

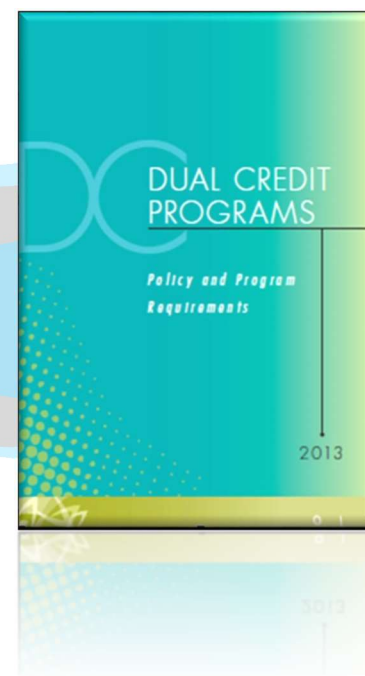


Completing the Interim and Final Data Reports

A Guide to Reporting Student Data in EDCS

SCWI

December 12, 2015



Guide to Completing the SCWI Dual Credit Interim and Final Data Reports in EDCS

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INTRODUCTION

This guide was developed to help you complete the Interim and Final School College Work Initiative (SCWI) Student Data Reports. The data from these program-specific reports are used to calculate provincial dual credit results and, likely more important to you, the data are the basis for future program proposals and approvals. In both cases, the data needs to be accurate. This guide is intended to help you to better understand the data report. Examples have been included in order to provide additional clarity.

Data is submitted through the online Enhanced Data Collection Solution (EDCS) (<https://edcs.tcu.gov.on.ca/Main>). If you are responsible for submitting data online, then you will need an individual login and password. Please contact your RPT Chair or Coordinator for details on how to obtain a personal login and password. The sharing of individual logins and passwords is not permitted.

Details on navigating EDCS are available in webinars on <http://www.scwi.ca/edcs.php>.

Prior to the beginning of the reporting cycle, the student data reporting section of EDCS is pre-populated with information taken from “1. Projected L18 Dual Credit Rpt for Regional Planning Teams” for the year of the report. Check to ensure the names of the contacts are complete and that every board and college that has students who participated in the dual credit are listed.

If you have questions, please contact your Regional Planning Team (RPT) Chair or Coordinator.

Student Data Report Due Dates
can be found on the SCWI
Calendar of Important Dates:
<http://www.scwi.ca/tools.php>

If a board or college is missing
from the list of partners in a
program, contact Alisha Bhanji
(Alisha.bhanji@ontario.ca) to
have the partner added.

