



## SCHOOL | COLLEGE | WORK Initiative 2010-2011

### What's Inside?

- Details of over 450 dual credit programs designed to serve 10,000 secondary students across Ontario in 2010-11
- Reports on progress seen with dual credit programs including developments with OYAP Level 1 Apprenticeship training
- Information on growth of SCWI forums and activities to over 85,000 participants
- Supports for student success resulting from the collaboration of 24 colleges and 70 eligible school boards from across Ontario
- Innovative projects to improve retention and graduation rates and support successful transition to college and apprenticeship
- Benefits for students when colleges and secondary schools work together

## SCHOOL | COLLEGE | WORK Initiative Co-Management Team

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## School within a College @ George Brown College

By Liz Dantas, George Brown College

This year as part of their commitment to SCWI, George Brown College (GBC) has partnered with the Toronto District School Board (TDSB) to provide a *School within a College* program being delivered on the St. James Campus in downtown Toronto.

The *School within a College* Program (SWAC) provides a model for the delivery of secondary credit courses by secondary school teachers and college Dual Credit courses taught by college professors.

39 students were interviewed by a team consisting of board and college staff during the SWAC Open House on June 3, 2010. 21 students were selected to participate in the first SWAC cohort. The students come from 14 different secondary schools across the Toronto District School Board.

The SWAC program includes the following elements:

- Students spend the first semester in secondary school courses (including General Learning Strategies and credit recovery) as well as taking two college delivered "general education" credit courses, taught by George Brown College professors.

Discover SCHOOL | COLLEGE | WORK at: [www.gotocollege.ca](http://www.gotocollege.ca)





SWAC students from Toronto District School Board visiting Centre Island with teachers Maria Carvalho and Jane Coughlan

The dual credit courses are: *Good Vibrations: The Evolution of Popular Music* taught by Brad Reed and *Concepts of a Digital World* taught by Javier Mendez.

- A secondary school Experiential Learning team has been placed at the College to teach and provide support and supervision, including remediation in literacy, learning skills and work habits, to Dual Credit students to support student achievement.

At the end of first semester the results for the group are most encouraging:

- 19 of 21 (90%) students successfully completed the program,
- 103 total credits were successfully completed by the first cohort,
- 6 students achieved over 80% in their dual credits. | SCWI

## Student Data Report Reflects Continued Progress with Dual Credit Programs

Recently, the Ministry of Education released the results of the 2009-10 Student Data Report, in which Regional Planning Teams (RPTs) reported on the students participating in dual credit programs and the successes and challenges that they faced. The Student Data Report highlights a number of encouraging trends:

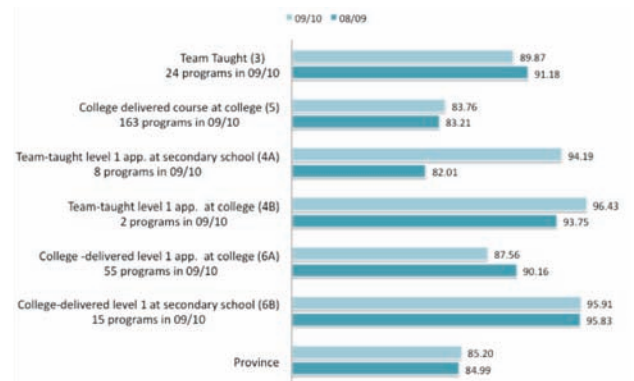
**Dual credit programs are growing.** In 2009-10, student enrolment in dual credits almost doubled, increasing from 3,883 students in 2008-09 to 7,570 students in 2009-10.

**Dual credit programs are helping students succeed.** In 2009-10, 85% of students completed their dual credit program and 80% of their attempted credits were successfully achieved. These numbers are especially impressive when one considers that the primary focus of dual credits is upon disengaged and underachieving students with the potential to succeed. Indeed, 11% of these students had previously dropped out of high school and 13% were formally identified as having special education needs.

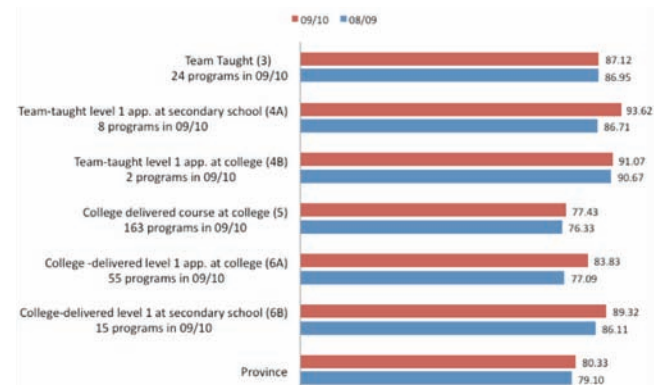
**School-Within-A-College (SWAC) programs are continuing to successfully re-engage students who face the greatest challenges in graduating.** SWAC programs, which combine secondary courses, credit recovery, and college courses to create an alternative learning environment, grew from 591 students in 2008-09 to 892 in 2009-10. 26% of students in these programs had previously dropped out of high school, yet 84% completed the program, earning 76% of the credits they attempted.

Overall, the results of the 2009-10 Student Data Report are highly encouraging, underscoring the important role that dual credit programs play in improving student success and in increasing access to and participation in postsecondary education. As one student put it, "It gives kids like me, who went wrong in high school a chance to catch up, as well as transition into college." | SCWI

Retention Rate by Approach, 08/09 and 09/10 School Years



Student Success Rate by Approach, 08/09 and 09/10 School Years



# 12-Year-Olds Go To College

By Allan Benner, Welland Tribune

WELLAND – For Quaker Road School student Colin Karr, a visit to Niagara College’s photonics lab was a highlight of his day.

He left that classroom with a laser-engraved key chain. And seeing the lab was inspiring enough that he said he’d like to pursue a career in photonics.

But just being there and seeing the opportunities that await future college students was a lot of fun, he added.

“It’s a good learning experience to see what the college is about.”

He was one of more than 600 Grade 7 students from elementary schools throughout Niagara who visited the college to participate in Destination College. The fifth annual event was sponsored by the Ministry of Education and the Ministry of Training, Colleges and Universities (through the School College Work Initiative) to give students a taste of what the college has to offer when they’re ready to enrol.

Students were given a chance to learn about different programs offered at the college’s Welland campus including computer programming and recreation and leisure studies.

The college’s new Acting program caught the interests of several other students. Actor and instructor Martin Doyle teamed up with Tori Godin, one of the two-year program’s first graduates, to talk to students about what the program has to offer.

Asked, “Are you famous?” by one of the students he was talking to, Doyle replied, “I’m a Canadian actor. I couldn’t possibly be famous.”

Still, he said working as a professional actor has paid the bills throughout his life.

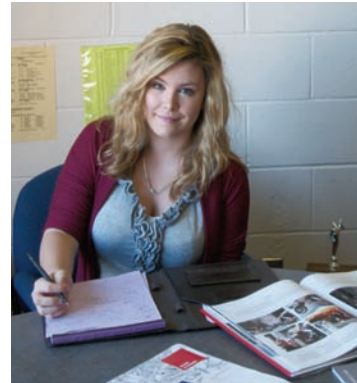
After spending two days teaching event management to 12-year-olds, Crystal Smalldon said she felt like she was a student.

“They’re teaching me a lot of things,” she said, laughing.

She asked the students to form groups and plan a post-graduation party to give them a taste of what’s involved in the course. She said the ideas they came up with were “just amazing”. [.scwi](#)

EDITOR’S NOTE: Destination College is just one of the many SCWI activities that provide college experiences for more than 50,000 elementary and secondary students each year.

# Dual Credit Student Testimonial



My name is Sydney Shea and I am a grade 12 student at Regiopolis Notre Dame Catholic High School from the Algonquin Lakeshore District Catholic School Board in Kingston. This semester I am participating in an exciting new option

for high school students called Dual Credit. My school works with St. Lawrence College and I am able to be enrolled in an actual course at the college in an area of my interest. Since I am considering a career in Nursing I am completing a first year College Nursing credit in Developmental Psychology. I attend the college every Thursday morning and attend class with other high school students from neighboring school boards. I complete the same assignments and receive the same evaluation as all students in this course, and at the end I will have completed one required course for my program when I go into Nursing. At the same time I will also earn a Dual Credit, which is a high school elective credit, which I can use toward my graduation from high school. I have also been provided with my books for the course for free and been given financial assistance with my transportation to the college each week. Another great feature of the course is my Dual Credit teacher, Mr. Geris, who is at the college regularly and assists me with making sure my transition to college is working smoothly. He has contact with my St. Lawrence instructor and assists other students with special educational and learning needs while at the college. I meet with Mr. Geris regularly to review my assignments and progress in the course and he assists the St. Lawrence instructor in reporting on my progress through our school’s report card. [.scwi](#)

## What is SCWI?

The School-College-Work Initiative is a co-operative effort with a mandate to assist in creating a seamless transition for students from secondary school to college. In addition to a wide array of learning and awareness opportunities for students, teachers, parents and the broader community, projects have been developed to provide dual credit programs for secondary students through the partnership of secondary schools and colleges.

A collaboration of the Council of Ontario Directors of Education (CODE) and the Committee of College Presidents (COP), SCWI is jointly funded by the Ministry of Education and the Ministry of Training, Colleges and Universities.



# 16 Regional Planning Teams Busy in 2010-2011

REGIONAL PLANNING TEAM 1  
Cambrian Secondary School/College  
Strategic Planning Committee

## PARTNERS:

Sudbury Catholic District School Board | Rainbow District School Board | Cambrian College

## FORUMS

### Class is in Session

Networking opportunities for secondary school and college faculty to discuss curriculum, evaluation and assessment tools and teaching methods, and also shadow each other for a half-day or full-day – taking place throughout the academic year. This includes all academic areas: math, English, science, technology, administration – e.g. “Be Vice President – Student Services for a Day”. This is an opportunity to continue Literacy Lessons and Math Forum discussions in a more informal manner.

### Forging Links with Rainbow District School Board

Information sessions for Grades 7-12 teachers, guidance counselors and student success staff to learn about college programs and pathways, dual credit opportunities and SCWI activities.

### Forging Links with Sudbury Catholic District School Board

Information Sessions for Grades 7-12 teachers, guidance counselors and student success staff to learn about college programs and pathways, dual credit opportunities, and SCWI activities.

### First Nations College Experience

Four-day college experience for First Nation students and their chaperones from remote communities who stay in the college's residences. They participate in workshops profiling college programs, social events that highlight life in a larger city, and cultural activities that introduce the support services available to First Nations students.

### Finding Their Pathway

Information session for guidance, student success, and teachers to assist in dealing with students in Workplace Stream who require upgrading to the level required for postsecondary programs & apprenticeship. This forum is offered over a one-full day experience. This forum runs in conjunction with the Finding My Way activity with students. From this forum and the before mentioned activity, we are developing a certificate program(s) that meet students' specific needs.

### Parents as Career Coaches

These are evening workshops offered to Parents during the academic year. One workshop takes place in the fall for parents of students in grades 10-12. The timing of this event is important in the application cycle. The second workshop takes place in the spring for parents of students in grades 7-9 in order to assist with transition planning.

### College Knowledge for Pre-Service Teachers and New Teacher Hires

Full-day information session with pre-service teachers from Laurentian University and new faculty hires from both the Rainbow District School Board and the Sudbury Catholic District School Board introducing them to the College, the programs and services available, including dual credits and enhanced learning opportunities for secondary school students, as well as sharing information about career opportunities for College graduates.

## ACTIVITIES

### Business Olympics

Secondary school students participate in a one-day event that includes a series of hands-on, interactive business games and activities led by Cambrian business faculty. Participants gain an understanding of many aspects of the business world, such as marketing, accounting/finance, operations, office administration, and human resources management. They are also introduced to the career opportunities a college education in business would provide. Additionally, this activity aligns well with the sharing of information regarding the Exploring Business dual credit program and is a great “reach-ahead” activity for students enrolled in the Rainbow Board's SHSM in business.

### Connecting Science/Technology and College Pathways

As part of the *Let's Talk Science* Partnership Program, student representatives from Cambrian's Health, Fitness and Leisure, and/or Computer and Engineering Technology programs visit grade 7 and 8 classrooms to deliver hands-on science and technology workshops related directly to the grade 7 and 8 curriculum in order to spark interest in science and technology. The benefits of this program include: an appreciation for science in everyday life; the opportunity to participate in “real world” science; the experience of innovative activities; and the opportunity to interact with positive role models. Additionally, LTS coordinators act as science fair mentors and judges and they travel to remote and rural communities to provide similar activities and workshops.

### Discover Careers in Health Sciences Day

During this full day event, secondary school students have the opportunity to explore a variety of exciting careers in the health sciences field. Participants have the chance to speak with faculty, students and graduates; learn about Cambrian's programs in the health and emergency services field; tour the program specific areas (labs); and participate in hands-on activities and workshops. This activity aligns well with the board's SHSM and with the sharing of information regarding the Introduction to Health Sciences Careers dual credit program.

### Exploring the Trades Day

During this full-day event, secondary school students have the opportunity to explore a variety of exciting careers in the trade's area. Participants have the chance to speak to faculty, students and graduates; tour the program specific areas (labs); take part in hands-on activities and workshops and learn about Cambrian's programs in the trades, including the pre-trades program and all related dual credits. This activity takes place over several days and each school involved has the opportunity to have the Mobile Trades Trailer visit their high school.

### Hospitality and Tourism Day

A full day Hospitality/Tourism information session is held to share information with 50 secondary school students. Participating secondary school students learn about Cambrian's programs related to Hospitality and Tourism, including related dual credit programs (Apprenticeship Plus and Baking and Pastry Arts); have an opportunity to speak with faculty and students and get questions answered; tour the specific areas and labs; and participate in hands-on activities that demonstrate program competencies.

### Justice Day

A full day information session is held to share information with 80 secondary school students in grades 11 and 12 who are interested in career paths in the area of law and justice. Participants learn about Cambrian's programs in law and justice and have the opportunity to speak with faculty, students and graduates. Participants also have the opportunity to tour the program specific areas (labs) and participate in hands-on activities that demonstrate program competencies. Participants take part in a mock scenario and participate in activities in the Scenario room, which contains jail cells and other equipment related to the field.



A representative from the local police department (graduate of Cambrian) usually attends this event and sometimes the drug dogs are able to take part in the day.

### Music Extravaganza

Changed this year to include individual faculty visits to participating schools for one-on-one music instruction and sharing.

### Technology Day with Elementary School Students

During this full-day event, 150 grade 7 and 8 students participate in fun and engaging activities designed to spark interest in technology careers through the offering of several interactive and hands-on workshops. Participants have the opportunity to speak to faculty, current students and graduates about the programs and the industry in general.

### Finding My Pathway to Postsecondary – For Students with Workplace Level Credits

Currently, students with workplace credits, especially in the area of English and mathematics, require upgrading to the level required for postsecondary programs and apprenticeship, generally at a grade 10 or grade 12 academic level. To provide the students who wish a postsecondary experience or training prior to entry into the workplace, we host two half-day experiences at Cambrian where students are exposed to some of the learning areas of interest and engage in focus groups to discuss their goals. Strong Interest testing complements students' learning.

### Get on the Bus – Mentorship Program for At-Risk Students

The activity is targeted to grade 12 students set to finish secondary school, who have not yet made career plans or applied to postsecondary and who would benefit from direction. A full day conference is planned that includes employer workshops, career exploration and a college campus tour. Each of the 13 secondary schools hand-picks 3 students from their school to participate in this activity. Participants register ahead of time and are paired up with a college student in a related program. Participants get picked up by bus at their home school and brought to the college to spend the day with their college student mentor.

### iCan Creativity Gala 2011

The Schools of Music, Art and Design, Communication Studies, and Hospitality host an evening Meet 'n Greet event to which secondary school students and parents, industry partners, teachers, guidance and student success members as well as SHSM leaders are invited. This evening activity aligns well for any students enrolled in an arts and culture SHSM, Hospitality SHSM, Information and Technology SHSM, and Construction SHSM as it relates to the following Cambrian College programs: Hotel and Restaurant Management, Chef Training, Baking and Pastry Arts, Journalism, PR, Art and Design Fundamentals, Graphic Design, Animation, Theatre Arts Technical Production, and Music.

## DUAL CREDIT PROGRAMS

### Apprenticeship Plus – Chef Training – Blended Delivery

Through this exploration of the hospitality field, students earn postsecondary credits that can be used if they continue their studies in the Chef Training or Hotel and Restaurant Management programs. Students are able to explore the trade or register through OYAP as a Level 1.

### Baking and Pastry Arts

Successful completion of this program provides students with the first semester of Cambrian's Baking and Pastry Arts program, while allowing them to explore this career field and its opportunities.

### College Connection

This program has been designed to re-engage students who have less than 16 credits but are at least 16 years of age. The program provides them with skills in time management, learning strategies, goal setting, etc. as well as exposure to career exploration through a course called *Learning Strategies and Career Exploration*. Students who complete successfully can register in a general education course in second semester (based on individual need and requirements).

### Commercial Vehicle and Heavy Equipment – Heavy Duty Blended Delivery

This program focuses on the skills required for Commercial Vehicle and Heavy Equipment common core with an emphasis on hands-on skills development. Students are able to explore the trade or register through OYAP as a Level 1.

### Exploring Art and Design

The goal of this dual credit offering is to introduce students to art and design career options through a process of portfolio development. Students explore such disciplines as animation, graphic design, digital photography, and sculpture. The culminating activity – the portfolio – helps students identify their skill sets and transitions them for postsecondary study.

### Exploring Hospitality and Hotel Management

The goal of this dual credit option is to enable students to learn about the various career options available in the hospitality and tourism industry. Students explore the various dynamic components of the hospitality industry. Considerable attention is devoted to the different areas in the lodging industry as well as the food and beverage sector. This dual credit has a direct link to the Arts and Culture SHSM and the Business SHSM.

### Exploring Travel and Tourism

The goal of this dual credit option is to introduce students to the tourism and travel industry through an examination of key destinations in Canada and then the United States. Students explore the key products and services to the travel and tourism industry. This links up to the Arts and Culture SHSM and the Outdoor Recreation SHSM.

### Exploring Hospitality and Hotel Management/Exploring Travel and Tourism (Island Delivery)

Students living in the Manitoulin District are able to take part in two dual credit courses that occupy them all afternoon while allowing them the opportunity to continue their studies in the morning at their secondary school. Participants are bussed or walk to a common location on the Island. Students are registered in both the Hospitality and Hotel Management course as well as the Travel and Tourism course. Both link to the Arts and Culture SHSM. This is a pilot project with the Manitoulin Island in order to meet the needs of those learners in a format that is conducive to their culture and geography.

### Exploring Early Childhood Education

In this course, students examine the principles of creating indoor and outdoor learning environments. Students also identify specific inclusions for both indoor and outdoor play. An important component in the development of creative learning environments is the child's play. Students examine the historical understandings of play and stages of play in detail. This dual credit has a link to the Health and Wellness SHSM.

### General Carpenter Blended Delivery

This program focuses on the skills required in carpentry with an emphasis on hands-on skills development. Students are able to explore the trade or register through OYAP as a Level 1.

### Introduction to Health Sciences

This program allows students to explore various health science programs including: Medical Radiation Technology, Medical Laboratory Technology, Bachelor of Science in Nursing, Practical Nursing, Personal Support Worker, Paramedic, Health Information Management, and Physical Fitness and Leisure Management. This dual credit has a link to the Health and Wellness SHSM.

### Exploring Health and Wellness

In this course, students learn how their lives can be enhanced by a fit and healthy lifestyle. This course motivates students to make healthy choices and provides them with the necessary knowledge to make positive behavioural changes. To look and feel our best, to



protect ourselves from degenerative diseases, and to enjoy the highest quality of life, we need to place fitness and wellness among our top priorities. Topics such as nutrition, principles of physical fitness, stress and cardiovascular health will be discussed. NOTE: This course involves physically related activities so the students should be medically sound to participate in physical activities. This dual credit has a link to the Health and Wellness SHSM.

#### **Metal Fabricator (Fitter) and Welder Blended Delivery**

This program focuses on the skills required in welding and fabrication with an emphasis on hands-on skills development. Students are able to explore the trade or register through OYAP as a Level 1.

#### **Precision Measuring**

This course looks at the care and use of all precision measuring and alignment equipment and instruments used when measuring, moving, setting up, and maintaining machinery to manufacturer's specifications and prescribed tolerances. This is a unique dual credit offering in that it opens doors to many trade and/or technology programs and it is available to any secondary students throughout Northeastern Ontario as it is offered online only.

#### **Transition to College I – Adaptive Technology**

This course is designed for students entering postsecondary studies who have learning difficulties, especially in the areas of reading comprehension and writing. In this course students learn how to use several assistive technology programs. The focus is on the exploration of assistive technology so that students can determine what devices, technologies, and software will be most useful and appropriate in meeting their learning and accommodation needs. The students develop sufficient proficiency in at least three assistive technology applications to help them ascertain the effectiveness of each in a learning environment related to the students' particular learning profile. Students concentrate on developing mastery skills in the particular software that have been identified as best suited to their needs. Students are able to recognize the effects of their learning disability in reading and writing tasks and understand how assistive technology accommodates their learning weaknesses, while capitalizing on their strengths and abilities. Students use this assistive technology in activities related to the rest of their academic curriculum so that the technology supports their learning.

#### **Videography**

The goal of this dual credit option is to introduce students to videography. Students learn to shoot, light and edit video to create a variety of forms of video storytelling. This dual credit links to the Arts and Culture, Visual Arts and Communication, and Business SHSM programs.

#### **Mobile Trades Trailers**

This dual credit program is designed for Manitoulin Island delivery of trades-related programs with the use of the Mobile Trades trailers, bringing actual shops/labs and training to the community instead of trying to bring the students to the college. This programming is offered during the summer months to students who are at risk or in need of career clarification. Summer schooling provides great opportunities for any students who are missing a few credits in order to graduate and continue their studies at postsecondary in the fall of the upcoming year. This is a way to keep these potential leavers in school and preparing for postsecondary education.

### **SCHOOL IN A COLLEGE**

#### **Learning to 18 Alta Cambrian**

Students, aged 16 to 18, who have difficulty succeeding in a traditional secondary school setting benefit from the Rainbow District School Board's Learning to 18 program being offered in partnership with Cambrian College on the Cambrian campus. This alternative setting, with small class sizes and individualized curriculum, focuses on active learning practices, the development of critical thinking skills and hands-on activities. Students in this program often participate in dual credit programming because of the smooth transition already being on-campus for classes.

#### **Skills Link Reconnect Program**

Students aged 17 – 19, who have left the traditional secondary school setting, but who have 5 or fewer credits to complete their OSSD are being offered an opportunity to participate in this unique partnership program with Cambrian College on the Cambrian campus. Eleven students have been recruited and re-enrolled with the Rainbow District School Board. They participate in a secondary school course called Navigating the World of Work, in a dual credit course called College Connection and in 8 weeks of full-time placement. The focus is on career clarification, goal setting and developing employability skills. These students have the opportunity to complete their remaining required elective high school credits and to receive their OSSD at the end of the program.

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### **REGIONAL PLANNING TEAM 2**

#### **Connecting GTA Teachers Regional Planning Team**

#### **PARTNERS:**

Dufferin Peel Catholic District School Board | Halton Catholic District School Board | Halton District School Board | Peel District School Board | Toronto District School Board | Toronto Catholic District School Board | Upper Grand District School Board | York Region District School Board | York Catholic District School Board | Centennial College | Georgian College | George Brown College | Humber Institute of Technology and Advanced Learning | Seneca College | Sheridan Institute of Technology and Advanced Learning

#### **FORUM**

##### **Orangeville Project Forum**

This forum provides the opportunity for dialogue between participants including a 'Speakers' session highlighting students who have successfully completed DC courses, and the faculty who have taught them to explore college pathways at Humber College.

