

SCHOOL/COLLEGE/WORK INITIATIVE

To: Directors of Education
College Presidents
ACAATO
District Offices, Ministry of Education

From: School/College/Work Initiative Co-Management Team

Date: April 25, 2005

Subject: **SCWI Request for Proposals, Phase 9**

The Invitation

The School/College/Work Initiative (SCWI) is inviting joint applications from colleges and district school boards for funding to support cooperative initiatives involving secondary school teachers and college faculty during the 2005-2006 academic year. Building and sustaining on-going relationships between the college system and the secondary system has been deemed to be a high priority by both the Ministry of Education and the Ministry of Training, Colleges and Universities.

The government is committed through its Learning to 18 strategy to keeping all students engaged in learning to age 18 or graduation. There is an urgent need to help adolescent students succeed academically and be prepared for their chosen post-secondary destination. The expanded School College Work Initiative supports clearer pathways to college programs for a broad range of secondary school students, including the disengaged and struggling, and early school leavers. Success in the Learning to 18 strategy will be measured by improving student achievement, reducing the drop out rate, increasing the graduation rate and ensuring that every student has a good outcome from public education. Success in the School College Work Initiative will be measured by increasing the awareness of Grade 7 to 12 students, parents, teachers and administrators of college opportunities; improving secondary school retention and graduation rates; increasing the knowledge and understanding of college faculty regarding the secondary school program; and increasing college application and participation rates.

In Phase 8, 2004-2005, all 24 colleges and 68 school boards participated in the School/College/Work Initiative. For Phase 9 in 2005-2006, we hope to involve all colleges and all district school boards.

It is intended that Regional Planning Teams, which were introduced in 2003-2004 and expanded in Phase 8, will continue to coordinate all forums and major projects.

We are requesting that you pass this memorandum along to the appropriate staff in your organization.

Background to the School/College/Work Initiative

Since its inception in 1997, the SCWI has funded approximately 88 projects and forums that have focused on:

- aligning curriculum between secondary schools and colleges,
- articulating pathways to college for students,
- increasing the understanding of the educational and career opportunities for students through colleges as a post-secondary destination, and
- linking teachers in the college and secondary panels through discussion seminars, professional development and exchange and internship opportunities.

Phase 9 Priorities

For Phase 9, the three SCWI priorities continue to be:

Curriculum Alignment and Student Pathways

Activities and projects relating to curriculum alignment and student pathways to college could include:

- the articulation of advanced standing agreements,
- the development of secondary curriculum “pathways” that would enhance student success in one, two and three year college programs,
- the formation of action teams consisting of secondary teachers and college faculty that would address specific curriculum concerns,
- the development of “reach ahead” programs for disengaged learners or for students who might not normally consider college as a destination,
- the offering of secondary school courses taught by secondary teachers on college campuses, or
- the development of college prep technology programs to provide secondary technology students with a preview of college technology programs and access to college technology equipment while earning secondary technology credits.

Applicants may wish to include other activities or projects that respond to identified local priorities in the areas of curriculum alignment and student pathways.

Teacher Preparation, Teacher Staff Development or Teacher Internship Programs

Activities and projects relating to teacher preparation, teacher staff development or teacher internship could include:

- pre-service programs involving faculty of education students in college or apprenticeship programs
- secondary subject teacher internships in college and apprenticeship programs and related workplace settings
- professional development programs/forums involving college faculty and secondary school teachers learning and sharing with one another, and
- teacher-college faculty exchanges, visitations and on-going dialogue.

Applicants may wish to include other activities or projects that respond to identified local priorities in the areas of teacher preparation, teacher staff development or teacher internship programs.

Promotion and Marketing of College Programs

Activities and projects relating to promotion and marketing of college programs over and above college outreach activities currently in place could include:

- presentations by college student ambassadors and college graduates
- parent information forums
- innovative marketing and communication approaches, and
- presentations by the colleges at secondary schools

Applicants may wish to include other activities or projects that respond to identified local priorities in the areas of promotion and marketing of college programs.

