

# **SCHOOL/COLLEGE/WORK INITIATIVE – PHASE 10**

**To: Directors of Education  
College Presidents  
ACAATO  
Regional Offices, Ministry of Education  
Area Offices, Ministry of Training, Colleges and Universities**

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

**Date: May 11, 2006**

**Subject: SCWI Request for Proposals, Phase 10**

---

## **1. 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 administrators and college faculty and administrators during the 2006-2007 academic year. Building, sustaining and mainstreaming on-going relationships between the college system and the secondary system have been deemed to be a high priority by both the Ministry of Education and the Ministry of Training, Colleges and Universities, in keeping with the government of Ontario's strategic goals for the college and secondary systems.

It is the view of the co-management team that the mandate of the SCWI aligns well with the government's strategic goals to improve student success in secondary education and increase access to and participation in postsecondary education and training.

Notably, since its inception in 1997, the SCWI has had a mandate to fund projects and forums that have focused on providing a seamless transition from secondary school to college by:

- aligning curriculum between secondary schools and colleges
- articulating pathways to college and apprenticeship programs for students
- increasing the understanding of the educational and career opportunities for students through colleges as a post-secondary destination
- linking teachers in the college and secondary panels through discussion seminars, professional development and exchange and internship opportunities, and,
- beginning in 2005-06, the SCWI mandate extended to include the funding of projects to expand the availability of dual programs and dual credit programs between the two systems.

In December 2005, the government announced the priorities for phase 3 of its Student Success/Learning to 18 strategy, which include as one component of its comprehensive plan for high schools "new dual credit programs (to be) available to students so they can earn several credits towards their diplomas through college, apprenticeship and university courses". The 2006 Ontario Budget affirmed the government's commitment to improve

secondary school graduation rates (85% by 2010) and to increase access and improve quality and accountability through the historic Reaching Higher cumulative investment of \$6.2 billion in postsecondary education by 2009-10.

The SCWI Request for Proposals, Phase 10 includes two areas of emphasis (Part A Projects and Part B Projects) that directly support the aforementioned strategic goals for secondary and postsecondary education. As in previous RFPs, Part A Projects continue to be a funding priority for SCWI with a focus on:

- curriculum alignment
- pre-service teacher and teacher preparation / development / internships, and linking / connecting teachers, faculty, parents and students
- college awareness for high schools students, grade 7/8 students and their parents.

Full participation in SCWI by all 24 colleges and 72 school boards was attained in Phase 9, 2005-06 and continues as an important expected outcome for 2006-07. Building on work begun last year under SCWI, and consistent with the government's priorities for Phase 3 of the Student Success/Learning to 18 strategy, a key goal and priority for SCWI Phase 10 (2006-07) is to expand participation in dual credit and/or dual program pilot projects to all colleges and boards (see Part B Projects below).

2006-07 is an experimentation year to support a variety of dual credit and dual program models from which we can learn as we move forward. The Ministry of Education and the Ministry of Training, Colleges and Universities are working together, along with education stakeholders, to develop the policy, program and operational procedures for dual credit programs consistent with the government's decision to implement dual credit programs in 2007.

In 2006-07, the intent is to expand the variety and reach of Part B Projects, understanding that these are partnership based agreements between boards and colleges. The goal is to move from a limited project basis for dual credits and dual programs in 2006-07 to a broader provincial implementation in 2007-08.

It is intended that Regional Planning Teams 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.

## **2. Background to the School/College/Work Initiative**

Since its inception in 1997, the SCWI has funded approximately 100 projects and forums that have focused on:

- aligning curriculum between secondary schools and colleges
- articulating pathways to college and apprenticeship programs 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.

### **3. Areas of Emphasis for Phase 10 Projects**

In 2006-07, the Phase 10 SCWI RFP includes two areas of emphasis for which project funding may be obtained that are described below: Part A Projects and Part B Projects.

