

Applying for collegiate school status

Application process and requirements

Collegiate schools

In partnership with post-secondary institutions, collegiate schools offer specialized programming in a particular subject or field and provide all students with a clear pathway into post-secondary education and careers in their chosen field. The schools can be public (public, separate, francophone, public charter) or accredited, funded independent (private) and are given special approval and startup funding, if applicable, by the Minister of Education. Collegiate schools must continue to meet the requirements of their original school type.

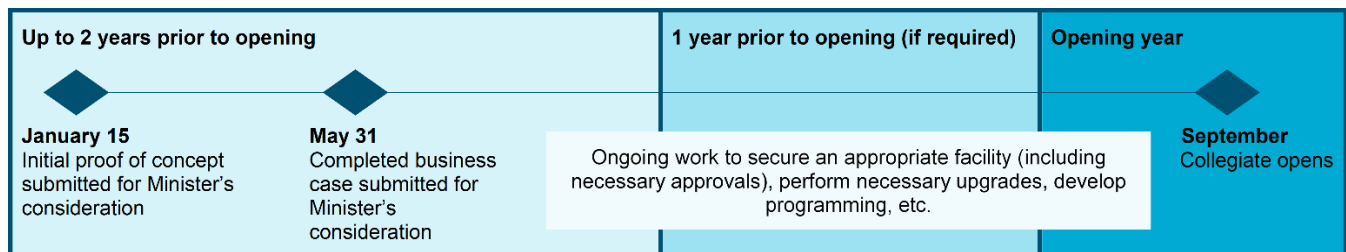
High-level summary of collegiate school requirements:

Foundational Assumptions	Essential Components	Application Criteria
<p>A collegiate will:</p> <ul style="list-style-type: none"> provide specialized programming; serve high school students; support pathways to post-secondary; follow Alberta Program of Studies; raise awareness of pathways to careers; and foster competitive advantage for students. <p>A collegiate could:</p> <ul style="list-style-type: none"> be scalable through online learning; offer additional learning opportunities; and serve junior high students. 	<p>A collegiate must have:</p> <ul style="list-style-type: none"> a specific subject area or field of focus; a formal agreement with a post-secondary institution(s); experiential learning opportunities and work experience; and dual credit programming and/or bridging opportunities into post-secondary. 	<p>A collegiate applicant must provide:</p> <ul style="list-style-type: none"> marketing and sector analysis; leadership and staffing plans; programming purpose, needs, and composition; proposed facilities; financial plans (e.g., cost projections); project management timelines for collegiate launch; potential risks to successful launch and ongoing operation; and detailed financial ask for start up funding.

Application process

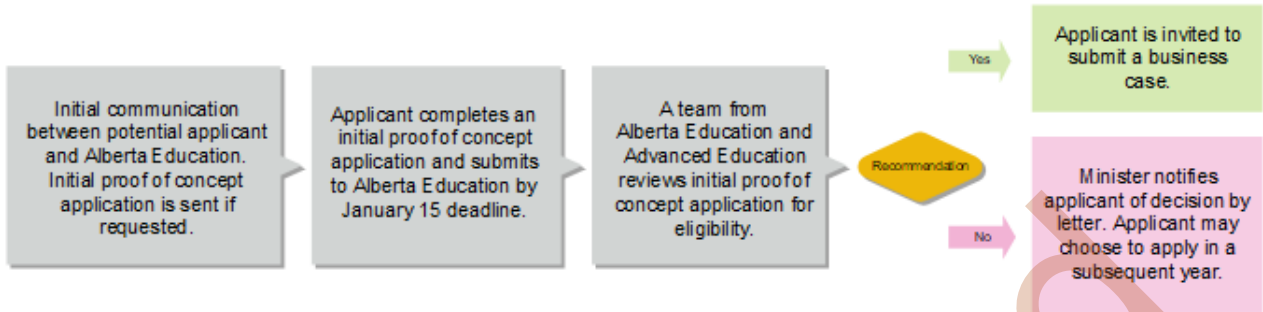
For applicants using a pre-existing facility, initial application documents are required up to two years before the collegiate school intends to begin operations. For applicants requiring an entirely new facility, earlier applications may be required, as the typical timeline for new facility construction ranges from two to four years. Applications for new public charter schools and accredited, funded independent schools may be completed and submitted simultaneously with the collegiate status application; however, approval of the school application does not guarantee approval of the collegiate status application. Post-secondary institutions interested in partnering with an existing or new school authority to operate a collegiate school can initiate the collegiate school status application process.