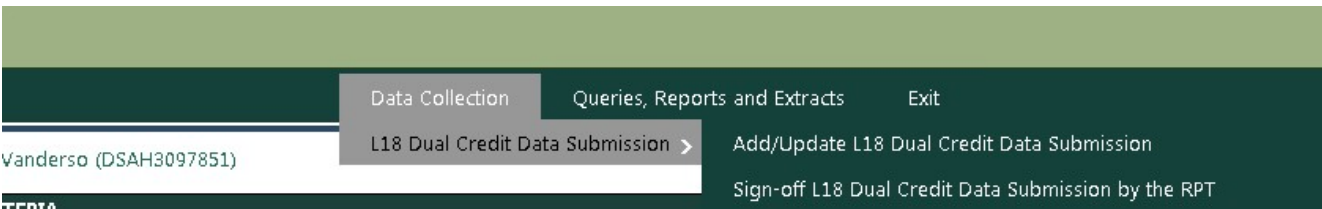
HOW TO USE THIS GUIDE

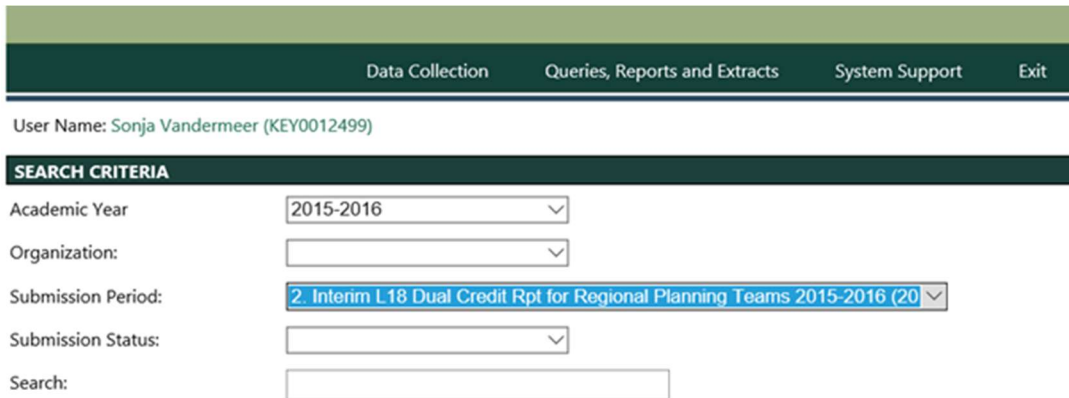


At the beginning of each section, an image of the entire screen will be provided. Then, on the left side of the page, you'll see a screen shot of the relevant section from EDCS. On the right, you'll find definitions, clarifications and examples. Throughout, you'll find tips on checking your data – look for the image at the left.

L18 DUAL CREDITS - STUDENT DATA REPORT

1) COMPLETING THE STUDENT DATA REPORT IN EDCS

	<ul style="list-style-type: none">• After logging in to EDCS, select “Data Collection”• “L18 Dual Credit Data Submission”• Then select, “Add/Update L18 Dual Credit Data Submission”
--	--

	<ul style="list-style-type: none">• Select the correct reporting period:<ul style="list-style-type: none">○ 2. Interim L18 Dual Credit Rpt for Regional Planning Teams○ 3. Final L18 Dual Credit Rpt for Regional Planning Teams• Ensure that you have selected the correct reporting period• Click “Apply”
---	--

Data Submission Menu

Student Data Report

Dual Credit Student Data Report

Expenditure Report

	Approved Amount	Actual Amount
Regional Planning Team Funding		\$0.00
Forums And Activities		\$0.00
Dual Credit Program Funding		\$0.00
Total		\$0.00
Board and College Funding		\$0.00

- Select “Dual Credit Student Data Report”
- On the next screen, select the program
- If there are multiple boards that were identified as participating in the dual credit when you proposed the program, then they will be listed here.
- Select the board – each board’s data must be reported separately
- If a board or college is missing from the list of partners in a program, then contact Alisha Bhanji (Alisha.bhanji@ontario.ca) to have the partner added.

2) CONTACT INFORMATION

<div>Summary Status</div> <div>Contact Information</div> <div>Number of Students Who Started and Finished Program by Age</div> <div>Profile of Students Who Started Program</div> <div>Program Success</div> <div>Lessons Learned</div>	<p>Dual Credit Program: 15.01 Board:</p> <div>Board Data Contact Person</div> <div>Contact Name: Phone: Email:</div> <div>College Data Contact Person</div> <div>College: Contact Name: Phone: Email:</div>	<ul style="list-style-type: none">• Confirm or edit the name of the school and college contact who can answer questions related to this program's data.• You must complete this section and click "save" before you will be able to complete other sections of the data report.
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3) NUMBER OF STUDENTS WHO STARTED AND FINISHED PROGRAM BY AGE

User Name: Vanderso (DSAH3097851) Submission Period: 2. Interim L18 Dual Credit Rpt for Regional Planning Teams 2014-2015 (2015/01/31 - Deadline) Organization: Algoma (15)

[Submission Period List](#) [Data Collection Menu](#) [Dual Credit Program List](#) [Board List](#)

L18 DUAL CREDITS – STUDENT DATA REPORT

Summary Status

Contact Information

Number of Students Who Started and Finished Program by Age

Profile of Students Who Started Program

Program Success

Lessons Learned

Dual Credit Program: 15.01 - Career Exploration
Board: Huron-Superior CDSB

Number of Students Who Started the Dual Credit Program by Age (As of Dec 31st, 2014)

Age	Semester 1		Semester 2	
	Male	Female	Male	Female
16	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
17	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
18	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
19	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
20	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
>20	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total	0	0	0	0

Number of Students Who Finished the Dual Credit Program by Age (As of Dec 31st, 2014)