#### **Part A Projects**

- (i) Activities and projects related to curriculum alignment and pathways to college, which may include
  - Pathways development including advanced standing agreements
  - Action teams to address curriculum gaps or concerns including secondary teachers and college faculty
  - Development of relationship between elementary students and college through hands-on experiences, in a college setting, reflecting elementary curriculum
- (ii) Activities and projects relating to teacher preparation, teacher staff development, teacher internship which may include:
  - Pre-service programs involving faculty of education student-teachers and associate-teachers at the college site (e.g. one week)
  - Student-teacher internships in college (team teaching) and apprenticeship programs (2-3 weeks)
  - Professional development programs/forums involving college faculty and Gr. 7-8 elementary teachers, secondary teachers
  - Secondary school teacher-college faculty exchanges, visitations
- (iii) Activities and projects relating to awareness and promotion of college programs beyond college outreach programs currently in place, which may include:
  - Presentations by college student ambassadors and college graduates to Gr. 7-8 and secondary school students
  - Parent and student information forums
  - Innovative communication approaches.

#### **Part B Projects**

Part B Projects are intended to assist a broad range of secondary students in the completion of their Ontario Secondary School Diploma (OSSD) and successful transition to college and apprenticeship programs. The students who may benefit from B Projects include disengaged and underachieving students with the potential to succeed as well as high achieving students who already have a chosen postsecondary destination in mind as they work toward an OSSD. Part B Projects will offer dual credit courses, dual programs and/or courses for which advanced standing may be granted. The definitions for these terms are provided in Appendix A.

It is intended to have all school boards and colleges involved in Part B projects in 2006-2007 since full implementation of dual credit policies is scheduled for September 2007.

Regional Planning Teams will decide at the local level what models are appropriate to meet the education and career planning needs of students in the region. Models could include, **but are not limited to:**

- A dual credit career exploration course offered by Ontario colleges that may prove beneficial to students who are uncertain about their education and career plans. This could provide the broad range of students, including the disengaged and underachieving, with an opportunity to discover postsecondary education and training pathways to careers of interest.
- A dual program including both secondary credit courses and one or more college credit courses. The college courses count for dual credits at both the college and secondary levels. This may assist students in experiencing a range of college and/or apprenticeship options.
- A dual credit technology course(s) delivered on a college campus. It may be appropriate for some students to earn a college credit at the preparatory level in Semester 1 followed by Level 1 Apprenticeship training in Semester 2. This would allow students over the course of an academic year, to earn dual credits at both the secondary level and credit(s) at the college preparatory level and the Apprenticeship Level 1 in-school curriculum standards. Students are exposed to a broad range of related apprenticeships, college programs and careers.

**The examples provided above are not meant to limit other innovative proposals which may come forward.**

These activities may take place in college and school board locations as appropriate, i.e. secondary schools, the college campus, college skill-training centres, and board alternative and adult education centres.

The Ministry of Education and the Ministry of Training, Colleges and Universities are working together, along with education stakeholders, to develop the policy, program and operational procedures for dual credit programs consistent with the government's decision to implement dual credit programs. 2006-07 is a year for expansion of and experimentation with dual credit models to inform future practice.

Recognition of dual credits for college courses and apprenticeship training toward the OSSD will be limited to projects approved by the SCWI Co-Management Team for 2006-07. The intent is to experiment through ‘on the ground’ projects in a limited way by testing out a variety of models to see what the two sectors and the government can learn.

Part B Project proposals will be developed according to the following guidelines:

- Dual credit instruction is to be provided by a secondary school teacher or a college faculty member, or a certified journey person where required. Some courses may be team-taught and others may not.
- Some dual credits may be delivered at colleges; some at secondary schools.
- Some courses may include matched curriculum; some may not. The content of a specific dual credit course need not match the content of a specific Ontario curriculum course.