Timeline for collegiate school status applications:

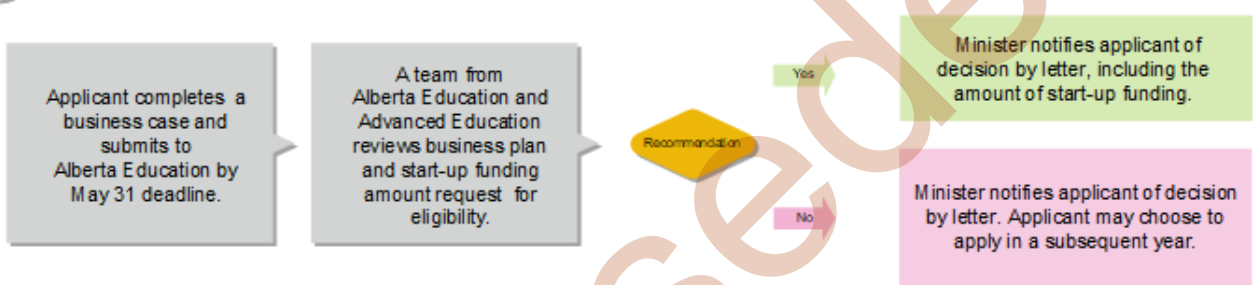


Application process to achieve Collegiate School status:

1 INITIAL PROOF OF CONCEPT PHASE – UP TO 2 YEARS PRIOR TO OPENING



2 BUSINESS CASE PHASE – UP TO 2 YEARS PRIOR TO OPENING



3 ONGOING PREPARATIONS – 1 YEAR PRIOR TO OPENING (if required)

Approved applicants continue with ongoing work to secure an appropriate facility, perform necessary upgrades, develop programming, etc.

4 COLLEGIATE SCHOOL – OPENING YEAR

Collegiate school provides programming to students and is monitored by Alberta Education.

Application requirements

Essential components are operational requirements an applicant must demonstrate they will fulfill in the initial proof of concept application.

- A specific subject area or field of focus.
 - This could include broad fields (e.g., trades, technology, fine arts, etc.) or more specialized career academies (e.g., health care, culinary).
 - Potentially undersubscribed fields that may be in high demand in the future.
- Formal agreement with a post-secondary institution/institutions (required) and business entities (if applicable).
 - This would require an official written agreement between the applicant/school authority and a post-secondary institution.
 - Partnerships must include a level of shared responsibility, cooperation, planning and integration between the two parties.
 - Items that could be covered under the agreement include: post-secondary courses/credits to be offered, use of shared lab space or other facilities, access to post-secondary instructors, development of shared curricula/resources, assessment practices, admission considerations.
 - Relationship with post-secondary would allow for flexibility and the ability to pivot to meet evolving labour market demands.
- Provision of experiential learning opportunities and work experience.
 - This could include activities such as formal internships, co-ops or work placements or access to labs and learning resources/opportunities via the post-secondary partner and industry.
- Dual credit programming and/or bridging opportunities into post-secondary.
 - This includes ways for students to achieve post-secondary credits while in high school, as well as a range of supports and connections that would assist with applying and being accepted to post-secondary.
- Proposed facilities.
 - Proof of control of a facility or proposed proof of control of a facility [e.g., lease agreement, proof of ownership (may be drafts)].

If an initial proof of concept application is approved by the Minister, applicants must then submit a business case including the following information:

- marketing and sector analysis to assess the level of demand for the collegiate and to outline an approach to attract prospective students and partnership opportunities;
- leadership and staffing plans;
- financial plans including cost projections, revenue sources, accounting controls and timelines for financial sustainability;
- project management timelines for the completion of tasks needed to successfully launch the collegiate by the proposed date;
- potential risks that could affect the successful launch of the collegiate as well as on-going risks once the collegiate opens; and
- the detailed financial ask for start-up funding.

Programming requirements

Applicants seeking collegiate school status must demonstrate that their proposed programming aligns with the purpose of collegiate schools. While some features of the collegiate schools must be met by applicants, others are optional.

- Collegiate schools must provide specialized programming in a particular subject area/field and provide all students with stronger or clearer pathways into post-secondary education in their chosen field.

