

# School-College-Work Initiative (SCWI) Activities, Forums and Dual Credit Program Guidelines

## Purpose of this Guideline

The SCWI Guidelines aim to 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 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.

## 1. 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 requirements 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. In addition, RPTs are expected to develop and maintain a Terms of Reference to guide their operation and ensure that it is made available to all RPT members. In addition, RPTs are encouraged to share RPT leadership responsibilities between colleges and district school boards.

## Funding Eligibility

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 CODE-RPT contract
- 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.

## **2. 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 continue to be:

- 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.
- Activities that promote mentoring for Grade 7 and 8 students by a college student or apprentice.
- Maximum of one activity per RPT per college for adult students in Adult Day Schools and Continuing Education Centres to expand awareness of Adult Dual Credits and/or improve transitions for adult students to college and apprenticeship.
- Dual Credit Educator Forums<sup>1</sup> 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 and maintenance.

Details regarding eligible costs for activities and forums can be found in the funding benchmarks document.

## **3. Dual Credit Programs:**

Appropriate student selection, college 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

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<sup>1</sup> It is expected that each RPT will deliver at least one Dual Credits 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.

priorities for Dual Credit programs. Dual Credits for Level 1 in-class training programs for Primary Target Group 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 \(ontario.ca\)](#).

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 funding benchmarks 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 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 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 should be proposed as Dual Credits.
- RPTs will need to focus on careful student selection based on eligibility requirements as outlined in policy.
- 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. However, they can enroll students from the other two target groups, 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. It is not intended to be just a tour. Funding for this trip should be requested under “Transportation” in the online EDCS application.
- Students under the age of 21 in adult learning centres should 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 31<sup>st</sup> in the year of the Dual Credit). Note: Students ages 18-20 in 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:
  - Students ages 21 years and over as well as students ages 18-20 in Continuing Education programs are eligible to participate. 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 a 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. Please indicate in the “Operational Details” section of the EDCS proposal that students attend an adult day school.
  - All Adult Dual Credit programs will include “ADC” in the title of the program in order for us to easily monitor funding, participation and results in these programs.

- Note that funding for these programs will be enveloped and cannot be utilized for any other category.
- RPTs should request funding for Wraparound Adult Dual Credit supports as a “Miscellaneous” request in the online EDCS application.
- 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 at a college facility. In most cases, the visit would be to the nearest college campus. It is not intended to be just a tour. Funding for this trip should be requested under “Transportation” in the online EDCS application.

Specialist High Skills Major (SHSM) Dual Credit programs:

- In 2021-22 and 2022-23, new funding enabled the limited expansion of SHSM<sup>2</sup> Dual Credit programs in skilled trades and technology sectors. In 2023-24, RPTs may propose to continue SHSM Dual Credit programs that were newly approved (or expanded) in 2022-23 or 2021-22, and may apply for new SHSM Dual Credit programs in the targeted sectors. In addition, RPTs may propose new SHSM programs to replace existing programs where it makes sense to do so (e.g., too few SHSM students in a sector to make offering a Dual Credit practical, cancelled SHSM programs, the focus of the SHSM has shifted and there is no longer a suitable, related college course).
- For each SHSM Dual Credit program, RPTs must indicate all of 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.
- Students in SHSM programs are eligible to take Dual Credits designed for SHSM students.

School Within a College (SWAC) Dual Credit programs:

- Must be delivered on a college campus, where other regular 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 Wraparound SWAC supports as a

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<sup>2</sup> Expansion of SHSM Dual Credit programs is in the following sectors: Agriculture, Aviation and Aerospace, Construction, Environment, Energy, Food Processing, Forestry, Horticulture and Landscaping, Hospitality and Tourism, ICT, Manufacturing, Mining and Transportation.

“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 or college oversight.
- RPTs will work with Ontario Youth Apprenticeship Program (OYAP) Recruiters from partner boards, college staff 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 [Attestation of Training Facility for College Oversight for OYAP Dual Credit Program](#) 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 [SCWI/OYAP - Level 1 Programs MLITSD In-Class Training Funding Confirmation](#) form to document the approvals.
- SCWI Level 1 Apprenticeship in-class training funding will only be provided for students in the primary target group. The [School-College-Work Initiative/Dual Credits Primary Target Group - Level 1 Programs SCWI In-Class Training Funding](#) 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.
- RPTs should request funding for Level 1 Transition Supports to assist Level 1 Apprenticeship in-class training Dual Credit 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 college or in a school):

- 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 SWAC Dual Credit programs and stand-alone summer 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 by 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 110 hours. Please provide a formula that includes the school board’s continuing education rate. Funding is to be requested under “Miscellaneous” in 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.

### 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.

- With the support of a Dual Credit teacher, students are encouraged to take their online Dual Credits at a secondary school location.

### Expansion Funding:

#### For 2023-24:

- SHSM Dual Credits expansion:
  - Beginning in 2021-22 and 2022-23, additional funding enabled the limited expansion of SHSM<sup>3</sup> Dual Credit programs in skilled trades and technology sectors. In 2023-24, RPTs may propose to continue SHSM Dual Credit programs that were newly approved (or expanded) in 2022-23, and may apply for new SHSM Dual Credit programs in the targeted sectors. In addition, RPTs may propose new SHSM programs to replace existing programs where it makes sense to do so (e.g., too few SHSM students in a sector to make offering a Dual Credit practical, cancelled SHSM programs, the focus of the SHSM has shifted and there is no longer a suitable, related college course).
  - RPTs may apply for new SHSM Dual Credit programs in 13 targeted skilled trades and technology sectors (Agriculture, Aviation and Aerospace, Construction, Environment, Energy, Food Processing, Forestry, Horticulture and Landscaping, Hospitality and Tourism, ICT, Manufacturing, Mining and Transportation).
  - This expansion funding is time limited.
- New Primary Target Group and New First Nations, Métis and Inuit-focused programs

Additional funding which began in 2022-2023 for these programs will continue in 2023-2024 as part of a three-year initiative. The funding assists students whose progress towards graduation was significantly impacted by the pandemic.

As stated in the Fall Economic Statement on November 14, 2022, the government has committed to providing an additional \$4.8M over two years, beginning in 2023-24, to expand the Dual Credit program. The Dual Credit expansion will allow more eligible students to take apprenticeship and technological education courses that will count towards their Ontario Secondary School Diploma and a college credential, or Certificate of Apprenticeship. Part of the skilled trades expansion also involves the inclusion of other apprenticeship Training Delivery Agents (TDAs) in addition to colleges in the delivery of Level 1 Apprenticeship Dual Credit programs. In addition to the skilled trades, the government is also expanding the Dual Credit program to attract students into the Early Childhood Educator career pathway.

Dual Credit program expansion for the 2023-24 school year will include:

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<sup>3</sup> In 2022-23, there was limited funding to expand SHSM Dual Credit programs in the following sectors: Agriculture, Aviation and Aerospace, Construction, Environment, Energy, Food Processing, Forestry, Horticulture and Landscaping, Hospitality and Tourism, ICT, Manufacturing, Mining and Transportation.



- An additional 400 students in Dual Credit Level 1 Apprenticeship in-class training
- An additional 400 students in Dual Credit technological education-related college courses
- An additional 180 students in Dual Credit Early Childhood Education college courses
- Expansion of activities and forums for Grade 7 and 8 students and parents in technology and skilled trades

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

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