

D POLICIES and PROCEDURES

Ministry of Education Policy for Transition Programs

The Ministry of Education sets the policies, criteria and procedures for school districts to recognize post-secondary transition programs for funding purposes.

Policy Statement

- Post-secondary transition programs are educational programs that combine secondary and post-secondary courses, and that lead to Grade 12 graduation as well as help students make smooth transitions to further education or training. The Ministry of Education recognizes post-secondary courses for funding purposes if they are part of students' planned programs of study leading to graduation.

Rationale

- Secondary schools are not always able to offer the full range of courses or programs that help prepare students for specific occupations. For this reason, the Ministry of Education encourages school districts to improve transition success for students by collaborating with post-secondary institutions and industry associations to offer transition programs that lead to trades certification or post-secondary credentials.

Policy

- For students enrolled in programs that include courses delivered by post-secondary partners, the following criteria must be met in order for the post-secondary courses to be eligible as courses funded by the Ministry.
- The post-secondary courses are reported for Graduation Program credit to the Ministry transcript system.
- The post-secondary courses lead to a post-secondary credential (and appear on a post-secondary transcript) from a post-secondary institution which is a member of the British Columbia Transfer System or offered in French through the auspices of Educacentre.
- The post-secondary courses are part of a school district program that is an education option for students. The school district pays any tuition costs for the post-secondary courses reported for funding.
- Students begin taking the post-secondary courses that are part of their transition program during their Grade 11 or Grade 12 year.
- Students in post-secondary transition programs annually update and sign a planned program of courses by September 30. This program plan lists their transition program courses, including when and where they will be taking their post-secondary courses.
- For school-aged students who have not yet graduated, post-secondary courses will be funded on the same basis as school district delivered courses.

- For school-aged graduates who began taking post-secondary transition program courses during Grades 11 or 12, post-secondary courses will be funded on a per-course basis where one 4-credit course generates 0.125 FTE funding.

Procedures

- School districts establish transition programs with post-secondary partners.
- For students in post-secondary transition programs, schools prepare a document by September 30 listing all courses that are part of students' post-secondary transition programs, and students sign the document.
- School districts include the documented post-secondary courses for funding as part of the 1701 data collection process.
- Post-secondary courses that are part of post-secondary transition programs are reported for transcript purposes using the post-secondary institution course codes assigned by the Ministry.
- Schools keep a copy of the post-secondary transcript on file, showing completion of post-secondary courses.

ITA Procedures for Reporting ACE IT Students

Student Registration – Apprentice and Sponsor Registration

The ITA provides \$1000 for each registered ACE IT student to the school district. The Industry Training Authority once each semester accepts ACE IT student registration, typically 5 weeks after semester start.

- ACE IT student completes the Apprentice and Sponsor registration form (see forms appendix section) and submits to school contact.
- Designated contacts in each school district register the ACE IT students with the ITA using the on-line registration system.
- Students are registered as ACE IT students in the on-line system within the semester in which they are anticipated to complete the ACE IT program. Note: As some ACE IT programs can be up to 2 years in length the students should be registered in the final semester of their program.
- Once students are registered, the ITA then develops a contract with the school district based on the number of students registered in the ACE IT program.
- The School District submits an invoice to the ITA for Student Registration Payment.

Program Completion

ACE IT students must complete the program within 3 months of students completing graduation requirements as reported to the Ministry of Education to meet contract obligations and receive the second \$1000 allocation for successful completion of the ACE IT program.

- ACE IT student completion reports (see Forms appendix section for sample report form) also known as the apprentice level 1 reports are completed and signed by the SIP ACE IT College instructor and in cases where programming is delivered by a secondary school teacher, by the teacher or a school district designate.
- The SIP office sends the reports to the designated school district contacts.
- The designated school district contact sends the report to the Industry training authority to be entered into the ACE IT students' industry training records.
- School District submits an invoice to the ITA for program completion report payment.

Work Based Training Reports for On the Job Training

The ITA provides up to \$750 for each ACE IT student that has completed 240 related work experience hours signed off by a trades certified employer/sponsor.

- Some ACE IT programs qualify for the work based training component and students in these program can earn work based training credit. (example: In-school restaurant run by a certified Cook and part of a Cook training program). In this case the Cook teacher signs off on the work based training report. (see form in the appendix section)
- The Work Based Training Report is located in the appendix section.

- Add this report form to the secondary school work experience of SSA package for employers to ensure it is completed and then submit to the ITA
- School District submits an invoice with completed work based training report forms.

The Student Application Process

The following step-by-step process details each step required to complete the application process for the College portion of a SIP program or course.

There are two Application Packages:

- 1. SIP Program Application Package – for students planning to participate in a Program**
- 2. SIP Course Application Package – for students registering in a Course**

The Secondary School Staff and the SIP Office Staff support SIP students and work together to register secondary students in the appropriate programs and courses based on the needs and career plans of students. The list below outlines the responsibilities.

Secondary School Responsibilities

- Promote SIP Programs and Courses to students, parents and staff
- Support students through the application and registration process
- Identify Key School Contact to liaise with the SIP office and approve student applications
- Liaise with Students, Parents and SIP Office
- Report ACE IT students and completion results to the ITA
- Report PSI dual credits on student reports

SIP Office Responsibilities

- Central point of contact for secondary schools
- Update and communicate program and course information
- Develop and modify processes to support student success
- Monitor and counsel students while on Camosun College Campus liaising with secondary school contacts and parents
- Report PSI dual credit marks to secondary school contacts
- Submit Level 1 ACE IT reports to secondary and school district contacts

Application Process Step by Step – For the Desk Top

Step 1: Identify and Counsel Potential Students



Step 2: Start the Application Process



Step 3: Contact the SIP Office



Step 4: Further Student Development



Step 5: Complete Application and Submit to the SIP Office



Step 6: Student Interviews and Orientation (programs only)



Step 7: Confirmation of Registration in College portion of the SIP Program



Mailed To Students and Notice to School Contacts via



Or



Students Applying to Register in a SIP ACE IT Program

The SIP ACE IT application package (see appendix section) is 1) an application submitted to the SIP office to register a student in a program and 2) a career-planning tool. Students complete the package under the guidance of a school advisor, which may include: 1) a guidance counselor, or 2) a career counselor, or 3) a career facilitator or advisor.

Students interested in participating in an ACE IT program can start the application process as early as grade 10 or as late as grade 12. ACE IT students must be under the age of 20 years old, working towards meeting graduation requirements. The following key steps will guide you as you work with students interested in Trades Training and completing the application process.

Step 1: Identify and Counsel Potential ACE IT Students

- Promote ACE IT Program Options through Planning 10 classes, existing secondary trades and technology programs and via general school program promotional activities (school calendar, website, bulletins, announcements, presentations, etc.)
- Offer ACE IT programs or programs that align with ACE IT programs such as specific technology education courses, the SSA program, YES 2 IT programming, or trades exploration programming to support student exploration of trades' careers.
- Required
 - Students are required to submit evidence of career exploration in the specific trade by submitting a work experience report or the "Research Interview Form" provided in the application package.
 - Students participating in blended ACE IT programs participate in a program orientation and interview on the Camosun College campus prior to completing the application package.