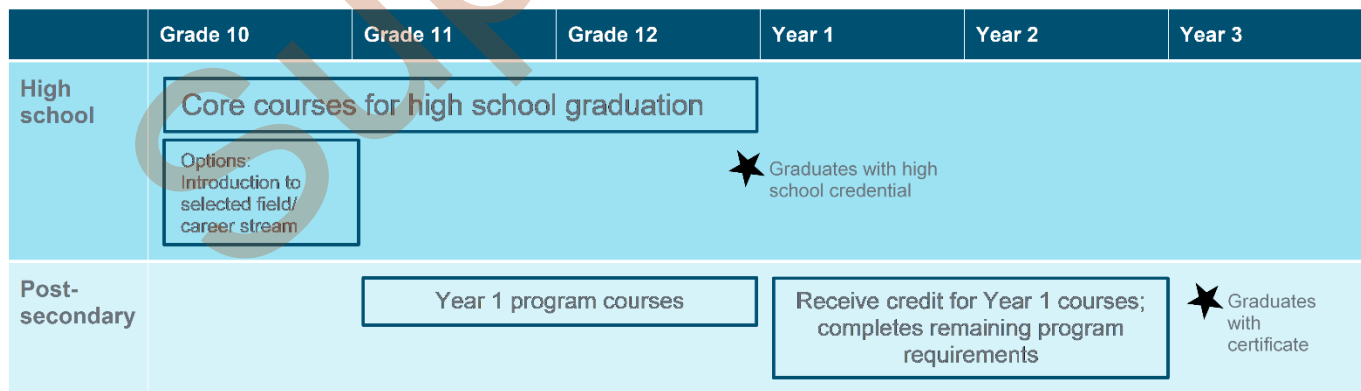
- Collegiate schools must provide programming to high school students. Collegiate schools could also serve junior high students, with a seamless path into the high school program.
- Collegiate schools must follow the Alberta programs of study and meet high school graduation requirements. This instruction would be delivered by a certificated teacher or individuals who possess the academic/technical and professional qualifications considered acceptable by the Minister.
- Collegiate schools may take a variety of formats. The schools can be public, separate, francophone, public charter or independent (accredited, funded). The collegiate could operate as a stand-alone school or on a post-secondary campus.
- Collegiate schools could be scalable through the use of online learning, distance education and alternative delivery models to support access to students from across the province.
- Collegiate schools will raise awareness, expose younger learners to areas of interest and demonstrate clear pathways to careers.
- A collegiate school will foster competitive advantages for students over other options available. This could include:
 - focused, customized and supported introduction into career-based learning;
 - development of competencies informed directly by industry and the post-secondary partner;
 - credential opportunities (dual credit, advanced placement) through the post-secondary partner;
 - exposure to opportunities in emerging areas of labour market need;
 - early exposure and links to employers through work experience opportunities; and/or
 - the opportunity to enter the workforce earlier than in traditional streams.
- Additional learning opportunities could be offered outside of the Alberta programs of study, which could either be supervised by a certificated teacher or delivered by individuals who possess the academic/technical and professional qualifications considered acceptable by the Minister.

Programming considerations

The following diagrams illustrate a variety of existing student pathways into post-secondary and employment, as well as pathways that could be possible under a collegiate school.

Dual credit* is programming, authorized and funded by Alberta Education, in which Grade 10, 11 or 12 students can earn both high school credits and credits that count towards a post-secondary certificate, diploma or degree, including a journey person certificate. School authorities have the flexibility to develop and implement dual credit programming that provides students with relevant learning experiences.

**Note: this is a sample pathway; various models currently exist*



Courses available through **Career and Technology Studies*** (CTS) Apprenticeship Pathways are one type of dual credit that provide technical trades training. CTS is a provincially authorized curriculum for Alberta secondary schools designed on a pathways model to offer flexible programming using single-credit courses. CTS Apprenticeship Pathways provide students technical trades training during high school.

**Note: this is a sample pathway; various models currently exist*

	Grade 10	Grade 11	Grade 12	Year 1	Year 2	Year 3
High school	Core courses for high school graduation			★ Graduates with high school credential		
	Courses in a CTS Apprenticeship Pathway (e.g., welding, plumbing) provide technical training and advanced standing so that the student can challenge the first-period technical exam					
Post-secondary				Student is eligible to register for second period technical training		★ Graduates with certificate
Industry				Works towards completing apprenticeship hours		

The **Registered Apprenticeship Program*** (RAP) is an apprenticeship program for high school students. RAP students are both full-time students and registered apprentices. They divide their time between an approved work site and their high school studies. The time a RAP student spends at school and on the work site can be quite flexible. The student, school and employer jointly agree on a suitable schedule. The student may work as a RAP apprentice for a semester, for half of each school day, or for one or two days per week, or during summers, holidays and weekends.

