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# Secondary School/College Collaboration: Examples of Successful and Effective Projects and Programs

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## Executive Summary

A scan of the experiences that colleges have had with school/college programs and/or projects was conducted in the fall / winter of 2005 - 06. The scan was conducted under the leadership of Vice Presidents Academic of the Ontario colleges of applied arts and technology. The purpose of the scan was to gather input so that it could be compiled and made available as a resource for all colleges.

The Vice Presidents Academics were asked to contribute information about the experience of each college with school/college collaborative programs and/or projects. A template was provided to encourage consistency of input. Colleges were asked to forward information about successful and effective programs/projects which

- involve collaboration between the college (or multiple colleges) and the local school board(s);
- may or may not be SCWI (School/College/Work Initiative) funded;
- may or may not be currently running, but have been successful and have had impact;
- are designed to improve school-to-college pathways, flow-through, and/or student success;
- may be pilots of new or alternate delivery such as dual credit, sharing of facilities, hosting the delivery of high school courses on the college campus, etc.
- may be designed to meet the needs of high school drop-outs or the 50% of students who do not go on directly to PSE.

It is clear that there is considerable school / college activity being undertaken by the colleges. While the school / college projects and programs have taken a variety of forms, they may be clustered into the following types of initiatives:

1. College information / familiarization sessions for secondary school educators
2. Professional development
3. College experience opportunities for high school students and their teachers
4. Programs for elementary school students and their teachers
5. Pathways, curriculum alignment, and articulation initiatives
6. Apprenticeship specific school / college agreements
7. High school courses hosted at the college campus, concurrent programming, and facilities / resources sharing projects
8. Tools to help students in their educational planning
9. Programs for specific student groups
10. Competitions hosted by the college
11. Regional and local school / college planning committees
12. Teacher training / pre-service teacher education
13. Participation in volunteer and community projects
14. Research
15. Dual credit pilot projects

The categories were created in an attempt to make the compilation of information easy to use. There is some overlap between categories. For instance, some “college information / familiarization sessions” would include discussions of “pathways and curriculum alignment.”

Observations and issues arising:

1. Funding - While the SCWI funding is welcome and very beneficial, many of the projects and programs are “one-offs.” If an initiative is successful, it is not necessarily funded the following year. Single year funding does not encourage longer term projects and relationships. There is a need for the Ministries of Education and Training, Colleges and Universities to address the need for funding support.
2. Impact – This compilation suggests that there is very little data on the longer-term impact of the projects and programs. While colleges are able to report on the number of students and teachers involved in a certain project, for example, the impact has not been tracked. In the longer term and under longer term funding commitments, greater attention should be focused on measuring the impact of these activities.
3. System approach – To date, there has been limited opportunity for in-depth discussion of system approaches to school / college relationships. The introduction of Bill 52 and the Learning to 18 strategy increases the need for much greater cooperation and collaboration between secondary schools and colleges. Creating more seamless pathways between schools and college programs requires leadership and support from the two education ministries.
4. Barriers – Barriers and disincentives to some school / college initiatives include lack of stable funding, policy barriers, and labour issues.

The information gathered together in this document represents the college perspective and presents a snapshot of the kinds of school college collaboration which colleges have judged to be successful and to have had impact. It is not an exhaustive listing of all projects and programs.

Type of project / program	College(s) offering it	Brief Description
College information /familiarization sessions for secondary school educators	Algonquin College	<p>“<b>Group of Seven Shadow Day</b>” – In order to provide a clear picture of the wide range of program options available, this program brings together a school board team of 7 critical staff members from each of the 7 surrounding school boards to spend a day with one of their recent graduates. The staff invited to attend were: Director of Education, Superintendent of Program, Secondary Principal, Elementary Principal, Guidance Teacher, Student Success Leader and Technology Teacher. Each of the school board staff was paired up with a first year student and shadowed them for a full morning. The day includes opportunities to meet with an Algonquin staff member, a panel of 5 college students presents their overview of the college experience, and planning for follow-up.</p>
		<p>“<b>Forum</b>” - Deans present major changes for the coming year in terms of admissions criteria, new course offerings, and information on the potential job market to Guidance teachers.</p>
	Collège Boréal	<p>“Projet Internat-Personnel Enseignant” offered <b>internships</b> to secondary school teachers with College Professors in order to improve the transition from school-to-college. Subject areas included mathematics and science courses.</p>
	Cambrian College	<p><b>Teacher Internships:</b> Secondary school teachers visit the college campus learning about college programs, services, facilities, and career opportunities for college graduates.</p> <p><b>Secondary School PA Days</b> hosted at the college.</p> <p>Half day <b>Information Session for Vice Principals</b> to introduce them to college offerings.</p> <p>Half day <b>Information Session for Guidance Counsellors</b> on the support services available to college students.</p>
	Centennial College	<p><b>Educators’ Breakfast</b> gives secondary school educators information on new programs, new student initiatives, better understanding of admission requirements, applied degrees, and other college initiatives.</p>
	Conestoga College	<p>An initiative to improve pathways from school to college and to encourage high school students to make college their “first choice” developed in collaboration with local boards. It includes opportunities for high school teachers to visit the campus, for “at risk” students, a video and parents’ nights.</p>
	George Brown College	<p><b>Chefs in the City “Tea and Discovery”</b> brings Ontario guidance counselors and teachers to an interactive 2-hour session that includes an overview of programs and admission requirements as well as demonstrations by students and faculty.</p> <p>The GBC day-long annual forum <b>Health In the City</b> includes an opportunity for guidance counselors to experience the college and learn more about health science programs.</p>
	Georgian College	<p><b>Regional Forums:</b> Six successful days with facilitated dialogue between secondary teachers and college faculty. Topics include math, technology, science, business. Began 2002, continues through 2006.</p>
	Humber College	<p>“<b>Cross Panel Teaching Experience</b>” – A teacher internship program whereby high school and college teachers were paired. Activities included class and institution visits; attendance at meetings such as Department Head, Subject Council, College curriculum groups; interaction with students, Guidance, the</p>

Type of project / program	College(s) offering it	Brief Description
		<p>administrative team; and opportunities to try the college Placement Tests.</p> <p><b>Workshops</b> for secondary school educators:</p> <p>“<b>New Developments &amp; Directions at Humber College,</b>” a workshop for high school Guidance staff on major developments at the college, such as college-university transfer, Ccollege-university partnerships, applied degrees.</p> <p>“<b>College Orientation for Secondary School Principals</b>”- The college hosts a regular principals’ meeting of a local school board; included in the agenda is an opportunity to tour the college, learn about the programs, and talk with college representatives over lunch.</p> <p>“<b>College Orientation for Secondary School Teachers</b>” Teachers from local school boards meet with college staff for an overview of a specific program area or areas, the opportunity to visit classes and engage in discussion with college faculty.</p>
	Loyalist College	<p><b>Centre for Success Activities (Bellville)</b> - Secondary school teachers, college faculty, consultants</p> <p>This <b>Group of Seven</b> program connects seven school board personnel with a recent high school graduate attending the college. Teachers and Superintendents from the school boards will shadow a college student for a day (7 participants).</p> <p>Chef John Schneeberger and two first year Culinary Students hosted a group of 35 secondary school teachers from boards around Ontario for a one week "<b>teachers Can Cook</b>" summer camp. The teachers were actively engaged in learning the basics of teaching foods in a educational setting.</p>
	Mohawk Niagara, and Sheridan Colleges	<p><b>Regional Forum Series</b> involves designing and hosting three Regional Forums during 2005/06 at Mohawk, Niagara and Sheridan Colleges. The forums target three specific audiences:</p> <ul style="list-style-type: none"> <li>• Mathematics, science and technology teachers</li> <li>• Arts, Social Science and Business Teachers</li> <li>• Parents and Students.(grades 8, 9 and 10)</li> </ul>
	St. Lawrence College	<p><b>Counsellor Days</b> – high school counsellors visit the campus to learn more about college services and programs.</p> <p><b>Secondary Teacher PA Days</b> at college. Includes 2003 session where 800 high school teachers spent a day on campus in workshops and college orientation, with follow-up sessions since the PA day.</p>