	Semester 1	Semester 2
	<input type="text"/>	<input type="text"/>

A) PROGRAM AND BOARD

Dual Credit Program: 15.01 - Career Exploration
Board: Algoma DSB

- The information in EDCS is pre-populated based on proposed and approved program names and numbers

B) NUMBER OF STUDENTS WHO STARTED THE DUAL CREDIT BY AGE BY SEMESTER

Age	Semester 1		Semester 2	
	Male	Female	Male	Female
16	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
17	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
18	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
19	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
20	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
>20	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total	0	0	0	0

- The “Number of Students...” is the unique number of students by semester by program
Example: Sandra is taking two dual credits in the same program in Semester 1. She only counts as one student. Mary is taking one dual credit in each semester in the same program – she will count as two students for reporting purposes.
- RPTs should determine the start date for the dual credit program. A course that runs for an entire semester is likely considered to start as of the 2nd class. Different delivery models will have different start dates.
- Calculating age as of December 31st is standard for data collection. This is the same way OnSIS collects student data.
Examples: Kate is in a Semester 1 dual credit. Kate’s birthday is October 1 – on her birthday she turns 17. She will be reported as being 17 at the start and the end of the program – because she is 17 on Dec. 31st of the school year she is taking the dual credit.
Cristina is in a Semester 2 dual credit that runs in May and June. Cristina’s 18th birthday is April 30th. Because she was 17 on Dec. 31st of the school year in which she is taking her dual credit, she is reported as being 17 – even though she had her 18th birthday prior to starting the dual credit.
- “Unknown” may include students under 16 years of age¹
- EDCS will automatically calculate totals

¹ The SCWI Requirements (<http://www.scwi.ca/requirements.php>) explains that students “under the age of 21” are the target for the dual credit program. There is no stated lower age limit for the program; however, student selection is made on an individual basis – always with the criteria that the “student has the potential to succeed” in mind.

C) NUMBER OF STUDENTS WHO FINISHED THE DUAL CREDIT BY AGE BY SEMESTER

Number of Students Who Finished the Dual Credit Program (As of Dec 31st, 2015)				
Age	Semester 1		Semester 2	
	Male	Female	Male	Female
All Ages	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total	0	0	0	0

- Record the number of students by gender on the last day of the dual credit. These are the students who “finished” the program.
- An error message will appear if students are not reported correctly:
**“Error Saving
 ERROR: The Number of Students Who Finished the Dual Credit Program must be <= the Number of Students Who Started the Dual Credit Program”**
 The data cannot be saved until the error is corrected.



- ✓ The number of students who finished should be less than or equal to the number of students who started.

4) PROFILE OF STUDENTS WHO STARTED PROGRAM

L18 DUAL CREDITS – STUDENT DATA REPORT					
Summary Status	Dual Credit Program: 15.01 - Career Exploration Board: Algoma DSB				
Contact Information					
Number of Students Who Started and Finished Program by Age					
Profile of Students Who Started Program	Profile of Students Who Started the Program				
		Semester 1	Semester 1	Semester 2	Semester 2
		Male	Female	Male	Female
Program Success					
Lessons Learned					
	Number of students with an Individual Education Plan (IEP)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Number of students who were disengaged and/or underachieving prior to entry in the dual credit program (i.e. belonged to target group as per admissions checklist)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Number of students who returned to secondary school for this program who had stopped attending or had previously dropped out?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Number of students also involved in a Specialist High Skills Major (SHSM) program	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Number of students involved in an OYAP program	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		← Back To Board List	← Previous	→ Next	✓ Save

- For each student, select all that apply.
- **Note: this student profile data is based on the students at the beginning of the program.**

A) IEP

Dual Credit Program: 15.01 - Career Exploration
Board: Algoma DSB

Profile of Students Who Started the Program	Semester 1		Semester 2	
	Male	Female	Male	Female

Number of students with an Independent Education Plan (IEP)

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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- Schools/boards will need to provide this information



- ✓ The number of students with an IEP should be less than or equal to the total number of students who started the program.