#### **ACTIVITIES**

##### **Careers in ICT Conference**

Centennial College hosts 50 students + 4 teachers on their Science, Engineering and Technology campus of Centennial College for a 1 day conference about careers in ICT. This is a reach-ahead activity for students in the SHSMs at George Vanier SS and George Harvey CI. The keynote speaker presented current issues and career possibilities. Students participate in small group workshops in computer labs in the afternoon. A tour of the campus is included in the day.

##### **Grade 7 & 8 Visits to Centennial College and Trades**

This Centennial College and TDSB partnership provides Grade 7 & 8 students with the opportunity to spend a full day at a Centennial participating in hands-on workshop experiences aligned with the career curriculum units they are studying in their classrooms. Structured experiential learning activities introduce college environments and college pathways to the intermediate students, their teachers and their parents. Elementary teachers and college representatives collaboratively plan hands-on workshop experiences based on student need and appropriate extensions of the learning experiences which have occurred in the classroom. Elementary teachers participate in professional development workshops to support them in implementing the PSTT curriculum units. This project is a vehicle to provide equitable exposure to the college and skilled trades destinations.

##### **Conference on the Environment**

Centennial College hosts 80 students + 12 teachers on the Science, Engineering and Technology campus of Centennial College for a 1 day conference about the Environment. The focus is developed in consultation with the high schools

involved. This is a reach-ahead activity for students in the SHSMs at Sir John A MacDonald CI and Malvern CI. Students are invited from other schools if space is available. The keynote speaker presents current issues and career possibilities. Lunch is included during which the students are encouraged to ask questions of the Centennial faculty. There are small group workshops after lunch followed by a tour of the campus since the building is environmentally friendly.

#### **Hospitality Visit**

Students attending Danforth C & T1, SHSM in *Hospitality* are invited to the School of Hospitality, Tourism and Culture for a 1 day activity. There are 2 interactive activities, such as “waiter olympics”, “plan your own party” or “mixology”. The students tour the School of Hospitality, Tourism and Culture, the student residence, and then the rest of the campus on Progress Ave. The students have lunch and hear a presentation on careers in the areas of hospitality and tourism.

#### **New Media and Careers Pathways**

Centennial College hosts 50 students from RH King CI (SHSM), Georges Vanier SS (and other Toronto East schools if seats are available) to 2 days at our *Centre for Creative Communications* campus. This is a reach-ahead activity for the SHSM students at RH King. Students hear a keynote speaker from the “Arts” and attend workshops led by Centennial students in visual arts, film and broadcasting, journalism and our animation lab. A presentation on how to be an entrepreneur in an arts career is included. A tour of the campus is also included and lunch is provided each day. During the lunch the students are encouraged to ask questions of Centennial faculty and Centennial Students.

#### **Centennial College and TDSB SCAS Pathways to College**

Centennial College hosts 70 students from Scarborough Centre for Alternative Education at presentations that highlight pathways to college: college requirements (assessment testing is always a concern), programs and the cost of a college education with suggestions for how to afford it. Students break into smaller groups for presentations on 4 career areas that are determined by an interest survey prior to the event. The students then tour the campus ending at the residence where they have lunch in small groups with student ambassadors and faculty in order to facilitate questions and answers. After lunch there is a panel of students from the First Generation Project to talk about the supports that they have found to help with their success at College.

#### **Transport and Auto Pathways**

The School of Transportation invites 25 students from high schools in TDSB and TCDSB for one day each semester. The students experience a sampler of areas at the Ashtonbee campus: Heavy Equipment, Truck and Coach, Auto Service, Aviation, and Motorcycle and Powersports. Students tour the rest of the campus and lunch is provided.

#### **Exploring Transportation Careers at Centennial College**

Students involved in transportation programs at Bradford District HS and other high schools in Simcoe County DSB, and 4 or more high schools in York Region DSB (Middlefield CI has a SHSM in transportation and Alexander MacKenzie HS has a school to work transition program in transportation) travel by bus to the Ashtonbee campus of Centennial College for 5 days to experience a sampler program in the School of Transportation. Students rotate through 5 areas: Heavy Equipment, Truck and Coach, Auto Service, Aviation, and Motorcycle and Powersports, spending one day in each area. Up to 40 students are accommodated each day and lunch is provided.

#### **Career Paths in Activation Coordination / Gerontology**

Working with the Field Liaison, 3-4 second year Activation Coordinator/ Gerontology students educate 24 high school students through interactive participation and assimilated activities to help reduce the stigma and stereotypes surrounding aging. Meaningful and relevant workshops are devised in which students actively participate. Modules include interactive topics such as Intergenerational Programs, the Montessori philosophy, Fitness and Well Being, Interpersonal Skills, Myths and Stereotypes etc. and there is an opportunity for evaluation and feedback after each module.

#### **Career Paths in Early Childhood Education**

High school students from TCDSB and TDSB visit the School of Early Childhood at GBC twice during the year. The first visit is to our Ryerson campus where students have a campus tour,

sit in on a class in Early Childhood and participate in a hands on creative expression activity with GBC students. The second visit allows the high school students to see first hand exemplary early childhood practice at one of GBC's Lab Schools Child Care Centre. Students have an opportunity to observe and interact with young children and receive support and guidance from Early Childhood Practitioners on the role of Early Childhood Educators and the career paths leading to employment within the sector. An information session is held at the college for parents of participating students to preview a multi media presentation hosted by GBC staff.

#### **Developing Career Pathways in Early Childhood through Cooperative Learning**

In collaboration with the TCDSB and TDSB teachers and George Brown College faculty this activity identifies student learning needs and develops learning resources such as individual learning plans for coop placements. Students are assigned to George Brown College's Daycare Labs Schools as a coop placement and have an opportunity to observe and interact with young children and receive support and guidance from Early Childhood Practitioners on the role of Early Childhood Educators and the career paths leading to employment within the sector. High school students require close supervision by a Lab School Manager and Faculty to insure the safety of the children and for students' personal learning.

#### **Career Paths in Hospitality and Tourism**

This activity develops a comprehensive pathway and implementation plan from Specialist High Skill Major in Hospitality & Tourism schools to the Centre for Hospitality and Culinary Arts at George Brown College. With TDSB and TCDSB as our partners we utilize their curriculum to match and map an articulated career path for high school students interested in pursuing post-secondary education in the Hospitality sector. As part of this the “Best in Class” model is developed: a recognition program for SHSM schools to establish benchmarks based on industry standards that allow high schools to evaluate their current programs through site visits. An award evening and certification are provided in April for all high schools who participate in this program. This activity formalizes an agreement between our institutions which allows students to move seamlessly between our organizations. Parent and student information sessions are part of this roll-out.

#### **Creating a Pathway in Business**

This activity develops a comprehensive pathway and implementation plan in coordination with the Math departments at the TDSB and TCDSB and the Faculty of Business offered at George Brown College. With TDSB and TCDSB schools as our partners we utilize their curriculum to match and create a math course that is recognized at the college level, and can be subsequently taken as a dual credit course. This serves as both an education period for teachers across educational institutions, as well as an articulated career path for high school students interested in pursuing post-secondary education in the business field. This activity formalizes an agreement between our institutions which allow students to move seamlessly between our organizations.

#### **Design Intensive for Secondary Schools**

A design intensive (charrette) involves focused collaboration around an existing design opportunity, considering social, economic, ecological and cultural implications. In this activity, senior students at urban diversity schools work with School of Design students and faculty for a week to consider how their school could be updated to improve the health and well-being of its occupants and its overall



environmental impact. The students and teachers at the high school ultimately implement ideas proposed where appropriate at their school with support from the College faculty and students, creating a strong link between the two. This program promotes awareness of college programs, and aims to prepare students for a post-secondary education in Business, Arts & Design and/or Construction & Engineering Technologies by introducing them to programs available at the College, and giving them hands-on experience in working on a real-life design project.

#### **Event and Tourism Management Conference**

This one day conference involves 80 grade 11 and 12 students from SHSM in Hospitality and Tourism at TCDSB and TDSB schools. This event showcases the Event and Tourism Management programs while providing the opportunity for full-time students to be part of the planning committee and spearheading various aspects of the event. The event has an array of experiential opportunities where students circulate participating in hands-on activities delivered in an interactive milieu. The focus of the event is to build awareness of programs in the dynamic and expanding field of Tourism. Faculty from George Brown College offer students information about post-secondary, future career opportunities, application information while building connections with students and teachers. By the end students and their teachers have a good understanding of various programs and the application process.

#### **Hospitality Baking Day**

This reach-ahead activity allows twenty-two students from TCDSB and TDSB SHSM schools in Hospitality and Tourism schools to visit George Brown College and be taught by a Professional Chef in our Chef School. Students learn about the program, are exposed to college students, get to bake in state-of-the-art kitchens and receive a tour of the newly constructed Chef School building.

#### **Master Class for Art Teachers**

The School of Design is actively collaborating with Visual Arts educators from elementary through to post-secondary schools to prepare students for the new design curriculum at the College & University level. In this activity, students and faculty at the School of Design work with the organizations like the Ontario Society of Education Through Art (OSEA) and programs such as the TDSB Summer Institute to develop and deliver a series of workshops and lectures on how to update their teaching techniques for the classroom. The three-day conference is a teacher staff development activity that introduces design-based learning methodologies to teachers as well as emerging digital media applications and their relevance to design-based learning. The program includes master classes delivered by faculty from the College, industry experts, and special guest speakers and covers the latest pedagogical techniques for teaching art & design.

#### **Pathways in Art & Design**

The School of Design introduced Game Development for the first time in January 2009. The program develops students' skills in design and production, project management and game testing to create 2D and 3D interactive games. This is a two-year program development activity that involves faculty from the Game Development Program, high school teachers from specialized high school art & design/communication programs (such as the CyberARTS program) and research support from the Design Faculty to create a strategy for program development and curriculum alignment. This activity takes the form of a design charrette that delivers a plan of implementation for further program development. In the second year a pilot dual credit course will be offered as a congregated class for a SHSM that introduces students to concept art, level design, video game theory and game prototyping.

#### **Pathways to Post-Secondary for Aboriginal Secondary Students**

In partnership with TDSB and TCDSB 20 Aboriginal students are selected and surveyed prior to this reach-ahead activity. The two day event focuses on exposing students to the college environment while providing program specific information based on the areas of interest students selected in their survey. The event starts with a Special Welcome Ceremony facilitated by the Elder at the college. Aboriginal college students share their college experience, facilitate campus tours, and act as peer leaders for the two days. As part of a follow up to their visit, college

staff contact students' home schools to arrange college application sessions and provide continuous support and encouragement.

#### **Professional Development Day for SHSM Schools**

This activity involves surveying and hosting 100 teachers and guidance counsellors for SHSM Secondary Schools in the TDSB, TCDSB, and the DPCDSB at a professional development day at the college. Participants take part in simulated workshops, hands-on activities prepared by GBC faculty in various SHSM sectors such as: Business, Construction, Health and Wellness and Hospitality and Tourism. Participants also interact with students, staff, and faculty and visit different campuses by GBC student and staff-led tours, learn more about current and future career trends, career paths, articulations agreement, dual credits, and reach-ahead opportunities that George Brown has to offer their students.

#### **Specialist High Skill Major in Health and Wellness Workshops**

Full-time college students, with faculty supervision, deliver workshops to high school students in Specialist High Skill Major in Health and Wellness schools helping them meet their required accreditations. Facilitated by groups of three college students, two to three workshops are delivered to hundreds of secondary students in various high schools in the Greater Toronto Area.

#### **Social Justice & Civic Engagement Conference**

GBC collaborates with TDSB and TCDSB to host a conference for 150 Grade 11 and 12 students, 30 Grade 7 and 8 students and 100 GBC students on social justice and civic engagement. The conference promotes civic engagement among high school students and creates awareness of opportunities for involvement through career pathways and volunteer assignments. Community agency partners participate in the panel discussion where students have the opportunity to ask questions about what happens in the field.

#### **Student Co-op Placement in The Chefs' House Restaurant**

In partnership with the TCDSB and TDSB, George Brown College's Chef School interviews students from SHSM schools in Hospitality and Tourism for four student co-op placements in *The Chefs' House Restaurant* at George Brown College. This restaurant is a fully functioning and operating restaurant open to the public with students training in cooking, baking, and service. Students learn the day-to-day running of a restaurant while receiving oversight by college faculty and exposure to full-time college students.

#### **Vocational Programming for Special Needs Students**

This activity is a continuation of the work achieved in the 2008-09 *Step Up to Your Future* program where a team of TDSB and college representatives identified curriculum gaps and concerns for the mid-level MID student population. This activity supports the delivery of an experiential learning program for 22 high school students for one-day-a-week for 15 weeks in a college setting and provides Secondary school teachers and college faculty exchanges and visitations. Through this programming students with special education needs who are ready for a cooperative education experience (with support from the Experiential Learning Low Incidence (ELL) Team) and have the potential to succeed in a college vocational program and/or transition into the workforce receive job readiness skills, life skills, and a job placement through co-op at the board.

#### **VOD Casts Development on Student Transition**

The target group for these VOD Casts is high school students who do not have the confidence to attend college. In partnership with school boards, these VOD Casts are posted on school websites. This innovative communication approach assists students in making a successful transition from high school to college. The VOD Cast provides students tips and strategies to successfully complete their first semester which is the most difficult time for students to transition.

#### **Connecting Curriculum to Support Dual Credits**

Manufacturing, Landscaping & Aesthetics: Curriculum alignment is necessary to complete gap analyses between the college courses we are offering through our dual credit projects and the new high school technological education curriculum. We match our chosen college courses for our Manufacturing, Landscaping, and the new Aesthetics Dual Credit Programs with the new technological education high school curriculum. A team is formed with both HDSB, Sheridan and Humber

College members to work together to support these programs. Completing this project ensures the integrity of our dual credit projects, ensuring that our programs meet the expectations of both the high school and college curriculum.

#### **Pathways to College Marketing to our Community**

This year through the SCWI, we are engaging in various activities to enhance our understanding of college programs, sectors and careers with high demand for employees, effective practices in communicating with our community, and building relationships with our local school boards and colleges. The activity continues to identify efficient practices and begins new strategies in communicating this valuable information to our community. The project includes communication plans to further increase attendance at our parent/student information nights, through mailings home to parents, newspaper advertisements, posters and lawn signs. We also use the funds to support ongoing data collection relating to the number of HDSB students attending college programs.

#### **Humber's Camp Choice**

A 3-day residential education camp college experience for grade 6, 7 & 8 students (overnight field trip May/June). Designed to educate youth, their parents & teachers about college programs, apprenticeships & career opportunities prior to entering high school. Ties elementary subjects to college studies and career options in Business, Technology, Media Arts and Health Sciences. Students experience sleeping in college dorms, learn about college life and participate in 10 hours of interactive workshops in specialized learning labs and studios. Camp Counselors (senior college students) stay with the campers 24 hrs/day, to act as teachers, leaders, mentors, motivators and provide realistic insight into PSE/careers. This unique program supports transitioning to high school.

#### **Humber Summer School Camp – Careers & Civics Credit**

2-week (July) residential summer school camp for identified "at risk" students who are in danger of falling behind and not completing high school. Reach-ahead for Gr.9s and recovery opportunity for Gr. 10 students to earn high school credit(s) in Grade 10 Careers (GLC20 .5) and Civics (CHV20 .5) while experiencing life on a college campus. Camp integrates 26 hours of Careers curriculum with an on-line Civics program, hands-on workshops & activities that showcase apprenticeship, college programs & potential career directions. Sleeping on campus in dorms, mentoring activities with camp counsellors (senior college students). Encouraging academic skills through first-hand experience and providing meaningful insight into possible career paths. An interactive discovery.

#### **Humber Summer School Camp – Science Credit**

Reach-ahead opportunity for 150 students to earn a high school credit in Gr. 11 Biology, College Preparation (SBI3C1) while experiencing life on a college campus. A 2-week (July) residential summer school camp for identified "at risk" grade 11 students. Selected students are those who have moved frequently, have no role model with post-secondary education, and who are currently achieving in the 60-70% range BUT are at risk of not completing high school. Camp integrates 110 hrs of curriculum with hands-on learning in Bio-science (human anatomy) labs, campus ponds & wetlands. Sleeping in college dorms, mentoring activities with camp counsellors (senior college students). Encouraging academic skills, through first-hand experience with possibilities for college/apprenticeship programs. Plants seed for post secondary education.

#### **Advanced Technologies in CNC Programming**

This activity involves the participation of up to 80 students over a 3-day work experience at Seneca's Centre for Advanced Technologies (Jane Campus). Secondary school students work under the direction of a faculty member and a senior student who has been assigned a specific work project. The projects include a chance to work with the most up-to-date solid modeling, drafting and computer-aided manufacturing software, and also include the prospect of producing a finished manufactured product using the latest in computer-numerically-controlled machine tools and/or stereo lithography technology and equipment. A selection of 8 students then has the opportunity to participate in a 3 day mentoring & job shadowing experience in the spring. This activity is an 'advanced standing dual credit activity', which assists in the transition of 22 TDSB secondary school students into the proposed Dual Credit in CNC Programming.

#### **Seneca Community Tutoring**

The Seneca@York Learning Centre's community outreach program develops academic, mentoring and engagement opportunities between post-secondary students and their younger

peers in the Jane Finch community. Placing college tutors directly in the classroom and bringing high school students into the College environment provides opportunities to model academic success skills and increasing at-risk student confidence and capability. The program includes tutors at C.W. Jeffery's C.I. in Credit Recovery, Math, and Language classes and drop-in tutoring. In addition, students are invited to participate in an interactive field trip day at various Seneca campuses.

#### **First in your Family – Information Fair for First Generation Students**

*First in your Family* is an information fair for First Generation students and their families. The fair showcases what a college education encompasses; the many pathways to careers and university studies a college education leads to; the special programming and services specifically designed to support First Generation students to succeed at college; the financial assistance available for First Generation students; and, testimonials from current First Generation students at Seneca and Alumni. This one day event involves up to 300 First Generation students and their families from the TDSB, TCDSB, YRDSB & YRCDSD and is held at Seneca College's Newnham Campus.

#### **Promoting Skilled Trades and Technologies in Grade 7 & 8 (PSTT)**

The *Promoting Skilled Trades and Technologies (PSTT)* partnership provides Grade 7 & 8 students with the opportunity to spend a full day at a College participating in hands-on workshop experiences aligned with the PSTT curriculum units they are studying in their classrooms. Structured experiential learning activities introduce college environments and college pathways to the intermediate students, their teachers and their parents. Elementary teachers and college representatives collaboratively plan hands-on workshop experiences based on student need and appropriate extensions of the learning experiences which have occurred in the classroom. Elementary teachers participate in professional development workshops to support them in implementing the PSTT curriculum units. This project is a vehicle to provide equitable exposure to the college and skilled trades destinations.

#### **Technological Education Teacher Training (TETT)**

The pace of technological change challenges Technological Education teachers to keep their technical knowledge and skills current. School boards are not usually able to provide the discipline-specific and facility-dependent technical training needed, yet teachers need this training in order to plan, develop and implement specialized curriculum that is engaging, meaningful and will prepare their students for their chosen post-secondary destinations. York Region DSB and Peel DSB in partnership with Humber College are currently piloting Technological Education Teacher Training in support of our Specialist High Skills Major – Manufacturing. We, along with York Catholic DSB and Centennial College will expand this initiative to support our SHSM programs by providing specialized technical training to teachers from all of our Broad Based Technology subject areas. With the 2009/2010 implementation of the revised Technological Education curriculum, technological currency is of paramount importance. Together we are offering a series of three, one-day, specialized workshops for each Broad Based Technology subject developed and offered throughout the school year. Each workshop accommodates 20 secondary teachers and provides training pertinent to the specific subject area and all of our related SHSM and dual credit programming. Ultimately this initiative allows secondary teachers to tap into the expertise of college instructors to better prepare high school students for the college experience. In



addition the training provides a forum for professional networking and may lead to the development of professional learning networks.

### **Humber College Experience Days – Reaching Ahead**

Humber College hosts at least 12 *College Experience Days* – involving approximately 680 students and teachers this year. Each event showcases various college programs, services and potential career opportunities and involves highly interactive, “hands-on” workshops throughout the day. Workshops involve approximately 12-20 participants each, allowing excellent interaction with faculty in skill-building exercises. During each event, a panel of college students addresses unique individual experiences and provides student-student interactions. College student ambassadors also provide tours of facilities assisting and guiding students throughout their experience.

### **Humber Community Connections**

Humber College reaches out to Grade 7 to 12 students, guidance counsellors and parents in North Etobicoke through local schools and community agencies to promote the benefits of post-secondary education. Specific information on: PSE pathways, including apprenticeship; dual credit opportunities; college application processes; financial assistance; student services for retention and success are provided. Particular emphasis is placed on liaison with dual credit teachers, guidance and student success staff in assisting the “at risk” student populations. Where required, some parental presentations are made in mother tongue languages e.g. Punjabi and Gujarati to reach those immigrant parents who do not speak English. In addition, workshops and individual career advising are offered to students to develop individual education/career plans.

### **Humber Homework Club**

Local community High School grade 9/10 students meet with Humber College peer tutors every Wednesday from 4:00 to 6:00 pm during the academic year, September to June. Students who face challenging math/science concepts are selected. Tutors: simplify vocabulary in the courses, and help students relate to math/science facts; share learning strategies developed during their extensive learning experience, with the students; confirm that the student is gaining confidence and understanding in the course; explain specific learning skills, Time Management, Organization, effective listening skills, etc. if necessary. Tutors encourage students to look beyond the present toward the future and a post secondary education.

### **Humber Mentorship Program**

As an adjunct to the *SSOGT (Secondary Schools of Greater Toronto)* Dual Credit program, this activity involves full-time college students providing mentorship to support Dual Credit students at Humber College Lakeshore and North campuses. Dual Credit students have the option of a weekly meeting with a designated mentor on a one-on-one basis (North and Lakeshore campus) or participating in a weekly Drop -in session (North campus). College students participating in the Mentorship program are selected and trained by the Humber Peer Mentor Facilitator and also have the option of enrolling in a Leadership General Education credit course to further embellish their skills as mentors.

### **Humber Research Project re: Dual Credit Graduates**

Humber College has been involved in the provision of dual credits since 2005. At this time it is important to consider the progress of students in the post secondary arena after they have completed their dual credit program. This research activity has province-wide implications.

## **DUAL CREDIT PROGRAMS**

### **Steps to Centennial: Network Technologies, Network Devices and Network Design and Test**

These courses introduce the fundamentals of network technologies. The class is split between theory and lab. In the theory half of the course, classes cover all the fundamental information behind LANs, WANs and their technologies. The lab classes introduce students to the hands-on techniques to install, configure, and troubleshoot a physical network environment. After successful completion of these courses students may choose to write the CISCO level 1, 2, 3 exams.

### **Steps to Centennial: Network Security**

Building a secure network requires an understanding of network security issues. Internet security is important for e-business/e-commerce applications. Students learn about the basics of network security, the security problems that may occur in networks including aspects of internet security, and solutions and tools such as cryptography, firewalls and other security techniques are explored.

### **Art & Design Portfolio Development at Centennial College**

This course assists students in producing a portfolio of artwork and helps them prepare for successful admission to art and design programs at colleges and universities. Each student enhances artwork created in other courses into useful portfolio elements and completes a self-directed assignment as a portfolio element. Instruction includes seminars, presentations, interviews and critiques. Emphasis is placed on the portfolio as a demonstration of personal growth.