### **Project Proposal Requirements for Part A and Part B Projects**

The proposal will:

- Provide a statement which may be used as a press release describing the proposal (1-2 paragraphs)
- Indicate support of the Regional Planning Team
- Name the lead partner
- Provide a detailed outline of expected outcomes, key planning steps, timelines, operational details, benefits to students
- Identify a project coordinator
- Provide a detailed separate budget outline for Part A Projects and Part B Projects on pages provided
- Provide a concrete and achievable strategy that can be shared across Regional Planning Teams.
- Provide a commitment to meet accountability requirements (gathering of data for interim and final reports and external review)

### **4. Regional Planning Teams (RPTs)**

Fifteen RPTs currently operate throughout the province. Funding for Phase 10 will be through RPTs. The role of the RPTs is outlined as follows:

- Composition:
  - at least one-to-two (1-2) community colleges and three (3) district school boards unless geographical distances render this impractical
  - Business / industry partnerships

- Representation from EDU regional offices and TCU area offices (where Regional Planning Teams have placed a strong emphasis on the trades and apprenticeship)
- Senior staff or designate from colleges
- Senior staff or designate from school boards
- Will be responsible for overall coordination of activities approved through Phase 10.
- Will be expected to conduct a minimum of three (3) regional / local forums plus one project specifically for Part B Projects.
- RPTs can apply for funds for additional forums related to Part A and/or Part B projects/activities.
- RPTs will be eligible for funding of approximately \$60,000.00 to cover project/activity coordination, meetings, forums and carrying out project strategies to meet approved objectives.

### **Regional Planning Team Submission Requirements for Phase 10**

The submission to the Phase 10 RFP will:

- Identify a lead partner
- Identify all members of the RPT
- Outline projects/activities consistent with the SCWI priorities **including at least one Part B Project**
- Identify a Regional Forum Coordinator
- Provide a detailed budget outline for each of their projects, forums and the RPT as a whole
- Identify benefits and anticipated results

### **5. Regional / Local Forums**

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

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

Components that need to be outlined to qualify for forum funding are outlined below in Funding Applications section of the RFP.

## **6. External Review**

In 2006-07, an external review of the SCWI will be conducted. The purpose of the review is to assess the effectiveness of SCWI in promoting collaboration and innovation between the secondary school and college system based on a:

- Review of Phase 8 (2004-2005) and Phase 9 (2005-2006) individual project proposals that were submitted and funded during Phases 8 and 9 to identify specific proposals that are sustainable and should be considered for replication; and
- Review of the outcomes achieved by Phase 8 and Phase 9 funded projects.

In addition, the review will examine the practices of regional planning teams established in Phases 8 and 9 in promoting collaboration and innovation between secondary school and college systems in their regions.

Regional planning teams will be asked to meet with the external reviewers and provide information on specific projects funded in Phase 8 and Phase 9.

## **7. The Funding Applications**

### **Funding Applications for Regional Planning Teams (RPT)**

The attached SCWI Funding Application titled Form 1- Regional Planning Team Funding needs to be completed. Form 1 identifies the Regional Planning Team, its members and a summary of the costs associated with the RPT application including RPT planning costs (funded to a maximum of \$60,000), forums and projects proposed by the RPT under Part A and Part B of the SCWI Phase 10 Request For Proposal.

### **Funding Applications for Part A Projects and Part B Projects**

Two application forms have been provided for Part A and Part B areas of emphasis.

- If RPTs choose to submit an application for a Project A, Form 2A will be completed.
- All RPTs are expected to submit an application for a Project B by completing Form 2B.

*Note: Use additional copy(ies) of the relevant Form 2 Application if applying for funding for more than one A or B Project (one application per project).*

Project proposals submitted by RPTs will be assessed by the Co-Management Team of the School/College/Work Initiative. Each proposal must provide:

- A definition of the goals of the project and how these relate to SCWI priorities and to Areas of Emphasis as outlined under Projects A and B
- An explanation of the project outcomes and benefits to students
- A plan for the 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

**Sixteen hard copies of the application including Forms 1 and 2 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 in Form 1.)**

### **Funding Application for Regional Forums**

Applications for a **SCWI Regional Forum** are done on an on-going basis and can be sent in immediately for Fall, 2006 programs. Applications for additional Regional Forums will be considered through to March 31, 2007 and applications are eligible for up to \$7,500 per forum.