B) NUMBER OF STUDENTS WHO WERE DISENGAGED AND/OR UNDERACHIEVING

Profile of Students Who Started the Program	Semester 1		Semester 2	
	Male	Female	Male	Female
Number of students who were disengaged and/or underachieving prior to entry in the dual credit program (i.e. belonged to target group as per admissions checklist)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number of students who returned to secondary school for this program who had stopped attending or had previously dropped out?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

- Record the number of students in the dual credit primary target group²
- "...prior to entry" is critical
Example: David was selected to participate in the Dual Credit program because he had failed a number of credits and was not on track to graduate on time. By the end of the dual credit program, David had met the requirements for an OSSD and was able to graduate with his peers. Since David was in the primary target group when he was selected to participate, he needs to be counted in this section.
- Students who were disengaged and/or underachieving may also be in SHSM programs and/or OYAP and need to be counted in all that apply
- Determine the number of students who had stopped attending or had previously dropped out on a case-by-case basis

² Selection Criteria for Admission to Dual Credit Programs can be found in the Appendix to the *Dual Credit Programs: Policy and Program Requirements, 2013* (<http://www.edu.gov.on.ca/morestudentsuccess/dualCredit.html>)

C) NUMBER OF SPECIALIST HIGH SKILLS MAJORS (SHSM) STUDENTS


Profile of Students Who Started the Program	Semester 1		Semester 2	
	Male	Female	Male	Female
Number of students also involved in a Specialist High Skills Major (SHSM) program	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

- All students who **started** the dual credit who were flagged as SHSM in the School Management System (SMS) (e.g., Trillium, Maplewood) must be counted
- SHSM students may also be in the primary target group and/or OYAP – report on all that apply

D) NUMBER OF STUDENTS IN THE ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

Profile of Students Who Started the Program	Semester 1		Semester 2	
	Male	Female	Male	Female
Number of students involved in an OYAP program	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

- All students who **started** the dual credit who were flagged as OYAP in the School Management System (SMS) (e.g., Trillium, Maplewood) must be counted
- OYAP students may also be in the primary target group and/or in an SHSM program – report on all that apply



- ✓ The number of students in each of the target group should not be more than the total number of students who started the program.
- ✓ Each student can be in all three of the target groups.

5) PROGRAM SUCCESS

L18 DUAL CREDITS – STUDENT DATA REPORT			
Summary Status	Dual Credit Program: 15.01 - Career Exploration Board: Algoma DSB		
Contact Information			
Number of Students Who Started and Finished Program by Age			
Profile of Students Who Started Program			
Program Success			
Lessons Learned			
	Program Success	Semester 1	Semester 2
	Dual Credits Attempted and Earned		
	Potential Secondary School Dual Credits that could have been earned	<input type="text"/>	<input type="text"/>
	Actual Secondary School Dual Credits earned	<input type="text"/>	<input type="text"/>
	Courses / Apprenticeships Attempted and Passed		
	Total college courses (not credits) / Level 1 Apprenticeships that were attempted	<input type="text"/>	<input type="text"/>
	Total college courses (not credits) / Level 1 Apprenticeships that were passed	<input type="text"/>	<input type="text"/>
	Other Secondary School Credits Attempted and Earned in SWAC Program		
	Potential Secondary School Credits (not including dual credits)	<input type="text"/>	<input type="text"/>
	Actual Secondary School Credits earned (not including dual credits)	<input type="text"/>	<input type="text"/>

- For all students who are in the program at the end, complete the “Dual Credits Attempted and Earned” and the “Courses / Apprenticeships Attempted and Passed” sections
- For School Within a College (SWAC) students, complete all three sections³

³ A definition of School Within a College programs, can be found on page 14 in *Dual Credit Programs: Policy and Program Requirements, 2013* (<http://www.edu.gov.on.ca/morestudentsuccess/dualCredit.html>)

- Since the completion of this section of the Student Data Report is dependent on the delivery approach⁴ of the Dual Credit program, this section of the guide is divided into five parts:
 - a) College-delivered college course
 - b) College-delivered Level 1 apprenticeship
 - c) Team-taught Ontario Curriculum and college course
 - d) Team-taught Level 1 apprenticeship
 - e) Dual credit with an apprenticeship focus taught at a secondary school with college oversight