Step 2: Start the Application Process

- Review the Application Package with the Student and
- Work with the student to complete the "Student Transition Plan" (part of the application package).

Step 3: Contact the SIP Office

- Determine appropriate program model for the student and their needs, apprenticeship or foundation training options in a secondary school, college facility or in a blended model.
- Determine secondary and college seat availability for scheduling and planning purposes.
Note: College trades program seat availability varies and can be limited

Step 4: Further Student Development

- Determine if the student requires further development prior to application submission such as Work Experience, Course Upgrading or Schedule Revisions. Required and recommended prerequisites are listed on each program information sheet.

- Students applying for a Foundation program must meet pre-requisite entrance requirements
- Strongly Recommended
 - ACE IT students complete at least 120 hours of related work experience prior to participating in a trade program at the College. Contact the SIP Office for further details on level of importance for each program.
 - Students with moderate to weak math skills participate in Trades Math Upgrading prior to attending the College portion of their ACE IT program. (offered tuition free - evenings and weekends at the College) Contact the SIP Office for details.

Step 5: Complete Application and Submit to the SIP Office

- Once the appropriate program model is identified and required application criteria are complete submit the completed and signed application to the SIP Office.
- Recommended components of the student development can be in progress right up until the student begins the college portion of the program.
- Application must be signed and approved by the secondary school contact or designate.

Step 6: Student Interviews and Orientation

- Once the application is received by the SIP office, the student is invited to the College for an Interview and Orientation.

Note: The student application maybe modified based on this interview.

- The school contact works with the SIP Office to schedule interviews and orientations and communicates with students and parents.
- The interview is an opportunity for the student to be on site, meet a college instructor, tour the facilities, review their career goals, and confirm their commitment to participate in a college program at this time and to answer any questions the student may have.

Note: This experience supports the students' transition to post secondary education and begins the relationship development at the College.

- For students with special needs including those with disabilities or learning difficulties the process of linking with appropriate college services begins. For more details on support services for students with special needs see the Support Services section of this manual.

Step 7: Confirmation of Registration in College portion of the SIP Program

- Once accepted into the program the school contact is notified and the student receives a confirmation letter in the mail from Camosun College detailing program start date and location.
- The SIP annually hosts a parent orientation for students participating in summer programs. Parents will receive notice of this orientation via mail from the SIP office.

- Students will also receive a school supply list including required books and supplies that are required for the program.

Students Applying to Register in a SIP Program

The SIP Program application package (see appendix section) is an application and career-planning tool for school staff to work with students. Students interested in participating in a SIP program can start the application process as early as grade 10 or as late as grade 12. The following key steps will guide you as you work with students and support them in the application process.

Step 1: Identify and Counsel Potential Students

- Promote SIP Program Options through Planning 10 classes, existing related secondary courses or programs and via general school program promotional activities (school calendar, website, bulletins, announcements, presentations, etc.)
- Offer courses in the timetable that align with SIP programs such as family studies for students interested in health care careers or specific technology education courses for technology programs to support student exploration of a specific career area.
- Students are required to submit evidence of career exploration in the specific career by submitting a work experience report or the "Research Interview Form" provided in the application package.

Step 2: Start the Application Process

- Review the Application Package with the Student and
- Work with the student to complete the "Student Transition Plan" (part of the application package).

Step 3: Contact the SIP Office

- Determine appropriate program model for the student and their needs.
- Determine secondary and college seat availability for scheduling and planning purposes. Note: College program seat availability varies and can be limited

Step 4: Further Student Development

- Determine if the student requires further development prior to application submission such as Work Experience, Course Upgrading or Schedule Revisions. Required and recommended prerequisites are listed on each program information sheet.
- Students must meet pre-requisite entrance requirements
- It is Strongly Recommended that students complete at least 120 hours of related work experience prior to participating in a at the College. Contact the SIP Office for further details on level of importance for each program.

Step 5: Complete Application and Submit to the SIP Office

- Once the appropriate program model is identified and required application criteria are complete submit the completed and signed application to the SIP Office.

- Recommended components of the student development can be in progress right up until the student begins the college portion of the program.
- Application must be signed and approved by the secondary school contact or designate.

Step 6: Student Interviews and Orientation

- Once the application is received by the SIP office, the student is invited to the College for an Interview and Orientation.

Note: The student application maybe modified based on this interview.

- The school contact works with the SIP Office to schedule interviews and orientations and communicates with students and parents.
- The interview is an opportunity for the student to be on site, meet a college instructor, tour the facilities, review their career goals, and confirm their commitment to participate in a college program at this time and to answer any questions the student may have.

Note: This experience supports the students' transition to post secondary education and begins the relationship development at the College.

- For students with special needs including those with disabilities or learning difficulties the process of linking with appropriate college services begins. For more details on support services for students with special needs see the Support Services section of this manual.

Step 7: Confirmation of Registration in College portion of the SIP Program

- Once accepted into the program the school contact is notified and the student receives a confirmation letter in the mail from Camosun College detailing program start date and location.
- Students will also receive a school supply list including required books and supplies that are required for the program.

Students Registering in a SIP Course

The SIP Course application package (see appendix section) is a standard form for all SIP courses. The package includes instructions on how to complete the package, the application form and a student release form. The following key steps will guide you as you work with students and support them in the application process.

Step 1: Identify and Counsel Potential SIP Students

- Promote SIP Course Options through related secondary courses and teachers. For planning purposes, promote SIP course options in planning 10 classes, and via general school course promotional activities (school calendar, website, bulletins, announcements, presentations, etc.)
- Offer secondary courses that align with SIP courses such as Family Studies for the Health courses or advanced placement Chemistry, Physics or Biology for the laboratory courses.

Step 2: Start the Application Process

- Review the Application Package with the Student and
- Work with the student to complete the application forms

Step 3: Contact the SIP Office

- Confirm college seat availability for scheduling and planning purposes. Note: College program seat availability varies and can be limited in some courses

Step 4: Further Student Development

- Determine if the student requires further development prior to application submission such as Course Upgrading or Schedule Revisions. SIP Course Prerequisites are listed in the course information sheets.
- Students must meet pre-requisite entrance requirements

Step 5: Complete Application and Submit to the SIP Office

- Completed student application packages require approval by the Secondary School Contact.
- Completed applications must include all fees including application and tuition fees.
- The application must be received and processed by the SIP Office prior to course start.
- Contact the SIP Office for more information and to arrange application pick up or delivery.
- For whole class courses ensure all student applications are submitted to the SIP Office

Step 6: Confirmation of Registration in College SIP Course

- The student receives a confirmation letter in the mail from Camosun College detailing course start date and location.

- Students will also receive a College student number.

Connecting Students to College Services

Students often require some support prior to or during their SIP program or course. In addition to the support provided by the South Island Partnership Office, students can also access the following services.