Areas of Emphasis for Phase 9 (2005-2006)

The two areas of emphasis for major projects will be:

- (A) Replication of exemplary SCWI projects developed through previous phases:
1. **The PASS Project:** a comprehensive approach to the development and implementation of program pathways from secondary to college programs involving curriculum alignment and a range of related interactions involving secondary and college teachers and business / industry representatives. (Phase 8 project 8.3)
 2. **Building Connections / Building More Connections Project:** a comprehensive approach to the development and implementation of a model for interactions and exchanges for teacher-candidates and associate teachers with college teachers to provide them with experience of the college environment and college programs. (Phase 8 project 8.4)
 3. Initiatives to engage Grade 7 to 10 students in career opportunities in the skilled trades available through college programs, e.g., Let the Trades Begin (8.12) , Techno-Expo Series (8.6)

Note: Additional information on these Phase 8 projects is available on the SCWI website: www.gotocollege.ca

- (B) Innovative pilot projects to assist secondary students' entry into college through the offering of advanced standing*, dual programs*, and/or dual credit courses* (team-taught by secondary and college teachers) for the broad range of students, including disengaged and struggling students and early school leavers, with the potential to succeed in one, two and three year college programs.

Note: See Appendix A for definitions of the terms identified with an asterisk above.

(A Projects)

In developing proposals for Phase 9 funding, applicants are strongly encouraged to consider building on one or more of the exemplary programs developed during Phase

8 and earlier. Outlines of programs approved in earlier phases can be found on the SCWI website. (www.gotocollege.ca)

In considering applications for Phase 9, the Co-Management Team which directs the SCWI will give priority to approaches which are regionally and provincially replicable.

(B Projects)

For Phase 9 the Co-Management Team which directs the SCWI will give priority to pilot projects which will provide opportunities for partnerships between colleges and school boards to offer to secondary students as part of secondary school-college programming advanced standing, dual programs, and/or dual credit courses (team-taught by secondary and college teachers) prior to the normal entry into college.

These innovative pilot projects developed by the Regional Planning Teams will provide students with a more seamless entry from secondary school to college. These college preparation programs will be developed for students who demonstrate a range of levels of engagement and academic achievement and will include both advanced standing, dual programs, and/or dual credit courses (team taught by secondary and college teachers) and other elements to support students in successful transition to college. A model may include a combination of advanced standing, dual program and/or dual credit courses. These pilot projects will have the capacity to serve as effective models for successful student transition to college programs and will be provincially replicable.

It is preferable for some secondary students to have opportunities to complete both college and secondary credit courses in a dual program in a college setting. However, proposed models which include a combination of settings will be considered.

Types of Programs Eligible for Phase 9 Funding

Category 1: Regional Planning Teams (eligible for up to \$60,000 per team)

The preferred model for all Phase 9 funding will be through Regional Planning Teams.

It is envisioned that there will be approximately eleven Regional Planning Teams across the province, with colleges and district school boards forming partnerships which make best sense in their region. Based on the areas they serve, some

colleges or boards may find that they have membership on more than one Regional Planning Team.

Representation on each Regional Planning Team would include:

- At least two community colleges and three district school boards, unless geographic distance necessitates only one community college member
- Business partners, community resource partners, and training agencies
- A representative from a Ministry of Education district office
- A member of the senior staff of each of the community colleges
- A member of the senior staff of each of the district school boards

Regional Planning Teams will be responsible for overall coordination of all SCWI activities within the region. Each Regional Planning Team will identify specific priorities and strategies in respect to experimental pilots to address seamless entry, curriculum alignment, creation of pathways to college, building mutual understanding of the secondary school and college systems through staff development opportunities, and promotion and marketing of college programs.

The project coordinator/project lead for each Regional Planning Team will be expected to participate in a minimum of three meetings with their counterparts from across the province during the year.

Depending on the number of members, Regional Planning Teams may be eligible for up to \$60,000 to cover the costs for project coordination, meetings, forums and carrying out the project strategies to meet their identified 2005-2006 objectives.

Each Regional Planning Team would be expected to plan and conduct a minimum of three Regional Forums and a Major Project involving secondary teachers and college faculty. Regional Planning Teams can apply for additional funding beyond the \$60,000 amount for major projects and forum activities as per categories 2 and 3.

If a Regional Planning Team wishes to apply for supplementary funding for one or more forums or for one or more major projects, they should include such details with their Regional Planning Team application. One application, with all of the funding components will suffice.