A) COLLEGE-DELIVERED COLLEGE COURSE

DUAL CREDITS ATTEMPTED AND EARNED

Program Success	Semester 1	Semester 2
Dual Credits Attempted and Earned		
Potential Secondary School Dual Credits that could have been earned	<input type="text"/>	<input type="text"/>
Actual Secondary School Dual Credits earned	<input type="text"/>	<input type="text"/>

- “Potential Secondary School Dual Credits...” is the total number of dual credits finished by students in the program (i.e., the students were in the course at the end)
- “Actual Secondary School Dual Credits earned” is the total number of credits earned at the college standard. Pass marks vary by college.⁵
- College-delivered dual credits are reported on students’ transcripts using 4T course codes (e.g., HBA 4T)


⁴ Details on dual credit delivery approaches can be found in Section 2 of *Dual Credit Programs: Policy and Program Requirements, 2013* (<http://www.edu.gov.on.ca/morestudentsuccess/dualCredit.html>)

⁵ Details on Assessment and Evaluation in college-delivered dual credits can be found in section 4.2 of *Dual Credit Programs: Policy and Program Requirements, 2013* (<http://www.edu.gov.on.ca/morestudentsuccess/dualCredit.html>)

II. COURSES / APPRENTICESHIPS ATTEMPTED AND PASSED

Program Success	Semester 1	Semester 2
Courses / Apprenticeships Attempted and Passed		
Total college courses (not credits) / Level 1 Apprenticeships that were attempted	<input type="text"/>	<input type="text"/>
Total college courses (not credits) / Level 1 Apprenticeships that were passed	<input type="text"/>	<input type="text"/>

- “Total college courses... that were attempted” is the number of college courses students were in at the end of the college course
- “Total ... that were passed” is the number of courses in which students successfully completed at the college standard
- It is possible for a college course to be worth less than one full Ontario Curriculum Course
Example: Lynn took a 12 hour basic safety dual credit and a 32 hour carpentry dual credit and passed both. In this section, it would show that she had attempted and passed 2 courses. In the section above (Dual Credits Attempted and Earned), it would show that she had attempted and earned 1 Secondary School Dual Credit.



✓ The number of courses passed should be less than or equal to the number attempted.

B) COLLEGE-DELIVERED LEVEL 1 APPRENTICESHIP

DUAL CREDITS ATTEMPTED AND EARNED

Program Success	Semester 1	Semester 2
Dual Credits Attempted and Earned		
Potential Secondary School Dual Credits that could have been earned	<input type="text"/>	<input type="text"/>
Actual Secondary School Dual Credits earned	<input type="text"/>	<input type="text"/>

- “Potential Secondary School Dual Credits...” is the total number of dual credit students who finished the Level 1 apprenticeship in-school training (i.e., the students were participating at the end of the program) multiplied by the total number of secondary school credits for that apprenticeship
- The dual credit course code list includes the maximum number of credits students can earn by trade⁶
Example: Sonja was in a Hairstyling Level 1 apprenticeship. According to the Dual Credit Course Code list, Hairstyling can be a maximum of 2 secondary school dual credits. In this section, report Sonja as having 2 “potential Secondary School Dual Credits”
- “Actual Secondary School Dual Credits earned” is the total number of credits earned at the college standard for the Level 1 apprenticeship in-school training. Pass marks vary by college⁷


⁶ The Ministry Course Codes for College Delivered Dual Credit Courses for Approved SCWI Dual Credit Programs can be found at <http://www.edu.gov.on.ca/eng/teachers/studentssuccess/dual.html>

⁷ Details on Assessment and Evaluation in college-delivered Level 1 apprenticeship dual credits can be found in section 4.2 of **Dual Credit Programs: Policy and Program Requirements, 2013** (<http://www.edu.gov.on.ca/morestudentssuccess/dualCredit.html>)

II. COURSES / APPRENTICESHIPS ATTEMPTED AND PASSED

Program Success		Semester 1	Semester 2
Courses / Apprenticeships Attempted and Passed			
Total college courses (not credits) / Level 1 Apprenticeships that were attempted	<input type="text"/>	<input type="text"/>	
Total college courses (not credits) / Level 1 Apprenticeships that were passed	<input type="text"/>	<input type="text"/>	