Meeting Prerequisites

For students preparing to participate in a SIP program or courses that do not have the prerequisites to be accepted can access the Assessment Center and Upgrading Options.

Assessment Center

- If you are a potential or current student who does not have the English or math pre-requisites to enter a program or take a course at Camosun, you might need to take an assessment test.
- Assessment is a tool used to determine a current level of skill in an academic subject. At Camosun we use English and math assessment tests.
- The results from the assessment test will either allow you to enter the program or course of your choice without the published academic pre-requisites or indicate the level of academic upgrading to begin your work.
- For more details on the assessment process, and sample tests check out the Assessment Center website - <http://camosun.ca/services/assessment/index.html>

Location	Hours of Operation
3100 Foul Bay Road Victoria, B.C. V8P 5J2 pm	Mon-Wed: 9 am - noon / 1 pm - 4 pm Thur: 9 am - noon / 1 pm - 5:30
2ND Floor, Dawson Building Lansdowne Campus Tel : (250) 370-3597 Email : assessment@camosun.bc.ca	Fri: 9 am - 2 pm

Upgrading Options

- Where upgrading is necessary or recommended students can register in an upgrading course.
 - Tuition-free courses are available in English, Math and more subjects at both the Interurban and Lansdowne Campuses.
 - Courses are offered part-time, full-time, daytime, evening, and online

Contact the SIP Program Assistant 250-370-4827, for more information on upgrading options and how to register.

Students with a Learning Disability

The Camosun College Disability Resource Centre (DRC) offers services, supports, and funding options for students with documented disabilities including learning disabilities. Students with learning disabilities often have **Individual Learning Plans (IEP)**.

In order for the appropriate services to be available for students while participating in a SIP program or course the student is required to meet with DRC to determine the supports required. It is important to provide as much lead time as possible to arrange for services and supports to ensure student success in the program or course.

- Contact the DRC to determine eligibility for these supports and to arrange for the supports. It takes time to implement in-class supports -- up to four months for talking books or interpreters. If you have a disability assessment or documentation, bring it to your appointment.
- For students that have undiagnosed learning difficulties, the DRC can aid in the process of assessment and determine what supports are available for the student while participating in a program. (this maybe as basic as arranging extra time for a student to complete exams, or providing a quiet space while taking an exam)
- **Services include:** support assistance, advocacy, orientation to campus facilities, ordering talking books, accessibility information, interpreting services, referral for specialized equipment, access to mentors, readers, scribes, mobility aides, etc. and information on student financial assistance.
- **Equipment includes:** computers and specialized software (e.g. Electronic Speech Articulator), VCR closed caption decoder, FM Device and looping system, variable speed 4-track tape recorders, high reception microphone, talking calculator, amplified telephone handsets.

Interurban Campus:
Campus Centre Building
Phone: 250-370-4049

Lansdowne Campus:
Dawson Building Room 119
Phone: 250-370-3312

Learning Skills

The Learning Skills Center provides support to students who may have challenges in the following areas:

- Study Skills
- Exam Anxiety
- Memory
- Time Management

Students can make an appointment and meet with a learning skills counselor for one on one attention to support their success during their course or program. Questions contact the SIP

Office or schedule a meeting with the Learning Skills Counselor at the Interurban Campus,
Campus Center Building 250-370-4960

Financial Support

For students in financial need participating in SIP Programs

SIP programs are funded by school districts and as such, financial aid is typically not required. However, students are responsible for their books and school supplies and there may be students who require financial support. In these cases, we suggest students work with their secondary school and family to seek support for their educational needs. In cases where that is not possible, Camosun College financial aid office manages Bursaries that are non-repayable awards generously donated to the Camosun College Foundation by individuals, service organizations and businesses in our community to assist students. A SIP student may qualify for a bursary if they are:

- enrolled in a full-time post-secondary program
- a Canadian Citizen or Landed Immigrant
- in financial need
- For information on how to apply for a bursary, contact the SIP Office for details. The application process requires at least 10 business days for processing.

For ACE IT and SSA Students

Secondary School Apprenticeship (SSA) Scholarships

To encourage secondary school students to pursue apprenticeships in industry training the Ministry of Education and the industry Training Authority offer secondary school students that qualify, a \$1000 in the form of a scholarship grant. Apprentices are encouraged to use these funds to support their apprenticeship. Examples include technical training or college tuition costs, living expenses while attending school, purchasing tools, etc.

A secondary school apprentice must apply for the scholarship through their secondary school within 5 months of the SSA students' graduation date. The School District submits the SSA scholarship application to the Ministry of Education <http://www.bced.gov.bc.ca/careers/ssa/application>.

- SSA students qualify for the scholarship if they:
 - are registered in a school district Secondary School Apprenticeship Program prior to graduation
 - graduated with a Grade 12 Dogwood Diploma or Adult Dogwood
 - successfully completed SSA 11A, SSA 11B, SSA 12A, and SSA 12B
 - maintained a C+ average or better on Grade 12 numbered courses
 - continued working or training full-time in the trade 5 months after secondary school graduation or have 1100 hrs reported to ITA.
 - complete the online SSA scholarship application and submit to the school district by the deadline. Applications for a SSA Scholarships must be received by the Ministry of Education within 5 months of the SSA students' graduation date.

- School Districts submit the SSA scholarship application to the Ministry of Education
Contact: <http://www.bced.gov.bc.ca/careers/ssa/application/>

For Registered Apprentices

Wages while “Training on the Job”

Employment - an apprentice earns wages paid by their employer while learning on the job skills. Apprentices work with certified trades-people that teach the apprentice specialized skills over the length of the apprenticeship. Typically, an apprentice wage will increase as their skills develop. Wage increases are often based on successful completion of technical training during the apprenticeship.

Government Support while “Training in School”

Technical Training - Service Canada financially supports registered British Columbia apprentices through the technical training Program of an apprenticeship program through the delivery of:

- **Employment Insurance (EI) Benefits** - payable to apprentices who have worked enough hours to establish a claim AND who do not have any conditions that would prevent payment on that claim (e.g. quit a job without just cause)
- **Personal Support Payments** – may also be payable if an apprentice qualifies for EI Benefits. Personal Support Payments assist with the additional costs associated with attending an apprenticeship program. Your questions maybe answered via telephone at 1-800-206-7218, or on the internet at www.servicecanada.gc.ca or in-person at your local Service Canada Centre.

Government Grant for Successful Completion of Year 1 and Year 2

- Apprenticeship Incentive Grant – is a taxable cash grant of \$1,000 per year, up to \$2,000 per person. It is available to registered apprentices once they have successfully completed their first or secondary year/level (or equivalent) of an apprenticeship program in one of the Red Seal trades. An apprentice can apply for the grant if they have completed the technical training and required on-the-job training. Detailed information is available at servicecanada.gc.ca. Note: There is time limit for applications see details.