Type of project / program	College(s) offering it	Brief Description
<b>Professional Development</b>	Algonquin College	The college provided <b>training</b> to school board staff <b>in the use and capability of the BlackBoard</b> e-learning platform. During the 5 days on campus, in conjunction with Algonquin technical and academic staff, participants prepare a unit of work for delivery within their classrooms. More than 4500 secondary school students have had an opportunity to experience an e-learning opportunity for at least one unit of work. All materials are co-branded with Algonquin and the school board logos.
	Collège Boréal	<b>“Projet Réseau InterNord”</b> consisted of offering an “additional qualification” on utilizing technology in the classroom and in the trades to secondary school teachers. The courses were offered by College professors, by videoconference.
	Cambrian College	<b>Websites</b> have been created to support secondary school teachers by providing information on <b>first year science and math</b> courses offered at the college. These websites include lists of courses, prerequisites to programs, course outlines, and sample tests.
	Durham College	<b>Durham DSB PD day</b> – is an event organized at the request of the school board and includes presentation on university articulation and a campus tour  <b>Regional Forums</b> – In conjunction with other members of the Eastern Lakeshore Regional Planning team, forums on Business, Math, working with students with IEPs, and Communications/English were organized.
	Humber College	In a series of <b>workshops</b> , representatives from two school boards provided college educators with an overview of the current <b>assessment and evaluation</b> practices in high school and helped college staff to understand the expectations that high school graduates will bring to the college.
	Loyalist and Durham	<b>Regional Forum: Connecting Business Educators</b>
	Sault College	Secondary school teachers served on the following college sub-committees: Chef training/Resort Operations, Natural Resources, Computer Studies, Mathematics. Serving on a committee of the other sector provides opportunities for increased understanding and the development of improved transitions.

Type of project / program	College(s) offering it	Brief Description
College experience opportunities for high school students and their teachers	Many colleges	Many colleges and specific college program areas offer tours, opportunities for college visits, as well as participating in career fairs, providing guest speakers to schools and classes in schools.
	Algonquin, Loyalist St. Lawrence Colleges	“ <b>Algonquin Connections</b> ” helps secondary school students “picture themselves in college” by providing an opportunity for them to experience learning in college programs and allows teachers to see the range of programs and learning opportunities available at college. This project involves 9 school boards as well as St. Lawrence and Loyalist Colleges. 1200 students and their teachers participated last year.
	Algonquin College	“Senators Night” provides an opportunity for 40 high school students and one parent to visit Algonquin College, tour facilities and learn more on about Algonquin opportunities. The group then attends an Ottawa Senators game with Algonquin staff.
	Cambrian College	<p><b>National Technology Week:</b> Grade 7 to 10 students attended Cambrian College’s campus to participate in a variety of activities including a guest lecture from a noted scientist, a video from the Canadian Space Agency, Sumobot and Mine Headframe competitions, and a series of Technology related activities.</p> <p><b>Cambrian Business Olympics:</b> Grade 10 students come on-campus to take part in business simulations that introduce them to the various fields of business.</p> <p><b>Consider a Career in Health Sciences:</b> Grade 9 and 10 students come on-campus to take part in workshops to introduce them to careers in the Health Sciences.</p>
	Centennial College	The college offers tours, career fairs, provides guest speakers to schools and classes. Opportunities are offered for high school teachers and Grade 10 students to learn about college, the programs, and the careers they lead to.
	Durham College	<p><b>Reach Tournament</b> – The college hosted the preliminary rounds of the Durham DSB “Reach for the Top” style tournament. Approximately 125 secondary school students and their teachers participated.</p> <p><b>Retreat</b> - The college hosted 40 “at risk” grade 9 students and their teachers for three days of mentoring and team-building activities. This formed the basis for the development of the “Centre for Success.”</p>
	George Brown College	<p><b>The School of Design Outreach Project</b> was initiated in 2005 to provide Grade 11 and 12 students in arts programs with an overview of the college diploma and post-diploma programs and to assist students in preparing a successful portfolio. The project coordinator worked with the Visual Arts Coordinators in both the TCDSB and the TDSB to identify schools with strong arts programs. Presentations were made 15 high schools in the spring and 7 high schools in the fall. All of the schools requested a return engagement in 2006 and the project will be expanded to include a further 10 schools. In the 2005 Graphic Design Select intake process, 7% of the applicants were from schools that had received the outreach presentation.</p>
		<p><b>Chefs in the City “Discovery Day”</b> gives High School students and teachers a first-hand look at the facilities and learning environment. The day includes demonstrations from the Chef School and Hospitality programs staff and alumni.</p>

Type of project / program	College(s) offering it	Brief Description
		<p><b>Technology in the City</b>, now in its fifth year, is a highly popular introduction to the college for high school students and their teachers, Students participate in competitions, hands-on activities and in 2006, a special forum focusing on apprenticeship opportunities including a new co-op apprenticeship model where students obtain both a college diploma and hours towards their apprenticeship.</p> <p><b>Health in the City</b> is an educational forum, now in its third year, hosted by the Health Sciences and Community Services and Development programs. In 2005 almost 500 Grade 7 and 8 students from the GTA participated in Health in the City and were exposed to education and career options available at George Brown College. This event is consistently oversubscribed. Members of the TDSB and TCDSB also participate on the steering committee organizing the event.</p> <p>The Faculty of Community Services sponsored a pilot <b>Education Shadow Day</b> in 2005. Over 230 students and teachers were matched with GBC students and faculty over the course of a full week. The college plans to expand the program to three schools in 2006 (100 students from each school).</p> <p>The <b>Fitness and Lifestyle Management</b> program offers a PD <b>shadow day</b> to 25-30 high school teachers, annually.</p> <p>The <b>Fitness and Lifestyle Management</b> program annually invites GTA students, primarily in Grade 12 Exercise Science programs, to an <b>Open House</b>. Running for 20 years, the day-long interactive event introduced approx. 400 students to the college in 2005.</p>
	Georgian College	<p><b>“Picture Yourself at College”</b> is an online workshop that explores myths and realities of college, includes registration information, grad profiles and a “day in the life” video.</p> <p>A companion event brings grade 10 classes to the college campus for interactive workshops and tour.</p> <p><b>“After Graduation”</b> is a day-long event for grade 12 students about to graduate without clear career plans and includes workshops from employers, keynote speakers, college information. The event consistently gets 98% approval rating from students. It equips them with choices, connects them to employers, and increases understanding of college options, especially part-time courses.</p>
	Loyalist College	<p><b>Loyalist Connections</b> – Provides one or two-day hands-on experiences for Grade 8 and Grade 10 students.</p> <p>Loyalist <b>2<sup>nd</sup> year students go 'on the road'</b> to local schools about 10 times each year in an organized effort, delivering hands-on experiences to secondary school student groups from grades 10 -12. Emphasis is on providing students with more information about actual activities involved in technology careers, thus providing one more tool to help students make informed career choices.</p>
	St. Lawrence College	<p><b>“St. Lawrence Connections”</b> are two-day courses for 300 Grade 10-11 students from 4 area school boards, with 20 college programs participating. The event will be offered for Grades 7-8 and 10-11 in 2006. Objective is to expose students to programming at college and to give them an opportunity to learn about career paths.</p>

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	St. Lawrence College	<p>“<b>Do Jobs Grow on Trees?</b>” is a half-day exposure to college for 800 Grade 8 students from local school boards. It has been running successfully for 5 years.</p> <p><b>Technology workshops</b> for female high school students taught by female college faculty.</p>
	Sault College	<p>Grade 10 students were selected by their school to ‘<b>shadow</b>’ a <b>Sault College student</b> in a program of their choice for one day. The secondary student attended all scheduled classes of the host student. The college hosted 125 secondary students over a three week period, accommodating two students per program per day.</p>