Form 3 should be completed providing the name/purpose of the forum, required funding for the forum and an estimated delivery date for the forum.

Regional Forum application components are as follows:

- 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 may include additional forums to support activities/projects outlined in Part A or Part B
- The application should identify the activity which brings parents, students, teachers and faculty together
- The application must provide a budget outline
- The application must identify expected outcomes
- The application should identify a forum coordinator.



### **Submission of Proposals and Deadline**

Proposals are to be submitted as follows:

- Please send electronic copy to: [grantyeo@opsoa.org](mailto:grantyeo@opsoa.org)  
With a copy to: [gillian@opsoa.org](mailto:gillian@opsoa.org)
- Please send the original and sixteen (16) hard copies to:  
Frank Kelly  
Project Manager,  
School/College/Work Initiative  
1123 Glenashton Drive  
Oakville, Ontario L6H 5M1

**The deadline for applications is 1:00 p.m. Friday, June 30, 2006.**

### **Notification Timelines**

Notification of the Co-Management Team's decisions will be communicated by July 31, 2006.

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

**Form 1- Regional Planning Team Funding**  
**School/College/Work Initiative - Phase 10 Funding Application**

(Please use additional pages if required)

**Regional Planning Team Name:** \_\_\_\_\_

**Project Name:** \_\_\_\_\_

**Program Type:**

**Category 1: Regional Planning Team** \_\_\_\_\_

**Category 2: Part A Project(s)** \_\_\_\_\_

**Part B Project(s)** \_\_\_\_\_

**Category 3: Regional / Local Forums** \_\_\_\_\_

**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: \_\_\_\_\_

• **DISTRICT SCHOOL BOARD:** \_\_\_\_\_

Contact Person and Title: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_

Director of Education's Signature: \_\_\_\_\_

Print Director's Name: \_\_\_\_\_

• **COLLEGE:** \_\_\_\_\_

Contact Person and Title: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_

President's Signature : \_\_\_\_\_

Print President's Name: \_\_\_\_\_

• **COLLEGE :** \_\_\_\_\_

Contact Person and Title: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_

President's Signature: \_\_\_\_\_

Print President's Name: \_\_\_\_\_

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

Name: \_\_\_\_\_

Contact Person and Title: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_

Authorized Signature: \_\_\_\_\_

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

Name: \_\_\_\_\_

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**

## FORM 2A – PART A PROJECTS

**Regional Planning Team Name:** \_\_\_\_\_

**Project Name:** \_\_\_\_\_

**Please complete a separate page for each Part A Project, by sub-category as outlined on page 3, i.e., (i), (ii), (iii).**

**PROJECTED BUDGET:**      \$ \_\_\_\_\_

**PROPOSAL REQUEST**      \$ \_\_\_\_\_

**Other sources of revenue**      \$ \_\_\_\_\_  
(not including in-kind contributions)

**Total Revenue:**      \$ \_\_\_\_\_

**EXPENDITURES**

RPT Committee (travel expenses)      \$ \_\_\_\_\_

Project Coordinator (if applicable)      \$ \_\_\_\_\_

Program Development: curriculum,  
other resources      \$ \_\_\_\_\_

Travel      \$ \_\_\_\_\_

Professional Development      \$ \_\_\_\_\_

Project Report      \$ \_\_\_\_\_

College Faculty Release Time      \$ \_\_\_\_\_

Secondary Faculty Release Time      \$ \_\_\_\_\_

Other (please identify)      \$ \_\_\_\_\_

**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



## Form 2B - Part B Projects continued

### Program Delivery Costs

Cost type	College costs (semester 1)	College costs (semester 2)	Board costs (semester 1)	Board costs (semester 2)	Total (semester 1)	Total (semester 2)
Transportation – students						
Professional Development						
Student support services						
Instructional time						
Student support costs (textbooks, supplies, equipment)						
Student activity fees						
Student administration fees (transcript, registration)						
Facilities Cost						
Other (List)						
Sub-total for Program Delivery Costs						