Tax Credits

- **BC Training Tax Credits** – The B.C. provincial training tax credits provide refundable income tax credits for employers and employees who are engaged in apprenticeship programs administered through the Industry Training Authority (ITA). For more information, please see www.sbr.gov.bc.ca/itb/TTC/ttc.htm
- **Federal Tax Programs** - www.cra.gc.ca The federal government through the Canada Revenue Agency supports apprentices through tax credit programs. Apprentices and employers are encouraged to review their tax options annually for new programs.
 - **Tradesperson’s Tools deduction:** Certified trades-people and apprentices may be eligible to claim the tradesperson's tool deduction for tools and equipment purchased for work purposes after May 1, 2006.

For Employers

Apprenticeship Job Creation Tax Credit (AJCTC):

- The AJCTC is a non-refundable tax credit equal to 10% of the eligible salaries and wages payable to eligible apprentices in respect of employment after May 1, 2006. The maximum credit is \$2,000 per year for each eligible apprentice. Any business that hires an eligible apprentice can qualify for this tax credit. An "eligible apprentice" is someone who is working in a prescribed trade in the first two years of his or her apprenticeship contract. This contract must be registered with a federal, provincial or territorial government under an apprenticeship program designed to certify or license individuals in the trade.

BC Training Tax Credits

The B.C. provincial training tax credits provide refundable income tax credits for employers and employees who are engaged in apprenticeship programs administered through the Industry Training Authority (ITA). For more information, please see www.sbr.gov.bc.ca/itb/TTC/ttc.htm

Marks and Credits

Marks

Programs

Students participating in SIP programs receive Dual Credit. This means students will receive College Credit and High School Graduation Credit. This process is facilitated by the SIP Office; contact the SIP Office for details

Students participating in a SIP program can expect the following:



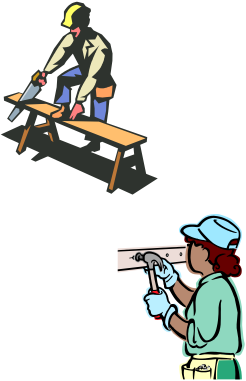
- A Post Secondary Institution (PSI) 12 credit on their high school report card while taking a program on the College Campus.
 - 100 hours of in class hours equates to one course or four high school elective credits.
 - Example: Students taking the Welding Level C ACE IT program will be registered in 8 high school courses as follows: PSIB Weld 12A, PSIB Weld 12B, PSIB Weld 12C, PSIB Weld 12D, PSIB Weld 12E, PSIB Weld 12F, PSIB Weld 12G, PSIB Weld 12H.
 - Marks for these eight courses will be reported as appropriate on the student report card depending on the student start and completion dates.







Courses


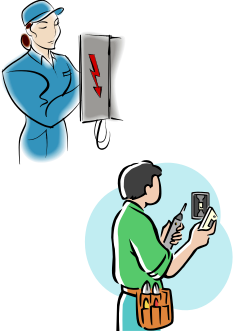

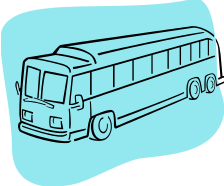
Students participating in a SIP Course can:



- Receive high school credit for the SIP course by submitting their College Transcript to their Secondary School Principal or Office for recognition.
 - Successful completion of a Post Secondary Course provides the secondary student with a high school elective course credit, equivalent to 4 high school graduation credits.


2009 – 2010 South Island Partnership Programs

Automotive ~ Level 1	Course Code	# of Credits	Location	Intake Dates	Avail Seats
7 Week Program 	PSIB 12A Auto	4	Interurban	February	2
	PSIB 12B Auto	4		July	4
	Total	8		August	16
	Prerequisites:		Registered Trainee with the Industry Training Authority Completion of Automotive Courses in Secondary School 30 hours of Work Experience and Recommendation from Automotive Teacher OR A Registered Secondary School Apprentice		
Automotive Mechanical Repair Foundation	Course Code	# of Credits	Location	Intake Date	Avail Seats
30 Week Program 	PSIB 12A Auto	4	Interurban	March	2
	PSIB 12B Auto	4		September	2
	PSIB 12C Auto	4			
	PSIB 12D Auto	4			
	PSIB 12E Auto	4			
	PSIB 12F Auto	4			
	PSIB 12G Auto	4			
	PSIB 12H Auto	4			
	PSIB 12I Auto	4			
	Total	36			
Prerequisites:		English 11 and P. Math 11 or A. Math 11 at minimum 60% Registered Trainee with the Industry Training Authority 30 hours of Work Experience and Recommendation from Counselor or Teacher			
Carpentry ~ Level 1	Course Code	# of Credits	Location	Intake Date	Avail Seats
6 Week Program 	PSIB 12A Carp	4	Interurban	October	2
	PSIB 12B Carp	4		November	2
	Total	8		January	2
				February	2
				March	2
				May	2
				July or August	16
				Prerequisites:	


Carpentry Foundation	Course Code	# of Credits	Location	Intake Date	Avail Seats	
24 Week Program  	PSIB 12A Carp	4	Interurban	January	2	
	PSIB 12B Carp	4		April	2	
	PSIB 12C Carp	4		July	2	
	PSIB 12D Carp	4		October	2	
	PSIB 12E Carp	4				
	PSIB 12F Carp	4				
	PSIB 12G Carp	4				
	Total	28				
	Prerequisites:	English 11 and P. Math 11 or A. Math 11 at minimum 60% Registered Trainee with the Industry Training Authority 30 hours of Work Experience and Recommendation from Counselor or Teacher				
	Cook Level 1	Course Code	# of Credits	Location	Intake Date	Avail Seats
6 Week Program  	PSIB 12A Cook	4	Interurban	November	16	
	PSIB 12B Cook	4		June	16	
	Total	8				
Prerequisites:	Registered Trainee with the Industry Training Authority Completion of Cook/Culinary Courses in Partnering Secondary School 30 hours of Work Experience and Recommendation from Culinary Teacher OR A Registered Secondary School Apprentice					
Culinary Arts Foundation Professional Cook	Course Code	# of Credits	Location	Intake Date	Avail Seats	
28 Week Program  	PSIB 12A Cook	4	Interurban	January	2	
	PSIB 12B Cook	4		April	4	
	PSIB 12C Cook	4		September	2	
	PSIB 12D Cook	4				
	PSIB 12E Cook	4				
	PSIB 12F Cook	4				
	PSIB 12G Cook	4				
	PSIB 12H Cook	4				
	Total	32				
	Prerequisites:	English 10 and P.Math 10 or Math 11 Applications with minimum 60% and Food Safe Level 1 Registered Trainee with the Industry Training Authority 3 Months related work experience with supporting letter from employer				