- “Total ... Level 1 Apprenticeships that were **attempted**” will be one apprenticeship per student except in the case of EA, CDP, CYW, and DSW which are delivered in modules
- In the case of the aforementioned trades, count the number of students who completed the entire program as designed
Example: Phil was in a Level 1 DSW Level 1 apprenticeship in-school training dual credit. The program consisted of 6 of the 12 modules (i.e., reportables). For reporting purposes, this counts as one Level 1 apprenticeship.
- “Total ... Level 1 Apprenticeships that were **passed**” will be one apprenticeship per student who successfully completes, at the college standard, the entire program as designed
Example: Phil was successful in all 6 of the modules of the DSW apprenticeship dual credit. In this section, count Phil as having earned 1 Level 1 apprenticeship even though the program only consisted of part of the Level 1 apprenticeship in-school training.



- ✓ The number of Level 1 apprenticeships that were attempted should be equal to or less than the number of Potential Secondary School Dual Credits that could have been earned. Typically, each Level 1 apprenticeship is worth 2 or 3 secondary school dual credits based on the number of hours of the Level 1.
- ✓ The number of Level 1 apprenticeships that were passed should be equal to or less than the number of Level 1 apprenticeships that were attempted.
- ✓ The number of Level 1 apprenticeships that were passed should be equal to or less than the number of Actual Secondary School Credits earned.

C) TEAM-TAUGHT ONTARIO CURRICULUM AND COLLEGE COURSES

- Team-taught courses are comprised of two distinct credits – an Ontario Curriculum course and a college course.
- It is possible that a student completed and/or passed the college course, but not the secondary school course or vice versa.

DUAL CREDITS ATTEMPTED AND EARNED

Program Success	Semester 1	Semester 2	
Dual Credits Attempted and Earned			
Potential Secondary School Dual Credits that could have been earned	<input type="text"/>	<input type="text"/>	<ul style="list-style-type: none">• “Potential Secondary School Dual Credits...” is the total number of Ontario Curriculum Credits students in the program finished (i.e., the students were in the course at the end of the program)
Actual Secondary School Dual Credits earned	<input type="text"/>	<input type="text"/>	<ul style="list-style-type: none">• “Actual Secondary School Dual Credits earned” is the total number of Ontario Curriculum credits earned⁸• Team-taught dual credits are reported on students’ transcripts using Ontario Curriculum course codes (e.g., MCT 4C) Example: Pauline team-taught a grade 12 Introduction to Accounting course. She had 22 students in her class, and 21 finished. All of the students who finished earned the credit. She would report 21 as the number of “Potential” credits and 21 as the number of “Actual” credits earned.

⁸ Details on Assessment and Evaluation in team-taught dual credits can be found in section 4.3 of *Dual Credit Programs: Policy and Program Requirements, 2013* (<http://www.edu.gov.on.ca/morestudentsuccess/dualCredit.html>)

II. COURSES / APPRENTICESHIPS ATTEMPTED AND PASSED

Program Success	Semester 1	Semester 2
Courses / Apprenticeships Attempted and Passed		
Total college courses (not credits) / Level 1 Apprenticeships that were attempted	<input type="text"/>	<input type="text"/>
Total college courses (not credits) / Level 1 Apprenticeships that were passed	<input type="text"/>	<input type="text"/>

- “Total college courses... that were attempted” is the number of college courses students finished.
- “Total ... that were passed” is the number of college courses which students successfully completed at the college standard
Example: Diane was in a team-taught Culinary Arts dual credit. She passed the secondary school course, but not the college course. In the previous section she would be counted as 1 Secondary School Dual Credit earned. In this section, she would be counted as 0 college courses that were passed.

Example: Larry was in a team-taught Welding dual credit. He passed the college course, but not the secondary school course. In the previous section, Larry would be counted as 0 Secondary School Dual Credits earned. In this section, he would be counted as 1 college courses that were passed.
- The mark the student earned in the college course will be sent from the college to the principal and may not be adjusted

D) TEAM-TAUGHT LEVEL 1 APPRENTICESHIP

- Team-taught courses are comprised of two distinct credits – an Ontario Curriculum course and a Level 1 apprenticeship in-school training.
- It is possible that a student completed and/or passed the Level 1, but not the secondary school course or vice versa.