### **Building Opportunities for Careers in Hospitality and Tourism**

The Tourism Industry is actually a number of diverse industries that are interrelated by virtue of the complementary nature of their respective services. It is this synergy that has been dubbed Tourism. Tourism has both a supply side (suppliers of tourism related services) and a demand side (overnight and same-day visitors). This course provides an introduction to the various facets that come under the Tourism umbrella establishing tourism as not just an economic activity with constituent parts but as a human endeavor. Students develop the important understanding of the relationship between the various components of Tourism and its dynamic nature. Development of destinations with respect for local culture and the environment is emphasized.

### **Centennial College – Exploring Customer Service**

All employees provide service. As we move towards a more competitive marketplace both locally and globally, organizations need employees with the knowledge and skills needed to work with both external and internal customers. This course looks at the history of how North American business has evolved from a home market orientation to a service orientation. It looks at how different cultures regard service. The service concepts required to succeed in today's business environment are researched and identified. Students are encouraged to apply the theoretical concepts in their co-op placements as well as their personal and business lives.

### **Centennial College – Exploring Internet Issues**

Youth in Canada today are the first generation to grow up in a digital world and they are transforming our culture and institutions. This course looks at the internet and its role in the shaping of recent history and society. It examines the impact of digital media that empower our youth to communicate, learn, play, shop, and work differently from previous generations. It also provides analytical tools to anticipate and act on what lies ahead in the future.

### **Centennial College and RH King CI SHSM**

Youth in Canada today are the first generation to grow up in a digital world and they are transforming our culture and institutions. This course looks at the internet and its role in the shaping of recent history and society. It examines the impact of digital media that empower our youth to communicate, learn, play, shop, and work differently from previous generations. It also provides analytical tools to anticipate and act on what lies ahead in the future.

### **Accelerated OYAP – Cook Assistant Level 1**

Level 1 Cook – Assistant: Through this Accelerated Ontario Youth Apprenticeship Program (OYAP), students can earn their high school credits, register as an apprentice, begin their Level One apprenticeship schooling in Cook, and earn hours/competencies towards their apprenticeship. Accelerated OYAP is an integral component of school-work transition programming, student success and SHSM. Students gain knowledge and experience under the supervision of a skilled professional at an apprenticeship workplace, and attend in-school sessions at the college/training institution. Program components include pre-placement and integration sessions at their home school, Level One training at the college/training institution, and a cooperative education placement in the trade specific setting.



### Arts and Design

Students select from three courses offered in the School of Design Diploma programs in the Faculty of Arts and Design at George Brown College. Students get an overview of the career opportunities available in the fields and are integrated with full-time students allowing a greater college experience. The students also have access to student services and supports for successful completion.

### Building Your Future – Technology

Students select courses offered in the Level 1 Apprenticeship and in the School of Construction Management and Trades programs at George Brown College. Students get an overview of the career opportunities available through these programs and have interaction with current full-time students from various Technology focused programs allowing a greater college experience. The students also have access to student services and supports for successful completion.

### Business Administration

Students select from two courses offered in the Faculty of Business Diploma Programs at George Brown College. Students get an overview of the career opportunities available in the field and are integrated with full-time students allowing a greater college experience. The students also have access to student services and supports for successful completion.

### Community Services and Early Childhood Education

Students select from two courses offered in the Community Services and Early Childhood Education Programs at George Brown College. Students get an overview of the career opportunities available in the fields and are integrated with full-time students allowing a greater college experience. The students also have access to student services and supports for successful completion.

### Connecting Communities: Deaf Studies

Students take one credit in the American Sign Language and Deaf Studies Program. Students also get an overview of the career opportunities available in the field of community services. The students are in a congregated class and participate in lectures and/or events with college students to allow a broader college experience. The co-op teacher assigned to the program coordinates a 3 credit co-op placement within the Deaf community and/or community services agencies.

### Level 1 Apprenticeships at George Brown

Students take the courses required in the Construction & Maintenance Electrician, Plumber, and Residential Air Conditioning Systems Mechanic Level 1 Apprenticeship Programs at the college. Students get an overview of the career opportunities available through these programs and have interaction with current full-time students from various Technology focused programs allowing a greater college experience. The students also have access to student services and supports for successful completion.

### Prescriptions for Health

Students select from three Interprofessional courses offered in the Health Sciences programs stream at George Brown College. Students get an overview of the career opportunities available in the Health Care field and are integrated with students from various programs allowing a greater college experience. The students also have access to student services and supports for successful completion.

### Pathways to College – Sheridan College

The Electrical OYAP Dual Credit program allows students wishing to head towards an apprenticeship or post-secondary career to experience what college has to offer in terms of electrical courses. Students are introduced to advanced electrical concepts through advanced electrical and architectural drafting courses that are taught both in the high school classroom and at Sheridan College.

### Pathways to College through Advanced Landscape & Horticulture SHSM

The landscaping SHSM program introduces students to a wide variety of skills and knowledge for landscaping and horticulture, along with a diverse range of careers and post-secondary opportunities available in the industry. Students specialize in particular areas of interest and complete industry-specific certifications. By connecting with Humber College to offer dual credits, Halton students are able to experience what college has to offer in terms of advanced

horticulture and landscaping programming. They will have an opportunity to access Humber's extensive naturalized outdoor classroom with a very practical and experiential environment.

### Pathways to College through Advanced Esthetics

For a number of years White Oaks Secondary School and Sheridan College have partnered to ensure students enrolled in high school esthetics courses are aware of the pathway and courses available in college. Through a dual credit partnership, students have an opportunity to develop the technical skills for manicure and pedicure based on industry standards and the theoretical knowledge they are currently studying in their high school courses.

### Pathways to College through Advanced Manufacturing

The SHSM Manufacturing Program running at WOSS, is an experiential learning program in which students apply math and physics concepts in the design and production of various manufacturing projects. The dual credits from Sheridan College are delivered through an optional after school robotics program, where students work with mentors from industry, colleges and schools to build a robot and compete in FIRST Robotics. Areas of focus include precision machining, welding, CNC, CAD/ CAM, metallurgy, metrology, sheet metal, and other manufacturing areas in the robot build.

### Pathways to College through Advanced Manufacturing – OYAP Electrical

The Electrical OYAP Dual Credit program allows Halton students, who wish to head towards an apprenticeship or post-secondary electrical career, to experience the many opportunities that college has to offer. It exposes them to an authentic and relevant learning environment in regards to their post-secondary education. Students are introduced to advanced electrical concepts through *Introductory Electrical (1)* and *Electrical Construction & Residential Prints & Standards*, that are taught both in the high school classroom and at Sheridan College's Skills Training Centre campus in Oakville.

### Building Connections through e-Learning Opportunities

Students from Crestwood Secondary School are given the unique learning experience of an e-journalism dual credit delivered electronically by Humber College faculty. Students are taught by a professor with "real world" experience to help prepare them for a future career in journalism. The Crestwood students are also enrolled in the English Writer's Craft course (EWC4U/C1) and an experiential learning component through a virtual co-operative education program with area media outlets.

### Advanced Technologies in CNC Programming

Students in this program are introduced to modern manufacturing processes within Seneca College's Centre for Advanced Technologies located at the College's Jane Campus. The *Computer Numerical Control* course is designed to give the student the necessary skills to properly plan and write a numerical control program. Participants receive exposure to trades related to metal cutting by participating in CNC Programming and Operation in a modern metal cutting environment. *Advanced Technologies in CNC Programming* is offered in partnership with the TDSB.

### Canadian Business Environment

This program enables secondary school students to be integrated into a college-level business class at Seneca College's Newnham Campus and earn a credit in *Business Its Nature and Environment*. This course provides students with an introduction to the Canadian



business environment, business issues and functions, and the major forces at work in the global economy. *Canadian Business Environment* is offered in partnership with the TDSB.

#### Discover Tourism

This program enables secondary school students to attend up to 4 college-level classes at Seneca College's Markham Campus – earning a maximum of 4 credits by participating in the following courses – *Introduction to Computer Applications*, which provides students with a foundation for business applications relating to computer systems, – *Introduction to Tourism Industry Careers* which examines each of the segments and relevant career options within the Tourism industry – *Destination Canadian Travellers* where students acquire the research skills to assess the suitability of destinations for different types of travelers in an integrated learning environment and – *Reality Tourism* which coupled with field trips and guest speakers, students develop the skills to assess their desired career path in the field of Tourism, in an integrated learning environment. *Discover Tourism* is offered in partnership with the YRDSB.

#### Pathways to Accounting

This program enables secondary school students to attend a college-level accounting class at Seneca College's Newham Campus and earn a credit in *Accounting Basics I*. In this course, students are introduced to generally accepted accounting principles, the interpretation and preparation of financial statements, and are taught how this information is recorded in the various business records. Once completed, students are then able to participate in the second of the two introductory accounting courses: *Accounting Basics II*. In this course, students expand their understanding of accounting principles and concepts while covering specific topics including: accounts receivable, capital assets, corporations' shareholders' equity, and bonds payable. *Pathways to Accounting* is offered in partnership with the TDSB and is offered in both an integrated and congregated setting.

#### Steps to Seneca: Health Care

*SCWI Steps to Seneca: Health Care* is offered in partnership with the TDSB, and is taught by a College Professor at Westview Centennial Secondary School. The *Anatomy and Physiology for the Practical Nurse* course takes an in-depth look at the study of normal anatomy and physiology beginning with an orientation to the body, and continuing through the cell and four of the major body systems. The course material focuses on Human Anatomy, providing participants with a sound understanding of concepts involved when working in the Healthcare industry. The course is offered once a semester at the secondary school.

#### Steps to Seneca

*SCWI STEPS to Seneca: ICT Media* is offered in partnership with the TDSB. A Seneca College Professor delivers one Dual Credit course per semester to students from Don Mills Collegiate Institute at the Secondary School. In semester one, students participate in the *Introduction to Computer Applications* course, which provides them with a foundation for business applications relating to computer systems while in semester two, students participate in a College general education course – *Mass Media and Popular Culture* which provides them with an in-depth look at popular culture and the media such as what fads and trends are sweeping the world today and what communication mediums are being used to distribute them while examining the differences between television, film, video, print and radio, and looking at the different trends connected with each.

#### Trades & Technology Opportunities and Pathways (TTOP)

*TTOP* provides an opportunity for senior level secondary students who are interested in a career in trades or technology to explore these pathways via three options: Option 1, *Career Opportunities in Trades and Technology (COTT)* gives students an exploratory experience with hands-on shop time and includes the post-secondary course, *Industrial Practices* Option 2: *Pre-Trades Pathway (PTP) – Electrical/Electrician*. In addition to hands-on shop time students take two post-secondary courses, *Residential Prints and Standards* and *Trade Safety 1* which are part of Sheridan's Pre-Trades Electrical certificate program. Option 3: *Pre-Trades Pathway (PTP) – Precision Machining & Tooling*. As well as extensive shop experience, students take two post-secondary courses, *Trade Safety 1* and *Mechanical Drafting Fundamentals* which are part of Sheridan's Pre-Trades Mechanical Techniques/Tool & Die Maker certificate program.

#### Introduction to Personal Support Worker

The dual credit program is designed to capture the interest of high school students who may have an interest in a health care career for which there are ample local employment opportunities. The students combine one dual credit in *Supportive Care* with three co-op credits in one semester. The dual credit selected is a "hands-on" course which provides an opportunity to acquire skills to assist with activities of daily living.

#### Accelerated OYAP: Automotive Service Technician, General Carpenter, Cook, Early Childhood Educator, Electrician-Construction & Maintenance, Plumber, Residential AC Systems Mechanic, Early Childhood Educator – Various Programs across the GTA

Through these Accelerated Ontario Youth Apprenticeship Programs (OYAP), students can earn their high school credits, register as an apprentice, complete their Level One apprenticeship schooling in this specific trade, and earn hours/competencies towards their apprenticeship. Accelerated OYAP is an integral component of school-work transition programming, student success and SHSM. Students gain knowledge and experience under the supervision of a skilled professional at an apprenticeship workplace, and attend in-school sessions at the college/training institution. Program components include pre-placement and integration sessions at their home school, Level One training at the college/training institution, and a cooperative education placement in the trade specific setting.

#### Manufacturing @ Huron Heights

This project brings senior secondary students to the technology labs at Georgian College Barrie to use leading edge equipment while gaining a dual credit. In a concentrated eight week period, 20 students attend the college one full day a week in the second semester, studying CNC, the new standard in the machining workplace, with a college instructor. These students are enrolled in a related two-credit co-op placement and a double grade 12 technology credit, TMJ 4M, delivered by a secondary teacher at their home schools.

#### Humber – Orangeville Project

This program provides access to secondary school students to the satellite campus in Orangeville from three local school boards. This Dual-Credit program is designed to capture student interest and leverage student's present knowledge and strengths, building their capacity to a college level in the specific area they have chosen to study. Areas of study for the Winter 2011 semester include Early Childhood Education (ECE) and Home Renovation. Humber faculty work directly with the assigned high school faculty leader to ensure that the program is designed to meet the needs of the student body ensuring student success. Transportation funding enables the program to remove barriers to rural students to participate in a dual credit.

**Level 1 Apprenticeship – Construction Maintenance and Electrician, Plumber, Residential Air Conditioning Systems Mechanic & Baker**  
Students take the courses required in the *Construction & Maintenance Electrician Level 1, Plumber Level 1, Residential Air Conditioning Systems Mechanic* and *Baker* Apprenticeship Programs at George Brown College. Students get an overview of the career opportunities available through this program and have interaction with current full-time students from various Technology focused programs allowing a greater college experience. The students also have access to student services and supports for successful completion.

#### Humber – TCDSB – Fast Track to College

This program provides the opportunity for senior level students registered at Msgr. Fraser – Norfinch to complete up to two post-secondary General Education college courses while earning secondary school credits. Since general education courses are a requirement of all college diploma programs in Ontario, gaining these credits benefits students by giving them a very portable credit that can be applied to any diploma program.

## SCHOOL IN A COLLEGE

#### SSOGT (Secondary Schools of Greater Toronto)

Several Dual Credit courses are offered each semester at Humber North and Lakeshore campuses under the umbrella of SSOGT. The overall goal of the

Dual Credit program is to assist secondary students in the completion of their OSSD and successful transition to college. The focus is on motivating secondary students who are facing challenges in graduating or have left high school before graduating. Students can choose General Education or Career -focused courses. General Education courses including Social Psychology, The Environment and Understanding Movies help the students earn a credit toward most college programs while gaining insight into college life and the multitude of exciting Humber programs. Career-focused courses from programs including Police Foundations, Spa Management, Tourism, Acting for Film and Television, Drafting for Landscaping or Culinary Management allow secondary students an opportunity to experience a potential educational career pursuit and to earn a credit toward a Humber program. Many of the courses can be aligned with Specialist High Schools Majors (SHSM). Students are supported by Orientation sessions, a Peer Mentoring program and Student Success Workshops. Dual Credit students have the opportunity to use the resources available to Humber full -time students including the library, gym, writing centre, IT labs, disabilities services, counselling and peer tutoring. For more information, visit [www.humber.ca/dualcredit](http://www.humber.ca/dualcredit).

#### Sheridan – Transition to College Pathway

This program provides the opportunity for senior level students registered at Archbishop Romero Catholic Secondary School to complete up to two post-secondary General Education college courses while earning secondary school credits. Since general education courses are a requirement of all college diploma programs in Ontario, gaining these credits benefits students by giving them a very portable credit that can be applied to any diploma program.

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REGIONAL PLANNING TEAM 3  
Équipe de planification régionale Inter Ontario

#### PARTNERS:

*Conseil scolaire catholique Franco-Nord | Conseil scolaire de district catholique des Aurores boréales | Conseil scolaire de district catholique des Grandes Rivières | Conseil scolaire de district catholique du Nouvel-Ontario | Conseil scolaire de district du Grand-Nord de l'Ontario | Conseil scolaire publique du Nord-Est de l'Ontario | Collège Boréal*

#### FORUMS & ACTIVITIES

##### Pathways development

Development and implementation of equivalency agreements between the school board partners and Collège Boreal for dual credit courses in Accounting, Physical Education/Outdoor Education, Forestry, Communications and Information Technology.

##### Business anticipation camp : *Camp d'anticipation de Sudbury « Je découvre le monde des affaires! »*

The business anticipation camp for up to 60 grade 11 students is held at Collège Boréal in Sudbury over three days. Students live in residence at Boréal and have an opportunity to participate in practical activities related to the various business programs offered at the college. They will understand the career opportunities available to them in these programs as well as the pathways to them.

##### Business anticipation camp : *Camp d'anticipation de Timmins « Je découvre le monde des affaires! »*

The business anticipation camp for up to 60 grade 11 students is held over three days. Students have an opportunity to participate in practical activities related to the various business programs offered at the college. They will understand the career opportunities available to them in these programs as well as the pathways leading to them.

##### Hospitality and Tourism anticipation camp : *Camp d'anticipation en hôtellerie et tourisme*

The two day hospitality and tourism anticipation camp is held at La Cité collégiale in Ottawa. Thirty students have an opportunity to participate in practical activities related to the various hospitality and tourism programs offered at the college. They are able to link up with college graduates who hold key positions in the hospitality and tourism fields.

##### Media and communications anticipation camp : *Camp d'anticipation en médias et communication*

The two day media and communication anticipation camp is held at La Cité collégiale in Ottawa. Students have an opportunity to participate in practical activities related to this exciting world. They gain hands-on production experience and meet franco-ontarian professionals in the field.

##### Skilled trades anticipation camp in Sudbury: *Camp d'anticipation « Je découvre les métiers! »*

The skilled trades anticipation camp is held at Collège Boréal over three days. Up to 60 grade 11 students have an opportunity to participate in practical activities related to the various skilled trades programs offered at the college. They will understand the career opportunities available to them in these programs as well as the pathways leading to them.

##### Skilled trades anticipation camp in Timmins: *Camp d'anticipation « Je découvre les métiers! »*

The skilled trades anticipation camp is held over a three day period. Up to 60 grade 11 students have an opportunity to participate in practical activities related to the various skilled trades programs offered at the college. They will understand the career opportunities available to them in these programs as well as the pathways leading to them.

##### Natural resources anticipation Camp in Sudbury: *Camp d'anticipation « Je découvre les Richesses naturelles »*

The natural resources anticipation camp is held at Collège Boréal over three days. Up to 60 grade 11 students live in residence at the college and have an opportunity to participate in practical activities related to the various natural resources programs offered at the college. A promotional campaign by the college highlights this activity.

##### Natural resources anticipation Camp in Timmins: *Camp d'anticipation « Je découvre les Richesses naturelles »*

The natural resources anticipation camp is held over three days. Up to 60 grade 11 students have an opportunity to participate in practical activities related to the various natural resources programs offered at the college. A promotional campaign by the college highlights this activity.

##### Health and well-being anticipation Camp in Sudbury: *Camp d'anticipation « Je découvre santé et bien-être! »*

The health and well-being anticipation camp is held at Collège Boréal over three days. Up to 60 grade 11 students have an opportunity to participate in practical activities related to the various health and community and social services programs offered at the college. They will understand the career opportunities available to them in these programs as well as the pathways leading to them.

##### Health and well-being anticipation Camp in Timmins: *Camp d'anticipation « Je découvre santé et bien-être! »*

The health and well-being anticipation camp is held at Collège Boréal



over three days. Up to 60 grade 11 students have an opportunity to participate in practical activities related to the various health and community and social services programs offered at the college. They will understand the career opportunities available to them in these programs as well as the pathways leading to them.

#### Dual credit promotion: *Campagne de mise en marché des cours à DRC*

La Cité collégiale and Collège Boréal partner with the province's 12 French-language school boards to develop marketing strategies for dual credit programs. Aimed at increasing the dual credit clientele, the promotion reaches out to students, parents, school personnel and the general public.

#### Health Tour : *La tournée « Santé »*

A team of experts from the Health faculty tours more than 30 secondary schools in the North to promote careers in the Health sector. A college promotional campaign highlights the Health Tour.

#### Tour of Collège Boréal for grades 7 and 8 students:

##### *Tournée Boréal pour 7e et 8e années*

More than 4,500 grades 7 and 8 students are invited to visit the Sudbury and Timmins campuses of Collège Boréal.

## DUAL CREDIT PROGRAMS

### Arts culinaires

Practical Culinary Arts	Grouped	EDP1311
<i>Bonne Bouffe Belle Bouffe</i> [Beautiful, Tasty Food]	Grouped	GEN1037

This program allows students to take a college-level credit course and to earn credits towards the Ontario Secondary School Diploma, and prepares them in order to promote their successful transition to postsecondary studies. The goal of this course is to provide firm grounding in the basic notions of the theoretical and practical principles of being a chef.

### Coiffure

Hairstyling	332A	240
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The objective of this program is to allow students who are interested in hairstyling to earn both Level 1 of the Hairstyling course and two secondary-level credits towards their OSSD. It provides training for technicians so they can offer professional hair cutting, perming and colouring, while ensuring the wellbeing, safety and satisfaction of customers.

### Multimédias

Multimedia	Grouped	INF1046
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This course is aimed at making the student familiar with multimedia applications and with the importance of multimedia technology in his or her future workplace. As a practical experience, the course first looks at the variety of media that are available at the college. The course then gives the student the opportunity to experiment with the use of a variety of multimedia software programs, thereby learning to appreciate their potential usefulness in his or her area of study.

### Topométrie et camp d'arpentage

Topographic Surveying and Survey School	Grouped	CTN1023
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An introduction to the instruments used in surveying and in taking basic readings such as angular measurements, levelling, shooting angle and use of the subtense bar. Production of a plan based on the terrain's topographic data. The course is followed by an intensive practical survey school.

### Boot Camp cuisinier

Practical Culinary Arts	Grouped	EDP1311
<i>Bonne Bouffe Belle Bouffe</i> [Beautiful, Tasty Food]	Grouped	GEN1037

This program allows students to take a college-level credit course and to earn credits towards the Ontario Secondary School Diploma, and prepares them in order to promote their successful transition to postsecondary studies. The goal of this course is to provide firm grounding in the basic notions of the theoretical and practical principles of being a chef.

### Robotique

Pre-Technology Electricity and Electronics	Grouped	ELN1029
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The Pre-Technology Electronics course is an introduction to the basic principles of electricity and electronics, with the aim of providing the student with an understanding of how a modern automated industrial plant is run. Among other topics, the theoretical component includes voltage, currents, resistance and the basic laws and formulae. The course examines the difference between basic analogue and digital systems, the difference between alternating current and direct current, the amplification of signals, the basic measurement instruments, digital counting, semiconductors, computers and microprocessors. The popular available options in the workplace are also discussed, such as Electronics Technician/Technologist, Industrial Electrician and Instrument Person. Salaries are compared, and the possibilities of professional advancement and setting up your own business are considered. An in-laboratory session is held with specialized instructors and students from the program.

### Exploration des métiers

Exploration of Trades and Applied Technologies	Grouped	EMT 1001
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This course is intended to provide students with information and make them familiar with the advantages of the various trades programs offered at Collège Boréal. The course includes an exploration of the Welding, Heavy Equipment, Millwright, Electricity and Carpenter programs.

### Explorations des professions en santé

Exploration of Health Professions	Grouped	ESP 1001
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This course is intended to provide students with information and make them familiar with the advantages of the various health programs offered at Collège Boréal. The course includes an exploration of the Assistant Nursing, Orderly and Personal Services programs.