Electrical ~ Level 1	Course Code	# of Credits	Location	Intake Date	Avail Seats
10 Week Program 	PSIB 12A Elec	4	Interurban	January	2
	PSIB 12B Elec	4		March	2
	PSIB 12C Elec	4		May	2
	Total	12		July	16
				October	2
	Prerequisites:	Registered Trainee with the Industry Training Authority Completion of Electrical Courses in Partnering Secondary School 30 hours of Work Experience and Recommendation from Electrical Teacher OR A Registered Secondary School Apprentice			
Electrical Foundation	Course Code	# of Credits	Location	Intake Date	Avail Seats
25 Week Program 	PSIB 12A Elec	4	Interurban	March	12
	PSIB 12B Elec	4		August/September	2
	PSIB 12C Elec	4			
	PSIB 12D Elec	4			
	PSIB 12E Elec	4			
	PSIB 12F Elec	4			
	PSIB 12G Elec	4			
	Total	28			
Prerequisites:	English 12 or TPC 12, and P. Math 11 or A. Math 11 at minimum 60% Registered Trainee with the Industry Training Authority 30 hours of Work Experience and Recommendation from Counselor or Teacher				
Heavy Duty/Commercial Transport Mechanic Foundation	Course Code	# of Credits	Location	Intake Date	Avail Seats
40 Week Program (pilot)  	PSIB 12A Mech	4	Interurban	September	2
	PSIB 12B Mech	4			
	PSIB 12C Mech	4			
	PSIB 12D Mech	4			
	PSIB 12E Mech	4			
	PSIB 12F Mech	4			
	PSIB 12G Mech	4			
	PSIB 12H Mech	4			
	PSIB 12I Mech	4			
	PSIB 12J Mech	4			
	PSIB 12K Mech	4			
	PSIB 12L Mech	4			
	Total	48			
	Prerequisites:	English 11, and P. Math 11 or A. Math 11 at minimum 60% Registered Trainee with the Industry Training Authority 30 hours of Work Experience and Recommendation from Counselor or Teacher			


Horticulture Foundation	Course Code	# of Credits	Location	Intake Date	Avail Seats	
	40 Week Program (pilot)	PSIB 12A Hort	4	Royal Roads	July	2
	PSIB 12B Hort	4				
	PSIB 12C Hort	4				
	PSIB 12D Hort	4				
	PSIB 12E Hort	4				
	PSIB 12F Hort	4				
	PSIB 12G Hort	4				
	PSIB 12H Hort	4				
	PSIB 12I Hort	4				
	PSIB 12J Hort	4				
	PSIB 12K Hort	4				
	PSIB 12L Hort	4				
	Total	48				
	Prerequisites:	English 10 and P.Math 10 ~ minimum 60% Registered Trainee with the Industry Training Authority Submission of a Horticulture Portfolio (details on Camosun website)				
Health Care Assistant	Course Code	# of Credits	Location	Intake Date	Avail Seats	
	23 Week Program	PSIB 12A RCA	4	Lansdowne	September	4
	PSIB 12B RCA	4			October	2
	PSIB 12C RCA	4			January	2
	PSIB 12D RCA	4			February	10
	PSIB 12E RCA	4				
	PSIB 12F RCA	4				
	Total	24				
	Prerequisites:	English 12 at minimum 60% or assessment 30 hours of Work Experience and Recommendation from Counselor or Teacher				
Joinery Level 1	Course Code	# of Credits	Location	Intake Date	Avail Seats	
5 Week Program	PSIB 12A Join	4	Interurban	August	16	
	Total	4				
	Prerequisites:	Registered Trainee with the Industry Training Authority Completion of Joinery Courses in Partnering Secondary School 30 hours of Work Experience and Recommendation from Joinery Teacher OR A Registered Secondary School Apprentice				
Metal Fabrication Level 1	Course Code	# of Credits	Location	Intake Date	Avail Seats	

	5 Week Program	PSIB 12A Mfab	4	Interurban	February	2
		Total	4			
Prerequisites: A Registered Secondary School Apprentice						


Plumbing Level 1	Course Code	# of Credits	Location	Intake Date	Avail Seats
6 Week Program	PSIB 12A Plum	4	Interurban	February	2
	PSIB 12B Plum	4			
	Total	8			
Prerequisites: A Registered Secondary School Apprentice					

Plumbing and Piping Foundation	Course Code	# of Credits	Location	Intake Date	Avail Seats	
	25 Week Program	PSIB 12A Plum	4	Interurban	February	2
		PSIB 12B Plum	4		August	2
		PSIB 12C Plum	4			
		PSIB 12D Plum	4			
		PSIB 12E Plum	4			
		PSIB 12F Plum	4			
		PSIB 12G Plum	4			
		Total	28			
Prerequisites: English 11, and P. Math 11 or A. Math 11 at minimum 60% Registered Trainee with the Industry Training Authority 30 hours of Work Experience and Recommendation from Counselor or Teacher						

Sheet Metal Level 1	Course Code	# of Credits	Location	Intake Date	Avail Seats
6 Week Program	PSIB 12A SMTL	4	Interurban	January	2
	PSIB 12B SMTL	4		October	2
	Total	8			
Prerequisites: Registered Secondary School Apprentice					

Sheet Metal and Aircraft Structure Foundation	Course Code	# of Credits	Location	Intake Date	Avail Seats	
	25 Week Program	PSIB 12A SMTL	4	Interurban	September	2
		PSIB 12B SMTL	4			
		PSIB 12C SMTL	4			
		PSIB 12D SMTL	4			
		PSIB 12E SMTL	4			
		PSIB 12F SMTL	4			
		PSIB 12G SMTL	4			
		Total	28			

Prerequisites: English 11, and P. Math 11 or A. Math 11 at minimum 60% Registered Trainee with the Industry Training Authority
30 hours of Work Experience and Recommendation from Counselor or Teacher

Welding ~ Level C	Course Code	# of Credits	Location	Intake Date	Avail Seats
28 Week Program	PSIB 12A Weld	4	Interurban	February	10
	PSIB 12B Weld	4		July	10
	PSIB 12C Weld	4		other dates available upon request	
	PSIB 12D Weld	4			
	PSIB 12E Weld	4			
	PSIB 12F Weld	4			
	PSIB 12G Weld	4			
	PSIB 12H Weld	4			
	Total	32			
	Prerequisites:	English 10, and Principles Math 10 or Applications 11 - 60% Registered Trainee with the Industry Training Authority 30 hours of Work Experience and Recommendation from Counselor or Teacher			

Program Models

The South Island Partnership has evolved over the last 10 years, experimenting with a variety of program delivery models. The following are the SIP program and course delivery models.

All in Secondary School

The “All in Secondary School” model is a program and course delivery option that is offered as it indicates all in secondary school delivered by a secondary school teacher. In this model:

- Secondary School Teachers works with the College department to ensure program standards are consistent
- Some of the courses require a Transfer Credit process where the students’ course marks are reported by the teacher to the SIP Office when the student applies to register in the related program the transfer of credit is arranged. (example: Technology Courses)
- Some of the programs require students complete an assessment at the College and the student results are reported to the secondary school to earn Industry Training Credits (example: carpentry and cook programs)

All in College

The “All in College” model is a program and course delivery option this is offered as it indicates all in college delivered by a college instructor. In this model:

- Secondary students attend the College either full or part time to complete the course or program requirements.
- Student results/marks are reported to the secondary school and students can earn dual credits depending on tuition payment arrangements.
- The all in college model requires very little if any collaborative arrangements with teachers or schools.