DUAL CREDITS ATTEMPTED AND EARNED

Program Success	Semester 1	Semester 2
Dual Credits Attempted and Earned		
Potential Secondary School Dual Credits that could have been earned	<input type="text"/>	<input type="text"/>
Actual Secondary School Dual Credits earned	<input type="text"/>	<input type="text"/>

- “Potential Secondary School Dual Credits...” is the total number of Ontario Curriculum Credits students in the program finished (i.e., the students were in the course at the end of the program)
- “Actual Secondary School Dual Credits earned” is the total number of Ontario Curriculum credits earned⁹
- Team-taught dual credits are reported on students’ transcripts using Ontario Curriculum course codes (e.g., TTJ4C)
Example: Frank team-taught a grade 12 Transportation course valued at 2 credits (220 hours). He had 20 students in his class, and 18 finished. Seventeen of the students earned both credits; one earned 1 of the 2 credits. Frank would report 36 (18 students who finished x 2 credits each) as the number of “Potential” credits and 35 (17 students x 2 credits each + 1 student x 1 credit) as the number of “Actual” credits earned.

⁹ Details on Assessment and Evaluation in team-taught dual credits can be found in section 4.3 of *Dual Credit Programs: Policy and Program Requirements, 2013* (<http://www.edu.gov.on.ca/morestudentsuccess/dualCredit.html>)

II. COURSES / APPRENTICESHIPS ATTEMPTED AND PASSED

Program Success	Semester 1	Semester 2
Courses / Apprenticeships Attempted and Passed		
Total college courses (not credits) / Level 1 Apprenticeships that were attempted	<input type="text"/>	<input type="text"/>
Total college courses (not credits) / Level 1 Apprenticeships that were passed	<input type="text"/>	<input type="text"/>

- “Total ... Level 1 apprenticeships that were attempted” is the number of Level 1 apprenticeships that students finished
- “Total ... that were passed” is the number of Level 1 apprenticeships which students successfully completed at the college standard
Example: In Frank’s class, of the 18 students who finished the program, one did not successfully complete all of the Level 1 apprenticeship in-school training. So he would report 18 “attempted” and 17 “passed”
- The mark the student earned in the Level 1 apprenticeship in-school training will be sent from the college to the principal and may not be adjusted

E) DUAL CREDIT WITH AN APPRENTICESHIP FOCUS TAUGHT AT A SECONDARY SCHOOL WITH COLLEGE OVERSIGHT

Typically, apprenticeship in-school training is delivered at a college site. However, Level 1 training may also be delivered by a secondary school teacher in a secondary school, using the Ontario curriculum. In such cases, there is an oversight protocol that must be followed.

The college overseeing the training, which must be an approved TDA for the trade, must complete the “College Attestation of Secondary School Delivery of Level 1 Apprenticeship” protocol. In signing this protocol, the college is confirming that the facilities, the secondary school teacher’s qualifications, and the resources provided by the secondary school are acceptable and appropriate for Level 1 apprenticeship training. The college then oversees the apprenticeship in-school training, which is delivered by the secondary school teacher.¹⁰

¹⁰ *Dual Credit Programs: Policy and Program Requirements, 2013* (<http://www.edu.gov.on.ca/morestudentsuccess/dualCredit.html>), p. 13.

DUAL CREDITS ATTEMPTED AND EARNED

Program Success	Semester 1	Semester 2
Dual Credits Attempted and Earned		
Potential Secondary School Dual Credits that could have been earned	<input type="text"/>	<input type="text"/>
Actual Secondary School Dual Credits earned	<input type="text"/>	<input type="text"/>

- “Potential Secondary School Dual Credits...” is the total number of Ontario Curriculum Credits students in the program finished (i.e., the students were in the course at the end of the program)
- “Actual Secondary School Dual Credits earned” is the total number of Ontario Curriculum credits earned
Example: Michael has a double credit grade 12 Construction Technology course. This course was granted oversight by the local college so students are eligible for dual credits and to earn their Level 1 apprenticeship in-school training if they successfully meet the requirements. In this class, there are 15 students – only 10 of the students have indicated an interest in working towards their Level 1 and were in the class on the last day. In the “potential...” box, you would report 20 credits (10 students x 2 credits each). Two of the students failed the secondary school credits. In the “earned” box, record the 36 credits that the students successfully completed.
- Level 1 dual credits with college oversight are reported on students’ transcripts using Ontario Curriculum course codes (e.g., TCJ 4C)¹¹
- Typically courses with college oversight are two credit bundles of Ontario Curriculum courses.