### Soins du patient en santé

Exploration of Health Professions	Grouped	EPS 1001
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In this course, the student becomes familiar with the models of patient care in the health care environment offered by Collège Boréal. The course includes the exploration of basic care in the Massage Therapy, Funeral Services, Dental Hygiene, Paramedic Care, Medical Radiation Technology, PSW and Nursing programs.

### Gestion Vidéo

Management 1	Grouped	GES 1001
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Accessibility to postsecondary education through the dual credit program helps to support learning up to the age of 18. In order to meet the challenges created by the distance between the secondary schools and the Collège Boréal campus, as well as the number of small schools, a video-based Management course is offered. This course helps to respond to the needs of schools boards and of their target students, in an economical way.

### Enjeux et Survie

Issues and Survival	Grouped	PFF 1025
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This program allows students to take a college-level credit course and to earn credits towards the Ontario Secondary School Diploma, and prepares them in

order to promote their successful transition to postsecondary studies. This course allows the students to become familiar with the environmental problems in our modern society.

#### PSSP\_NI

Bodily Functions and Care	Grouped	PSS1011
Basic Care	Grouped	PSS1013

This dual credit program is offered at the Collège Boréal Nipissing campus and includes two courses in the Personal Support Worker Program. In addition, students complete a placement in the health sector. As future PSWs, students learn to deliver personal care and support services to clients in order to meet their particular physical, social and emotional needs.

#### Manoeuvre en construction

Construction Worker	430A	252
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The objective of this program is to give students interested in the construction trade the opportunity to begin their apprenticeship, to earn Level 1 and to receive two secondary-level credits.

#### Soudage et Fabrication

Welding and Manufacturing	437A	300
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This program prepares students for working in the steel products manufacturing sector and the welding trade, on construction sites, in mines and in the forestry sector. This program allows students to take a Level 1 apprenticeship course, to earn three credits towards the Ontario Secondary School Diploma, and prepares them in order to promote their successful transition to postsecondary studies and into the workforce.

#### Technicien/technicienne d'entretien automobile

Automotive Service Technician	310S	240
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This training allows the student to develop automotive service skills. Technicians have solid theoretical and practical knowledge that allows them to address the challenges posed by modern test designs and techniques in the field of motor vehicles. The student earns his or her Level 1 Automotive Service Technician and two credits towards his or her OSSD.

#### Technicien/technicienne d'équipement lourd

Heavy Equipment Technician	421 A	240
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This training allows the student to develop heavy equipment skills. Technicians have solid theoretical and practical knowledge that allows them to address the challenges posed by modern test designs and techniques in this field. The student earns his or her Level 1 Heavy Equipment Technician and two credits towards his or her OSSD.

#### Early Childhood Educator

Early Childhood Educator	620C	168
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The objective of this program is to allow Francophone students who are interested in the field of Early Childhood Education to begin their studies, earn modules for their Level 1 and receive two secondary school credits.

### ONLINE DUAL CREDIT PROGRAM COURSES

#### Distance Education "Voies d'accès" Courses – La Cité collégiale

Management Principles	Integrated	GES20459
Marketing Principles	Integrated	MKT21057
Project Management	Integrated	GES20636
Introduction to HTML	Integrated	WEB16930
Internet Programming 1	Integrated	WEB16936
Intercultural Realities and Relationships	Integrated	FGE17210
The Healthy Child	Integrated	FAM20838

#### Online Courses – Collège Boréal

Medical Terminology	Grouped	SAN 1000
Technological Culture	Grouped	INF 1064
Introductory Psychology	Integrated	PSY 1002
Introductory Sociology	Integrated	SOC 1001
Human Biology – General Course	Integrated	BIO 1000
English Communications	Grouped	ENG 1003
Online Bookkeeping	Grouped	BUR 1008
Law and Business	Grouped	DRO 1000
Metacognition	Grouped	GEN 1016

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### REGIONAL PLANNING TEAM 4 Northeastern Ontario Regional Planning Team

#### PARTNERS:

District School Board Ontario North East | Northeastern Catholic District School Board | Northern Lights Secondary School Board | Northern College of Applied Arts and Technology | Peetabeck Academy, Fort Albany

#### FORUMS

**Literacy Lessons Update: Theory into Practice**  
Implementation workshop for dual credit teachers and others interested in assisting dual credit students with their literacy skill acquisition

#### Dual Credits: Creating Opportunities for Students

A review with all schools of what is working with respect to Dual Credits.

#### Understanding Youth Apprenticeship and College Programming

Sessions in each community to promote the apprenticeship route as a viable direction. MTCU Apprenticeship personnel as well as Employment Ontario Service providers and Northern College participate in order to explain options following graduation.

#### Mathematics: Where are we ? Where are we going ?

Opportunities for teachers from the college and the secondary schools to discuss programming.

In addition to staff meeting to discuss the results of the CMP, a joint in-service session with teachers from both sectors was delivered by well known Mathematics Presenter: Dr Marian Small.

#### ACTIVITIES

##### A Day in the Life

An opportunity for elementary and secondary teachers and college staff to spend a day at college and or secondary school. Throughout the year, secondary teacher participants spend one day at College in a program of their choice. College faculty are able to spend a day



at secondary school while grade 7/8 elementary teachers are presented with a choice of secondary school or college. This experience broadens understandings of program structures, facility operations as well as instructional techniques and assessment strategies. Misconceptions often exist about the unknown and this opportunity attempts to broaden the horizons of all groups who impact on student career choices.

#### **Go To College**

This is an initiative for grade 8 students within all schools in Northeastern Ontario including the Moosonee area. Individual students are bussed to a Northern College campus along with their teachers. For students in the northern James Bay communities, a first learner grant permits teachers to be flown into remote communities. In all locations students participate in interactive activities designed for them by college faculty permitting exposure to a variety of college programs. Over 1000 elementary students participate in this initiative.

#### **Go To College Again**

Through the *GO TO COLLEGE* outreach over the past we have been able to bring all grade 8 students to a college campus. This program brings some of the grade 10 students who previously visited in grade 8 together as a group at a College campus to reinforce their experience and to determine whether or not the previous experience had an impact on their current career choices. Through their Career Studies classes we identify students wishing to return for a day to a college campus with a specific program goal in mind. We pair the students with current students and allow students to shadow their partner student for a half day followed by a round table conversation.

#### **Math Attack**

*Math Attack* is the formation of a team of college, secondary and elementary (gr 8) staff who meet and create a plan for enhancing our delivery of mathematics to improve the skills of students wishing to pursue a college education but who have not been successful in the attainment of appropriate math skills. We have identified the problems and now need creative ideas to resolve the situation.

#### **College Connections**

In several of our communities we run community information sessions regarding the use of Dual Credits as an alternative learning opportunity. Designed for parents, students and teachers there is an overview of Dual Credits, examples of programs and a panel including former participants. College and secondary staff highlight their involvement. The partnership between SHSM and reach-ahead opportunities is highlighted at a session in each of 3 regions. School parent councils are encouraged to attend.

## **DUAL CREDIT PROGRAMS**

#### **Level 1 Construction Craft Worker: OGHS**

Students take a 4 credit package that comprises the requisite hours to meet the in-school curriculum standards for MTCU and participate in additional hours to meet the COOP Ed credit requirements.

#### **Level 1 Construction Craft Worker: RMSS**

Students take a 4 credit package that comprises the requisite hours to meet the in-school curriculum standards for MTCU and participate in additional hours to meet the COOP Ed credit requirements.

#### **Level 1 Construction Craft Worker: TDSS**

These Level 1 apprenticeships are a result of partnerships between Northern College, the local schools boards and MTCU to meet the local northern needs of OYAP students in area secondary schools. Students take a 4 credit package that comprises the requisite hours to meet the in-school curriculum standards for MTCU and participate in additional hours to meet the COOP Ed credit requirements. Northern College staff takes part in regular meetings with teachers to ensure consistency of delivery and assessment.

#### **Level 1 Construction Craft Worker: TH & VS**

These Level 1 apprenticeships are a result of partnerships between Northern College, the local schools boards and MTCU to meet the local northern needs of OYAP students in area secondary schools. Students take a 4 credit package that comprises the requisite hours to meet the in-school curriculum standards

for MTCU and participate in additional hours to meet the COOP Ed credit requirements. Northern College staff takes part in regular meetings with teachers to ensure consistency of delivery and assessment.

#### **Level 1 Early Childhood Educator: TDSS**

Students follow the Level 1 in-school curriculum standards as directed by MTCU in a 3 period setting for designated modules totaling 280 hrs. The fourth credit is a COOP credit and students who are registered with MTCU are placed in ECE placements throughout the community. The MTCU registration is with the local school boards. The theory is delivered in such a way as to permit full day placements with the area employers on chosen days during the week.

#### **Level 1 Welder: Iroquois Falls Secondary School**

These Level 1 apprenticeships are a result of partnerships between Northern College, the local schools boards and MTCU to meet the local northern needs of OYAP students in area secondary schools. Students take a 4 credit package that comprises the requisite hours to meet the in-school curriculum standards for MTCU and participate in additional hours to meet the COOP Ed credit requirements. Northern College staff takes part in regular meetings with teachers to ensure consistency of delivery and assessment.

#### **Level 1 Welder: Timiskaming District Secondary School**

These Level 1 apprenticeships are a result of partnerships between Northern College, the local schools boards and MTCU to meet the local northern needs of OYAP students in area secondary schools. Students take a 4 credit package that comprises the requisite hours to meet the in-school curriculum standards for MTCU and participate in additional hours to meet the COOP Ed credit requirements. Northern College staff takes part in regular meetings with teachers to ensure consistency of delivery and assessment.

#### **Level 1 Welder Timmins High And Vocational School**

These Level 1 apprenticeships are a result of partnerships between Northern College, the local schools boards and MTCU to meet the local northern needs of OYAP students in area secondary schools. Students take a 4 credit package that comprises the requisite hours to meet the in-school curriculum standards for MTCU and participate in additional hours to meet the COOP Ed credit requirements. Northern College staff takes part in regular meetings with teachers to ensure consistency of delivery and assessment.

#### **Aboriginal College Connections**

Students in remote northern communities are involved in Dual Credits through Northern College. Students who are more mature have an opportunity to participate in at least one College Dual Credit. In Fort Albany courses are delivered by an onsite Northern College staff. In Moose Factory, students take a Dual Credit delivered after school hours by the local College. It is hoped that this opportunity will encourage students to stay in school, graduate and consider continuing post secondary career opportunities. The program has been extremely successful this year.

#### **SHSM Health and Wellness: MOOSONEE (Northern Lights Secondary School)**

The focus of the Northern Lights Health and Wellness Careers program is to prepare students for successful entry into the health care sector, the largest single provider of challenging and meaningful careers in the James Bay region. As part of a new SHSM in Health and Wellness, students take part in various college courses related to the health care field.

#### **SHSM Health and Wellness: NEW LISKEARD (Timiskaming District Secondary School)**

Students in this school involved in the Health and Wellness SHSM, are afforded a unique opportunity to participate in at least 3 Dual Credits over the course of the year. Delivered in an after school setting, students are participating in an Introductory Pharmacology course as well as Patient Care Procedures and a Patient Care Theory courses. The program has proven to be very successful with students interested in the Emergency Services sector.

#### **SHSM Construction: CAD 1**

In one school in northern Ontario the CAD 1 course at the College level is delivered as an enhanced opportunity for students in the College and University pathway

within the Construction designation. The course has proven to be very successful and affords the participants the opportunity to gain necessary skills in this area of technology.

#### **SHSM Forestry : EHS**

This program is structured for students in a rural community who are enrolled in a SHSM Forestry program. The program complements the SHSM and allows the students to gain skills that would not otherwise be available in their location. The school's SHSM Community Advisory Committee has identified the areas of welding and heavy equipment as essential components of the SHSM and the school is unable to deliver those components. Through Northern College we are able to enhance the learning experience for these students in the reach-ahead opportunity.

#### **SHSM Mining (Kirkland Lake)**

The Mining industry is thriving in this northern community and through a partnership with local area mines, Northern College and the local high school, students are now afforded an opportunity to participate in a unique program that pairs onsite COOP participation in the area mines with a formal introduction to Mining. Northern College offers Introduction to Mining as a Dual Credit course. The course provides an overview of mining terminology, types and locations of mines, importance and responsibility of the industry to Canadian economy, uniqueness of mining, mineral commodities and uses, metal pricing, smelter return, claim staking and assessment work, sampling and evaluation and diamond drilling. Students then participate in a COOP placement which complements their interests within the Mining industry.

#### **SHSM Health and Wellness: TIMMINS (Timmins High and Vocational School)**

Students within the SHSM in this school have the opportunity to participate in one of two Dual Credits delivered onsite in an after school program by Northern College professors. The courses being delivered this year include: Developmental Psychology and Emergency Patient Care. Opportunities for visits to the College also enhance this SHSM.

#### **Retail Connection: TIMMINS, COCHRANE AND NEW LISKEARD**

The course includes a special emphasis on customer service. Following completion of the course, students are part of a 2 credit Paid Summer COOP in partnership with local businesses who have agreed to take those students who have successfully completed the marketing course. The connection with local retailers provides an opportunity to train students to be better employees while students can also determine whether or not Business is a field that they wish to pursue in post secondary.

### **SCHOOL IN A COLLEGE**

#### **College Accelerated Program**

This program is focused on increasing the secondary school graduation rate of those within 4 credits of graduating and easing the transition to a college program. By jump-starting the secondary students in Semester 1 we can ensure that students complete a full year of school. Students beginning in Semester 2 can jump-start into college and take courses more relevant to their career path. Once students attain credits to graduate they continue on their own in college programs.

#### **College Accelerated Program: DISTANCE EDUCATION Contact North**

This program is for students in remote communities without a college presence. Its goal is increasing the secondary school graduation rate of those within 4 credits of graduating and easing the transition to a college program. By jump-starting the secondary students in Semester 1 we can ensure that students complete a full year of school. Students beginning in Semester 2 can jump-start into college and take courses more relevant to their career path. Once students attain credits to graduate they continue on their own in college programs. These courses are delivered through Contact North as sites are available in most northern Ontario communities.

#### **College Link: Haileybury Campus: Early School Leaver Program**

This program is focused on increasing the secondary school graduation rate of early school leavers. Students entering with 20/22 credits can graduate in two semesters. The goal is to work with the students in an intensive, supportive environment to help them graduate in one year. We have a good success rate with participants. Several continue in college. As with all our school-in-a-college programs, instruction is a combination of direct instruction, Dual Credits, and online, e-learning or ILC courses.

#### **College Link: Kirkland Lake Campus: Early School Leaver Program**

This program is focused on increasing the secondary school graduation rate of early school leavers. Students entering with 20/22 credits can graduate in two semesters. The goal is to work with the students in an intensive, supportive environment and get them completed in one year. As with all our school-in-a-college programs, instruction is a combination of direct instruction, Dual Credits, and online, e-learning or ILC courses. We have a good success rate with participants. Several continue in college.

#### **College Link: Moosonee Campus: Early School Leaver Program**

This program is focused on increasing the secondary school graduation rate of early school leavers. In its second year students entering with 20/22 credits can graduate in two semesters. The goal is to work with the students in an intensive, supportive environment to help them graduate in one year. We have a good success rate with participants. Several continue in college. As with all our school-in-a-college programs, instruction is a combination of direct instruction, Dual Credits, and online, e-learning or ILC courses.

#### **College Link: Porcupine Campus: Early School Leaver Program**

This program is focused on increasing the secondary school graduation rate of early school leavers. Students entering with 20/22 credits can graduate in two semesters. The goal is to work with the students in an intensive, supportive environment to help them graduate in one year. As with all our school-in-a-college programs, instruction is a combination of direct instruction, Dual Credits, and online, e-learning or ILC courses.

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**REGIONAL PLANNING TEAM 5**  
Grand River Regional Planning Team

#### **PARTNERS:**

Brant Haldimand Norfolk Catholic District School Board | Grand Erie District School Board | Fanshawe College, James N. Allen Campus | Mohawk College, Brantford Campus

#### **FORUMS**

##### **SWAC: Info for All**

Provides information about our dual credit programs to students, parents and DSB staff.

##### **Destination College**

Offers information and workshops on technology and helping careers for elementary students.

##### **"Literacy Lessons" Forum**

Provides implementation forum for the new provincial resource for dual credit teachers.

##### **Males In Human Services**

A One Day Career Fair called Service, Strength, Support to give Grade 7 & 8 students an opportunity to explore careers that are not traditionally filled by males.

Discover **SCHOOL | COLLEGE | WORK** at: [www.gotocollege.ca](http://www.gotocollege.ca)



## Pathways to Skilled Trades

Purpose is to enhance the understanding of college, apprenticeship and skilled trades as a career option.

## Your Future In the Skilled Trades

Raises awareness of skilled trades for area secondary school students (males) by connecting them to mentors from the skilled trades.

## Way to Work

Connects graduating students to the services that can assist them make the transition to the workforce.

## Making Trails Through Education

An information session to provide youth of Crown Ward status post secondary information and break down the barriers to promote educational success.

## Career Pathways Forum

A one day symposium for pre-service students at Nipissing University Faculty of Education to provide information and guidance to teach about all career pathways including workplace, apprenticeships and college and to value all destinations.

## ACTIVITIES

### Employment / Industry Training Certification

Delivery of industry and other employment related training and certification to *School Within a College* students. These certifications: complement SWAC programs; ensure a higher level of safety for students working in the SWAC Trades programs; increase knowledge and skill related to various apprenticeship, co-op and employment opportunities; and ultimately help students be more 'employable' in this stressed employment market. Certifications include, but are not restricted to: WHMIS, Fall Protection, Ladders and Scaffolds, First Aid, Smart Serve, Safe Food Handling, Cash Register Training, HACCP, GMP, Communicating with the Elderly. They are offered to SWAC students based on interest and employment/career goals.

### Picture Yourself at College

Enhances acceptance of college and apprenticeships as feasible post-secondary goals among aboriginal youth.

- Aboriginal Parent Awareness Campaign
- Aboriginal Apprenticeship Mentoring
- Mohawk College visitations
- Pathways Guide to Post Secondary Education for Aboriginal Students

## DUAL CREDIT PROGRAMS

### School Within A College

#### School Within a College – Introduction to the Trades

This program was formerly a Team Taught program which is now being delivered as a College Taught Dual Credit program and has been expanded in its format from two to four dual credits. *Introduction to Trades* is a Pre-Apprenticeship program which is specifically designed for SWAC and offers students the opportunity to experience and explore a career in several different Trades, including Machining, Industrial Millwrighting, Construction and CAD/CAM Design.

#### School Within a College – Manufacturing & Design Technology

This program was formerly a Team Taught program which is now being delivered as a College Taught Dual Credit program and has been expanded in its format from two to four dual credits. *Manufacturing & Design Technology* is a Pre-Apprenticeship program and offers students the opportunity to experience and explore a career in different Trades, including Facilities Maintenance and Welding. This program has a cooperative education component.

#### School Within a College – Human Relations

This program was formerly a Team Taught program which is now being delivered as a College Taught Dual Credit program and has changed in its course content to better suit our students. It offers students the opportunity to develop knowledge and skills that help ensure success in future college experiences in Human Relations areas and in seeking employment in any area dealing with the public.

In addition it comprises the major components toward the 'Ontario Management Development Certification' which students can complete through Continuing Education at Fanshawe, Simcoe.

### School Within a College – Business

This program was formerly a Team Taught program which is now being delivered as a College Taught Dual Credit program and has changed its course content to better suit our students. It offers students the opportunity to experience and explore a career in various areas of business as well as to sample Mohawk's digital design program.

### School Within A College – Human Services

This program is new for Semester 2 this year. It is a College Taught program in a congregated class and includes Crime in the Media, Interpersonal and Group Dynamics, Introduction to Psychology and Sociology. It offers the students the opportunity to develop knowledge and skills that help ensure success in future college programs.

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## REGIONAL PLANNING TEAM 6 Eastern Lakeshore Regional Planning Team

### PARTNERS:

Algonquin and Lakeshore Catholic District School Board | Durham Catholic District School Board | Durham District School Board | Kawartha Pine Ridge District School Board | Peterborough, Victoria, Northumberland and Clarington Catholic District School Board | Trillium Lakelands District School Board | Durham College | Fleming College | Loyalist College

### FORUMS & ACTIVITIES

#### Building Connections through College Ambassadors in Schools

A student ambassador from Loyalist College provides a variety of supports aimed at encouraging more elementary and secondary school students to consider the trades. The ambassador builds on the work of local school boards' OYAP programs by offering hands on workshops at colleges and schools, facilitating college visits, guest speakers, panels and forums. Community displays and information sessions bring information about apprenticeship to students and their parents.

#### Building Connections through Business Pathways

This activity uses a school team approach (classroom teacher, chair of subject council, curriculum consultant) to connect secondary and Durham College business teachers in order to review curriculum at both levels. The goals are to increase awareness of each other's curriculum, including specific content, delivery methods, evaluation and assessment; to identify critical curriculum gaps and strategies to overcome them; to identify literacy skills critical to college success; to increase awareness of college admission requirements; to align practices as feasible; to develop strategies to encourage increased student enrollment in business programs at secondary and college levels, and to develop advanced standing/articulation agreements.

#### Building Connections with Teacher Candidates, Associates, College Faculty

Based on the positive feedback in previous phases, the ELRPT continues to connect teacher candidates, associate teachers and college professors. Sessions focus on helping pre-service teachers prepare their secondary school students for college programs, as well as exposing the pre-service teachers to the breadth of college programs, to specific curriculum issues, and to available student supports.

Fleming College continues to work with Trent University and Durham College with UOIT. This activity has become embedded into the pre-service teacher programs at both faculties of education.

### **Building Connections through College Internships for Pre-Service Teachers**

Coordinating with UOIT's Faculty of Education Practicum coordinator, Durham College has arranged for placement opportunities within college classrooms for interested teacher candidates. Students may select this experience as their third, alternative placement practicum. Pre-service teachers also have the opportunity to work in the Eastern Lakeshore Regional Planning Teams' Centres for Success.

Technology Teaching Certificate students at Queen's University are offered the opportunity to complete one of their placements working at the college. Participating teacher candidates are able to hone their skills in Loyalist's labs and to work with faculty with rich industry experience.

### **Building Connections With Parents and Guardians**

In order to support dual credit students to be successful, Orientation evenings for students and their parents are held. Parents learn more about the program, the supports available for dual credit students, the related college programs, and tour the college campus. At the conclusion of our Centre for Success (School Within a College) programs, Completion Ceremonies are held to celebrate the students and their successes. Attendance at these events has been tremendous in terms of numbers and anecdotal responses. At these events, we distribute pod casts developed to support parents as their children transition to college. These pod casts are updated and made available through the ELRPT's website [www.RockStart.ca](http://www.RockStart.ca). Board ELRPT representatives continue to encourage families to attend the colleges' Open Houses.

### **Building Connections with Intermediate Students**

Intermediate students, their teachers and parent chaperones, tour a college, participate in one or more grade-specific curriculum-related hands-on activities, and meet faculty, staff and students. Visiting students are encouraged to consider college as their number one post-secondary choice by developing a better understanding of the wide range of available program opportunities. Presentations include information on pathways and emphasize the importance of developing students' abilities in English, Math, and computers as foundational skills for all areas of future study.

### **Building Connections Through Math Project Presentations**

This activity continues to bring educators together to examine their data and develop a plan to improve provincial results and post-secondary success of students. This activity involves senior college and school board staff, consultants and classroom teachers in each of the boards and colleges in our regional planning team. Participating teachers are able to broaden their understanding of the requirements for Mathematics in the various college programs. As a result of this project, dual credits have been established linking Mathematics for Technology (MCT4C) with first year college Mathematics courses. The positive result of these pilots has resulted in the expansion of this dual credit. This activity builds on the work of the College Math Project findings.