Application Components:

- The application will identify a lead partner for the project (a board or a college) and the anticipated membership on the Regional Planning Team

- The application will outline projects or planning priorities that would be addressed in 2005-2006 consistent with established SCWI priorities and areas of emphasis A and/or B noted above.
- The application should identify a Regional Forum Coordinator
- The application must provide a detailed budget outline

Category 2: Regional Forums (eligible for up to \$ \$7,500 per Forum)

Regional Forums support communication between community colleges and their neighbouring district school boards and address issues of local concern. The Regional Forums help to build bridges of understanding and communication across the two sectors. The Regional Forums have usually been one-day workshop formats.

A Regional Forum would ideally involve at least 2 community colleges and three or more district school boards. Appropriate community or business partners could also be included.

Funding is available for approximately 20 Regional Forums. Funding for Regional Forums may be requested at the time of this application or by written application at any time through to March 31, 2006.

Application Components:

- The application must indicate that the Regional Forum has the support of the Regional Planning Team for the region
- The application should identify a lead partner for the project (a board or a college) and the membership of the project's Steering Committee
- The application should outline the activity that would bring secondary staff and college faculty together in support of Phase 9 areas of emphasis
- The application should identify expected outcomes
- The application should identify a Forum Coordinator
- The application must provide a detailed budget outline

Category 3: Major Projects A & B

Projects funded in this category would likely span one or more years with funding renewed potentially on an annual basis dependent upon results and progress.

A Major Project would ideally involve at least two community colleges and three or more district school boards. Appropriate community or business partners could also be included.

A and B Projects will support the specific priorities of the SCWI and relate directly to Area of Emphasis A or B. (pages 3 -4). All projects should develop resources which can be shared through the SCWI website (www.gotocollege.ca).

B projects will pilot innovative approaches to college preparation programs that will support secondary students in the successful completion of advanced standing, dual program and/or dual credit courses (team taught by secondary and college teachers). Projects funded in this category must be able to be replicated across the province and address the significant issues in the school to college continuum.

Funding is available for approximately 5 Major Projects.

Application Components:

- The application must provide a statement that could be used as a press release describing the proposal (no longer than one paragraph).
- The application must indicate that the Major Project has the support of the Regional Planning Team for the region.
- The application should name the lead partner for the project (a board or a college) and the membership of the project's Steering Committee.
- The application must provide a detailed outline of the expected outcomes, key planning steps and timelines, and how secondary staff and college faculty will be involved .
- The application should identify a Project Coordinator .
- The application must provide a detailed budget outline.
- The application should indicate how information about the project will be shared across the province.
- The application should include a commitment to meet accountability requirements (gathering of data to support completion of interim and final report templates and gathering of data/evidence to respond to an external review of those elements listed below which are relevant to the approved project).

External Review

An external evaluation will be conducted on some of the major projects. The review would focus on:

- the degree to which the project assists in a seamless transition from secondary school to college
- the increased awareness of parents and community members of college opportunities

- the increased awareness of elementary and secondary students of college opportunities
- the increased knowledge and understanding of elementary and secondary teachers of college opportunities
- the increased knowledge and understanding of college faculty regarding secondary school curriculum
- increases in college applications and, over time, participation rates
- improved retention rates for secondary school students
- improved graduation rates for secondary school students
- potential retention rates
- potential graduation rates
- the degree to which this project could be replicated elsewhere in the province.

Please note: This is not a definitive and all inclusive list, nor will all of the items for review apply to each project. The components of the External Review need to be addressed in the proposal submission for major projects. Funding for the External Review will not be part of the approved funding for the proposals and will be covered separately.

The Application

Proposals are to be submitted as follows:

- Please send electronic copy to: grantyeo@opsoa.org
With a copy to: gillian@opsoa.org
- Please send the original and fourteen (14) hard copies to:
Frank Kelly
Project Manager,
School/College/Work Initiative
1123 Glenashton Drive
Oakville, Ontario L6H 5M1

The deadline for applications is Friday, June 10, 2005.

Applications for a **SCWI Regional Forum** are done on an on-going basis and can be sent in immediately for Fall, 2005 programs. Applications for Regional Forums will be considered through to March 31, 2006.

