all college-delivered Dual Credit courses and college-delivered Level 1 Apprenticeship training.
- For college delivered Dual Credit programs, RPTs will need to select the appropriate instructional location and course offering to appeal to a broad range of eligible students to ensure that sufficient and cost-efficient funding is generated through the benchmark for the college to run the program and for the board to provide the Dual Credit teacher through the Grants for Student Needs.
- Dual Credit programs can be comprised of one or two credits per student. Level 1 Apprenticeship in-class training programs may exceed two credits depending on the number of hours of in-class training.
- Only college post-secondary courses currently available to regular college students and which appear in the college course calendar can be proposed as Dual Credits.
- RPTs will need to focus on careful student selection based on eligibility requirements as outlined in policy and these guidelines.
- For each Dual Credit program being re-submitted, RPTs will be required to identify the most recent year the program was approved and the program number.
- RPTs will be required to indicate the main target audience for each proposed Dual Credit program. OYAP and SHSM students may be enrolled in programs intended for the primary target group, where seats are available, to ensure courses are viable and maximize student opportunities. For example, SHSM students pursuing a college pathway can participate in Dual Credit programs and OYAP students interested in exploring post-secondary options can pursue skilled trades and technological education-related Dual Credit programs.

In exceptional circumstances, a secondary school student in the English language system may be allowed to enroll in a Dual Credit course of a French language college and vice-versa. A signed protocol supporting this is expected to be in place before the start of the course. More information can be found regarding these protocols in section 3.3 in [Dual Credit Programs: Policy and Program Requirements \(ontario.ca\)](#).

Adolescent Dual Credits (students under 21 years):

- Visiting a college is an important component of the Dual Credit program. SCWI will fund one visit to a college per student related to the specific Dual Credit college course the student is taking offsite from a college facility. In most cases, the visit would be to the nearest college campus. The visit should consist of experiences related to the Dual Credit Program. The visit is not intended to be just a campus tour. Funding for this trip should be requested under “Transportation” in the online EDCS application.
- Students under the age of 21 in Adult and Continuing Education programs may also be included in Dual Credit programs if they meet the eligibility requirements set out in policy.

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

- The target audience is adults who need the additional support of the Dual Credit program in order to achieve their goal of earning their Ontario Secondary School Diploma and making a successful transition to post-secondary education (college or apprenticeship).
- 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, community facility or adult learning centre and delivered face-to-face or, where circumstances present challenges, delivered online.
- Students must be within reach of graduation, have the potential to succeed in secondary school courses and college or apprenticeship, and be at least 21 years of age (as of December 31st in the year of the Dual Credit). Note: Students ages 18-20 in Adult and Continuing Education programs are also eligible to participate; however, they are not to be identified as adults in EDCS.
- As with all Dual Credits, Dual Credit teachers in Adult Dual Credit programs will be required to provide additional supports for students:
 - RPTs will request Dual Credit teacher funding within the “Miscellaneous” section of EDCS. Please provide a formula that includes the school board’s continuing education rate. Please also indicate that students are in an Adult and Continuing Education program in the “Operational Details” section of the EDCS proposal.
 - For all students in adult day schools, funding for the Dual Credit teacher will be provided through the Grants for Student Needs, just as it is for all other staffing for these students.
 - For all Adult Dual Credit programs, please select that the program is primarily designed for adults on the Program Details page of EDCS.
 - Note that funding for these programs will be enveloped and cannot be utilized for any other category.
 - RPTs should request funding for Wrap Around Adult Dual Credit supports as a “Miscellaneous” request in the online EDCS application.
 - Visiting a college is an important component of an Adult Dual Credit program.
 - SCWI will fund one visit to a college per student related to the specific Dual Credit college course the student is taking offsite from a college facility. In most cases, the visit would be to the nearest college campus. The visit should consist of experiences related to the Dual Credit Program. The visit is not intended to be just a campus tour. Funding for this trip should be requested under “Transportation” in the online EDCS application.

Specialist High Skills Major (SHSM) Dual Credit programs:

- For each SHSM Dual Credit program, RPTs must indicate all the related SHSM sectors and indicate each of the proposed participating schools and boards. These programs must demonstrate a strong connection between the sector and the college course.

School Within a College (SWAC) Dual Credit programs:

- Must be delivered on a college campus, where other college students are in attendance and services are provided.
- These programs are specifically designed for students in their final year 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 one or more Ontario curriculum credit(s) and one or more Dual Credit(s) each semester. This is a full-time program on campus.

RPTs should request funding for Wrap Around SWAC supports as a “Miscellaneous” request in EDCS.