### **Building Connections through Technology Pathways**

Durham and Fleming Colleges and ELRPT District School Boards work collaboratively to align pathways between identified OYAP programs such as Electrical, Automotive and Manufacturing that exist and programs in other areas such as Design Technology. Curriculum alignment is undertaken by secondary school teachers and college faculty. Reviewers examine the course scope and sequences and assessment tools. This year a model for pathways development is being piloted and will be reviewed in order to improve it with other interested partners. Strategies for marketing the outcomes continue to be generated.

### **Building Connections with Guidance Counsellors and Teachers**

This activity builds on the success of last year by providing additional opportunities for guidance counsellors, guidance teachers, and Student Success teachers to experience college programs. Subject specialists are also invited to attend relevant sessions.

The goal is to develop and deliver five half-day sessions; each to focus on one specific school at the college. Activities include tours, hands-on workshops, student panels, classroom observation, and secondary school teacher/faculty discussions.

### **Supporting Transitions for At Risk Students**

At risk students often fear the unknown of making the transition to PSE. As a result, they frequently engage in self-sabotage/ self-defeating behaviours such as skipping classes and missing assignments just as they are getting close to completing their studies. This activity provides the information necessary to ease some of their fears through workshops, tours, and hands-on activities on a college campus. Information regarding such things as transportation, financial aid, child care, and support for students with special needs are provided. Students visit the campus for a variety of full-day workshops and tours. Prior to the college visits, students meet to do career exploration and meet with a college Liaison staff member. This event is followed by individual consultations. Students are part of their boards' Supervised Alternative Learning Program. These may be the most at risk students, who have the potential to be successful at college. This pilot has started small with 20 students participating.

### **Activities to Engage Potential Dual Credit Students**

Improving the retention and credit accumulation of dual credit students is the focus of this activity. Potential grade 11 dual credit students and their teachers travel to the partner college to connect with college faculty, and where possible, to shadow a current dual credit student. Potential dual credit students better understand the necessary commitment, challenges, travel requirements, and benefits of the dual credit program. This activity encourages Student Success Teams to select students before the end of the school year prior to the dual credit. College faculty have an opportunity to meet potential students prior to the class. Necessary supports at the college can be put into place to support the students since their needs are known prior to the start of the course.

### **Building Connections in the Arts**

Fleming College has an extensive array of arts-related programming at the Haliburton School of the Arts. This project has been continually supported by SCWI since 2008 and some very successful connections were made that resulted in development of dual credits and support of SHSM programs. This project enables further connections to be made across the region for teachers and students to learn about, and to take advantage of the many hands-on studio-based learning opportunities on this unique campus.

### **Pathways Infused Learning**

The Ministry of Education focus on Pathways K-12 is the impetus for this activity. Teachers, college faculty and staff work together to develop tools/classroom activities focusing on Pathways. This year the team is developing a banner and poster series that links to local schools' Specialist High Skills Majors sectors, and that features photographs of local workers. Also included is a folder for students to use to gather demonstrations of learning skills which they can share with their parents. Each of these resources is accompanied by classroom-ready resources. These tools/activities are age and stage appropriate and build on research-based strategies. Tools/activities are field tested, published (possibly online) and promoted throughout the ELRPT. Helping students to value all pathways and to begin to develop the habits of mind that will assist them in making important post-secondary choices is the focus of this activity.

### **Evidence for Success: Data Gathering and Reporting**

The ELRPT continues to conduct both quantitative and qualitative research with students who have participated in dual credits at Fleming College over the past 3-5 years. A team of researchers from Fleming College is refining a method to track individual



student data on the status of applicants, the number of registrants, and end of Semester 1 results. The study also involves the researchers conducting interviews with students to measure the impact of their experiences in dual credits. Final reporting is targeted for June 2011. It is anticipated that this research design and implementation may be scalable to other regional planning teams. Results will be shared at Dual Credit teacher forums.

#### **Reach Ahead Activities in Communications Technology, Design Technology and Programming**

Students benefit from participating in cutting edge activities in the fields of Media Arts, Communication Technology, Design and Programming. By working in the colleges' state-of-the-art facilities, students experience what college has to offer. Ultimately, this may influence their decision to attend college. These one-day hands-on sessions run in May and June when there is space available at the colleges. Teachers travel to the college with their students. Activities can be linked to SHSM in Information and Communication Technology as well as Art. This is an excellent PD opportunity for the classroom teachers and provide college faculty with insights into the quality of secondary school students' work.

#### **College Student Mentors**

This program continues to allow Durham and Loyalist Colleges to hire a team of student mentors from a variety of programs who work with elementary and secondary students on campus. The mentors work with participants in the Centres for Success/Links to Loyalist to help them better integrate into the college and to be more successful in their college courses. Carefully selected mentors receive training and supports. Mentors are also assigned responsibilities for other ELRPT activities and forums, including acting as panelists for student-teacher sessions, providing tours for interested classes and providing feedback on promotional items/communication tools.

#### **Taste of College**

The colleges and school boards continue to work collaboratively in offering grade 12 students an opportunity to visit and audit regular day-school college classes, and to participate in program-specific workshops developed by faculty. The colleges offer a sample of courses and/or workshops representative of their various programs. Two sampler days per term per college are offered. The activity enables students to learn more about program areas at the college. This may help them make better informed post-secondary program decisions or to confirm their interest in a specific program.

#### **Pathways Planning for Grades 6 – 10**

Loyalist College in partnership with the school boards is developing an interactive "Virtual World" which will enable students in grades 6 – 10 to experience the Skilled Trades. Using Avatars, students are able to act as carpenters, electricians, plumbers, masons, dry-wallers, and other skilled trades people. By participating in this online activity, students learn important employability skills like team-work and communication skills. Students learn firsthand what these careers involve. Along with the Virtual World, information is provided for students and parents to tie together the Ontario Youth Apprenticeship Program, the Specialist High Skills Major program and Dual credit opportunities for students in these careers.

#### **Green Reach Ahead Activities**

Schools involved in a Specialist High Skills Major or a pathway program with a Green focus, have the opportunity to participate in a hands-on activity at their local college. These activities range from auditing classes, to participating in ongoing research at the college, or taking part in a curriculum-based activity developed especially for their class. Students learn about the range of Environmental programs at the partner colleges and career opportunities in this field.

#### **Hands on Activities for At Risk Students Involved in Mentorship Programs**

Students involved in mentoring programs through organizations like Big Brothers/Big Sisters have the opportunity to participate with their mentor in a hands-on activity at the college. This group of students benefits from exposure to available college programs if they complete their OSSD and go on to college. Providing mentors with this experience helps them to focus on discussing post-secondary education with their mentee which gives them a better understanding of college

and potential careers. Since some of the mentors are currently college students, this activity draws together their studies with their volunteer work.

#### **Building Connections Through Promotion**

School and college staff need to be better informed about the range of upcoming activities, forums and dual credits undertaken by the Eastern Lakeshore Regional Planning Team. The ELRPT continues to use electronic tools to connect team members – this year, an ORION meeting space has been established.

To better inform educators, a series of web meetings is conducted. Interested participants hear about the range of opportunities and how they or their students can get involved. These online sessions are customized to each college partner. Discussion from these sessions facilitates future partnering opportunities and provides an online way to build connections.

The ELRPT continues to maintain its dual credit website [www.RockStart.ca](http://www.RockStart.ca). This site provides students, parents and educators with all the details about dual credits, feedback from previous students, and downloadable application forms. The site will also include links to videos developed through the project.

### **DUAL CREDIT PROGRAMS**

#### **Building Connections: Construction Level 1 In-School**

This dual credit extends the reach ahead opportunities for students participating in two Trillium Lakelands DSB schools' Construction Specialist High Skills Major. Using a team teaching model at the secondary school, the grade 12 Construction Technology course is delivered concurrently with the level one in-school apprenticeship training in Basic Carpentry. This project builds on the positive relationships between Fleming College and Trillium Lakelands District School Board, on the high value placed on apprenticeship training by the school board, and on the local support for carpentry apprentices. This project removes the barrier of transportation to apprenticeship which is often an issue in this rural community.

Students are in their final year and are seriously considering pursuing an apprenticeship either directly after secondary school or concurrently while completing a college diploma or university degree. Students have demonstrated this commitment through the completion of a number of technology credits, including grade 11 Design and Grade 11 Construction Technology (TCJ 3C).

In Semester One, college faculty and the assigned teachers meet to review the success of the 2010-11 project, to align new technology curriculum, review projects and assessments and to identify gaps. Activities are developed/refined to satisfy both the curriculum requirements of the OSS course and the apprenticeship. In semester two, the college faculty and secondary school teachers jointly deliver the aligned curriculum. Throughout the year, students complete industry certification. In some cases, these are delivered by the college. There are opportunities for field trips and a visit to the college.

#### **Building Connections: Culinary Arts In-School**

Through matching secondary school and college curriculum in the field of Hospitality, students are able to earn a grade 12 credit and a Fleming College credit. Secondary school students complete grade 12 Hospitality at their school and, as part of this course, a college faculty member travels to the secondary school to deliver a first year course from the college's culinary program. Given the local employment needs for food industry workers, a culinary focus also supports the local economy. As well, it increases students' ability to find part-time and summer employment and to potentially work locally in the field after graduation.

The target group includes students who are 17 or 18 years of age who have not completed the OSSD, may have the potential to leave school early, may have already left school, are motivated to improve work skills and build self-confidence, are motivated by working at the College level, and have an interest in exploring a career pathway in culinary arts. Given the geography of this program, many students may be the first in their family to consider attending post-secondary education.

Students are scheduled into a half day, two-credit Hospitality course (TFJ4C) at their home school. Throughout the semester, the college chef travels to the secondary school, and along with the secondary school teacher, delivers the first year course. At Haliburton Highlands S.S., the dual credit is Fleming College's Introduction to Culinary Essentials. Port Perry S.S. students study Introduction to

Culinary Essentials or International Culinary Appreciation. Students visit the college campus 2-3 times during the project.

#### **Links to Loyalist – Cosmetology, Hospitality and Tourism, Manufacturing, Transportation**

Students at East Northumberland S.S. and Cobourg East S.S. are involved in one of the following senior double-credit technology courses at the secondary school and the related SHSM program (manufacturing, transportation, hospitality, cosmetology). Loyalist College faculty travel to the school one day per week to deliver the college courses: Machine Tools 1 (MANU1000) to the manufacturing students; Suspension, Steering, Brakes 1 (AMST 1024) to the transportation students; Techniques of Baking (HOSP1019) to the Hospitality students and Nail Technology 1 (ESTH 1000) to the cosmetology students. ENSS and Cobourg East students, along with their designated secondary school teacher, have at least two planned visits to Loyalist to participate in activities with staff and students in the designated program.

#### **Links to Loyalist – Building Codes**

Students in this program are working off site on a construction site completing senior construction technology credits and co-operative education credits. The students and secondary teacher travel to Loyalist College one day per week. The Loyalist College faculty deliver the dual credit Building Construction Codes & Standards 1. Many of these students are in the primary target audience. These students are also enrolled in the SHSM Construction Technology program.

#### **Centre for Success**

Over the past three years, this project has contributed to the successful completion of OSSD's by students deemed at risk of not graduating. In 2009-10, the graduation rate for this cohort was 93% with 67% applying for post-secondary education; the majority of these students had not previously considered post-secondary education. This school within a college model provides an opportunity for these students at risk of not completing their OSSD to do so on a college campus while also participating in a college course. The small class size and the attention of the dual credit teacher are critical to the success of these students.

Students are on campus for one full secondary school semester (September-January or February-June) in small classes (15-20) under the guidance of a dual credit teacher. In addition to secondary credit completion, students are given the opportunity to enroll in one or two college courses. Dual credits are college-delivered using either the congregated or top-up model. Classes are scheduled within the hours that students/teachers are on campus. Students are provided a bus pass. Students have access to all college services, including the Library, Computer Commons, and Student Support Services.

#### **Centre for Success @ Fleming College, Frost Campus**

The program has operated very successfully for the past two years. The alternative learning environment at the college assists Durham District School Board students in making post-secondary choices. It leads to increased college registration and raises awareness in the community of college programs and pathways to successful employment.

The target group consists of grade 12 students from the Brock DHS, Port Perry SS and Uxbridge SS who are at risk of not completing their diploma requirements but who may benefit from an alternate site. The students have the potential to graduate and to access post-secondary college pathways. Students benefit from the successful completion of their OSSD's and from experiencing the college environment while earning a college credit in a field of interest. Students go to classes on the Fleming College campus in Lindsay for one semester. Students complete one secondary full credit, one period of credit recovery (GLD/N) consisting of a number of completed credits pursuant to the individual, and a reach ahead college credit: Basic Shop Practice, or Environmental and Natural Resource Studies.

#### **Centre for Success @ Fleming College, Sutherland Campus**

Peterborough, Victoria, Northumberland and Newcastle Catholic District School Board has an arrangement with Fleming College whereby they operate an Alternative Learning Centre (Centre for Success) at the college. Holy Cross Secondary and St. Peter's Secondary students who have been identified by the schools as disengaged learners are eligible for the program. These students are in their senior year and do not require a large number of credits for their OSSD. Students in the program are offered enrollment in a college course: Basic Electrical Installations or International Culinary Appreciation.

Students earn OSSD credits in a variety of ways – Credit Recovery, Independent course work, and direct instruction. Due to their flexible timetable and location, students can audit/experience selected college courses based on the college timetable. They have a dual credit secondary

school teacher assigned to the students from each of the two secondary schools. The Centre for Success operates both semesters and students have the option of accessing dual credits in second semester.

#### **Hospitality and Tourism Connections**

The Hospitality and Tourism Program at St. Mary C.H.S. (Peterborough, Victoria, Northumberland and Newcastle Catholic District School Board) is now a Specialist High Skills Major and the associated dual credits are part of that program. This successful project has been replicated with other schools (Norwood D.H.S., Kenner Collegiate, Lakefield D.H.S., Clarington S.S. – Kawartha Pine Ridge District School Board). The college experience provides the students with a dual credit, reach ahead opportunities and overall understanding of the college. Students are enrolled in Tourism Today and International Culinary Appreciation courses at either the college or the secondary school, which complements two elements of the SHSM. The Fleming College courses are delivered by a college instructor while the secondary school provides the dual credit teacher.

The focus of the program is geared towards three groups of students; assisting students in obtaining credits towards their OSSD, assisting students who are in the SHSM program, and disengaged students. As well, the college experience provides a transition pathway for students who want or who are interested in moving into a post-secondary destination.

The delivery model varies by school. Some schools complete the entire dual credit on the college campus; other schools make several visits to the college with the primary delivery location being the secondary school.

#### **Centre for Success at Durham, Whitby**

This program provides an opportunity for students at risk of not completing their OSSD to earn their diploma while studying on a college campus while also participating in a college technology course. This hands-on course was selected for its appeal to the student cohort.

Students are on campus for one secondary school semester (September-January or February-June) in small classes (14-22) under the guidance of a secondary teacher. In addition to secondary credit completion, students are given the opportunity to enroll in one college course. Dual credits are college-delivered using the congregated model. Congregated classes are scheduled within the hours that students/teachers are on campus.

#### **Exploring New Pathways**

Participation in this program provides a pathway for students studying at the Workplace level to employment. In order to meet the needs of the local labour market, students take one credit in one of the college certificate programs. These one-year certificate programs at Fleming College require an OSSD as the admission requirement. Such programs provide students with career-specific skills and knowledge to make them more marketable. Supports at college help students to transition to the workplace, just as this project helps students transition to the college environment. Students are supported by a dual credit teacher and are introduced to the wide range of services at the college (including the Access Centre, the Learning Commons, Financial Aid).

This group of Trillium Lakelands District School Board students has earned credits at the Workplace and Open level and may not have considered a college certificate program as an option. These



students require career-specific skills and knowledge in order to find skilled employment in the local labour market. Participants may have a disability (learning or physical). All students have demonstrated the potential to be successful in a college certificate program. Students are in their final year of secondary school, with preference given to students in their final semester.

Students are assigned either three credits of cooperative education or two credits of cooperative education and one of the senior Guidance and Career Studies courses along with the dual credit. Students work the required hours at their cooperative education placement (330 hours; 220 hours respectively) and attend college for one course. These are congregated classes delivered by college faculty in Semester 1. Students are supported by a dual credit teacher from their home school. Students coming from the Adult Education and Training Centre benefit from the opportunity to take a technological education dual credit which cannot be offered at that location.

**Building Connections: Esthetician**

Students from the Centre for Individual Studies, Cobourg D.C.I. East and Cobourg D.C.I. West are provided with a unique learning experience in the Esthetician program offered at Fleming College (Cobourg Campus). Students earn a dual credit in the area of Health and Wellness. A college faculty member delivers the Manicure Level 1 and Pedicure courses in a 3-hour block each week for 15 weeks. A dual credit secondary school teacher accompanies these students to Fleming College. Students build self-confidence as they learn the skills and techniques of manicures and pedicures, learn how to work in a professional manner with clients, and understand customer service.

**St. Peter’s Hospitality Program**

The Hospitality and Tourism program at St. Peter Secondary School (Peterborough, Victoria, Northumberland and Newcastle Catholic District School Board) was new last year.. Students in the program are trained in culinary and hospitality at the secondary level and are provided the opportunity for a dual credit at the college.

The focus is on the traditional three groups of students; those students who require credits towards their OSSD, disengaged students, and those students who are in the Specialist High Skills Major program.

Fleming College provides the instruction on the dual credit course Introduction to Culinary Essentials at St. Peter Secondary in their new kitchen facilities with reach ahead opportunities being offered at the College. The students are enrolled in the course for the second semester of the school year. The program includes trips to Fleming College to experience the college atmosphere, to cook in the college’s state-of-the-art facility, and to eat in the college’s teaching dining room. Other opportunities to connect with the college’s Hospitality Program are also provided to students.

**Training for Health Care**

Health Care Specialist High Skills Major students participate in a dual credit course at Fleming College. The aim is to show this group of students that they can succeed at the college level and demonstrate to them that this is a viable pathway for them following secondary school graduation. At St. Thomas Aquinas S.S. (Peterborough, Victoria, Northumberland and Newcastle Catholic District School Board), students are enrolled in a double credit Health Care course (TPJ4C) along with the dual credit Interpersonal Skills.

The School Success Team at St. Thomas meets and determines the appropriate students for this project. At the school, there are students who are striving to earn a SHSM Red Seal, as well as students who are not moving towards that designation, but who are interested in the field of health care. The team also determines which students have the potential to succeed in a dual credit college course. The aim is to ensure that the student finds success in the college course.

The teacher assigned to the SHSM acts as the dual credit teacher and supports the students through this program. Presently, our students attend the college course at the Frost campus in second semester, one half day per week.

**Information and Communications Technology Connections**

Peterborough, Victoria, Northumberland and Clarington Catholic District School Board students take a 2-credit computer engineering course and have the opportunity to earn the dual credit in Fleming’s Computer Engineering Technician program, Network Fundamentals (COMP53). Fleming faculty and the secondary school teachers team teach this program primarily at the secondary school.

Students travel to Fleming College on a regular basis to access the computer technology facilities.

Students who are potentially disengaged and are not planning on attending college programs are encouraged to participate in this dual credit. All students are exposed to a variety of career opportunities in the emerging field of Information Technology.

**Building Connections Through Skilled Trades**

As an expansion of the previous projects in Trades, Technology and Transitions through the Centre for Individual Studies (CIS) in Peterborough, the partners are broadening opportunities for students from all campuses of the CIS program throughout the Kawartha Pine Ridge District School Board (Peterborough, Clarington, and Northumberland). Students are offered a range of dual credits in Masonry 1, Electrical, Plumbing, Welding, and Culinary Skills. Programs are offered at CIS campus sites and at Fleming College. This range of courses allows these students the opportunity to explore potential careers in the skilled trades. These programs are college delivered in blocks of 3 – 15 week sessions.

Area secondary schools may refer appropriate students to this program through the Centre for Individual Studies in their area. The Student Success Team at CIS, with assistance from college co-coordinators, collaborates in the promotion and recruitment of appropriate students for this dual credit opportunity. Careful matching of student interest to college program is critical to student success.

**Building Connections – Skilled Trades at Frost**

This is a partnership that builds on reach ahead activities initiated in 2008-09 as part of the Bear Creek Secondary School (Simcoe County DSB) SHSM in Transportation – specializing in Heavy Equipment. The Frost Campus of Fleming College has unique facilities and state-of-the-art training environment which benefits the students during a dual credit in Basic Shop Practice. Geotechnical Drilling, part of the college’s Resource Drilling and Blasting program is offered to students in Durham DSB, Peterborough, Victoria, Northumberland and Clarington Catholic DSB and Trillium Lakelands DSB. Both fields have excellent graduation employment rates and can lead to a well-paying career.

Students are in their final year and have completed grade 11 or 12 Construction (in the case of Drilling and Blasting) or Transportation (in the case of Heavy Equipment), and have completed various certificates, including First Aid, as part of their SHSM. Students are in a full-day cooperative education placement in a related field. A keen interest in the chosen field and the potential to be successful in a college technology course are key selection criteria.

The program is offered in both a full semester and in a compressed format in May and June.

**Building Environmental Connections**

Students in the four credit Environment SHSM program at Lakefield DHS and Crestwood SS (Kawartha Pine Ridge DSB) have the opportunity to earn a dual credit in one of Fleming College’s Environmental program’s first year courses; Centre for Individual Studies (CIS) students who have an interest in Resource Drilling and Blasting are recruited into this program. Students travel to Fleming’s Frost Campus where the course is delivered by a college faculty. The focus of the dual credit is to enhance the secondary curriculum with additional outdoor, hands-on learning at one of Canada’s leading schools for careers in environment and natural resource sciences. Students are more aware of the many career possibilities in these fast growing sectors.

Students in all four pathway destinations are targeted for this program with a greater focus on the students enrolled in the Environment SHSM currently offered at both schools. Students attending the CIS have been identified as disengaged and may have previously dropped out of school.

Students are supported by the secondary school teacher.

At Lakefield DHS and Crestwood SS, this 4-credit SHSM program is a full day, full semester program. There is great flexibility to work with college faculty schedules and use of facilities. There is the same flexibility at CIS because of their alternative education model.

**Building Connections in the Visual Arts**

Arts Specialist High Skills Major students from Durham DSB, Kawartha Pine Ridge DSB, Peterborough, Victoria, Northumberland and Clarington Catholic DSB, and

Trillium Lakelands DSB earn a Design I or 3D Design Studio Fleming College credit team taught by Fleming faculty and their Visual Arts Teacher. These general education credits are part of the college's new diploma program in the arts and can also count as elective credits in other programs. Each of the participating secondary schools has a strong arts program that has been enhanced through previous ELRPT activities with Fleming College's Haliburton School of the Arts. This dual credit also reinforces visual arts as a worthwhile career path.

Students with an interest in visual arts and an aptitude to study in this field at college are encouraged, starting in grade 9, to participate in the school's Visual Arts program/SHSM. Students are in grade 12 and have completed at least two previous visual arts courses. These students have a wide variety of post-secondary goals. Some students may find classes with limited hands-on activities challenging and without such a rich arts program, may be at risk of not completing secondary school.