Blended

The “Blended” model is a program and course delivery option where part is delivered in a secondary school and part is delivered in the college. This model requires:

- Close collaboration between the secondary school teachers and college department and instruction.

Funding Models

The South Island Partnership offers a diverse range of programs and courses. There are a variety of funding models used to support these programs that are described in this section.

ACE IT LEVEL 1 APPRENTICESHIP FUNDING MODEL

Program Model	Complete at 70% +		Complete at less than 70%	
	School District	College	School District	College
1. All in School	1750	250	750	250
2. Blend (Level 1 Class)*				
4 Week	1250	750	625	375
5 Week	1125	875	562.50	437.50
6 Week	1000	1000	500	500
7 Week	875	1125	437.50	562.50
10 Week	500	1500	250	750
3. All in College (ELT/Foundation)	250	1750	250	750

Note: Funding distributed based on student attendance at Camosun College only

Invoicing Procedures

Invoices are completed twice a year

- September 30 – Period February to August
- February 28 – Period September to January

Invoice Development

- Draft copy is developed and shared with key contact in each SD to clarify any discrepancies and to aid in reconciling files between SD and SIP office.
- Once confirmed payment information is sent to Camosun College accounts department and invoices are sent to key contact in each SD.

CURRENT SIP FUNDING MODELS – Quick Reference Guide

Models	Program Model 1 ACE IT Programs	Program Model 2 Other Dual Credit Programs	Course Model 1 Blended	Course Model 2 All College	Course Model 3
	Program combines secondary and post secondary course delivery	Program delivered either partially in secondary and partially by college or totally in college	Course combines secondary and post secondary course delivery	College course	1 secondary course 1 post secondary course
Program or Course	All Trades Programs	RCA Program	Biology	Health 110	Chem 116, Bio 116, Physics 116
Funding for Post Secondary portion	Post Secondary costs covered by SD through ACE IT funding	Post Secondary tuition costs covered by the school district	Post Secondary tuition costs covered by the student	Post Secondary tuition costs covered by the student	Post Secondary tuition costs covered by the student
Credit Arrangements	Seamless. Student receives college course credit and high school credit through each institution reported by the instructor and teacher	Seamless. Student receives college course credit and high school credit through each institutions reported by the instructor and teacher	Seamless. Student receives college course credit and high school credit through each institution reported by the instructor and teacher	Student receives college course credit and can apply to the SD to receive PSI or external credits	2 separate courses keeps credit and responsibility arrangements separate. Student can apply to the SD to receive PSI or external credits
Implications for School District	SD manages funding from ACE IT to cover costs of secondary and post secondary delivery	SD reports PSIB courses to ministry for funding and pay college tuition for students	Implications for funding responsibility	None	Enhancement to secondary AP courses
Implications for Student	Student participates tuition free	Student participates tuition free	Student responsible for lab tuition costs only.	Student responsible for full tuition costs	Student responsible for post secondary tuition costs
Implications for College	College manages and delivers programming on request			College allocates seats and delivers program	Establish new course
Example	Carpentry SD receives \$2750 from ITA SD Pays \$250-1750 depending on model	RCA SD receives Ministry funding SD pays \$1583 – 1743 depending on model	Biology 150 Student pays tuition for lab portion only	Health 110 Student pays tuition for course	Chem 116 Student pays tuition for course
Credits	6 week model 2 – PSIB courses Level 1 credit from ITA	5 month model 5 or 6 PSIB courses 10 college course credits	HS course credit College course credit	College course credit	College course credit

The How to Process – Desk Top Resource

The **How To** section describes a variety of step by step how to processes for developing partnership programs and courses based on the experience of the South Island Partnership. The twelve criteria listed below are the key elements for developing partnership arrangements. Consider these questions:

1. Commitment to the Vision



- What is the goal in offering the program or course?
- Is there support in principle from the college department and the secondary schools for the program or course?
- Is there a need or demand for students to have these skills or knowledge?
- Does the program or course meet the goal of smooth transition for secondary students?

2. Funding



- How will the program or course be funded?
- Does the funding arrangements meet the policies of the college or the school district?
- Is there a way to find funding outside the normal funding structures?

3. Coordination and Facilitation



- Have you contacted the SIP Office for guidance and support?
- Who is the contact responsible in each school and college department?
-
-

4. Flexible Program Delivery Models



- Does the program model meet the goals of the program?
- Have the needs of the secondary schools and the college department been considered?
- Does the program delivery model ensure program standards?
- Is there another way of looking at the program delivery model? Are there on-line options? Are there shared models?

5. Annual program review



- Do you have a plan for reviewing and evaluating the program or course?
- Have you thought about starting with a pilot?

- How will you measure the success of the program?

6. Student Selection and registration process



- What is your target students for the program or course?
- Does the registration process ensure appropriate students have access to the program/course?

7. Secondary counseling and program promotion



- What do the secondary Counselors need to know about the program, course and benefits to students?
- How will the option be marketed? Is there a linkage with secondary teachers or are you relying solely on school advisors?

8. Professional Development



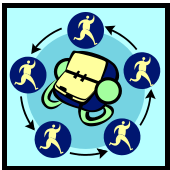
- What do the secondary and college staff need to know about the program?
- What supports are available to ensure staff are prepared to deliver or manage the student population?

9. Facilities



- What facilities are available throughout the region?
- Can shared arrangements be made with schools or employers?
-

10. Flexible Scheduling



- How can facilities and schedules be used?
- Have you considered summer, evening and weekend options?

11. Connections to Employers



- Where do employers fit into the program or course?
- Have you included work experience as part of the program?
- Are employers advising on what is needed in their businesses?

12. Access to Post Secondary Services



- Can secondary students access post secondary services?
- How do you plan to support students while on the college campus?

There are Four step-by-step processes included in this section:

- **How to** Develop a Partnership Program
- **How to** Offer a SIP Course (For College Departments)
- **How to** Develop an ACE IT Program
- **How to** Combine ACE IT and SSA Programs (For Secondary Schools)

For more information on **How To** develop a SIP Program or Course contact the SIP Office.

How to Develop a SIP Program

Step 1 – Agreement in Principle (Secondary School and College Department)

The Development of a SIP program or course requires support from the secondary school including school administration and a teacher who will take the leadership within the school to develop the program or course and promote the option to students, parents, counselors and teachers. The development of a SIP program or course also requires support from the College department responsible for the program area. Typically, this includes the Dean or Associate Dean, department Chair and a lead instructor who will work with the secondary school staff to develop and implement the program or course. Once there is agreement on supporting the development of a partnership program or course, follow the program development model described in step 2.

Step 2 – Program Development (A Team Approach)

Based on the experience of the SIP to date the following elements are recommended in developing a new partnership program.

Pilot Program Approach– In developing a new program it is often useful to start with a pilot program, setting expectations that the program is an experiment that may or may not continue and will likely require modifications. This approach provides an opportunity to explore program delivery models and to ensure students and parents are prepared for a level of uncertainty and potential challenges.

