

Early Childhood Education Dual Credit Project – Expression of Interest (EOI)

April 5, 2024

Due May 3, 2024: please complete and submit the EOI questionnaire attached below if your school district(s) or independent school association(s) is interested in developing an early childhood education (ECE) dual credit program with an [eligible public post-secondary partner](#) for delivery in the 2025 calendar year.

For questions, or to register for an information session scheduled for Tuesday, April 16, 2024, from 3:30–4:30 pm, please email dualcredit@gov.bc.ca.

Project Details:

- The ECE dual credit project was launched in 2021 with an initial call for expressions of interest.
 - This is the third and final expansion in the number of project sites that will be receiving project funding.
- Project sites develop and deliver ECE dual credit programs.
- The ministry will select additional project sites through this EOI process.
 - School districts and independent school associations are encouraged to partner with others and express interest as a single project site.
 - Project sites may include one or multiple eligible public post-secondary partners.

Funding Summary:

- Sites selected will receive, for use in calendar year 2025, \$25,000 per school district or independent school association partner to help administer their dual credit ECE program.
 - Funds may be used for new or existing staff, meeting and travel expenses, and other administration or reporting costs.
 - Funds may contribute to a staff person or other resource shared with a post-secondary partner or through a regional partnership.
 - Proposed activities and expenses can complement but should not duplicate any activities and expenses funding by a Dual Credit Program Expansion grant.
- Sites will typically also receive \$1,000 per course enrollment (e.g., \$20,000 for sites committing to provide 5 students with 4 ECE dual credit courses each).
 - Sites are free to exceed their course enrollment commitment but may not receive additional funding.
 - Courses funded through this project must not be claimed for regular per-course funding.
 - Students taking courses funded by this per-course enrollment grant should be in Grades 11 or 12, and should be school-aged, as defined by the [School Act](#), consistent with the eligibility criteria of other funded dual credit programming.
 - Unique course codes have been created and must be used for this project.
- A funding agreement with the ministry will detail all parameters and accountabilities.

Site Commitments:

- Project sites must commit to a set number of early childhood education course enrollments.
 - Sites will report all their ECE dual credit offerings to the ministry.
 - A course enrollment refers to the number of courses offered multiplied by the number of students enrolled in each course. (E.g., a course enrollment of 20 could be comprised of 20 students enrolled in 1 course, or 10 students enrolled in 2 courses, or 5 students enrolled in 4 courses.)
 - Each site must specify their commitment to a specific number of course enrollments in their EOI questionnaire; in most cases, project sites commit to 10 or more course enrollments.
 - Students may take one or more courses, depending on the specific student's needs and/or local program design; there is no limit to the number of these courses a school-aged Grade 11 or 12 student may take.
 - Sites must recruit students this fall for course delivery in the Spring 2025 post-secondary semester, or recruit students through the winter for course delivery in the Summer 2025 post-secondary semester or Fall 2025 post-secondary semester, or any combination of the above.
 - Each site must commit to recruiting enough interested students to meet their course enrollment commitment for calendar year 2025.
 - Sites selected will be supported in transitioning their new programs from grant funding to regular ministry per-course funding in 2026.
- Sites will have other responsibilities, including the following:
 - identifying a program administrator who will be responsible for coordinating necessary program activities;
 - ensuring that the proposed program meets Early Childhood Education Registry requirements (i.e., the program must be delivered by a [recognized childhood education training institution and program](#), which has worked with the ECE Registry to obtain approval for the proposed delivery model);
 - focusing on the inclusion of priority learners (i.e., Indigenous students, students in care, and students with disabilities or diverse abilities) by ensuring that the promotion of the project and the recruitment process are accessible to all students, and that priority learners are given additional consideration in this process;
 - discussing with interested students their employment outlook and short- and long-term career options, including those that can be reached by building on early childhood education training (e.g., education assistants);
 - discussing with interested students their high school graduation, post-secondary transition, and plans to attain a post-secondary credential, including whether the post-secondary credits earned through this project can be transferred between programs and institutions;
 - paying the tuition of participating students and, where appropriate or necessary, other fees and expenses;
 - supporting the academic success and wellbeing of all participating students, with a focus on the inclusion of priority learners;
 - contributing to a facilitated community of practice with all other sites to share information and resources; and
 - reporting on results and completing program evaluation materials, including collecting feedback from participating students.

Expression of Interest Questionnaire

Please complete and email the form below to dualcredit@gov.bc.ca by May 3, 2024.