Implementation of this program over the past two years has demonstrated that team-taught at the school in a one period block has been successful. Schools work with the college to set a workable timetable – six schools are involved with one school having two sections. Given the distance from the college to all but one of the schools, the majority of the delivery is at the secondary school. Regular visits to the college's Haliburton campus ensure that students participate in hands-on activities in the excellent arts facilities of Fleming College, and see the range of programs and services at the college.

#### **Night School Reach Ahead @ Fleming College**

Night school dual credit courses are offered at Fleming College's Frost and Sutherland Campuses. Courses were selected to appeal to a broad range of eligible students. Students learn about the range of opportunities at Fleming College that further builds on these skills and knowledge.

Students, in their final year, with an interest in Digital Imagery or Electrical and an aptitude to study in one of these fields at college, are encouraged to apply, as well as those who find attending regular classes challenging (possibly due to anxiety issues). These students have a wide variety of post-secondary goals. Given that some at-risk students gravitate to these disciplines, these courses motivate students to earn their OSSD so they can pursue a college program and career in an area of interest.

Students attend Fleming College (Lindsay or Peterborough) for one evening weekly, (3 hours). These are congregated courses. Students are supported by a dual credit teacher who works with college faculty to help students succeed. Students have the opportunity to connect with local artists/business people. A night school dual credit teacher is hired through continuing education.

#### **Horticulture and Landscaping**

Students from Thomas A. Stewart Secondary School (TAS) (Kawartha Pine Ridge DSB) who are taking the two-credit Green Industry: Horticulture course (THJ4E), and students at the Lindsay Adult Education and Training Centre (LAETC) (Trillium Lakelands DSB) in a six week block, have the opportunity to earn a dual credit by taking a courses from the Horticulture Technician Apprenticeship program. Fleming faculty deliver Landscape Construction I to the students at their home schools, with the assistance of the secondary school teacher. TASS's large greenhouse facility provides the environment for the delivery of the college course. Students enrolled in the Horticulture and Landscaping SHSM especially benefit from this opportunity.

Students in all four pathway destinations are targeted for this program with a greater focus on the students enrolled in the Horticulture and Landscaping SHSM currently offered at the school continuing to be the target at TAS. At the LAETC, students have returned to school and are in need of hands-on activities to motivate them to complete their OSSD. Students gain confidence in their ability to be successful in an apprenticeship program. All students are exposed to a greater variety of future career opportunities and gain a greater awareness of the labour market demands in this growing economic sector. Students are in their final year and have completed most of the compulsory credits, including a grade 11 mathematics course.

At TAS, students take a double credit Green Industries: Horticulture and Landscaping course, THJ4E (with the emphasis courses in either THH4E Horticulture or THL4E Landscaping and Construction Maintenance). A college faculty member travels to the secondary school and delivers two of the courses over an intensive block of time or 1 half-day/week/semester. The LAETC's property is adjacent to Frost Campus – the dual credit takes advantage of the outdoor and classroom spaces at both the school and the college.

#### **Links to Loyalist and Durham – Construction, Culinary and Music**

This is a unique opportunity for secondary students in the Section 23 classroom at Brookside Youth Centre, a closed-custody facility, to become involved in dual credits with Loyalist and Durham Colleges. College faculty travel to Brookside one day per week for a block of 20 days to team teach the college courses: Building Methods and Materials in the Construction Technology Program, the Techniques of Baking in the Hospitality Technology course and History of Popular Music. The History of Popular Music course is combined with the music program at Brookside. As a result of the success of this program we have expanded it to the Grove Schools (Durham DSB) by introducing The History of Popular Music to these students.

Given the nature of the students, faculty from the college travel to the centres one day per week. Scheduling is arranged to meet the needs of the students, the institution, and the instructor.

#### **May/June Dual Credits Fleming College**

The target group is grade 12 students who are at significant risk of not completing their OSS requirements although they may be in their final semester. These students have the potential to be successful in a college course with the supports available at the school and college. SHSM students who are deficient in a business credit to complete their bundle of credits for their destination pathway have an opportunity to complete their Coop credits as well as the optional Business credit for SHSM completion. Students come from Kawartha Pine Ridge DSB, and Peterborough, Victoria, Northumberland and Clarington Catholic DSB. These students can connect with the career planning supports available in the colleges. Students who have not made post-secondary plans also learn about college programs which may still be accepting registrations. Marketing I was selected as the dual credit due to its wide range of applications for all workers, and for its ability to capture students' interest and entice them to consider continuing in college.

The college dual credit is offered in conjunction with regular day school cooperative education programs. This dual credit, Marketing I, is offered at both colleges as congregated courses twice/weekly.

#### **Durham College Reach Ahead Night School Dual Credits**

Students in their final year of secondary school, who are credit deficit or who would benefit from a dual credit in order to engage/re-engage them to complete their OSSD, have the opportunity to participate in a night school dual credit. Students can connect with the career planning supports available in the colleges. In 2010-11, night school courses are in HVAC: Sheet Metal Fabrication, Introduction to Psychology, Marketing and Photography. Three dual credit courses are offered in each semester. Offering courses from a wide range of subject areas/disciplines ensures students' individual interests are addressed. Durham DSB and Durham Catholic DSB share the responsibility for administering the night school dual credits, including the hiring of the dual credit teacher and the awarding of dual credits.

The target group is grade 12 at-risk students who are credit deficient. SHSM students who are deficient in a business credit or arts/media design credit to complete their bundle of credits for their destination pathway also have an opportunity to complete this requirement for their Specialist High Skills Major. Students must have the potential to be successful in a college course and to manage their time in order to complete both day and night school courses given the supports available through the dual credit teacher.

Courses are being offered in different locations to reduce the amount of transportation required. A dual credit teacher monitors, supports academically and coaches students enrolled in the course.



## HEAL Program – Dual Credit

The HEAL program is a two year SHSM Program offered at Durham DSB schools in the Health and Wellness sector. Students from Durham Catholic DSB also participate for the first time this year. Students accessing the Dual Credit component of this program are in final year. Students are scheduled in a two or three credit co-operative education block. This block schedule provides an opportunity for students interested in a career in Health to complete one dual credit in Introduction to Psychology, a course that is included in all first year college health care programs offered at Durham College. Students complete the college course in May and June on the college campus.

### May/June Dual Credits at Durham College

Students in the later part of their final semester prior to graduation, who are being unsuccessful in their courses, have the opportunity to participate in a dual credit. Students can connect with the career planning supports available in Durham College. Students who have not made post-secondary plans also learn about college programs which may still be accepting registrations. A variety of dual credit courses is offered from each both as congregated classes (History of Popular Music, Marketing I, Environmental Protection and Global Wellness) and top up courses where space exists. Selecting a course from a wide range of subject areas/disciplines ensures students' individual interests are addressed.

The dual credit is offered at the college as a congregated course during the months of May and June. These students are supported by their dual credit/Coop teacher. This teacher also helps them successfully transition to the next phase in their life. If there are unused seats, students in Durham College's Centres for Success are offered the opportunity to earn a second dual credit.

### Manufacturing Connections

Students from Adam Scott S.S. and Norwood S.S. who are taking the Manufacturing Technology course (TMJ4E) have the opportunity to earn a dual credit by taking one of the first year courses in the Welding Techniques program. Students travel to Fleming College where the Fleming faculty deliver the Welding Fundamentals course. This is part of the Specialist High Skills Major Manufacturing program at both schools.

### Applied Sciences, Technology at Durham

Students in an Environment SHSM program or a Science SHSM have the opportunity to earn a dual credit from Durham College's Biotechnology Technology Program or Environmental Technologist Program. Students travel to Durham's Oshawa campus where the course is delivered by faculty from the School of Applied Sciences Apprenticeship Skilled Trades and Technology. Students attend weekly lectures with college students; however, the lab is a congregated class. The focus of the dual credit is to enhance the secondary curriculum. Students are more aware of the many career possibilities in this sector. Students come from Durham Catholic DSB, Durham DSB, Kawartha Pine Ridge DSB, Peterborough, Victoria, Northumberland and Clarington Catholic DSB.

### Building Connections: Business SHSM

Students in Business SHSM programs in Durham Catholic DSB, Durham DSB, Kawartha Pine Ridge DSB, Peterborough, Victoria, Northumberland and Clarington Catholic DSB have the opportunity to earn a dual credit within the Business program at Fleming College. This dual credit program is in response to the growing demand for Business and Industry related careers. This is a program that may re-engage students into Business programs at the secondary school and college level.

Students with an interest in Business and an aptitude to study in this field at college are encouraged, starting in grade 9, to participate in the schools' Business programs and SHSM. These students have a wide variety of post-secondary goals. All students are exposed to a greater variety of future career opportunities in Business with the intent to provide them with marketable employment skills.

The program is college delivered at the secondary school one day per week. College faculty travel to the secondary school sites to deliver the program. Students visit the college at least twice during the semester to orient them to college life on campus.

### Top Up Level 1 OYAP

Providing varied Level 1 apprenticeship training to meet the wide range of career goals of students interested in pursuing skilled trades is the goal of this program.

Students who meet the eligibility requirements have the opportunity to participate in Level 1 training at one of the partner colleges. Students are supported by their OYAP coordinators, a dual credit teacher, and have access to supports available at their home school and college. This program also enables the ELRPT to offer apprenticeship Level 1 training in geographic areas that cannot be served by congregated dual credit Level 1 classes.

Students involved in a SHSM and who have decided to pursue a career in a skilled trade are the main target audience. Students have completed at least one cooperative education placement in a related trade, at least one work experience (paid or volunteer) in the trade, their compulsory credits (a grade 12 C math is strongly recommended), and are signed by an employer.

Dual credit students top up seats in the partner colleges' Level 1 classes. These may be block delivery or spanning a longer duration of time, and start at various points throughout the school year. Level 1 training takes place across the ELRPT area: Loyalist College (Belleville), Fleming College (Peterborough, Haliburton, Lindsay), Durham College (Whitby).

### Building Connections to Education and Health and Wellness II

This is a health and wellness project, with two distinct foci: Fitness, and Living and Working with Children. Students are enrolled in a Specialist High Skills Major at their schools and have the opportunity to participate in a Dual Credit which meets the Reach Ahead requirement. Employment opportunities in this field are abundant and expanding, and students need to be encouraged to consider these careers. The focus of pre-service firefighter education and training is on fitness awareness and development to enhance personal lifestyle and to prepare Centre for Individual Studies students for acceptance into Law and Justice and Health and Wellness programs. The Early Childhood Education program is offered to students in the School for Young Moms program. The ECE program focuses on developing an awareness of child development and parenting skills.

Schools schedule the course to run as part of a two period block to enable students to either travel to the college, or to provide a significant block of delivery time for the college faculty to travel to the secondary school. Students travel to the college at least three times to participate in hands-on activities and to orient themselves to the college. Students gain understanding of entry requirements into related college programs.

### OYAP Level 1

This project builds on the positive relationships that have existed for many years between the five District School Boards and Durham, Fleming and Loyalist colleges in the OYAP program. The recognition of students participating in accelerated level one OYAP reinforces the high value placed on apprenticeship training by the school boards and on the local support for apprentices in the skilled trades. This project removes the barrier of transportation to apprenticeship which is often an issue in many rural communities.

Students participating in the level one accelerated OYAP programs are in their final year of secondary school. Students have completed at least one cooperative education placement in a related trade and have completed their compulsory credits (a grade 12 C math is strongly recommended). Students should demonstrate a high level of interest in the trade and pursuing an apprenticeship after high school. Students must be signed by an employer.

Students travel to Durham College, Whitby Skills Centre, Fleming College (Peterborough) or Loyalist College for their level one training. This training is delivered in block format (5 days/week) or day release. This is a semester 2 program. Students are registered in 2-3 credits of cooperative education and a dual credit. Because of the dual credits, students are able to earn 4 credits in this semester, without a significant increase in hours as was the case when dual credits were not offered. In addition, the dual credit gives the student official recognition of OYAP participation on the Ontario Student Transcript.

### Building Connections: eEnvironment

Kawartha Pine Ridge DSB and Fleming College, Frost Campus partner in this new dual credit delivery. Building on success with Environmental and Natural Resource Studies as a dual credit, online resources have been developed with the purpose to reduce the amount of travel to the college while still meeting curriculum outcomes of the college course. This has two distinct advantages: it models good environmental citizenship and it reduces travel time for students and college faculty. It also maximizes the number of students who can use Frost Campus'

facilities. Students travel to the college for three to four full days. Specialist High Skills Majors students are the focus group for this dual credit.

#### **Durham College Reach Ahead – Mathematics for Technology 1**

Students enrolled in Mathematics for College Technology (MCT 4C) have the opportunity to earn a first year Mathematics (MATH1131) dual credit from Durham College's School of Applied Sciences, Apprenticeship, Skilled Trades and Technology program. A member of the college faculty travels to the secondary school, where the course is team-taught. The focus of the dual credit is to enhance the secondary curriculum and better prepare students for success in applied sciences, apprenticeship, skilled trades and technology programs at college. This pilot is a result of the College Math Project data review.

One or more members of the faculty currently teaching the course and one or more secondary school teachers from the identified school meet in the fall to align curriculum and plan instructional activities, including assessments and evaluations. The dual credit is team taught during the students' scheduled MCT4C course. Students make several visits to the college to work in the Mathematics labs.

#### **College Reach Ahead Hospitality and Culinary Arts**

Maxwell Heights SS, a new secondary school in Oshawa (September 2009), is leasing teaching space to Durham College for the new Culinary Skills Certificate Program and the new Hospitality Management – Hotel, Restaurant and Tourism Diploma Program (September 2010). Port Perry SS has established a Specialist High Skills Major in Hospitality and Tourism. This dual credit provides students from the secondary school with a college experience that complements the new Durham College programs.

The students have the opportunity to be scheduled into Customer Service, a required course in the certificate program. Although the bulk of the teaching occurs in the Maxwell Heights facility, students travel to the college several times to learn more about programs and supports at the college.

#### **Building Connections Through General Education**

Students in Centres for Individual Studies (CIS) take the dual credit, Human Mind through Film. These students are at risk of not graduating or going on to post-secondary school. This course was chosen because it has wide appeal to this audience to engage them in their education, support them earning their OSSD and encourage them to apply for college. At J Clarke Richardson, students take a Native Studies course in which the dual credit, Aboriginal History and Culture is embedded. This is a team taught course with the faculty travelling to the secondary school twice a week. Students connect with local aboriginal people and elders.

At the CIS campuses, this dual credit provides for flexible timetabling at either Fleming or at the school site. Students visit the college at least twice; CIS students may visit more often to encourage post-secondary participation. Students are supported by a dual credit teacher.

#### **Building Connections to Apprenticeships, Durham College**

This dual credit project encourages students at risk of not graduating to complete their OSSD's. Students, in their final semester, travel one day a week to Durham College's Whitby Campus to take either an Automotive or Manufacturing dual credit. In order to participate, students are in a full-day cooperative education program. These courses were specifically developed to provide students hands-on opportunities, to build their confidence and to encourage them to consider post-secondary education. Students also benefit from working in Durham College's newly renovated state-of-the-art facilities alongside faculty with real world experiences.

#### **Building Connections to Apprenticeships, Fleming College**

This dual credit program focuses on senior students in Construction Technology who are also enrolled in Construction Specialist High Skills Major programs at their secondary schools. These dual credit programs introduce them to the potential post-secondary pathways in college programs within the Construction Technology area. Students from St. Thomas Aquinas S.S. (Peterborough, Victoria, Northumberland and Clarington Catholic DSB), Brock HS, Uxbridge HS and Port Perry HS (Durham DSB) participate in Prints and Drafting or Geotechnical Drilling. In order to capitalize on space, these dual credits run either in May/June or for the full semester.

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## **REGIONAL PLANNING TEAM 7 Grand Connections Regional Planning Team**

### **PARTNERS:**

Avon Maitland District School Board | Huron Perth Catholic District School Board | Upper Grand District School Board | Waterloo Catholic District School Board | Waterloo Region District School Board | Wellington Catholic District School Board | Conestoga College ITAL

### **FORUMS**

College Math Project | Trades and Apprenticeship | Media Studies

Grand Connections provides a variety of forums and activities to assist both secondary and elementary teachers, students and parents to become more aware of the opportunities at college. Students who might not have considered college as a first choice become better informed through their visits to the college and interaction with college students (including the apprenticeship areas). The dual credit programs provide an opportunity for students to graduate from high school, experience college, and become better informed about their post secondary options and gain confidence in their future.

### **ACTIVITIES**

#### **Bridging**

The Bridging program targets grade 11-12 students who may not be considering post secondary education. The program provides opportunities for over 500 students to visit one of the Conestoga College campuses to tour the facilities and interact with college students and faculty. The day includes information on the many different pathways to college programs, dual credits, disability services and academic upgrading options. A student panel shares their struggles and highlights a variety of pathways to college. This allows students to see themselves as being successful at college and may also encourage them to consider dual credit courses or programs.

#### **Construction Workshops – Electrical, Plumbing, Masonry, Carpentry, Roofing**

These activities are designed to provide secondary students interested in exploring careers in the Construction sector with various hands-on activities related to the different trades in the sector. Students have the opportunity to learn and work in a college setting which supports the Reach Ahead component of the Specialist High Skills Major program. This opportunity enables students to make better informed career decisions. The activities are developed and delivered by college faculty and students and introduces the various pathways that transition students from secondary school to apprenticeship and related college programs. These workshops encourage students to complete secondary school and to consider post secondary education as their next step.

#### **Heavy Construction Sector Workshops – Heavy Duty Equipment Technician and Heavy Equipment Operator**

This activity is designed to provide secondary students interested in exploring careers in the Heavy Construction sector with various hands-on activities related to the different trades in the sector. Students have the opportunity to learn and work in a college setting



which supports the Reach Ahead component of the Specialist High Skills Major program. This opportunity enables students to make better informed career decisions. The activities are developed and delivered by college faculty and students and introduce the pathways that transition students from secondary school to apprenticeship and related college programs. This workshop encourages students to complete secondary school and to consider post secondary education as their next step.

#### **Industrial Sector Workshops – Precision Machining, Welding and Metal Fabricator and Millwright**

These activities are designed to provide secondary school students interested in exploring careers in the Industrial sector with various hands-on activities related to the different trades in the sector. Students have the opportunity to learn and work in a college setting which supports the Reach Ahead component of the Specialist High Skills Major program. These opportunities enable students to make better informed career decisions. The activities are developed and delivered by college faculty and students and introduce the pathways that transition students from secondary school to apprenticeship and related college programs. These workshops encourage students to complete secondary school and to consider post secondary education as their next step.

#### **Motive Power Sector Workshops: Truck and Coach, Truck Trailer Service**

These activities are designed to provide secondary school students interested in exploring careers in the Motive Power sector with various hands-on activities related to the different trades in the sector. Students have the opportunity to learn and work in a college setting which supports the Reach Ahead component of the Specialist High Skills Major program. These opportunities enable students to make better informed career decisions. The activities are developed and delivered by college faculty and students and introduce the pathways that transition students from secondary to apprenticeship and related college programs. These workshops encourage students to complete secondary school and to consider post secondary education as their next step.

#### **Industrial Sector & Engineering Technology Workshops: Precision Machining, Information Technology, and Engineering Technology**

These hands-on activities are designed to provide secondary school students interested in exploring careers in the Industrial Service sector and Engineering Technology discipline with various hands-on activities related to the sector. Students have the opportunity to learn and work in a college setting which supports the Reach Ahead component of the Specialist High Skills Major program. This opportunity enables students to make better informed career decisions. The activities are developed and delivered by college faculty and students and introduce the pathways that transition students from secondary school to apprenticeship and related college engineering programs. These workshops encourage students to complete secondary school and to consider post secondary education as their next step.

#### **Service Sector – Culinary Workshop**

This hands-on activity is designed to provide secondary school students interested in exploring careers in the Service sector with various hands-on activities related to the sector. Students have the opportunity to learn and work in a college setting which supports the Reach Ahead component of the Specialist High Skills Major program. This opportunity enables students to make better informed career decisions. The activities are developed and delivered by college faculty and students and introduce the pathways that transition students from secondary school to apprenticeship and related college programs. These workshops encourage students to complete secondary school and to consider post secondary education as their next step.

#### **Trade Unions' Workshops**

This activity is a partnership involving unionized trade organizations and the school boards. Union training centres have state of the art facilities that are underutilized during the day when students from the secondary schools can attend. Union tradespeople provide hands-on workshops or certifications for students. These representatives work closely with the students to not only provide awareness and skills of the trade but share the passion for their trade. Exposure provides new and varied learning opportunities that encourage students through real world applications to pursue college or apprenticeship pathways.

#### **Trades and Technology Days**

Trades and Technology workshops for Grade 8 students are organized at three campuses of Conestoga College (Doon, Guelph, Waterloo). Over 1,600 students from over 80 schools participate in 12 half day, hands-on workshops such as plumbing, electrical, woodworking, etc. These workshops introduce students and their teachers to a variety of careers and enable students to make informed decisions for high school courses. The program is always over-subscribed and this year more workshops were added to accommodate more students from the six boards. The workshops encourage students to consider technology courses in high school and consider future opportunities at college or in apprenticeship.

#### **Parent & Student Information Sessions**

Parents and students have the opportunity to attend an open house held at the college to learn more about programs offered and speak directly to faculty and current student ambassadors. Parents are the number one influencer when it comes to a student's post-secondary decision, so allowing both parties direct access to faculty and students facilitates a well informed result.

#### **Advanced Standing / Dual Credit**

There are currently five secondary school courses that are available as advanced standing/dual credit. The courses have been aligned with credit courses in certificate or diploma programs at Conestoga College. The courses are delivered by secondary school teachers in their home school. The student must demonstrate proficiency in the College learning outcomes and students must achieve the college pass level in order to earn the dual credit. A certificate of achievement is awarded to the student by the secondary school and the dual credit is noted on the secondary school transcript. SCWI funds allow for broadening of the number of secondary schools offering the dual credit and the development of the required resources for it to continue.

## **DUAL CREDIT PROGRAMS**

#### **Dual Credit College**

The *Dual Credit* program is a one semester program, offered in both the fall and winter terms at the college. Grade 11/ 12 students have the opportunity to take a combination of dual credit courses offered by Conestoga College. School boards may choose to offer secondary co-op credits or secondary school credits in conjunction with the dual-credit course options. The program is available on five campuses of Conestoga College (Doon, Guelph, Ingersoll, Stratford, and Waterloo) depending on student interest. Students from the following school boards (Upper Grand DSB, Wellington CDSB, Waterloo CDSB, Waterloo Region DSB, Avon Maitland DSB, Huron Perth CDSB or Thames Valley DSB) select from a list of approved dual credit courses offered at a campus situated geographically to the partnering school board. These courses may be delivered as a congregated model where class enrollment is all secondary school students or as a "top -up"/ integrated model where high school students enroll in an existing college course. If applicable, co-operative education work experience occurs around the scheduled college course(s) timetable.

#### **Dual Credit Apprenticeship Programs**

This program incorporates Level 1 of the five different apprenticeship programs into the secondary school program for participating students. This approach helps build and sustain an on-going relationship between the college system and the secondary school system. It also ensures a smooth transition pathway from secondary to post-secondary education. Apprenticeship areas include: Educational Assistant, Cook, Industrial Maintenance Mechanic, Truck and Coach Technician and Brick and Stone Mason.

#### **Team-Taught Level 1 at the College – NEW THIS YEAR**

This 18 week program runs for one semester and involves students in grade 12 who are enrolled in Transportation Technology courses at their secondary school. Students are taught by their secondary school teacher at their home school as well as by a college instructor and visit the college for a day every few weeks to have exposure to college facilities. The students cover a portion of the Level 1 theory and complete a practical activity while they are at the college. This incorporates exposure to Level 1 Auto Service Technician curriculum in the secondary school program. This approach helps build and sustain a relationship between the college

system and the secondary system. It also ensures a smooth transition pathway from secondary to post secondary education.