Type of project / program	College(s) offering it	Brief Description
Programs for elementary school students & their teachers	Cambrian College	<p><b>Technology Day:</b> Grade 7 and 8 students come to Cambrian College to participate in engaging workshops that introduce them to the various college programs in Technology.</p> <p><b>Let's Talk Science</b> is a national Science outreach program involving post-secondary students who go to Grade 7 classes to guide the students through fun and dynamic experiments and activities. As part of the Let's Talk Science program, Cambrian College's coordinators will be travelling to Manitoulin Island for one week to deliver presentations to schools in more remote communities.</p>
	Canadore College Collège Boréal	<p><b>Reach Ahead to College</b>, a component of <i>Let the Trades Continue</i> by the Nipissing-Parry Sound Regional Planning Team, involves the 2 colleges and the Conseil scolaire catholique franco-nord, the project lead. The program has brought students from Grades 7 through 10 to Canadore College for a full day of hands-on activities in a range of programs, most typically the skilled trades.</p> <p>Goals:</p> <ul style="list-style-type: none"> <li>Organize activities that give senior elementary and secondary school students and area youth the opportunity to experience life at a community college.</li> <li>Assist students in focusing their course selections for future years in secondary school, market college programs as a viable first choice for postsecondary education, and encourage the participation of those underrepresented in the trades.</li> <li>Make a connection for students between classroom learning and the skills, knowledge, and attitudes needed in college and the workplace.</li> </ul>
	Centennial College	PSTT (Promoting Skilled Trades & Technology) in partnership with local boards brings awareness of career pathways in the Skilled Trades and Technology fields to Grade 7 & 8 students. Students partake in hands-on experience and classroom activities.
	Durham College	<p><b>Celebration of Science</b> – over 500 grade 4 students, teachers, and parents participated in one of two days of interactive, science curriculum-based activities developed by university, college, and elementary school teachers</p> <p><b>KPR Kids to College</b> – over 200 grade 5 students, teachers, and parents participated in a full day of interactive, curriculum- and career-based activities developed by university and college faculty</p> <p>As part of Phase IX Building Connections activities</p> <p><b>Grade 7/8 Teacher Forum</b> – one-day event planned for February, 2006 – approximately 60 teachers and resource people have registered.</p> <p><b>Grade 7 Student Forum</b> – one-day event planned for May, 2006. Anticipate approximately 200 students</p> <p><b>Grade 7 Parent Forum</b> – one-day event planned for June, 2006.</p>
	Lambton College	The <b>Mobile Skilled Trade Lab</b> is designed to make elementary students aware of Career Pathways in the Skilled Trades and Apprenticeship fields. It involves a semi-tractor trailer unit renovated to allow small groups of students under the supervision of a qualified teacher to have a “hands-on “ experience as well as to take part in classroom activities designed to enhance their knowledge of career options at the secondary and postsecondary levels. The mobile lab will visit elementary schools for approximately 2-5 days to provide hands-on experience using tools of various trades

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		in modules such as Carpentry, Electrical, Manufacturing and Welding.
	Loyalist College	<b>Building Connections @ Loyalist College</b> connects Grade 7 and 8 students and their families, as well as Grade 7 and 8 teachers with college faculty and consultants.
	Mohawk, Niagara, and Sheridan Colleges	<p><b>Destination College – The Technology Experience</b>, designed for Grade 7 students by the Golden Horseshoe Regional Planning Team, takes place at three different college locations. Students participate in hands-on, interactive activities focused on the post-secondary technology pathways and receive information on non-academic programming available at these community colleges.</p> <p>Currently, two events are planned at Mohawk College–Brantford, two events at Niagara College and three events at Mohawk–Hamilton campuses. Sheridan College involvement is still to be determined.</p> <p>The goal is to provide senior elementary students with a practical introduction to colleges and the well-rounded learning experience college provides, increased awareness and understanding, and improved communication between senior elementary and college staff. The long-term goal is greater interest and enrolment in college Technology programs.</p>

Type of project / program	College(s) offering it	Brief Description
<p><b>Pathways, curriculum alignment, and articulation initiatives</b></p> <p><i>Note: There is considerable overlap between these programs / projects and the “college information / familiarization sessions...”</i></p>	Many colleges	<p>Many colleges have developed articulation agreements for advanced standing or transfer credits toward college credentials. Where there is overlap between a senior secondary school course and a 1<sup>st</sup> year course in a college program, colleges and school boards may develop an articulation agreement to specify the “advanced standing” available to students who successfully complete the high school course. As well, many have worked with local school boards to create curriculum pathways and curriculum alignment.</p>
	Algonquin, Loyalist and St. Lawrence Colleges	<p>The <b>PASS</b> (Partnering to Articulate for Student Success) project goals are:</p> <ul style="list-style-type: none"> <li>• To help learners explore career options and prepare themselves for relevant college programs;</li> <li>• To “align” the curriculum in high schools and colleges in order to support transition from secondary to post-secondary learning;</li> <li>• To strengthen collaboration and working relationships between college and high school educators;</li> <li>• To increase awareness of college learning opportunities.</li> </ul> <p>Partners: the school boards in Eastern Ontario</p>
	Collège Boréal	<p><b>Projet Internord</b> – This project is divided into 2 components: 1) the development of pathways for all programs offered by Collège Boréal by providing information on mandatory and recommended courses for specific college programs and training sessions for secondary school teachers; and 2) making the course “Introduction to College Technology” available on-line to all Grade 12 students so that students may be prepared to write the pre-test for the mandatory computer course offered at the College. If successful, an exemption will be given.</p>
	Cambrian College	<p><b>Pathways Brochures</b> have been developed for programs at the college, specifying courses from Grade 9 through Grade 12 that will prepare secondary students for various College programs. These brochures are customized for the secondary school audience.</p>
	Durham College	<p>As part of Phase VII and VIII Building Connections activities</p> <p><b>Teacher Exchanges</b> – secondary teachers from across the region met with college teachers to share curriculum information. Secondary teachers sat in on college classes, toured the campus, met with students, and worked on a number of individual projects. College teachers visited secondary classes as ‘guest experts’ or to talk about college programs.</p> <p><b>Recommended Pathways</b> – As a result of teacher exchange activities carried out through Building Connections, a number of college programs have identified recommended secondary pathways for students success. Pathways were developed by teams of secondary/college teachers</p>
	Fleming College	<p>“<b>Making Environmental Connections</b>” has developed a network of environmental practitioners with a goal to formalize articulation agreements between at least 15 regional high schools with distinctive environmental offerings that fit well with entry into Flemings’ environmental programs.</p>
	George Brown College	<p>The college has <b>articulation agreements with CALC and YALC</b> to offer Semester 1 of the practical nursing program. Graduating students go straight into Semester 2 of the George Brown College program. 45 students came into the college Practical Nursing program in 2005 under this agreement. Several school boards have expressed interest in expanding the agreements to include ECA, PSW and Performance Assistant programs.</p>