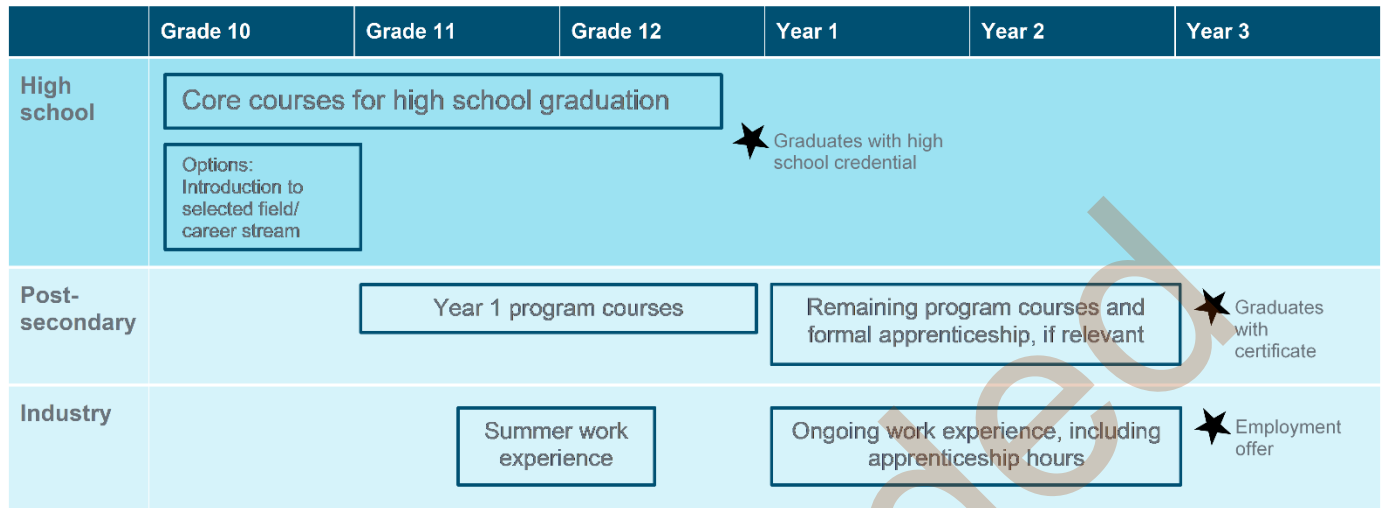
The RAP apprenticeship ends when the RAP apprentice completes high school. The RAP apprentice is then automatically registered as a regular apprentice and the credit earned while in RAP is applied to his or her apprenticeship through the apprenticeship program.

**Note: this is a sample pathway; various models currently exist*

	Grade 10	Grade 11	Grade 12	Year 1	Year 2	Year 3
High school	Core courses for high school graduation			★ Graduates with high school credential		
Post-secondary				Student has the opportunity to sign up for first-period technical training		★ Graduates with certificate
Industry	Work experience: AM at school, PM at employer. Student earns apprenticeship hours and high school RAP credits			Complete remaining apprenticeship hours		

Collegiate schools* will expose students to areas of interest and provide seamless pathways into post-secondary education and career options that are high in demand.

**Note: this is a sample pathway; not all collegiate schools will follow the same programming model*



Funding eligibility

Potential funding considerations:

Curriculum development – creating the specialized programming with a specific subject area or field of focus that demonstrates an expedited entry into the labor market; this would include developing of learning resources.

Costs effectiveness – demonstrating clear financial sustainability of model, investment relative to student enrolment, use of existing facility and resources, feasibility of plans and operationalization, and lease agreements (except independent schools).

- Specific funding for:
 - lease support (if needed; except for independent schools);
 - specialized equipment (e.g., lab, mechanics, robotics, etc.); and
 - additional learning supports specific to collegiate (e.g., guest instructors)
- No additional funding for non-educational costs such as marketing.

No funding for:

Partnership agreement – this is an essential and required component in an application.

Strength of pathway – high school credentialing including dual-credit programming or bridging opportunities into post-secondary must be clear. No funding for dual credit programming from collegiate operational funding.

Experiential learning – it is expected employers would pay wages for the student’s co-op or work placement.

Contact information

For more information regarding the collegiate school status application process and requirements or to request an application package, please contact 780-427-7235 (toll-free by first dialing 310-0000 within Alberta) or edc.collegiateschools@gov.ab.ca.