**Total Expenditures for both Program Development/Planning and Program Delivery Costs: \$ \_\_\_\_\_**

Notes:

- Please list the projected number of secondary students for semester 1 and semester 2 and align with the projected costs for semester 1 and semester 2 for both college and board, as appropriate.
- Projects already receiving funding from other sources will be required to explain how additional funding (proposal request) will be beneficial
- Funding cannot be used for the purchase/lease of equipment, computers and furniture
- Attach a summary page to explain any other details of the project funding and costing assumptions for each category in the chart above.
- Professional development money is not to be used for conference attendance
- Please list cost for college space with Facilities Cost
- Transportation for students is to include costs to and from college locations

## FORM 3– REGIONAL / LOCAL FORUMS

Regional Planning Team Name: \_\_\_\_\_

Project Name: \_\_\_\_\_

Name / Type (local or regional) / Purpose of Forum <i>** indicate if linked to a Part A or Part B Project</i>	Anticipated Date of the Forum	Participants (Type)	Estimated Number of Participants	Duration (in days)	Cost
<b>Total</b>					

**Appendix A**  
**SCWI Phase 10 RFP**

**Definitions of Terms for Purposes of Funding Application**

<b>Term</b>	<b>Definition</b>
<b>dual program</b>	<ul style="list-style-type: none"> <li>• a program in which a secondary school student is enrolled in a board and is taking secondary school credit courses AND one or more college credit courses or Level 1 apprenticeship in-school curriculum standards, taught in the same semester or year. Some models may also include one or more dual credit courses, as defined below.</li> </ul>
<b>dual credit course</b>	<ul style="list-style-type: none"> <li>• a college credit course* or Level 1 apprenticeship in-school curriculum standards taken by a secondary school student enrolled in a board.</li> <li>• successful completion of the college credit course will lead to the granting of a college credit recorded on a college transcript.</li> <li>• successful completion of the Level 1 apprenticeship in-school training at an approved training delivery agent** will lead to the granting and recording of the Level 1 apprenticeship in-school curriculum standards on a college transcript and may result in advanced standing in a college program.</li> <li>• successful completion of the Level 1 apprenticeship in-school training at a non-approved training delivery agent will require passing an exemption test administered by a college or an MTCU area office and will lead to the granting and recording of the Level 1 apprenticeship in-school curriculum standards by MTCU and may result in advanced standing in a college program.</li> <li>• the secondary school credit awarded for the dual credit course will be recorded on the student's Ontario Student Transcript.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• a secondary credit course taken by a secondary school student enrolled in a board, which has dual credit value based upon an advanced</li> </ul>



	<p>standing agreement between the board(s) and the college(s). Successful completion of the secondary credit course will lead to the granting of a secondary credit, recorded on a secondary transcript and a college credit, recorded on a college transcript</p> <p><i>*A college credit course, for the purposes of this RFP, is a college preparatory course or a Year 1 course.</i></p> <p><i>** For this particular RFP, an approved training delivery agent is defined as a college that has delivery status for that trade.</i></p>
<p><b>Notes:</b></p> <ol style="list-style-type: none"> <li>1. SCWI funds will be provided to approved Project B programs to cover the costs to boards and colleges for their delivery (e.g., college costs, board costs, transportation costs, etc.).</li> <li>2. Dual credit instruction is to be provided by a secondary school teacher <u>or</u> a college faculty member, or a certified journey person where required. Some courses may be team-taught and others may not.</li> <li>3. Some dual credits may be delivered at colleges; some at secondary schools.</li> <li>4. Some courses may include matched curriculum; some may not.</li> </ol>	