Type of project / program	College(s) offering it	Brief Description
		<p>Supports for students coming into the college under the current agreement now include a three-day orientation.</p> <p>George Brown has worked closely with <b>Pathways to Education</b>, the initiative of the Regent Park Community Health Centre created in 2001 to help students overcome major barriers to success in high school by providing educational and financial supports including bursaries for post-secondary education. The first graduates of the program went on to post-secondary studies in 2005 and George Brown accepted 9 students. The college worked closely with the Pathways students to provide orientation and support.</p> <p>Of the 9 Pathways students who came in to the college, 7 remained – an excellent retention rate for the first year of the program. For 2006, approximately 24 students are anticipated to be admitted to college programs. The students going on to second year will be mentors for the next year’s incoming students from the Pathways program.</p> <p>High school students from the Pathways to Education program are able to take a course at the college and earn an <b>advanced General Education credit</b> towards their college diploma or certificate. A dozen students completed the first course, offered in 2005 and the offering is being repeated in the winter semester.</p> <p>The Faculty of Hospitality and Tourism is in process of developing a “blanket” <b>articulation agreement between FHT and all TCDSB schools in the metro region</b>. This agreement will include “Fast Forward” programming to encompass at risk students. Other elements of the agreement:</p> <ul style="list-style-type: none"> <li>- teacher development</li> <li>- competition work</li> <li>- FHT Career Discovery Units/days for Grade 9 students</li> <li>- FHT Career presentations to SS</li> <li>- Scholarship Opportunities</li> </ul> <p>A secondary Guidance Head has agreed to sit on the Chef School Program Advisory Committee.</p>
	Georgian College	<b>Articulation</b> between Georgian Business and Management Studies portfolio and Simcoe County District School Board (SCDSB), titled: “Linkages for Students, Business Partnership Agreement”
	Humber College	<p>“<b>Math Workshop for the TDSB</b>” was designed for teams of staff, students and parents to build an understanding about the programs offered at the college and to promote appropriate selections of math courses in high school.</p> <p>Connecting Teachers organized a series of <b>workshops</b> on</p> <ul style="list-style-type: none"> <li>• College Admissions Consultations on Math, English, Science, Technological Education</li> <li>• Apprenticeship;</li> <li>• Portfolios for Arts and Design Programs.</li> </ul> <p>A series of workshops brought together teachers and department heads in specific areas for discussion with the College Registrar's Office, college subject and program representatives, and Connecting Teachers Steering Committee members.</p> <p>Other workshops brought together 100+ people from local boards and the college to focus on Apprenticeship and on Portfolios required for admission to arts and design programs were held.</p>
	Centennial, George	<b>“Communication Skills Workshops”</b> - Two, one-day workshops for secondary

Type of project / program	College(s) offering it	Brief Description
	Brown, Georgian, Humber, Seneca, and Sheridan Colleges	school and college faculty to discuss communication skills and requirements for success in college programs were held by Connecting GTA Teachers in 2004 & 2005.
	Mohawk College	<b>Pathways Articulation</b> - Mohawk College and the Hamilton-Wentworth District School Board have an Articulation Agreement guaranteeing admission to applicants who have completed a prescribed set of courses and achieved a specified grade level. The Agreement applies to specific programs within the Faculty of Engineering Technology. Representatives of the College and the Board have collaborated on areas such as curriculum development, sharing of resources and the alignment of mathematics curriculum to identify and address specific pathways for students of all levels: students at risk, students to workplace and students to postsecondary.
	Sault College	Align curriculum and identify student <b>pathways</b> in the following Sault College programs: a. Forestry Technician b. Fish and Wildlife Technician c. Parks and Outdoor Recreation Technician d. Chef Training e. Cook Apprentice f. Resort Operations Technician

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<b>Apprenticeship specific agreements</b>	Cambrian College	<b>Apprenticeship Plus</b> involves Grade 12 students attending Cambrian College to participate in a hospitality program which results in 2 High School Hospitality credits, 1 High School, while completing the Basic Cook Apprentice in-course training Level One.
	Humber College	Students at Bendale Secondary School have an opportunity to complete the basic level in-school curriculum for the <b>Horticultural Technician Apprenticeship</b> resulting in advanced standing at Humber. This partnership is designed to facilitate a seamless transition for Bendale students to move from high school to apprenticeship and college destinations.
	George Brown College	The College offers a large number of apprenticeship programs, several co-op apprenticeship programs and accelerated OYAP programs. In the latter, high school students who have attained 26 credits including English and math and who are in their graduating year are able to spend 8 weeks in an apprenticeship setting and 8 weeks in basic training at the college. Students who are successful earn 3 or 4 co-op credits and are able to continue on as apprentices. Apprenticeship advisory and program committees include representatives from local school boards.
	Niagara College	The <b>Modified Ontario Youth Apprenticeship Program (MOYAP) for Automotive Service Technician (AST)</b> is a partnership between local school boards and Niagara College.
	St. Lawrence College	OYAP participation in 3 program areas which involves high school students taking training at the college.

Type of project / program	College(s) offering it	Brief Description
<p><b>High school courses hosted at the college campus</b></p> <p><b>Concurrent programming</b></p> <p><b>Facilities and resource sharing</b></p>	Collège Boréal	<p><b>Projet InterOntario – Soudage</b> - Grade 11 and 12 students from local French and English boards participated in a Co-op+ placement in Welding. Students accessed two components of the on-line welding theory courses offered by Collège Boréal. Students spent two afternoons per week on the theory component and three afternoons per week on the practical component. The practical component was held in the welding shop at Collège Boréal.</p>
		<p><b>On-site offering</b> - The French language separate school board delivers their Grade 12 “employment stream” program on campus at Collège Boréal - Sudbury. Les Entreprises Boréal is responsible for offering workplace seminars in areas such as Workplace Safety, Customer Service, CPR, First Aid, WHMIS, etc.</p>
	Cambrian College	<p>Cambrian College provides a classroom for a “<b>Learning to 18</b>” initiative whereby students who are having difficulty for a variety of reasons in a traditional secondary school environment come to a classroom at Cambrian College.</p>
	Fleming College	<p>The “<b>Peterborough Center for Individual Studies</b>” is the result of a partnership with a local school board, is co-located with the college at the McRae Campus, and serves adult education and younger students needing an alternative location, with additional supports to complete high school credits. Four (4) classrooms, office space and all campus services are included as part of the partnership. There is exposure to Job Connect, apprenticeship programs as well as broader post-secondary opportunities. One-stop shopping and the development of joint programs will be key features in the future.</p>
		<p>The “<b>Center for Success</b>” is an Alternative Learning Program in collaboration with the Peterborough Victoria Northumberland Clarington Roman Catholic District School Board. (PVNCRCDSD). It offers senior high school students an opportunity to complete credits towards their OSSD in an alternative, more flexible environment and at the same time provides exposure to the college environment, the breadth of programs and services. Students have opportunity to audit college classes and learn about career opportunities that they may not have been aware of in the past.</p>
	Humber College	<p>“<b>Satellite Campus</b>” was based on the concept that students who are having difficulty finishing high school are motivated to do so if they start a college program while at the same time finishing up high school. Participating students were from the City of York who were 18 years or older, lacked sufficient credits to graduate, and had at least the minimum requisite English and math skills to be successful in the college program of choice. A secondary school teacher taught them on the campus of Humber college. Curriculum and delivery were modified within reason to support the student’s needs in the college program.</p>
	Loyalist College	<p><b>Links to Loyalist</b> is a collaboration with the Hastings and Prince Edward District School Board whereby 15 secondary students from the Workplace and College pathways complete their final four credits on the Loyalist campus under the auspices of a secondary teacher. It is designed to provide college bound students with a project-based learning experience; introduce students to career options in the trades and technology sectors, while providing the academic foundation needed to succeed in college or the workplace; offer students real-world teamwork, critical thinking, and communication and problem solving skills used in workplace environments; provide opportunities to examine the types of work experiences and career options that are available in the trades and technology.</p>
<p><b>Ontario Youth Apprenticeship</b> program - currently running the program in our Automotive Services program and in our Culinary program in 2006-07.</p>		