Identify Appropriate staff – A partnership program requires staff from both the secondary and post secondary institution and where possible employers. Initially a small group of program experts from the College, interested Secondary Schools and local employers identify the key aspects of what would make up an appropriate partnership program or course to link into existing college and secondary school courses. In addition many questions regarding funding and staffing will also be in question and staff who can deal with those questions should be involved to ensure what is developed is financially and logistically feasible.

Funding Model – Program development also needs to consider how the programs or courses will be funded. The South Island Partnership has a Funding Committee to help work out some of the issues around how to sustain programming beyond the pilot phase of a new program. The Funding Committee has representation from each partner to ensure the model developed meets the needs of each partner. See funding model section for details on current SIP funding models.

Program Development Facilitator- A persistent program development facilitator is required to:

- Get the right people in the room. If appropriate staff and employers are present, the first meeting is often a good indicator of how much support there is to develop and deliver a partnership program. Attendance and participation of key secondary and post secondary staff is important.

- Set collaborative tone for program development.
- Record, track, and support the development process in terms of action items ensuring areas of weakness are addressed.
- Schedule meetings to work through each element of the program development process.

Curriculum Review and Program Goals (First Meeting)—The first step once staff are identified is bringing together the appropriate staff to discuss the program goals and to review curriculum to determine what learning outcomes would be appropriate for a grade 11 or 12 student in an entry level program. It is an opportunity to:

- The Partners - Identify what each partner brings to the table
 - Employers – learn what employers have to say about what their skill requirements are for entry-level workers in their field. What are the graduate employment prospects and is there potential to provide some one time or ongoing support for program development in a specific area
 - Post Secondary Experts – Close ties to industry and employers seeking new entry-level employees. Post Secondary staff are field specific content experts who can support secondary school teachers and partnership programs.
 - Secondary School Teachers – Secondary school level content experts committed to student success and key communicators with secondary students and parents. Key supports for student transition to related programs.
- Dual Credit - identify areas of duplication by exploring the learning outcomes of related secondary school courses that align with the post secondary program. Dual credit opportunities begin to be identified and built upon as the development continues.
- Key Program Elements - Identify areas for ongoing discussion and action including:
 - Determine program goals and objectives
 - Sharing pertinent curriculum and course outlines
 - Identifying other key staff to be involved in future
 - Program delivery model options
 - Resource identification including facilities and equipment required
 - Instructional qualifications and options
 - Support services required for program delivery and students
 - Student selection criteria
 - Roles and Responsibilities

Planning for program delivery – As the development is taking place planning for program delivery can also begin. Consideration of the following is required in initiating a pilot program:

- Appropriate pilot program start dates and locations
- Required resources for delivery and budget development

- Number of students and Student Selection Criteria
- Identify Support Services Required
- Implementation Plan
- Evaluation Criteria

Step 3 – Program Approval and Promotion

Garnering support and communicating a new program can be the most difficult part of the program development process. All partners are important in providing their endorsement and promotion of a partnership program or course within the partnership and within their organization. It is the responsibility of all the partners to promote partnership programs at all levels within the school district, the college and the employer community. Promotional activities include:

Promotional Tools –

- The SIP office produces and updates annually the “Program and Course Information Sheets” that include the benefits of the program, start dates, locations and costs to students.
- The SIP Website provides information on SIP programs, courses and direct linkages to Camosun College programs and course information. School Districts, Schools and Employers are encouraged to use and link to this site.
- Schools are encouraged to use the materials produced by the SIP Office and to develop promotional tools using this information as meet their needs.
- Presentations, events and advertising offered where possible.
- Seek out program advocates including recent graduates to talk with students about their experiences.

Student Selection –

- Student selection is an important part of the program development, pilot and delivery process. Careful attention to the criteria for selecting appropriate students for the program or course to ensure the program meets the educational and career development needs of the student and meets the criteria for the program. The pilot phase of the program will help to identify appropriate students.
- Some programs are designed for students seeking employment options in a specific field while others link directly to further post secondary programming.
- All programs and courses include entrance or prerequisite requirements.
- School Counselors and Advisors need to be familiar with the selection criteria for a program or course.
- The SIP interview and orientation process for program applicants aids in ensuring students are adequately prepared for the program and supports the student decision-making process.

Step 4 – Program Delivery and Monitoring

The first time a program is offered program delivery is monitored and adjustments are made to ensure the program is supporting the learner in their transition and meeting the program objectives.

How to Offer Seats in a Course for Secondary Students (For College Departments)

Step 1: Identify an entry level course(s)

Consideration should be given to how the course benefits the student in supporting their smooth transition to the College. A common course in a variety of programs provides a range of options for students as opposed to a single limited course option.

Step 2: Set participation parameters

Determine the following:

- number of Seats to be offered, (set these seats aside)
- pre-requisites for entry
- tuition cost per student
- Start and End Dates
- Registration Deadlines (to release seats)

Step 3: Contact the SIP Office

The SIP Office communicates course and program options through the website and via communication through the SIP organizational Committees and Secondary School Key Contacts.

College departments need to provide as much lead-time as possible for marketing purposes. New course offerings take extra time to implement.

How to Develop an ACE IT Program

The Industry Training Authority developed the ACE IT program to support secondary student participation in high-demand industry training programs. ACE IT program development requires collaboration with industry, a post secondary partner and secondary schools. The following process provides a guideline for secondary schools to develop an ACE IT Program in the South Island region.

The SIP Office provides support to secondary schools in the SIP and Camosun College Trades Training department in the development of ACE IT Programs. For more information on how to start an ACE IT program, contact the SIP Office 250-370-4828.

Step 1 - Industry Demand

ACE IT programs require confirmation from industry leaders, and local employers within a community that there is a need for industry training workers in a specific program area (i.e. current high demand for carpenters). Consultation with and involvement of employers through letters of support for implementing a program and ongoing involvement in program development and delivery are ideal.

Step 2 – Post Secondary Partner

ACE IT programs require partnerships with post secondary institutions. The South Island Partnership offers this key link with Camosun College in supporting EXISTING South Island Partnership ACE IT industry training programs. Camosun College also offers their expertise and status as a post secondary institution in the implementation and development of other industry training programs where appropriate to create NEW ACE IT programs.

Step 3 – Letter of Intent to the Industry Training Authority

Once steps one and two are complete the school district submits a "Letter of Intent" to the Industry Training Authority, see the www.itabc.ca website for the form and instructions on submission requirements. Once Industry demand is confirmed and post secondary partner secured the program development process is the next step in implementing an ACE IT program.

Note: All South Island Partnership ACE IT program submissions are developed in collaboration with the South Island Partnership Office located on the Interurban campus of Camosun College. For more information on this process, contact the South Island Partnership Coordinator, 250-370-4828.