Submit only one form per project site.

School District(s) / Independent School Association(s):	Partner Post-Secondary Institution(s):
Lead District or Association:	Program Administrator Phone:
Program Administrator Name:	Program Administrator Email:
1. Experience	
Please provide a summary of your current dual credit programming. Describe your administration model and resourcing, including the staffing allotment. Include a summary of the types of post-secondary programs and career paths represented (e.g., early childhood education, healthcare assistance, etc.), the number of students taking dual credit courses, and the number of courses taken. Address your experience with different approaches (i.e., on-campus learning, in school learning, and online options).	
Please describe if and how career education and dual credit are addressed in your district or school level strategic plans. List any goals set for your dual credit programming. Share any data and analysis you have done, such as the dual credit course completion rate, high school completion (Dogwood) rate, and post-secondary transition rate of your dual credit students and how that compares to their peers.	
Please summarize any existing dual credit agreements with post-secondary institutions. Describe your experience working with each post-secondary, including the process of establishing a new program.	
Please describe any experience you have with dual credit for early childhood education programming. Address the relevant post-secondary partner agreement, the number of students and courses, and rates of success.	
Please list any child care program(s) with which you have a relationship (e.g., an Aboriginal Head Start program, a Young Parent Program, or a local child care provider). How might these connections help you recruit interested learners and serve them well?	
2. Equity, Diversity, and Inclusion	
Please describe how your commitment to equity, diversity, and inclusion extends to your dual credit programming, specifically in addressing underrepresented gender identities and gender expressions. List steps you have taken (e.g., addressing known gender imbalances in trades training programs) and the steps you envision taking when considering potential gender imbalances in early childhood education courses.	

Please discuss (providing data wherever possible) the past participation of priority learners (Indigenous students, students who have been in care, and students with disabilities or diverse abilities), noting their participation in trades and non-trades dual credit courses. Include evidence of the supports provided to priority learners to ensure their access to and success in these programs. Describe how you will ensure that new ECE dual credit programming is accessible and inclusive, including how your approach to recruitment will avoid creating barriers for priority learners.

How have you integrated local First Nations perspectives in your dual credit program development and delivery to date?

Have you, or will you, integrate feedback from an Indigenous education council or equivalent for Indigenous community feedback (urban Indigenous, Métis, etc.)?

3. Commitment

Describe your high school student population and your understanding of their interest in early childhood education. If you envision a model in which a larger number of students take one or two courses each or a model in which a smaller number of students take a handful of courses each, please describe that approach. Conclude with the set number of individual early childhood education dual credit courses (e.g., 10, 20, or 30) your school district(s) can commit to fill with interested students in calendar year 2025.

Describe your proposed administration timeline, including student recruitment and registration, specifying when students will start dual credit early childhood education courses with a partner post-secondary: the semester starting January/February 2025, Summer 2025, or the semester starting September 2025.

Please discuss the anticipated administrative costs to be incurred by your school district(s) if participating in this program. Describe how you are likely to invest the administrative funding of \$25,000 per school district or independent school association partner. Note any proposed partnerships, such as resources shared with other school districts or partner post-secondary institutions. You are free to use the following [budget template](#).

Discuss the potential sustainability of the dual credit early childhood education program you're creating or advancing through this initiative; how might it continue after this project is over?

4. Program Design

All ECE training programs within the project must be approved by the ECE Registry. Please confirm that your proposed program is being offered by a public post-secondary [recognized to deliver early childhood education programming](#).

New program locations or delivery methods may require approval by the ECE Registry. Discuss with your post-secondary partner to clarify if they are required to apply to the ECE Registry. Registry review may take several weeks to complete.

List the following details of your proposed ECE programming:

Post-secondary partner lead contact and position title: (e.g. Vice President of Education)

Post-secondary partner ECE program lead (if different than above): (e.g. ECE department chair)

Course title(s) and code(s) issued by your post-secondary partner: Add or delete lines as necessary.

1. (e.g. ECE 123 -Health Safety and Nutrition)

2.

Delivery method(s): (e.g., online, face-to-face, hybrid)

Location(s): (e.g., online, address of campus, high school, or other location)

Confirmation of ECE Registry recognized programming: Yes Under review Not yet submitted

Additional Comments:

Note: Site selection will be informed by how well all prompts in the questionnaire are addressed; please do your best to be thorough. At the same time, consideration will be given to a balance of dual credit capacity and experience, regional representation, student diversity, and priority learner supports across all selected sites.