Type of project / program	College(s) offering it	Brief Description
	St. Clair College	<p><b>“Dual Program”</b> - Twenty Grade 11 students from a rural high school will spend one semester at St. Clair College. Students from diverse areas of interest will receive individual support as they are provided a college educational experience that aligns with their post-secondary academic path. Senior high school students will have an opportunity to interact with college students in the classroom.</p> <p>Post-secondary credit opportunities will be made available to all learners where courses of study are part of Diploma or Certificate. Successful completion of a post-secondary course will result in a course credit voucher transferable to an applicable college program.</p> <p>A “Blackboard” site will be established to enable dialogue among college and high school faculty for ongoing communication regarding student progress.</p>
	St. Lawrence College	The college collaborates with local school boards to offer <b>alternative schools</b> located on two college campuses aimed at students not wishing a traditional high school experience.
	Seneca College	<p>The <b>“ECE OYAP”</b> program is a partnership between the college and 5 local school boards. Students who are in their final semester of grade 12 with all of their compulsory subjects achieved are eligible to enter the program. They are interviewed to assess their suitability and begin the program in February as OYAP apprentices. The students complete 4 co-op credits for completion of their high school diploma, as well as completing three College credits towards the 23 required for the Early Childhood Educator Apprenticeship Certificate. The co-op/field placement is supervised by the co-op teacher; the colleges courses are delivered by a Professor at Seneca College, one day a week, for 14 weeks. Students explore the career of an early childhood educator, complete their secondary diploma, earn apprenticeship hours at no cost for the training.</p> <p>Many of the secondary schools lack the expensive scientific equipment to offer their students a hands-on lab experience in the area of biotechnology. The <b>“Biotech Toolbox”</b> project offered a toolbox containing sufficient equipment, instruments, consumables and lab curriculum for classes to participate in biotechnology experiments, such as DNA isolation and characterization aligned to their curriculum. The Biotech Toolbox will be maintained by a senior student from Seneca’s Biotechnology Technologist (Research) program with curriculum developed and provided by Seneca SBSAC faculty.</p> <p>In order to participate in this activity, the secondary school teacher must have participated in the Teacher Training Program.</p> <p><b>“Bridges to Technology”</b> allows students (18) to take one full credit at the Jane Campus in CNC programming, attending classes 4 afternoons per week. They are taught by a YCDSB technological education teacher.</p>

Type of project / program	College(s) offering it and key contact	Brief Description
Tools to help students in educational planning	Cambrian College	<p><b>Alumni Student Ambassador Program</b> involves Cambrian College students who graduated from three high schools in the Sudbury area returning to their former schools to deliver informal presentations and question-and-answer periods to individual classes.</p> <p><b>Career Fair:</b> Secondary School students are invited to attend the College’s annual Career Fair.</p> <p>A <b>Career Poster</b> has been developed with a comprehensive list of occupations available to a college graduate. The poster will be displayed in Grade 10 Career Studies classrooms.</p>
	Humber College	<p>The <b>Generic Skills Transitions Project</b> made Humber College placement tests in English and math available to interested secondary school partners so that students could do an early self-assessment of their readiness for college programs. The goals were to foster successful transition from high school to college through clear communication about the levels of literacy and numeracy skills required for success. In addition to training for teachers involved and the tests, the project provided an extensive information package containing course outlines, writing samples, math requirements, etc. to assist students with educational planning.</p>
	Lambton College	<p>A <b>Career Calculator</b> is an interactive tool for use on the Lambton College website under the Career Pathways link. It assists students and other possible candidates to find out which programs they may be eligible to apply for at Lambton College by considering their credit information online.</p>
	Niagara College	<p>The “<b>Career Pathways Manual</b>” is an educational guide, developed in partnership with a local board, for secondary school students to see the connections between their high school course selections and the corresponding College programs. Clear pathways in a chosen field give students the opportunity to focus their learning goals on courses that have relevance to them.</p> <p>It is available on the Niagara College website:  <a href="http://niagarac.on.ca/studying/career_pathways">niagarac.on.ca/studying/career_pathways</a>.</p>

Type of project / program	College(s) offering it	Brief Description
<b>Programs for specific student groups</b>	Cambrian College	<p>The <b>“Girls in Trades”</b> event brings Grade 9 &amp; 10 girls on campus to participate in workshops that will allow them to explore the variety of career options available through the trades.</p> <p><b>“First Nations Outreach”</b>: This three day experience brings First Nations students on campus to participate in workshops and social activities designed to introduce them to college life and different college programs.</p> <p><b>“All Destinations Have Value”</b> is a multimedia presentation which combines student and graduate video testimonials, PowerPoint slides and a live presenter to reassure at-risk students that they can be academically, socially, and vocationally successful through a college education.</p>
	Centennial College	<p><b>Malvern Project</b> – As part of Mayor David Miller’s Community Safety Plan designed to bring programs to “at risk” youth in under-serviced parts of the city, Centennial College offers a summer program of free skills training to youth living in the Malvern and Galloway/Orton Park neighbourhoods of Scarborough. During the summer of 2005, 140 young people, aged 13 – 29, attended Centennial classes in audio and video production, an automotive clinic, air conditioning and refrigeration, Afro-Caribbean drumming, as well as short courses in standard first-aid and CPR. A broad range of community agencies work with Centennial to bring youth into the program.</p>
	Confederation College	<p><b>“SAM- Single Adolescent Mothers, Mothers in Search of Learning”</b> is a partnership with the local school board designed to assist young mothers and pregnant teens in their return to school and provide an opportunity for them to obtain their Ontario Secondary School Diploma along with other programs such as parenting, pre-natal, nutrition and budgeting.</p>
	George Brown College	<p>The College <b>Access Centre</b> has identified four priority areas for work with specific groups. Three of the areas – Mental Health, Aboriginal and Immigrant Students – have been the focus of work to date. The fourth area is At-Risk Youth. In the 1<sup>st</sup> year of a 3-4 year emphasis on this population, the centre is in initial stages of developing a strategy. Of the 250 students currently involved in the Access Centre’s Pre-Programs, approximately 1/3 come directly from high school. About a dozen guidance counselors sit on the Advisory Committee for the College Vocational Program.</p>
	Georgian College	<p><b>“Prospecting Success”</b> is an initiative in which 15 at-risk secondary students made four visits to the college campus. They were paired with a college student mentor, they attended classes, toured the college and did career activities.</p>
	Humber and Seneca Colleges	<p><b>Connecting GTA Teachers / Learning Partnership</b></p> <p>Goal: Working with two local school boards, to identify a group of at-risk students who have no plans for going to college, to support as many as possible to re-consider college as a destination and to apply to college.</p> <p>Forty-two students were selected who were “close to graduation but who had not experienced academic success in secondary school.” A Career Counselor worked with community college personnel, principals, guidance counselors and students. Her work with the students involved personal interviews, meetings, individual interest testing, career counselling and visits to the community colleges.</p>
	Humber College	<p><b>“Humber NETWork</b> (North Etobicoke Training &amp; Work Project)” provides approximately 15 high-risk youth with employment and learning opportunities (part-time</p>

Type of project / program	College(s) offering it	Brief Description
		<p>employment on campus; college learning over 2 semesters). Young adults (ages 18 - 24) in Jamestown / North Etobicoke who are un-employed and out of school but have a minimum of 16 credits (Grade 10 equivalency) are provided part-time employment opportunity (up to 24 hours/week) on campus. Students are registered through CE and attend two days/week in OYAP - completing basic skills certificate (Level 1). Students will need to upgrade to Level 2 and obtain a Grade 12 diploma in order to continue the apprenticeship</p> <p><b>“Homework Club”</b> is an after school homework club for youth which involves College mentoring of at-risk youth in Grades 9 and 10 to improve retention, reduce barriers and attract students to specific subject areas.</p> <p>Six students from each of four local high attend the college to receive assistance with Math and Science skills areas one evening per week. Students are bussed to and from Humber from the local high school. Students are provided a “healthy snack” upon arrival. Microskills provides supervision of these students. A teacher (on leave from TDSB) does evaluations and follow-ups. The high school principals were actively involved in identifying the students and support this initiative. Parents/guardians were required to sign-off on this initiative. There is a plan for a “Discover Humber/Introduction to College” session in the Winter semester and the parents will be involved.</p>
	Niagara College	<p><b>“College Link”</b> is an alternative 2-semester high school program (formerly located in Niagara College and now offered off-campus) designed to help students 17 – 20 years old who are interested in pursuing a college education and are currently unsuccessful in accumulating enough credits to obtain a high school diploma and entry into Niagara College.</p>
	St. Clair College	<p><b>“Future Links – College Vocational Certificate Program”</b> -- This certificate program (CVS approved and MTCU funded) is designed in partnership with local school boards for high school students who have been denied entry to college programs because they do not possess the minimum academic requirements. Participants will gain an increased awareness of educational and career opportunities through curriculum emphasizing vocational exploration and life skills, in order to establish and enhance clear pathways for employment.</p>
	Seneca College	<p>The <b>“Secondary School Student Tutoring Project”</b> provides tutoring within Seneca College’s Learning Centres to select secondary school students in the Seneca @York catchment areas (North York – Jane-Finch and York Region - South Markham).</p> <p>Students targeted include Grades 10 and/or 11 students who are considering community college or articulation programs, who have literacy, numeracy, or second language barriers, or students with learning disabilities who would benefit from additional support prior to applying to college, from low income families who cannot afford private tutoring services, those who would be “first generation” post-secondary students in their families.</p>