Level 1 Apprenticeship in-class training Dual Credit programs:

- Each RPT is expected to propose and deliver at least one Level 1 Apprenticeship in-class training opportunity. Delivery methods include college-delivered, team-taught, college oversight or delivery by non-college TDAs.
- RPTs will work with Ontario Youth Apprenticeship Program (OYAP) Recruiters from partner boards, staff from colleges and TDAs responsible for Apprenticeship, and local Ministry of Labour, Immigration, Training and Skills Development (MLITSD) 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 in-class training delivered at a secondary school by a secondary school teacher (i.e., college oversight), the college must be an MLITSD-approved training delivery agent (TDA) at the time of signing the oversight form. The college attests that the secondary school program adheres to the learning outcomes set out in the *Apprenticeship Curriculum Standards* for each trade which can be found at [Trades Information – Skilled Trades Ontario](#), and to the appropriateness of the boards’ facilities, resources and instructor using the [Oversight SCWI Level 1 Form - Formulaire IJECT - Supervision de niveau 1](#) form. If oversight is in place, students are not required to write the exemption test.
- RPT Chairs will provide confirmation of approval from the local MLITSD Office for each Dual Credit program involving MLITSD funding for Level 1 Apprenticeship in-class training. They will use the OYAP MLITSD Level 1 Form - Formulaire - PAJO niveau 1 financé par le MTIFDC form to document the approvals.
- SCWI Funded Level 1 Apprenticeship in-class training will only be provided for students in the primary target group. For non-MLITSD funded students, [the PTG SCWI Level 1 Form -Formulaire -PGC niveau 1 financé par l'IJECT](#) form needs to be completed by the appropriate partners. OYAP students with an RTA are not eligible for SCWI Level 1

- Apprenticeship in-class training funding.
- Proposed programs must provide students with the opportunity to complete the entire Level 1 Apprenticeship in-class training program, except for Child Youth Worker (CYW), Child Development Practitioner (CDP), Educational Assistant (EA), and Developmental Services Worker (DSW) where programs are delivered in modules. RPTs will need to indicate the number of hours of instruction in their modular programs on a yearly basis.
- RPTs should request funding for Level 1 Transition Support to assist students as they move from secondary school to their first post-secondary destination. This funding is available on a pilot basis and should be requested as a “Miscellaneous” request in EDCS.

Dual Credit programs located in the community (not in a school, college, or non-college TDA):

- Dual Credits in the community include programs that meet local and regional needs (e.g., due to geographical barriers, lack of space at college, specialized equipment).
- Where necessary, RPTs may request facility funding (costed by the week) as part of their “Miscellaneous” request in EDCS.

Summer School Dual Credit programs:

- RPTs are encouraged to submit requests for summer Dual Credit programs and summer SWAC Dual Credit programs. In the “Operational Details” section of EDCS, please describe the following:
 - 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 is to be requested under “Miscellaneous” in EDCS.
- RPTs must select the Summer School box on the Dual Credit Program Details page of EDCS.

Night School Dual Credit programs:

- For night school Dual Credit programs, in the “Operational Details” section of EDCS, please describe the following:
 - 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 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 90 hours. Please provide a formula that includes the school board’s continuing education rate. Funding can be requested under “Miscellaneous” in EDCS.
 - RPTs must select the Night School box on the Dual Credit Program Details page of EDCS.

Online Dual Credit programs:

- Online learning may offer a way to provide Dual Credits where circumstances present challenges to student participation:
- A list of eligible schools by board must be provided in the “Operational Details” section of EDCS.
- 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 in-person at day school.
- RPTs must select the e-learning/online box on the Dual Credit Program Details page of EDCS.
- With the support of a Dual Credit teacher, students are encouraged to take their online Dual Credits at a secondary school location.

Expansion Funding:

- Expansion of Primary Target Group and First Nations, Métis and Inuit-focused programs is supported through additional funding which began in 2022-23. Funding for these programs will continue through 2024-2025 as part of a three-year initiative. The funding assists students whose progress towards graduation was significantly impacted by the pandemic.
- Dual Credit expansion funding (outlined below) provided to support expansion in areas where there are labour market shortages is open to all secondary students, including adults pursuing their OSSD in a publicly funded school and Indigenous learners in federally-funded/First Nation schools. These two expansion funding opportunities for Dual Credit programs are:
 1. Announced as part of the Fall Economic Statement in November 2022, \$4.8 million (over two years) for expansion in Level 1 Apprenticeship training, technological education-related and Early Childhood Education-related Dual Credit courses in 2023-24 and 2024-25.
 2. Announced as part of the Spring Budget in March 2023, \$3.3 million (over three years) for expansion in health care-related Dual Credit courses, to support career pathways leading to nursing, personal support worker, lab technician and paramedics in 2023-24, 2024-25 and 2025-26.

Revisions to this document: Periodic revisions to this document may be made based on current government priorities.

Further information can be found in [Dual Credit Programs: Policy and Program Requirements \(ontario.ca\)](https://www.ontario.ca).

SCWI Guidelines revised October, 2023