### Team-Taught Level 1 at the High School – NEW THIS YEAR

This 18 week program runs for one semester and involves students in grade 12 who are enrolled in Manufacturing Engineering technology. The college instructor visits the secondary school during the first semester to deliver approximately one third of the General Machinist Level 1 /grade 12 Manufacturing credits. This program is team-taught by the secondary school teacher and college instructor. This approach helps build and sustain a relationship between the college system and the secondary system. It also ensures a smooth transition pathway from secondary to post secondary education.

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## REGIONAL PLANNING TEAM 8 Nipissing Parry Sound Regional Planning Team

### PARTNERS:

Conseil scolaire public du Nord-Est de l'Ontario | Conseil scolaire catholique Franco-Nord | Near North District School Board | Nipissing-Parry Sound Catholic District School Board | Nbisising Secondary School | Canadore College | Sault College / Modern College | Labour Market Group | Nipissing University | Yes! Employment

### FORUMS

- Dual credit program presentations to Faculty of Education students at Nipissing University
- Regional co-op teacher & guidance counselor dual credit information
- Dual credit parent information session

### ACTIVITIES

#### College Visits

The college visits allow grade eight and nine students the opportunity to experience all that college has to offer. Two one-day hands-on series of activities are offered to over 317 students from all school boards at one of Canadore's campuses. Workshops from approximately 12 different college programs are offered.

#### Young Women Networking Session

Young women from each high school are invited to a networking luncheon in order to meet women that work in the trades and other related fields. Successful female workers are asked to interact with the students and tell them about their trade.

#### Aboriginal College Experience

The Aboriginal Learning Unit of Canadore College hosts over 80 grade 7 to 12 students from all school boards to participate in workshops and cultural activities that encourage them to think about college as an option as they explore potential career options. This activity has the potential to meet the Aboriginal Policy Framework which states that school boards will strive to develop creative strategies to engage more First Nation, Métis and Inuit students in school activities and encourage them to participate more actively in school.

#### Cardboard Boat Races

The cardboard boat races utilize the basics of design and technology and give young people the opportunity to test their theories against their peers. Each team designs and builds a fully functional boat out of cardboard, string, duct tape and contact cement. Teams then compete against one another. Grades 7 & 8 from all four regional school boards participate.

### Industry Tours

The RPT provides a one-day industry tour where YES! Employment Services clients and grades 7-12 teachers are brought to various places of employment to discover local employment opportunities and working conditions. The participants speak to employers as well as the employees to find out about wages, employment opportunities and training requirements. The overall goal is that the participants have a better understanding of the career pathways in order to better educate and provide guidance to their students.

### Reach Ahead and Promotional Activity

Approximately 12 students from all four participating boards (including Nbisising S.S.) work with Canadore faculty (after school) to produce a broad base technological project in the areas of manufacturing and transportation. The projects are used as promotional tools to demonstrate each of the trades involved in their development.

### Student Culinary Boot Camp

Each school board participates in a half-day Culinary Boot Camp that is offered during both semesters. SCWI representatives target students that would benefit the most from these hands-on workshops. This applied workshop provides students with valuable on-the-job skills that will immediately impress employers.

### Teacher Boot Camp

This activity enables approximately 20 teachers from grades 7-12 to gather at Canadore College to learn about graphic design and TV production programs. This activity provides the opportunity for teachers to network with other teachers from all boards. Teachers gain valuable ideas and experiences that can be used to enrich their own classes.

### Secondary School Visits

Postsecondary faculty develops and delivers a traveling presentation that is provided to all secondary schools within the region. The presentations focus on the aviation programs and may include skilled trades programs.

## DUAL CREDIT PROGRAMS

### Level 1 Apprenticeship (1 & 2)

The Skilled Trades Level 1 Apprenticeship is designed to complement the OYAP program by providing registered and non-registered apprentices the opportunity to complete level 1 in-school training in apprenticeable trades. Students attend Canadore College to complete this training and, where reasonable, are incorporated into existing apprenticeship training delivery. OYAP students "top up" existing Level 1 trade programs at Canadore College in areas such as: Auto Service Technician, Auto Body Repair, Cook, General Carpenter, Small Engine/Marine Engine Technician, Truck & Coach Technician and Welder.

### Level 1 Apprenticeship – Hairstylist

The Skilled Trades Level 1 Apprenticeship is designed to complement the OYAP program by providing registered and non-registered apprentices the opportunity to complete level 1 in-school training in apprenticeable trades. Students attend Sault College – Modern College to complete this hairstylist training and are incorporated into existing apprenticeship training.



### Sample the Trades

This dual credit is a two part dual credit that is delivered at Canadore College's Commerce Court trades campus. This dual credit opportunity has been revised from previous submissions to allow for a more in-depth sampling of trades. The students participate in two courses from the Pre-Trades/Pre-Tech, Ontario College Certificate program, PTR102 – Introduction to the Trades: Marine & Small Powered Equipment and PTR105 – Introduction to the Trades: Auto Body & Welding. At the end of this experience, students have a much better understanding of several trades and trade-related occupations.

### Business Dual Credit – Organizational Behaviour

This business dual credit project is an exciting opportunity for high school students to earn 1 college course toward the School of Business programs as well as obtain 1 high school credit. Students enrolled in this dual credit program attend Canadore College several afternoons during the fall semester to take BUS195 – Organizational Behaviour. The Business programs (Business, Accounting, Administration, Administration – Accounting, Administration – Marketing, Small Business Management, Small Business Administration, and all Business Co-Op programs) at Canadore College have a common first semester. Once enrolled in a Canadore Business program the course taken in the dual credit project is applicable to any business discipline.

### Business Dual Credit – Marketing for Business

This business dual credit project is an exciting opportunity for high school students to earn 1 college course toward the School of Business programs as well as obtain 1 high school credit. Students enrolled in this dual credit program attend Canadore College several afternoons during the fall semester to take MKT100 – Marketing for Business. The Business programs (Business, Accounting, Administration, Administration – Accounting, Administration – Marketing, Small Business Management, Small Business Administration, and all Business Co-Op programs) at Canadore College have a common first semester. Once enrolled in a Canadore Business program the course taken in the dual credit project is applicable to any business discipline.

### Culinary Arts & Hospitality

This new four credit hospitality/culinary package replaces previous deliveries of culinary arts & intro to hospitality. The "Front and Back of the House" program trains students in two key aspects of hospitality... food preparation and dining service. All courses focus on practical application and delivery.

Course descriptions:

"Back of the House" – Students study the various principles of commercial food preparation used for specific menus. Students learn the theory of food product selection to plan and select proper Mise en place, seasoning, cooking methods, stocks, soups, basic sauces, vegetables, starches and short order preparation and presentation. Students apply and practise food preparation techniques and develop their skills in the preparation of basic soups, sauces, and vegetable, potato, pasta and rice dishes. In addition, moist and dry heat cooking methods are applied to seafood, poultry and meats culminating in plate presentations of restaurant entrees.

"Front of the House" – The main goal of this course is to familiarize the student with food service. The course provides the practical work as well as exposing the student to different food service techniques and various types of cuisine and menus. The theoretical and practical applications of public relations and teamwork are stressed. The services "à l'assiette," "au guéridon," "à la pince," and banquet are performed.

### Communication Arts/Technology – Graphic Design

This communications arts/technology dual credit project is an exciting opportunity for high school students to earn 1 college course toward the Graphic Design program as well as obtain 1 high school credit. Students enrolled in this dual credit program attend Canadore College one afternoon, weekly, during the winter semester to take GRD114 – Computer Imagery.

### Communication Arts/Technology – Broadcasting

This communications arts/technology dual credit project is an exciting opportunity for high school students to earn 1 college course toward the Broadcasting –

Television and Video Production program as well as obtain 1 high school credit. Students enrolled in this dual credit program attend Canadore College several afternoons per week during the winter semester to take TEL110 – Introduction to Studio Production.

### Early Childhood Education

This dual credit is a two part dual credit that is delivered at Canadore College's Education Centre campus. The students participate in two courses from the ECE, Ontario College Diploma program, ECE111 – Child Development I and ECE150 – High/Scope Curriculum. Students enrolled in this dual credit program attend Canadore College several afternoons per week during the winter semester to take the two college courses.

### Electrical Techniques – Theory & Practical

This skilled trade, Electrical Techniques program dual credit project is an exciting opportunity for high school students to earn 2 college courses toward the Electrical Techniques Ontario College Certificate program as well as obtain two high school credits. One congregated section of ELE101 – Electrical Theory (Part 1) and ELE106 – Electrical Practical (Part 1) is offered; students enrolled in this dual credit program attend Canadore College approximately 4 days per week for the spring semester (April-June).

### Plumbing Techniques – Theory & Practical

This skilled trade, Plumbing Techniques program dual credit project is an exciting opportunity for high school students to earn 2 college courses toward the Plumbing Techniques Ontario College Certificate program as well as obtain two high school credits. One congregated section of PLB101 – Plumbing Theory (Part 1) and PLB 106- Plumbing Practical (Part 1) is offered; students enrolled in this dual credit program attend Canadore College approximately 4 days per week for the spring semester (April-June).

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## REGIONAL PLANNING TEAM 9 Partnering to Achieve Student Success

### PARTNERS:

Algonquin & Lakeshore Catholic District School Board | Catholic District School Board of Eastern Ontario | Hastings and Prince Edward District School Board | Limestone District School Board | Ottawa Catholic District School Board | Ottawa-Carleton District School Board | Renfrew County Catholic District School Board | Renfrew County District School Board | Upper Canada District School Board | Algonquin College – Pembroke, Perth, Woodroffe Campuses | Loyalist College | St. Lawrence College – Brockville, Cornwall, Kingston Campuses | OCRI – Ottawa Centre for Research and Innovation | Vitesse Re-Skilling Canada Inc.

### Algonquin College 2010-11

### FORUMS

#### PASS Updates at Algonquin College

The focus is on meetings with District School Boards and College staff about PASS, SCWI 2010-2011 initiatives.

#### First Stop Algonquin

A Professional Development Day is held at Woodroffe campus for high school staff from 2 high schools to discover Algonquin's programs and facilities to better inform high school students on College as a first /equal option.

### **DARTT (Disability Awareness, Resources, Opportunities for Teachers in Training) Workshop**

Student teachers from the University of Ottawa and Queen's University participate in a day focusing on awareness of supports for students at Algonquin.

### **Developing SHSM's in Renfrew County**

Staff members from the College, District School Boards and industry gather to develop reach-ahead opportunities.

### **Developing Renfrew County Pathway Exploration**

College staff, industry, elementary and secondary teachers explore pathway possibilities for student success.

### **Dual Credit Defined and Reviewed**

Orientation for dual credit students on and off campus and a celebration of successes are held.

### **Dual Credit Teacher PD Session**

Dual credit teachers and college/board personnel attend a forum on literacy resource and other supports for dual credit students.

### **MSET English Forum**

High school and college English teachers gather at Woodroffe campus to learn from the MSET English initiatives and decide next steps.

### **MSET Math Forum**

Mathematics educators from both panels meet at Woodroffe campus to learn about the MSET initiatives' results and provide feedback for the future.

## **ACTIVITIES**

### **Algonquin College Open House – SHSM Focus**

This one day SHSM reach-ahead opportunity at Woodroffe campus provides a college experience opportunity for Grade 11 & 12 SHSM students from 6 area school boards.

### **Pathway Partnerships for SHSM's at Woodroffe Campus**

This activity allows our current SHSM partnership to expand and include new SHSM secondary school teams in order to focus on curriculum alignment, reach-ahead college program and career information and dual credit opportunities.

### **Pathway Partnerships for SHSM's in Renfrew County**

The SHSM's require a team approach for reach-ahead activities. SHSM students and staff from RCDSB and RCCDSB attend a reach-ahead activity at Pembroke campus planned by college, industry and secondary school staff.

### **Algonquin Connections – SHSM Pathway Partnerships**

Grade 10-12 students from schools with a SHSM spend a day at Woodroffe campus that is a reach-ahead component related to the SHSM pathway.

### **Carpentry Connections at Perth**

Students in local schools participating or considering participation in the Construction SHSM, OYAP and other programs related to carpentry and construction experience a range of experiential learning opportunities.

### **Options Skilled Trades Fair**

Options Skilled Trades Fair for Grades 7-12 students at Pembroke campus focuses on SHSM pathways in Renfrew County. An ambassador/mentorship program has students in a SHSM pathway assisting younger students in making pathway choices.

### **Advanced Standing Pathway Development for Construction SHSM**

A gap analysis conducted between Construction, SHSM pathways and college related programs guides future decision-making related to advanced standing possibilities.

### **Advanced Standing Pathway Development – Health and Wellness**

Algonquin staff and secondary school teachers involved in the Health and Wellness SHSM examine SHSM courses and related level 1 courses to determine Team Teaching and Advanced Standing opportunities.

### **Hotel Skills Camp at Woodroffe**

A four day mini-camp which focuses on customer service, hotel operations, terminology etc. is provided by faculty and industry facilitators to selected high school students.

### **SCWI DVD Production**

The development of a SCWI DVD highlights the activities, forums and dual credit opportunities for students. This resource will be used in school boards and within the college to promote SCWI.

### **Summer Youth Career Sampler at Pembroke**

Grade 7 & 8 students from RCDSB and RCCDSB attend a 1 week camp in July to sample career options.

### **Career Samplers for Youth: Christie Lake STAR Students**

Woodroffe campus offers a one week camp in July for the Christie Lake STAR students connecting them to college/career options.

### **Navigating College Life: Grade 7 & 8 Students**

Grade 7/8 Aboriginal students attend a one week career sampler camp at Woodroffe in July; students stay in residence and are mentored by Algonquin Aboriginal students.

### **Project DARE (Disability Awareness, Resources and Equal Opportunity)**

Senior secondary school students with mental health issues and their teachers discover college support services, adaptive technology and alternative learning strategies from college students and faculty at Woodroffe campus.

### **Start-Up with Technology Career Exploration**

Grade 11 students interested in pursuing careers in technology and trades experience practical college and career related exploration at Woodroffe campus to assist them in their post secondary decision-making choices.

### **Pathway Mentors Grades 8-12**

Grades 9-12 students participate in a small group pathway exploration experience through the mentorship of Woodroffe campus Child and Youth Worker college students. Grade 8 students identified by the schools participate in a small group pathway experience to assist them in the transition to their high school pathway and beyond.

### **MSET – Applying Math in College Trades at Pembroke**

Secondary school Mathematics teachers participate in a one day professional learning session with college trades faculty.

### **Envirothon**

An environmental education program for youth introduces students from the OCSB and the OCDSB to several environmental careers.

### **Retail Skills Camp at Woodroffe**

A four day mini-camp that focuses on dealing with customer service, point of sale, retail marketing, terminology etc. Provides an overview of expectations and required job skills to high school students.

### **MSET – Mathematics Internship**

Secondary school mathematics teachers and college professors participate in a reciprocal one day classroom experience related to mathematics to observe the student learning experience in both environments. A report summarizes the internship.



### **MSET – Mathematics Student Success**

Difficulty with mathematics was identified as a major obstacle to students' success in programs where Mathematics is important. The objective is to increase retention and ease students' transition from high-school by identifying the mathematics skills of first level students using various tools and providing on-going support.

### **MSET – English Internship**

Secondary school English teachers and college professors participate in a reciprocal one day classroom experience related to English to observe the student learning experience in both environments. A final report summarizes the internship.

## **DUAL CREDIT PROGRAMS**

### **Team-Taught**

#### **Mathematics MCT4C/MAT8100**

Five high schools provide the MCT4C taught by the secondary school teacher and college MAT8100 in order to better prepare students for success in college technology programs. (St. Peter and Sacred Heart Catholic High Schools (OCSB); South Carleton and Gloucester High Schools (OCDSB); Notre Dame Catholic High School (CDSBEO)

#### **English ENG4C/ENL1813S**

Three high schools provide the college ENL1813S taught by the college professor and the ENG4C taught by the secondary school teacher. Through a combination of lectures, exercises, and independent learning, students practice professional communication strategies. Notre Dame Catholic High School (CDSBEO); Nepean and Canterbury High Schools (OCDSB)

#### **Cabinetry TCJ3C /W008937**

This team taught dual credit at Glebe High School (OCDSB) links a College wood technology course taught by a college professor to a secondary school Cabinet Making Focus Program taught by a secondary school teacher. This partnership provides students with an opportunity to experience the cabinet making trade in a unique and authentic environment.

#### **Career and College Success GLN40/MGT8100**

A College instructor delivers the MGT8100 and the secondary teacher delivers the GLN40 at Sir Wilfred Laurier High School (OCDSB) to help students develop the skills, strategies and discipline that, when taken together, allows the participant to prosper in a complex and dynamic world.

#### **Environment SNV3M/ENV0013**

A College instructor delivers the ENV0013 and the secondary teacher delivers the SNV3M at St. Mark High School (OCSB). The College-level Environmental Earth Science course is a reach-ahead opportunity for students in the Environment SHSM program.

#### **Hospitality TFJ4E/FOD2117 – Woodroff**

A secondary teacher delivers the TFJ4E course and a College instructor delivers the FOD2117 at the Ottawa Technical Learning Centre (OCDSB) which allows students the opportunity to study and apply cooking techniques normally found in schools, hospitals and cafeterias.

#### **Professionalism & Ethics IDC40 /GED7105**

A College instructor delivers the GED7105 college course and the secondary school teacher delivers the IDC40 high school course at Arnprior District High School (RCDSB). This team-taught dual credit prepares high school students for college, community and family life; clarifies their values and assists them in dealing with personal and professional ethics dilemmas.

### **College Taught**

#### **Integrated Courses – all campuses**

A Dual Credit integrated opportunity allows Grades 11 & 12 students to take a college course with other college students. It provides students with a variety of experiences and course options related to their pathway planning.

#### **Integrated Trades Courses – all campuses**

A Dual Credit integrated opportunity allows Grades 11 & 12 students to take a trades-related college course with other college students at the college. It provides students with a variety of experiences and course options related to their pathway.

#### **Integrated Culinary Skills – Chef Training Certificate – Woodroff**

This program combines online classes with a practical in-kitchen component to teach students to become trained chefs for the food and beverage industry.

#### **Congregated Courses (various) – Woodroff**

Students have the opportunity to take courses in three areas: College and Career Success (applicable as a General Education elective in most programs and required in some programs), Addictions (a required course in the Social Services Worker program) and Early Childhood Education courses including Child Development and Health and Wellness for Children.

#### **Trades Course – Woodroff**

This congregated course provides an opportunity for secondary students to take a Pre-Trades lab. Students have a "taste" of four different trades.

#### **Level I AutoCad for House Building Project**

Students from Carleton Place and Almonte High Schools take Level 1 AutoCad at Carleton Place High School (UCDSB). This course focuses on the production two-dimensional architectural drawings.

#### **College and Career Success for Construction Trades – Woodroff**

This congregated dual credit course is designed for Grade 11 students who are interested in exploring a career in the construction trades. Students gain an understanding of trades through: general information, basic foundations, trade theory, safe work habits, career options, hands-on experience, demonstrations, experiments and project-based tasks.

#### **Health and Wellness – FAM9007 – Perth**

A College instructor delivers FAM9007 at St. John's High School, CDSBEO. This introductory course gives students a broad knowledge and understanding of addictions including identification, treatment, and recovery.

#### **Professionalism & Ethics – GED7015 – Pembroke**

This congregated Dual Credit is for high school students to prepare for college, community and family life; to clarify their values and to assist them in dealing with personal and professional ethics dilemmas.

#### **Wildlife, Forestry, Environment – ADN7142 – Pembroke**

This congregated Dual Credit course is connected to the Forestry and the Environment SHSM. Students learn to identify various species and acquire an understanding of their habitat requirements. Students also examine the role of the adventure naturalist as a public educator.

## **SCHOOL IN A COLLEGE**

The Algonquin College, Woodroff campus and the Ottawa Catholic School Board Achievement Centre is a secondary school classroom at the college for at-risk secondary school students nearing completion of their OSSD. Students may enroll in a Dual Credit course in addition to alternative programming to complete their secondary school courses. Students have the opportunity to be a "College Student for a Day" as well as short term work experience related to a college program.

## **APPRENTICESHIPS**

#### **OYAP/Automotive Service Technician Apprenticeship-Woodroff**

OYAP students take Level 1 AST apprenticeship at the campus and complete at least 220 hours of cooperative education with an employer who has sponsored them. Upon completion they earn their Level 1 apprenticeship (out of three levels), 2 secondary school dual credits and 2 cooperative education credits.



### **OYAP/Automotive Service Technician Apprenticeship-Pembroke**

OYAP students take Level 1 AST apprenticeship at the campus and complete at least 220 hours of cooperative education with an employer who has sponsored them. Upon completion they earn their Level 1 apprenticeship (out of three levels), 2 secondary school dual credits and 2 cooperative education credits.

### **OYAP/Apprenticeship Integrated**

This initiative provides apprenticeship opportunities for OYAP students interested Level 1 Hairstyling, Automotive Service Technician, Auto Body Repairer, Electrician and Cook. The students are enrolled in a College section of the Apprenticeship.

### **OYAP/Hairstyling Apprenticeship**

This course is delivered at St. Nicholas Adult High School (OCSB) by a College professor and provides the opportunity for students to receive their Level 1 apprenticeship in Hairstyling.

## **St. Lawrence College 2010-11**

### **ACTIVITIES**

#### **Grade 10 Sampler Day, Cornwall Campus**

St. Lawrence College Sampler Day is a one day enrichment opportunity for grade 10 secondary school students who may be unsure of their future destination and are interested in finding out more at St. Lawrence College's Cornwall Campus. They participate in a hands-on program in welding, automotive, carpentry, journalism, gaming and business.

#### **TIP & GOALS**

("Trades Induction Program" & "Girls with Opportunities in Apprenticeship Learning)

An apprenticeship career exploration program is offered to cooperative education students who begin a 3-week practicum exploring four trades, welder fitter, carpenter, millwright and automotive service technician, in the shops at St. Lawrence College.

#### **Experience the Skilled Trades Summer Camp for Grade 7/8**

St. Lawrence College offers a summer camp for 16 Grade 7 or 8 students for 1 week in July. Students experience the skilled trades in 5 different areas: Culinary Arts, Welding, Robotics, Hairstyling, and Carpentry. They also explore the Renewable Energy Resources program.

#### **Engine of Entrepreneurship**

Students in Free Enterprise at St. Lawrence College (SIFE SLC) harness the talent of Kingston's future leaders and accomplish two goals; inspire the next generation of entrepreneurs and help fund the restoration of the most photographed tourist attraction in Confederation Park – the "Spirit of Sir John A." The Engine of Entrepreneurship project facilitates annual secondary school entrepreneurship challenges.

#### **College Mathematics Expansion**

St. Lawrence College offers an on-line diagnostic math skills test for students to take at their leisure. Those students who score poorly have the opportunity to upgrade their skills by accessing the on-line units that are developed for each unit.

#### **SLC Comprehensive PASS Evaluation**

A comprehensive evaluation of regional PASS Dual Credits draws upon four years' data and offers guidance as to which elements of which kinds of activities have most significant impact so that they can be well-maintained and supported, and further initiatives can be ideally shaped. The research focuses on dual credits looking at the impact of this initiative and how they can be administered for even better value.

#### **Connections: Grades 10 & 11**

Students from the local participating School Boards in Grade 10 and 11 have the opportunity to attend a one day hands-on program in a pathway that interests them. This day can also be used as a Reach Ahead activity towards SHSM designation.