¹¹ Details on Reporting dual credits with an apprenticeship focus taught at a secondary school with college oversight can be found in section 4.4 of **Dual Credit Programs: Policy and Program Requirements, 2013** (<http://www.edu.gov.on.ca/morestudentsuccess/dualCredit.html>)

II. COURSES / APPRENTICESHIPS ATTEMPTED AND PASSED

Program Success	Semester 1	Semester 2
Courses / Apprenticeships Attempted and Passed		
Total college courses (not credits) / Level 1 Apprenticeships that were attempted	<input type="text"/>	<input type="text"/>
Total college courses (not credits) / Level 1 Apprenticeships that were passed	<input type="text"/>	<input type="text"/>


- “Total ... Level 1 apprenticeships that were attempted” is the number of Level 1 apprenticeships that students finished.
- “Total ... that were passed” is the number of Level 1 apprenticeships which students successfully completed.
Example: In Michael’s class, of the 18 students who finished the program, only one did not successfully complete all of the Level 1 apprenticeship in-school training. So he would report 18 “attempted” and 17 “passed”
- The mark the student earned in the Level 1 apprenticeship in-school training will be sent from the college to the principal. This mark will not appear on the student’s Ontario Secondary School Transcript.

OTHER SECONDARY SCHOOL CREDITS ATTEMPTED AND EARNED IN SWAC PROGRAM

For students in School Within a College (SWAC) programs only, report on the number of Ontario Curriculum Courses attempted and earned. This information will need to be provided by the school/board.

Program Success	Semester 1	Semester 2
Other Secondary School Credits Attempted and Earned in SWAC Program		
Potential Secondary School Credits (not including dual credits)	<input type="text"/>	<input type="text"/>
Actual Secondary School Credits earned (not including dual credits)	<input type="text"/>	<input type="text"/>

- In the “Potential Secondary School Credits” report the number of Ontario Curriculum Credits other than the Dual Credits courses the students attempted.
Example: In Maurice’s SWAC program, most students take one dual credit, a grade 12 English course and one other Ontario Curriculum course. He has 10 students in the program. Assuming all of his students complete all of the courses, report 20 “potential” credits (two Ontario Curriculum courses per student. The dual credit is not reported here).
- In the “Actual Secondary School Credits earned” report the number of Ontario Curriculum Credits the students earned other than the Dual Credit credits earned.
Example: Of the 20 “potential credits” students were successful in 18 credits, so report 18 “earned”.



✓ The number of earned credits should be less than or equal to the number of attempted credits.

6) LESSONS LEARNED

L18 DUAL CREDITS – STUDENT DATA REPORT

Summary Status

Contact Information

Number of Students Who Started and Finished Program by Age

Profile of Students Who Started Program

Program Success

Lessons Learned

Dual Credit Program: 15.13 - Level One Apprenticeship Top-up Seats
Board: Algoma DSB

Lessons Learned

File Name:

Please attach a file (**Word, PDF, ZIP**) detailing any relevant lessons learned, observations and/or recommendations pertaining to the facilitation of this dual credit program.

Click on 'Browse...' to select a file to upload. Once you have selected a file, click on 'Save'.

Maximum file size accepted (in mb): 100

Lessons Learned are no longer being collected through EDCS. If you would like to provide feedback on an individual program, please email your RPT Chair.

CONCLUSION

The Dual Credit Program continues to be an important part of the Student Success/Learning to 18 Strategy. The data that you provide through these reports is widely used by the Ministries who fund the program, the School College Work Initiative, Regional Planning Teams, boards and colleges. The attention to detail, the focus on accuracy and completeness is appreciated. Please do not hesitate to ask questions of your board or college contact or RPT Chair if you need clarification or would like information on how this data is collected and used.