Type of project / program	College(s) offering it	Brief Description
	Seneca College	<p><b>Seneca College Outreach in Education (SCOrE) Project</b> - Youths between 19-24 years of age, living at or below poverty level (as defined by Statistics Canada) who did not, or have barely completed high school and are out of work are recruited to participate in the SCOrE project. Currently 25 youths have been recruited by Seneca staff in the Counselling Department as a result of active outreach to leaders from various community organizations, centres and agencies.</p> <p>The project is based on a model for the development and evaluation of an accessible post-secondary educational opportunity program for economically and educationally “at-risk” persons that will be replicable in post secondary institutions across Canada. Interventions and support services include a one week orientation for students, orientation for their parent(s)/family/significant other, vocational and academic advisement, matching the student with a mentor/coach, language skills and math remediation (tutoring), and personal counselling. The evaluation/accountability aspects study the impact of specific supporting services in terms of student outcomes and success. The aim is to expand this program to involve 100 students in September 2006, provided that funding can be accessed.</p> <p><b>“The ReConnect Program”</b> - was a Learning to 18, stay-in-school partnership with the TDSB initiative designed to re-engage students in their educational experience. It was geared to 17 and 18-year old students who were not currently succeeding in school during the Feb – June 2005 semester and who would benefit from exploring their interests in relation to future career options.</p> <p>Workshops focused on employment exploration, vocational and skills assessment, labour market trends/information and employability coaching. The goal of the Re-Connect program was to assist students in developing pre-employment skills leading to secured employment or a commitment to returning to school in order to reach their career goals.</p> <p>Active participation in this program was considered to be an alternative program and as such students remained registered in school. They attended a Seneca location and participated in daily workshops, facilitated by Seneca’s Career Counsellors. Though they did not earn any credits, it gave them the opportunity to return to school in Sept. 2005.</p>

Type of project / program	College(s) offering it	Brief Description
Competitions hosted by the college	Collège Boréal	<p><b>Projet InterOntario – CRISE 2005</b> To give francophone students from Northern Ontario a chance to get to learn about educational possibilities offered by Colleges, a multi-disciplinary competition was held at the college for Grade 11 and 12 students. The competition allowed students to test their abilities and expertise in the following three areas: health, physical education and computer studies. Secondary school teachers acted as mentors for their students and helped them prepare for the competition while college professors were responsible for the creation of activities and evaluation criteria. Activities included CSI, dissection, biology studies, physical fitness, etc.</p>
	George Brown College	<p>The <b>Whiz Kid Cooking Competition</b> (new in 2006) gives senior high school students an opportunity to develop culinary skills and learn more about the programs offered. First Prize: one \$2500 scholarship to the GBC Hospitality &amp; Tourism program Second Prize: one \$1500 scholarship to the GBC Hospitality &amp; Tourism program Third Prize: one \$1000 scholarship to the GBC Hospitality &amp; Tourism program</p> <p><b>Knorr “Ready, Set, Cook and Win” Team of 4 Culinary Competition</b>, now in its 5<sup>th</sup> year, is open to high school students who research, test and prepare either a meal for 4 or a variety of baking items. The competition is based on the first four courses in the Culinary Management and Baking/Pastry Arts programs. First Prize: one \$2500 scholarship to the GBC Hospitality &amp; Tourism program to each member of the winning team Second Prize: one \$1500 scholarship to the GBC Hospitality &amp; Tourism program to each member of the second-place team Third Prize: one \$1000 scholarship to the GBC Hospitality &amp; Tourism program to each member of the third place team.</p>
		<p><b>Technology in the City</b>, in its 5<sup>th</sup> year, awards up to 11 first-year scholarships in competitions in the areas of: Carpentry Masonry Mechanical Transporter Vehicle Micromania Operating System Installation Plumbing Sheet Metal Electrical Spaghetti Bridge Tube Bending – Steamfitting Games Development</p>
	Loyalist College	<p>The <b>Junior Iron Chef Competition</b> has been hosted by the college for a number of years, has been picked up by a number of other colleges, and the opportunity of a provincial competition has been discussed at the Heads of Hospitality and Tourism Committee level.</p>
	Niagara College	<p>The first annual “<b>Niagara Invitational High School Cook Off</b>” hosted 17 two-person teams from secondary schools from across Southern Ontario at the Niagara Culinary Institute. The winning teams were awarded scholarship dollars (encouraging them to pursue their post secondary education with Niagara College) as well as other culinary prizes from our generous sponsors.</p> <p>High School Visits: Last year Chef Mark Hand visited many of our area high schools wearing different hats. As culinary judge for regional and provincial competitions, as a career spokesperson at various career days and as a guest chef during culinary</p>

Type of project / program	College(s) offering it	Brief Description
		<p>classes and lectures.</p> <p>The college hosted school board <b>skills challenges</b> for DSBN in machining, automotive, autobody, welding; provided judges for DSBN carpentry challenge at Market Square in St. Catharines; and hosted the Regional Qualifying Skills Canada Challenges for 14 school boards including Halton and western Toronto.</p>

<b>Regional and local school / college planning committees</b>	The School / College / Work Initiative reports that there are 15 regional planning teams across the province, funded by SCWI. The following information was received from colleges as part of this current scan of school / college activity and serves to illustrate the kinds of work being done by the regional planning teams.	
	Cambrian College	<p>Secondary School/College Strategic Planning Committee coordinates activities which strengthen linkages between Cambrian College and the local school boards. The committee is comprised of all high school principals and Cambrian College staff (Vice President Academic, Vice President Student Services and Strategic Initiatives, Director of Marketing and Institutional Relations, Dean Centre for Workforce and Community Development.)</p> <p>Since the establishment of this committee, there have been several activities undertaken both funded by SCWI and non-funded. Activities and outcomes have included:</p> <ul style="list-style-type: none"> <li>• Pathways brochures</li> <li>• Full-day campus sessions for secondary school staff</li> <li>• Teacher Internship of one day on the college campus</li> <li>• Math website for secondary school teachers to access information on first year college math courses</li> </ul>
	Canadore College, Collège Boréal	<p><b>Let the Trades Continue</b> involves the two colleges and the Conseil scolaire catholique franco-nord, the project lead. The goals for this year include:</p> <ul style="list-style-type: none"> <li>• Organize professional development activities to give pre-service teachers access to hands-on information about skilled trades and other programs offered at the colleges so that future teachers can counsel students and are well prepared to deliver college and workplace stream secondary school courses.</li> <li>• Organize a forum that provides linkages between Nipissing University Faculty of Education students and Canadore College faculty.</li> <li>• Organize information forums for parents and disengaged, struggling youth about the viable career opportunities that exist as a result of training/education in the skilled trades and other hands-on college programs.</li> <li>• Market the colleges as viable postsecondary education options to students and their parents.</li> </ul> <p>The planning team includes representation by two colleges, a university, four local school boards, a local aboriginal secondary school, the Local Training and Adjustment Board, and an employment agency. Since our inception, we have organized: activity days in which local grade 7 to 10 students have participated in hands-on workshops to expand their interest in the skilled trades; parent information forums to increase their awareness and improve their perceptions of the skilled trades as viable employment opportunities for their offspring; development of a website to share information; development of a multitude of marketing materials, including t-shirts for the student participants</p>
	Conestoga College	<p>The goals of the <b>School-College Work Initiative Project</b>, involving 5 district school boards, are to:</p> <ul style="list-style-type: none"> <li>• Bring high school teachers onto the college campus;</li> <li>• Bring “at risk” high school students on campus to show them <u>they can</u> make it to college;</li> <li>• Prepare an 8 minute video for Grade 9 &amp; 10 students to encourage them to consider college;</li> <li>• Organize and run two parent nights</li> </ul>