Step 4 - Program Development

Option 1 - Start an EXISTING ACE IT program in a secondary school

Secondary schools can start an ACE IT program in a trade in which an ACE IT program already exists, see list in the program section of this manual. The following program development criteria are required for Secondary Schools to start an existing ACE IT program:

- Support from Secondary School Administration – ACE IT programs require special consideration for scheduling, screening of students, classroom resources, counseling,

teachers with specific qualifications and shops with specific tools. Supportive administration is required to ensure program requirements.

- Counseling Support – School career and academic counselors require specialized ACE IT and SIP training. Counselors are often the first line of contact with students, parents and teachers who will access ACE IT programs. Counselors need to understand how to select and register students, how the application process works and how to report students' grades. Counselors also often promote programs within the school to students and teachers.
- Student Selection and registration Process – Secondary schools offering and promoting ACE IT programs through the SIP require the development and implementation of a student selection and registration process. (see appendix A for Best Practices)
- Resources for ACE IT programs – The resource assessment listed in step 5 will help in determining whether a school can access the required tools and equipment to offer an ACE IT program. There are different ways of supporting a trades training program in terms of specialized equipment required for a specific trades training program. (see Appendix B for Best Practices)
- Teachers with Specific Qualifications – ACE IT teachers are required to 1) hold a red seal qualification in the trade, or 2) have considerable experience teaching the level 1 concepts in a shop setting, or 3) have considerable industry experience in the designated trade, or some combination of two and three.
- Committed Teachers – ACE IT teachers are required to attend and participate in ACE IT team meetings and participate in scheduled professional development. ACE IT teachers also play a key role in promoting programs and the student registration process. ACE IT teachers are required to deliver specific curriculum to meet provincial industry training standards.
- Work Experience Arrangements – ACE IT students are required to complete at least 120 hours of related work experience as part of the ACE IT program. Some schools have work experience coordinators while in other schools, this function may be the role of a school counselor or ACE IT teacher (often varies from one school to another). ACE IT students also require support in their transition into a Secondary School Apprenticeship. (For details on this see the SSA program)
- Program Delivery Models – The SIP program delivery models vary based on the needs of the school and the student. ACE IT teachers work with the SIP program teams and coordinator to determine appropriate program delivery models to best suite your schools program delivery needs.

Option 2 - Starting a NEW ACE IT program in a Secondary School

The SIP offers ACE IT programs in 10 trades (see list on page 21), however there are over 20 trades currently offered through ACE IT programming in BC. Starting a new ACE IT program takes research, planning and partnerships. In addition to the program development criteria as listed above for existing ACE IT programs starting a new ACE IT program requires special arrangements. Contact the SIP Coordinator for further details.

Step 5 - Resource Assessment

- Once an industry need is identified for a specific industry-training program, an assessment process is recommended to determine available facilities, equipment and appropriately trained and certified staff.

School Districts

School Districts complete an assessment of their available facilities and faculty to determine their ability to offer an industry-training program in school district facilities accessing existing staff or ability to hire appropriately certified teaching staff. In addition, secondary schools need to consider how they will implement and support an industry-training program. Some key considerations are counseling and selection of students to ensure an appropriate fit for students and industry, supporting the programs with appropriate tools and materials, and access to professional development opportunities for faculty.

Post Secondary

College and University Colleges have extensive experience in developing and implementing industry-training programs. Post Secondary institutions may also consider completing an assessment of their available facilities, faculty and expertise to determine their ability to offer or assist in the development of industry training programs. Some key consideration are access to provincial curriculum, and long standing industry relationships maintained by the post secondary industry training system that have the potential to offer expertise and support in program development and delivery.

Industry

Industry, where appropriate can provide access to specialized training facilities and industry expertise. Working closely with industry provides opportunities for students to understand various industry-training careers and develop up to date skills required for industry training jobs. Industry training employers are an important part of the industry training system and are responsible for providing a smooth transition for students through providing opportunities for students in work experiences, employment and apprenticeships

Step 6 – ACE IT Program submission to the Industry Training Authority

School Districts are required to submit annually information on the ACE IT programs they intend to offer in the following year. See ITA website for latest submission requirements and deadlines.

Note: All South Island Partnership ACE IT program submissions are developed in collaboration with the South Island Partnership Office located on the Interurban campus of Camosun College. For more information on this process, contact the South Island Partnership Coordinator, 250-370-4828.

How to Combine ACE IT and SSA Programs (For Secondary Schools)

Secondary school apprentices (SSA) can also complete the first level of apprenticeship technical training through the Accelerated Credit Enrolment in Industry Training (ACE IT) program. Combining the ACE IT and SSA program provides a direct pathway for secondary students wishing to pursue a career in Industry Training. Secondary students that complete both the ACE IT program and maximize their SSA course credits complete a significant part of the first year of an apprenticeship. The following are an example of how the two programs can be combined to benefit students:

Secondary Student Working Part time

Step 1 – SSA Registration

A secondary student working part time in an apprenticable trade with a Journeyman or Certified trades person can be registered as a secondary school apprentice. Often the secondary school counselor or career facilitator may counsel the student on how to get registered as an apprentice and may offer to communicate how the program works to the student's employer. Once the student is registered as an apprentice:

- the student can earn secondary school SSA credits through the SSA program.
- for each 100-120 hours of work experience the student earns SSA 4 credits towards graduation up to 16 credits or 480 hours.
- the student could also work full time to earn these credits.
- the student will receive a trades worker identification card number in the mail from the industry training authority
- the SSA student can then register for technical training with an industry-training provider.
- In the South Island Region Camosun College is the main Technical Training Institution.

Step 2 – ACE IT Registration

Once the student is a registered apprentice the secondary school counselor or career advisor contacts the South Island School District Partnership office at Camosun College to arrange for the SSA student to register in level 1 of technical training. This requires:

- contacting the SIP office to determine if the college offers technical training for the trade the student is registered in. The College dedicates two seats for South Island Partnership students in all level one technical training classes.
- if there is a level 1 technical training class and seat available the counselor or career advisor works with the SSA student to complete the application process to register for the class (see application section for details).
- In addition to applying for the available level 1 technical training seat the SSA student will also be required to be registered in the ACE IT program with the Industry Training Authority. The student is registered in the ACE IT program by completing the ACE IT form found on the ITA website www.itabc.ca. The form is then kept in the students' secondary file for audit purposes.

- The secondary school counselor or career advisor administers the students registration in ACE IT and ensures the information from the form is entered into the Industry Training Authority ACE IT on-line registration system. Contact the ACE IT manager for your school district for more details on this process.

Step 3 – Keeping Track

One of the challenges in many schools is understanding how the 2 programs (SSA and ACE IT) can work effectively together and ensuring secondary students complete each phase of the (what can seem to be complex) process. Secondary schools maintain a tracking system or a transition plan for students completing industry training to ensure secondary students complete each phase of the training process and access each part of the programs available to them. There are some key deadlines for students participating in these programs:

- ACE IT: Students must complete the level 1 technical training within three months of graduation.
- SSA: Students must complete at least 1100 hours of work experience as an apprentice within five months of graduation to be eligible for the SSA scholarship.