Proposals will be judged by the Co-Management Team of the School/College/Work Initiative. Each proposal must provide:

- Clear identification of which one of the three categories (regional planning team, forum or major project) has been chosen for the application
- Definition of the goals of the project and how these relate to SCWI priorities and to Area of Emphasis A or B

- Explanation of the project outcomes and benefits to students
- A plan of development and implementation of project
- Specific details of the numbers of staff and students who will be participating directly in the initiative
- A statement which could serve as a press release (no longer than one paragraph) providing a summary of the proposal

The 14 hard copies of the application should follow the electronic application. The hard copy must contain signatures of appropriate College Presidents, Directors of Education and other partners. (Please use the attached Project Partners page.)

Timelines

Notification of the Co-Management Team's decisions will be communicated by July 31, 2005.

Contact Frank Kelly, Project Manager at (905) 845-4254.

School/College/Work Initiative - Phase 9 Funding Application

(Please use additional pages if required)

Project Name: _____

Program Type:

Category 1: Regional Planning Team _____

Category 2: Regional Forum _____

Category 3: Major Project A _____

Major Project B _____

Total Funding Being Requested: \$ _____

PROJECT PARTNERS

DISTRICT SCHOOL BOARD: _____

Contact Person and Title: _____

Phone: _____ Fax: _____

Email: _____

Director of Education's Signature: _____

Print Director's Name: _____

DISTRICT SCHOOL BOARD: _____

Contact Person and Title: _____

Phone: _____ Fax: _____

Email: _____

Director of Education's Signature: _____

Print Director's Name: _____

COLLEGE OF APPLIED ARTS AND TECHNOLOGY: _____

Contact Person and Title: _____

Phone: _____ Fax: _____

Email: _____

President's Signature : _____

Print President's Name: _____

COLLEGE OF APPLIED ARTS AND TECHNOLOGY: _____

Contact Person and Title: _____

Phone: _____ Fax: _____

Email: _____

President's Signature: _____

Print President's Name: _____

PARTICIPATING BUSINESS, INDUSTRY, COMMUNITY PARTNERS. OTHER, IF APPLICABLE

Contact Person and Title: _____

Phone: _____ Fax: _____

Email: _____

Authorized Signature: _____

PARTICIPATING BUSINESS, INDUSTRY, COMMUNITY PARTNERS. OTHER, IF APPLICABLE

Contact Person and Title: _____

Phone: _____ Fax: _____

Email: _____

Authorized Signature: _____

Projects without complete signatures from all partners will not be considered in the selection process.

Please use additional pages if required

Project Name: _____

PROJECTED BUDGET

PROPOSAL REQUEST \$ _____

Other sources of revenue: \$ _____

Total Revenue: \$ _____

EXPENDITURES

Steering Committee (travel expenses) \$ _____

Project Coordinator (if applicable) \$ _____

Program Development: curriculum,
other resources \$ _____

Travel \$ _____

Professional Development \$ _____

Project Report \$ _____

Other (list) \$ _____

Total Expenditures \$ _____

- Projects already receiving funding from other sources will be required to explain how additional funding (proposal request) will be beneficial
- Funding cannot be used to lease space or purchase/lease equipment and furniture
- Attach a summary page to explain any other details of the project funding
- Professional development money is not to be used for conference attendance

Appendix A
SCWI Phase 9 RFP

Definitions of Terms for Purposes of Funding Application

Term	Definition
advanced standing	<ul style="list-style-type: none"> ○ the granting of a <u>college credit</u>, upon admission to college, for a <u>secondary school credit course</u> which was successfully completed by a secondary school student enrolled in a board, as per agreement involving both sectors. ○ the granting of a <u>college credit</u>, upon admission to college, for a <u>college credit course</u> which was successfully completed by a secondary school student enrolled in a board.
dual program	a program in which a secondary school student is enrolled in a board taking secondary school credit courses taught by a secondary school teacher AND college credit courses taught by a college teacher in the same semester or year
dual credit course	<p>a college credit course <u>team-taught</u> by a college teacher and a secondary school teacher and successfully completed by a secondary school student enrolled in a board. The credit earned may be counted toward both college and secondary school diploma / certificate requirements.</p> <p>Recognition by the college of the college credit may occur upon successful completion of the dual credit course, e.g., through a credit voucher, or may be deferred until the secondary school student enrolls in the college.</p>
<p>Note: 1. SCWI funds will be provided to approved Type B pilot projects to cover the costs to boards and colleges to deliver a dual program (e.g., college costs, board costs, transportation costs).</p> <p>2. Advanced standing, dual program and/or dual credit courses may be used in combination in a program model.</p>	