<b>Regional and local school / college planning committees</b>	The School / College / Work Initiative reports that there are 15 regional planning teams across the province, funded by SCWI. The following information was received from colleges as part of this current scan of school / college activity and serves to illustrate the kinds of work being done by the regional planning teams.	
	Confederation College	<p>Regional Planning Team (SCWI) goals are to</p> <ul style="list-style-type: none"> <li>• Increase clarity in secondary school pathways to college admission</li> <li>• Review existing articulation agreements and partnerships</li> <li>• Form teams of secondary teachers and college faculty to address specific curriculum concerns</li> <li>• Facilitate professional development programs involving college faculty and secondary teachers</li> </ul> <p>Partners: Confederation, Lakehead University, 7 district school boards</p>
	GTA colleges (Centennial, George Brown, Georgian, Humber, Seneca, Sheridan)	<p><b>Connecting GTA Teachers</b> is the regional planning team of the School/College/Work Initiative that encompasses the 5 metro colleges + Georgian and 8 school Boards. The Learning Partnership is also a member. The area covered includes 252 high schools and 16,200 high school teachers and 270,000 high school students.</p> <p>The Regional Planning Team meets monthly and coordinates all of the SCWI projects in the region. Funded projects in Phase 9 include several regional forums, a pathways initiative to enable Parkdale CI students to earn dual credits at Seneca and two major projects, the “College Mathematics Project” (see below) and “The Transition to College Pathway Project,” a partnership between Sheridan and Dufferin Peel CDSB to support at risk students in making the transition to college through the offering of a full-time secondary alternative program delivered in a post-secondary setting. Students are able to complete secondary requirements and earn an additional credit per semester towards a college diploma.</p>
	Georgian College	The Central Lakes Regional Planning Team oversees and plans all SCWI projects, maintains project website, oversees classroom exchanges and subject specific meetings between secondary teachers and college faculty. Began in 2002-2003 and continues.
	Fanshawe, Lambton (lead), and St. Clair Colleges	<p>The Southwestern Regional Planning Team addresses the key priorities of curriculum alignment, creation of pathways to college and developing a mutual understanding of secondary schools and the college system through regional forums, application of the PASS model – pathways, introducing dual credit pilot projects between St. Clair College and Cardinal Carter, developing a College Boot Camp for students in Grades 6 to 12 and introducing a Mobile Lab for Grade 7-8 students to demonstrate skilled trades and apprenticeship pathways. Forums will be provided in Writing Exemplars, Pathways to College for students interested in Certificate, Diploma and Bachelor programs, dual credits and college technology courses. Regional forums will include Apprenticeships, Future Links and Directions in Math. It has been found that small, focused events work best.</p> <p>Educators from the two panels are invited to serve on each other’s advisory committees.</p>
	Mohawk, Niagara, and Sheridan Colleges	<p>The <b>Golden Horseshoe Regional Planning Team</b> facilitates the development of projects and forums to educate students about career paths in Technology, Skilled Trades, Business, Social Sciences and the Arts. This initiative includes the following projects:</p> <ul style="list-style-type: none"> <li>• Regional Forum Series</li> <li>• Destination College: The Technology Experience</li> <li>• A dual credit pilot: Connecting to College through Co-op (C3)</li> </ul>
	Mohawk, Fanshawe, and Sheridan Colleges	<b>Grand River Region School College Work Initiative</b> is a multi-faceted project involving 3 colleges, Brant Haldimand Norfolk Catholic and Grand Erie DSBs, St. Leonard Community Services of Brantford, Wilfrid Laurier University – Brantford, and Nipissing University - Brantford. The goal is to facilitate the development of projects

<b>Regional and local school / college planning committees</b>	The School / College / Work Initiative reports that there are 15 regional planning teams across the province, funded by SCWI. The following information was received from colleges as part of this current scan of school / college activity and serves to illustrate the kinds of work being done by the regional planning teams.	
		<p>and forums to educate students about career paths in Technology and Skilled Trades and Human Services. The project involves planning and implementation of five Regional Forums and five Major Projects. Focus areas include:</p> <ul style="list-style-type: none"> <li>• Review of curriculum alignment and student pathways for identified trades and human resource careers.</li> <li>• Development of articulation agreements between schools and post secondary institutions.</li> <li>• Placement of Junior and Intermediate pre-service teachers and their associate teachers in Community Colleges.</li> <li>• Promotion and marketing of college programs.</li> <li>• Creation of a “School within a College” to assist disengaged or struggling students.</li> </ul> <p>Secondary students, particularly those at risk of leaving secondary school prior to graduation, have the opportunity to participate in a college preparatory program with a pre-technology and pre-apprenticeship focus at Mohawk College Brantford and a pre-Human Services program at Fanshawe College Simcoe. Students enrolled in the program receive secondary school credits as well as college preparatory credits. Other initiatives include opportunities for Faculty of Education students at Nipissing University and secondary teachers to experience the college environment and curriculum by partnering with an instructor at either Mohawk or Fanshawe College.</p>

Type of project / program	College(s) offering it	Brief Description
<b>Teacher Training / Pre-service teacher education</b>	Confederation College	<p><b>“Future Teachers: Widening Horizons”</b> is a partnership involving Confederation College, Lakehead University, Lakehead DSB, Thunder Bay CDSB with the following goals:</p> <ul style="list-style-type: none"> <li>• Increase awareness of workplace, apprenticeship and college destinations for students leaving high school;</li> <li>• Assist future intermediate/senior teachers to integrate career information as they teach, guide, and counsel students in their content areas;</li> <li>• Equip future teachers with the ability to discuss career opportunities with students and their parents;</li> <li>• Encourage links with community partners;</li> <li>• Increase familiarity with college as a destination.</li> </ul>
	Durham College	<p><b>Teacher Candidate Forums</b> – full- and half-day and evening events planned for teacher candidates at UOIT. Provide information about college programs and college-destination students.</p>
	Fleming College	<p><b>“Building Connections with the Trent University Faculty of Education and Professional Learning”</b> is a partnership among Fleming College, the Trent University School of Education &amp; Professional Learning and the secondary schools in our regions.</p> <p>Teacher candidates attend sessions at Fleming to become more familiar with college destinations. Teacher candidates, their associate secondary teachers, and Fleming faculty spend time together in four planned sessions over the academic year in both the college and secondary environments. In addition to the networks and connections that are established as part of this initiative, the broad theme of the sessions is applied learning and sharing of best practices.</p>

Type of project / program	College(s) offering it	Brief Description
<b>Participation in volunteer and community projects</b>	George Brown College	200 Child and Youth Worker students are placed annually in schools for <b>field placements</b> . Approximately 30% are placed in middle and high schools. These students are working with high school students on career and life issues and are well-placed to offer advice on college options out of their own experience. Approximately 100 graduates are employed by the TDSB and the SSB in Peel, York and Durham.
		30 – 35 Intervenor students are placed annually for <b>field placements</b> with the two Toronto boards as well as Peel, Durham and Waterloo. 20-25 graduates are currently employed by these boards. Both students on placement and graduates are informal ambassadors for the college’s programming in this area. The Vision Specialist for the TDSB sits on the Intervenor Program Advisory Committee.
	Loyalist College	Culinary and Hotel students are currently involved in the planning and execution of Bridging the Gap's annual Fund Raiser, The Bay of Quinte Wine Festival. They have also been involved in the Belleville Festival of Trees for a number of years.
	Niagara College	The Technology programs at the college are involved in the Habitat for Humanity Project in Thorold – Construction Techniques students helped build the foundation.
		The Computer Programmer Program established a service whereby our students could help elementary and/or secondary school teachers with any programming / database/web applications, for free.

Type of project / program	College(s) offering it	Brief Description
Research	Seneca (lead), Sheridan, George Brown, Georgian, St. Clair and Fanshawe Colleges	The “ <b>College Mathematics Project</b> ” is a SCWI funded project that brings 6 colleges and 9 school boards together to examine the sources of success and failure in first year college Technology mathematics and to engage the partner colleges and secondary school teachers and school boards in a dialogue regarding the issue.
	ACAATO Research project	The ACAATO Collaborative Research Project is an SCWI funded project designed to develop a clearer understanding of school-to-college transition and involves secondary school, government and college partners to both mine available data and to conduct primary research. Phase 1 of the research focused on three aspects: <ul style="list-style-type: none"> <li>• A survey to explore senior secondary school students’ perceptions of college and the factors influencing their postsecondary plans, Alan King of Queen’s University engaged as principal investigator;</li> <li>• A secondary analysis of data from the College Applicant Survey which provided a profile of those who have reached the applicant stage;</li> <li>• An analysis of the academic background of college registrants who come directly from high school: the type of high school courses taken and the marks achieved.</li> </ul>
	Metro colleges	Representatives from the TDSB and the metro colleges met in 2005 and agreed to pursue <b>joint institutional research</b> . A number of common issues were identified and the group will meet again in 2006.

Type of project / program	College(s) offering it	Brief Description
<b>Dual credit</b>		The School/College/Work Initiative has funded 13 dual credit pilots in the 2005-2006 academic year. A report analyzing the pilots has been commissioned and will be available in summer 2006. The following are examples of dual credit pilot projects submitted by colleges for this compilation.
	Confederation College	Students earn six or more high school credits. They also earn two college credits for a Student Success course. One course is taught by a college instructor. Two and a half college credits are earned through an articulation agreement. Students in this program are between 18 to 20 years of age, and have completed 20- 24 high school credits. With Lakehead District School Board.
	Conestoga College	<p><b>Concurrent Credits (Laddering)</b>            In order to encourage high school students to make college their “first choice,” concurrent credits are being offered to attract students into college program areas with advanced standing. A range of activities are offered to high school students by the local SCWI Planning Team to help students see that college can be a “first choice” option. High school teachers, as well, become familiar with the benefits of a college education.</p> <p>Partners: Waterloo Region, Avon Maitland, Upper Grand, Waterloo, Wellington School Boards</p>
	Confederation College	<p>The “<b>College/Workplace Vocational Program</b>” offers dual credits for at-risk high school students so that they remain in school and see the possibility of College as a pathway. High school students will be located on the college site to receive some of their class work—in an adult education environment. Students receive a number of certification courses which they will place in their portfolio for use when searching for employment.</p> <p>Secondary workplace preparation courses are designed to equip students with knowledge and skills for direct entry into the workplace or admission to apprenticeship programs and other programs offered by college</p> <p>Partners: Confederation and 7 local school boards.</p>
	Georgian College	“ <b>Trades, Technology and Transitions</b> ” is an initiative designed for 25 disengaged students who will spend a semester together at an Adult Learning Centre and on college campus earning secondary credits, experiential learning credits through technology labs and a dual credit.
	Loyalist College	Loyalist has nine local secondary school students (from four area schools) registered and attending a second semester introduction to accounting course as part time college students. They will receive a transferable credit (valid at Loyalist, St Lawrence and Algonquin) for the first year business accounting as well as up to two secondary coop credits for their experience at the college.

Type of project / program	College(s) offering it	Brief Description
	Mohawk and Niagara Colleges	<b>Connecting to College through Co-op (C3)</b> involves delivery of a dual credit program model of study at Mohawk and Niagara in partnership with 6 School Boards within the Hamilton, Halton, and Niagara regions. The model enables students, on successful completion, to earn four co-operative education credits toward the OSSD and two general education electives toward completion of a college program. It is preferred that the curriculum of one of the general education electives credits meet the overall expectation of the grade 10 Career Studies courses to offer credit recovery for students missing that mandatory graduation requirement. The program is intended to provide 51 students (28 at Niagara; 23 at Mohawk) with a more seamless entry into college from secondary school while enhancing partnerships between the Colleges and District School Boards.
	Mohawk and Fanshawe College – Simcoe Campus	The <b>“School within a College”</b> pilot project is intended for students at risk of dropping out or disengaging in the learning process before they obtain their OSSD. Students are removed from the traditional high school classroom to pursue their studies in a more hands-on learning environment at a college that includes teacher-taught credits and teacher-supported Credit Recovery and Monitored Independent Learning. In the Mohawk program, students earn high school credits in Senior English, Manufacturing Technology, Construction Technology and senior Math. The college preparation component includes 5 modules focused on Manufacturing and Building & Facilities Maintenance that combine theory and shop experience to enable students to earn two college preparatory credits: Career Exploration: Manufacturing Skills and Career Exploration: Building & Facilities Maintenance Skills. At Fanshawe College, students in the dual credit program earn college preparatory credits in Human Services Foundations. Students who are not eligible to graduate may choose to enter a 4-credit Co-op or Ontario Youth Apprenticeship Program or return to their home school to complete diploma requirements.
	Seneca College	<b>“Steps to College”</b> is modeled after the highly successful “Steps to University” program. Seneca College and Parkdale CI have partnered to offer a program which assists secondary school students' entry into college through the offering of dual credit courses in a supportive/coaching environment. Provides students with exposure to college and academic experience at the college level so that college will be a more viable post secondary option for these students to consider. Broadband technology facilitates texts, voice and visual communication and links the high school with the College. Students would travel to the College when and where practical training may be a requirement of the course.  High school and college partners: Parkdale Collegiate Institute (TDSB) and Seneca
	Seneca College	<b>ACE (Advanced Credit Experience) Program</b>  Students take a general education subject at Seneca in the winter semester and earn a coop credit at the same time. Students are integrated with college students.  The Toronto District School Board (Westview Centennial, Emery and C W. Jeffreys)
	St. Lawrence College	<b>“Dual Play”</b> dual credit program - High school students take a college course at the college and get co-op credit towards OSSD as well as potential for second credit PLAR challenge. Advanced standing at college awarded when/if they enrol after high school grad.  Actively working on <b>“Open Pathways”</b> initiative with local boards to implement dual program/enrolment program where high school students take college course delivered at high school and receive dual credit. Other option being developed where students can enrol in college prior to receiving OSSD and get dual credit, completing OSSD at college.

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	St. Clair College	Twenty Grade 12 students from Cardinal Carter will spend semester 2 at St. Clair College to earn college level credits while completing secondary school. Students will attend their secondary school during the morning and St. Clair College in the afternoon to complete college credits chosen according to their interests. Successful completion will result in credits to be used upon admission to college.
	Sheridan College	The program ran at the Sheridan Davis Campus from Feb. – June, 2005. Twenty five students are enrolled in a dual credit program with a college-prep teacher where they will receive a high school credit and a college prep credit. Another program will emphasize Precision Machining Trades and the Electrician, Construction and Maintenance Trades.

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