#### **Connect and Win**

Job Fair and Certification day for graduating students heading to the Workplace.

A one-day symposium that enables Workplace and College-bound students to connect with employers, learn about the essential skills needed to be successful in their businesses, hand in resumes for job opportunities and tour the college campus.

#### **Connections: Grades 7 & 8**

Students from the local participating School Boards in Grade 7 & 8 have the opportunity to participate in and attend a one day hands-on program exploring a variety of pathways at the college.

#### **SHSM Focus Groups**

Staff from area school boards meet with college faculty and/or students to discuss and plan SHSM Reach Ahead activities for secondary students.

### **FORUMS**

#### **Guidance Counsellor and Student Success Forum**

Guidance counsellors and Student Success teachers from area secondary schools meet to learn about college pathways and programs, services, SCW Initiatives (activities, forums & dual credits)

#### **Orientations & Wrap-Ups**

Orientations and Debriefing meetings with all Dual Credit students, parents, secondary and college staff for all programs.

#### **What's Up with PASS**

Meetings to inform appropriate staff in local school boards and colleges about PASS SCWI 2010-11.

School Board guidance, student success, coop, dual credit teachers come together in May to review the PASS website and the on-line application system.

#### **Math Forum**

An opportunity for Heads of Mathematics from area high schools to come together with college faculty to discuss curriculum issues and review the math initiatives taking place at SLC.

#### **College Introduction for Teacher Candidates**

Provide information and exposure to community college academic programs, pedagogy and facilities for teacher candidates from the Queen's University Faculty of Education.

### **DUAL CREDIT PROGRAMS**

#### **Team-Taught**

##### **Photography and Culture**

Students in the Limestone DSB Photography and Culture Focus/Dual Credit program are team taught by LDSB and SLC teachers, attend St. Lawrence College, Kingston, Tuesdays, Thursdays, and every other Friday in first semester, and earn three secondary credits and two college credits.

##### **Integrated Marketing & Communications : IMC@SLC**

Students in the Limestone DSB Integrated Marketing & Communications Focus/Dual Credit program attend St. Lawrence College, Kingston, are team taught by LDSB and SLC teachers, have the use of all SLC facilities, earn 4 secondary school credits and up to 3 college credits. As one of the four secondary credits, the students have a four- week cooperative education experience in the community.

#### **Apprenticeship Team-Taught**

##### **Limestone Construction Internship Program**

The Limestone DSB Construction Internship /OYAP Focus/Dual Credit program offers senior students Level 1 General Carpenter training at St. Lawrence College, Kingston during the first 10 weeks of Semester 2 team-taught by a teacher from LDSB and instructors



from SLC followed by coop/apprenticeship placements. Students earn their Level 1 Carpentry Apprenticeship and 2 dual credits.

### **Apprenticeship Oversight**

#### **Cook's Level 1 Apprenticeship**

Students enrolled in the Limestone DSB Cook's Internship Focus Program at LCVI secondary school have the opportunity to earn 8 secondary credits and their Level 1 Cook Apprenticeship which is overseen by St. Lawrence College, Kingston.

#### **Industrial Millwright Mechanic Level 1 Apprenticeship**

Students enrolled in the Limestone DSB Mechanical Millwright Focus Program at LaSalle SS have the opportunity to earn 4 secondary credits and the Level 1 Industrial Mechanical Millwright apprenticeship which is overseen by St. Lawrence College, Kingston. Students are currently working toward their Level 1 in a blended OYAP curriculum where they are already familiar with the training standards. The oversight status could be used as a reach-ahead activity for students who are currently working towards their SHSM diploma.

## **COLLEGE TAUGHT DUAL CREDITS**

### **Triple Play**

A Dual Credit program providing students with 3 experiences at the same time – secondary school, college, and coop education placement. Senior students (grade 11 & 12) have the opportunity to register in Part-time Studies at St. Lawrence College (Kingston, Cornwall, Brockville) for a course of their choosing from the list of available courses.

### **Emergency Response**

This Limestone DSB Emergency Response Focus program prepares students for related programs at the college level, such as Paramedic, Police Foundations and Fitness programs. Students come to St. Lawrence College, Kingston for the Nutrition and Weight Management course to earn 1 dual credit.

### **Law & Security**

Students enrolled in the Limestone DSB Law and Security Focus Program have the opportunity to earn one dual credit in Health, Wellness and Fitness at St. Lawrence College.

### **PREP – Preparing Responsible Employees & Parents**

In the Limestone DSB PREP Focus program, students take the Nutrition and Weight Management college credit at St. Lawrence College, Kingston to earn 1 dual credit.

### **Congregated Developmental Psychology PSYC12 course**

The PSYC12 course in the School of Nursing, Kingston campus, introduces students to individual development from conception to death. The inter relationship of psychological, behavioural and physiological factors is explored across the life span. Emphasis is placed on theoretical approaches and empirical findings.

### **Congregated Addictions GENE53 course**

The impact of psychoactive drugs on our society is examined in the Congregated Addictions GENE53 course in School of Community Service and School of Applied Arts & Justice Studies, Kingston Campus. An analysis of the impact of alcohol, psychoactive prescription medication, street drugs, over-the-counter drugs, caffeine, and nicotine is conducted. The theoretical component of the course is included in an overview of practical drug concepts, theories of drug abuse, health promotion and prevention, and the Ontario addiction treatment system. There is a practical component to this course.

### **Congregated Musical Theatre Production MUTH 10 course**

The Congregated Musical Theatre Production (MUTH 10) course in the Musical Theatre Program, Brockville Campus is directly related to production and process and is a combination of acting, vocal and dance skills. Students are involved in a major musical project which is professionally directed including music and choreography. The students are part of an ensemble cast and the show is performed publicly.

## **College Taught Apprenticeship – Congregated**

### **General Carpenter Level 1**

The Carpentry Level 1 apprenticeship is an OYAP partnership between St. Lawrence College, Kingston, MTCU, Algonquin and Lakeshore, Upper Canada, CDSBEO and Hastings Prince Edward DSBs. During the first 10 weeks of the second semester students take the Level 1 General Carpenter apprenticeship at the college and earn an equivalent 2 dual credits.

## **College Taught Apprenticeship – Integrated**

### **OYAP Carpentry, Hairstyling, Millwright, Auto Service Technician Apprenticeships, Level 1**

Students fill empty seats in regular apprenticeship programs when available. Availability of seats and start dates vary throughout the year. (Kingston campus: Carpentry, Hairstyling, Millwright; Cornwall campus: Carpentry, AST)

### **Brick & Stone Mason Level 1**

The Brick & Stone Mason is an OYAP partnership between St. Lawrence College, Kingston, MTCU, Algonquin and Lakeshore, Limestone and Upper Canada, and Hastings Prince Edward DSBs. During the first 10 weeks of the second semester students take the Level 1 General Carpenter apprenticeship at the college and earn an equivalent 2 dual credits.

## **Loyalist College 2010-2011**

### **FORUMS**

#### **PASS Updates at Loyalist College**

The focus is on meetings with District School Boards and College staff about PASS, SCWI 2010-2011 initiatives.

### **ACTIVITIES**

#### **E-Journalism Day**

Grade 10 students visit Loyalist College to attend an interactive and hands-on media focused activity.

Students collaborate and plan production of a newspaper page with the assistance of our Journalism: Online, Print and Broadcast and Photojournalism faculty and staff.

#### **HALL PASS (Healthy Active Living and Learning)**

Students involved in a Health and Wellness SHSM participate in this activity related to their pathway. Students participate in HIGH FIVE training, delivered by Parks and Recreation Ontario, which can be used as a leadership certification towards their SHSM. Students learn about different physical activity experiences that support healthy child development.

#### **Manufacturing at Loyalist**

Students from Bayside and Quinte Secondary Schools participate in various manufacturing and welding activities to explore manufacturing pathways and careers.

#### **Math, Science, English and Technology (MSET) at Loyalist College**

Activities and projects related to curriculum alignment and pathways to college; action team including secondary teachers and college faculty address curriculum gaps/concerns; provide teachers and counselors with greater awareness of college curriculum; provide a better fit between OSSD 'exit' skills and college admission requirements; helping to provide secondary school students with a more seamless entry to college and building mutual understanding of secondary school teachers and college professors. 2010-2011 program focuses include: Foods/Nutrition, Social Science, Careers and Automotive.

#### **My Plan for Success**

This activity orients First Generation Students about the college pathway and career opportunities. A learning styles inventory, aptitude, career exploration and overview of success services is provided.



## Post Secondary Pathways

College recruitment officers visit Grade 10 Careers classes to discuss post-secondary pathways, programs, finances and residence life.

## SETUP for College – Science, Engineering, Technology Ultimate Pathways

Joint-board initiative allows 100 Grade 8 male students to participate in 3 out of 9 activities focusing on career pathways in Science, Engineering and Technology fields. Hands-on workshops are offered in Electrical Engineering, Manufacturing Engineering, Construction Engineering, Culinary, Animation, Radio Broadcasting, Television and New Media Production, Broadcast Engineering and Nursing.

## Skills Ambassador

The Skills Ambassador: liaises between college and local high schools; organizes community events for the promotion of skills and skills training; assists with coordination of student for a day in skilled trades; and, organizes student group activities.

## Student Success at Loyalist

Grade 11 and 12 students from the Algonquin Lakeshore Catholic and the Hastings Prince Edward District School Boards visit Loyalist College to learn about the Student Office for Alternative Resources (SOAR). Students learn about the different support services that are available on-campus, including tutoring, books on tape, classroom resources and adaptive technology such as Kurzweil 3000, Word Prediction and Dragon Dictate.

## DUAL CREDIT PROGRAMS

### Team-Taught

#### Art of Storytelling

Students earn one college credit in this team-taught course at Moira Secondary School. A Loyalist College professor team-teaches with a MSS teacher in the Grade 11 Communications Technology course. Successful students earn the college credit COMM 1016-Art of Storytelling, part of the Television and New Media Production program.

#### Automotive @ SJW

Students earn one college credit in this team-taught course with the ALCDSB. A Loyalist College professor team-teaches with an ALCDSB teacher in the Transportation Technology course, held off-campus at the Algonquin Lakeshore Technology Centre. Successful students earn the college credit AMST 1024-Steering, Suspension, Brakes 1.

#### NERDS (Northern Environmental Research Development School)

Students earn two college credits in this team-taught, SHSM Pathway Dual Credit with the Hastings Prince Edward District School Board. The Northern Environmental Research Program is a four credit integrated package designed for students who enjoy the outdoors and who are considering the pursuit of a post secondary college or university career in environmental or natural sciences, forestry, or natural resources. College credits studied are Ecology 1 and Foundations Skills for Science, part of the Environmental Technician/Technologist program at Loyalist College.

#### PASSion for BEAUTY (Bringing Esthetics Artistry to Uniquely Talented Youth)

Students study courses from the Esthetics and Spa Management program in this team-taught course offered with both the Algonquin Lakeshore Catholic and the Hastings Prince Edward District School Boards. A Loyalist College professor team-teaches with the respective ALCDSB or HPEDSB teacher in the Hairstyling and Aesthetics course. Successful students earn the college credit ESTH 1000- Nail Technology 1 and/or ESTH 1008- Makeup Artistry depending on their specific school board.

## College Taught Dual Credits

### Building Construction Techniques

Students from the Hastings Prince Edward District School Board attend this college-delivered dual credit course at Loyalist College. Participating students complete the Building Construction Techniques 1 course, part of the Construction Renovation Techniques one year certificate program at Loyalist. Students also take part in a reach-ahead training, receiving training in areas such as confined space awareness, hoisting and rigging or powder actuated tool training. Students also complete co-op credits ideally related to their SHSM and their pathway.

## Lights, Camera, Action!

Successful students earn one college credit, TVNM 1003-The Studio, during this summer school dual credit course held during the month of July. Students from the Algonquin Lakeshore Catholic and Hastings Prince Edward District School Boards participate in this dual credit partnership.

## Roots to Success

This dual credit program is a joint-initiative where participating students attend Loyalist College to take the Portfolio Development course, part of the Social Service Worker diploma program. This dual credit course is offered both semesters at Loyalist College and assists learners in the preparation of a master portfolio. The process of developing a portfolio is one of reflection and taking stock of one's prior experiences, learning and achievements. This can be a powerful experience and leads to new learning about oneself and about one's abilities, strengths and goals. The process leads to completion of a portfolio that can be used for a variety of purposes: for seeking employment, for entry into an academic program or seeking prior learning assessment credits, for self-discovery, for cultural-discovery, for goals clarification etc. It is a carefully and respectfully guided course using experienced facilitators in portfolio development and prior learning assessment.

## Roots to Success – Next Steps

This dual credit program is a joint-initiative where participating students attend Loyalist College to take the Principles of Adult Learning course, part of the Social Service Worker diploma program. Students examine the importance of lifelong, life-wide learning. Students assess their learning style, discover different approaches to learning, develop a portfolio and gain a practical understanding of the principles of learning. This is a required course in the Social Service Worker program at Loyalist College.

## Summer Nails

This joint-board dual credit has students from the Algonquin Lakeshore Catholic and the Hastings Prince Edward District School Boards participating in Nail Technology 1 during the month of July. This college course is part of the Esthetics and Spa Management program at Loyalist College. This dual credit course is a reach-ahead, experiential learning opportunity related to the students' SHSM and provides students with the knowledge, skills and experience important to their pathway.

## Trades Sampler

This joint-board dual credit has students from the Algonquin Lakeshore Catholic and the Hastings Prince Edward District School Boards participating in this Skilled Trades focused dual credit course during the month of May. Students participate in hands-on, trades based modules throughout the duration of this course. Two-day modules occur in each of Automotive, Electrical, Manufacturing and Welding based courses. Participating students are provided with a brief but concise learning experience in each of these program areas, allowing them the opportunity to learn about a variety of skilled trades programs and the pathways that are available within these industries.

## College Taught Apprenticeship

“We ACE OYAP”: Automotive Service Technician, Cook, Early Childhood Educator

These programs run in co-operation with the MTCU seat purchase and active MTCU contract of Apprenticeship with Loyalist College



which holds TDA status and is approved to deliver these programs. School boards select students and ensure that they are registered as apprentices and eligible to take the training. Secondary school OYAP students enroll in Level 1 Basic Apprenticeship in-school training programs for Automotive Service Technician, Cook or Early Childhood Educator. Students in these programs spend Semester 2 between participation in the Ontario Youth Apprenticeship Program and co-operative education placements with local employers.

## OCLF Business Partner 2010-2011

### FORUMS

#### ITECH Showcase

At a year-end event, a students' showcase of completed web-enabled learning games is held to demonstrate their projects to industry representatives, mentors, school board representatives, post-secondary and community partners, as well as high school teachers, parents and students. (OCSB and OCDSB)

### ACTIVITIES

#### Students Experiencing Technology's Unlimited Possibilities

Over a semester with the support of industry, academia, and government, students participate in hands-on learning with the latest hardware and software solutions where students with interaction between learners and industry mentors create web-enabled learning games. The plan for 2010-2011 involves linking high school students with a Grade 3 group for input and feedback throughout the design and development cycle of the games related to the elementary grade's curriculum for later publishing online. (OCSB)

## Vitesse Business Partner 2010-2011

### FORUMS

#### Environmental Forum

This forum provides environmental insights to School boards and Colleges and those who are related to/or interested in District School Board environmental programs.

Presentation and discussion reviews the ever increasing number of standards and evolving programs that address environmental and climate change issues and challenges. The goal is to provide insights and planning information to enrich and extend student experiential learning in the environmental.

### ACTIVITIES

#### Environmental Career Paths

This activity focuses on Environmental careers and College programs related to the Environment offered at Algonquin College, Woodroffe campus. Students from the Catholic District School Board of Eastern Ontario are provided access to three environmental laboratories. In one laboratory students see and identify microbes and examine the water chemistry used to break down waste sludge in a Water Pollution Control Plant. Other areas covered include bio-technology, horticultural and environmental programs.

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## REGIONAL PLANNING TEAM 10 South Western Ontario RPT

### PARTNERS:

Lambton Kent District School Board | Thames Valley District School Board | St. Clair Catholic District School Board | Huron Perth Catholic District School Board | Avon Maitland District School Board | London Catholic District School Board | Kenora Catholic District School Board | Greater Essex District School Board | Windsor Essex Catholic District School Board

## Lambton College 2010-2011

### FORUMS

#### Specialist High Skills Major Forum

Forum to inform SHSM teachers about opportunities for students at Lambton College.

### ACTIVITIES

#### Bridging the Gap Camps

Between October & June Lambton College acts as host for 4 to 5 week-long themed camps for grade 12 students to explore and experience college life. Participants spend 4 days and 5 nights in the College residence with activities to highlight college programs, while the college is in full session. Grade 12 students obtain first-hand experience of 'college life' and gain exposure to several college programs including technology, trades, health sciences, social sciences, and business and liberal arts. Each student receives an individualized timetable allowing them to experience programs of their specific interests.

Students receive a 2-hour introduction session as well as group activities which involve them in the college environment and the surrounding community.

#### Health and Wellness Activities

Participants are introduced to the college setting and health and wellness programs through tours, a health fair and information sessions. Student ambassadors support the project through direct interaction with program participants.

Lambton's health labs are featured including the nursing sciences lab, human patient simulator lab, pharmacy lab, and paramedics' lab to give participants interesting hands-on activities that highlight the learning outcomes in the various programs.

#### Mobile Technology Trailer

Lambton's Mobile Technology Trailer continues to reach into new communities with curriculum focusing on sustainable energy and alternative energy sources as well as the original mandate to promote carpentry and construction skills. Activities are designed for grade 7 and 8 students to complement the trades sessions by inviting participants to build a small project such as a model wind turbine, solar panel and a new solar car activity.

The catchment area for the mobile lab continues to reach into new communities through invitations to the London District Catholic School Board and Avon Maitland District School Board.

#### TLC for CICE

Lambton College acts as host for 3-5 all day educational and interactive information sessions. These innovative parent and student information sessions specifically target potential participants for Lambton's Community Integration through Cooperative Education (CICE) Program. Students in this program are characterized by intellectual challenges and through integration and specialized supports they are able to attend college, participate in and graduate from programs that relate to their specific interests and personal goals.



The CICE Transition activity provides exposure to potential college programs for these students and exposure to college life while the campus is in full swing. Separate activities and information are also provided for their parents.

## DUAL CREDIT PROGRAMS

### College Taught Dual Credits

#### Construction Carpentry Techniques

##### Introduction to Business for Technology BUS 1003

This course introduces the student to the modern world of business. It examines the significance and composition of Canadian business, discusses current factors and trends in the business environment, as well as exploring how businesses are organized and managed, with a brief discussion of the topics of entrepreneurship, and business etiquette.

##### Estimating and Calculating MTH 1003

This course develops the students' understanding of trade calculations and the ability to apply them to carpentry related problems. The student starts with a full review of basic arithmetic using whole numbers, fractions, and decimals. Similar triangles and the Pythagorean Theorem are also covered in detail.

#### Cook Apprenticeship – Basic

##### Baking and Pastry Techniques FOD 1113

The purpose of this course is to provide the apprentice with the ability to demonstrate basic professional baking techniques for a la carte and banquet settings (small and large quantity).

#### Energy Dual Credit

##### Energy Efficiencies and Sustainable Construction

This dual credit is an introductory course of Lambton one-year Construction Techniques Certificate Program. Students obtain a broad understanding of sustainable practices and energy efficiencies for the construction sector.

#### Hairstylist Apprenticeship – Basic

##### Styling and Cutting Techniques HAIR 0043

This course introduces techniques necessary to cut hair and to style hair to desired shape or style using a variety of styling tools to meet client requirements and specifications.

#### Early Childhood Education

##### Play 1: Music, Art, Drama, Movement ECE 1164

The students learn how to integrate creative experiences into their practical settings through hands-on experiences in art, sand, water, music, movement and drama.

#### Law and Security Administration/Police Foundations

##### Issues in Diversity CJP 1103

In this course students critically identify and examine issues in diversity. Specifically, students focus on topics pertaining to inequality in various social settings, including but not limited to: race, gender, ethnicity, class and sexual orientation. Information concerning history, culture, heritage and contemporary issues relating to Canadian Aboriginal groups is discussed.

Incorporating social/legal explanations of diversity, students develop a clear understanding of the impacted groups and possible strategies of community empowerment.

#### Criminology

This course provides an examination of various theoretical explanations of criminal and deviant behaviour. Students have developed a general understanding of human behaviour and the relationship between the individual and their social environment through introductory courses in sociology and psychology. This course applies the concepts and understanding acquired in those courses to the study of crime, criminality and criminal behaviour. Criminological theory is related to various types of criminal activity and the reality of crime in Canada is examined through crime statistics and correlates of criminal behaviour. The impact of theory on the development and effectiveness of the criminal justice system is discussed with an emphasis on future trends within the system.

#### Developmental Disabilities Certificate

##### Supporting People with Developmental Disabilities DDC 1033

This course is designed to provide an overview of developmental disabilities, services, and supports. Examining key issues such as inclusion, integration, empowerment, advocacy and

interdependence, students gain the knowledge of what Person Centered Planning is and how it effectively results in promoting community contribution and the development of natural, meaningful relationships. The students also learn how our current systems have evolved by examining earlier eras in history. Ethical issues such as deinstitutionalization, euthanasia, sterilization, sex and sexuality, parenting and punitive measures are discussed, as well as current laws and legislations which have been put into place to protect people with developmental disabilities.

#### Horticulture Apprenticeship

##### Guiding and Outdoor Skills CPS 1003

This course introduces the learner to the cultural and social dimensions of Stewardship (partnership), Custodianship (governance) and Sustainability (maintenance) as these apply to the relationship of human beings to their environment, to each other, and to the world at large. Incorporating Community-Partner Specialists and discovery learning activities students explore habitat and ecosystem relationships, resource use and management (Eco-tourism and Adventure Guiding), sustainability, individual and group wellness, all within, and from, the context of an Aboriginal worldview.

##### Landscape Construction 1 OHA 1154

The purpose of this course is to allow the apprentice to learn and practice the handling and installation of modular precast landscape paving and wall units and landscape timber wall components.

##### Arboriculture/Chainsaw Practices AAT 1103

The chainsaw is one of the most dangerous pieces of equipment used in the arboriculture industry. Knowing proper maintenance and operation techniques can greatly reduce operator danger or hazards. The course concentrates on care and use of chainsaws including necessary daily maintenance routine repairs and adjustments, and ensuring those adjustments are functional and safe.

#### Esthetician

##### Manicure SPA 1013

This course provides the students with the practical skills required in providing manicures. Students are required to demonstrate the steps in how to perform a manicure, from selecting the appropriate equipment and products, as well as polishing techniques.

#### Electrical Techniques

##### Basic Electrical Installations ELC 1713

The students develop the knowledge to demonstrate the operation of common hand and power tools, install common switching devices, outlets and enclosures, correctly terminate conductors, and demonstrate the application of non-metallic sheathed cable and armoured cable through the installation and testing of fundamental domestic circuits.

#### Fashion Business

##### Introduction to Fashion FSH 1013

This course provides grounding in textile study. Through labs, demonstrations and lectures, the student learn how components of fabrics affect customer appeal and satisfaction in apparel and household textiles. This first level focuses on fibre study, including labeling, legislation, structure, and properties related to fibre performance. Lab sheets and a fabric reference book are swatched for use in the classroom and on the job. Critical analysis of end use suitability of fibres is expected at this level.



## Massage Therapy

### Personal Wellness PED 1073

This course deals with health promotion strategies needed to make healthy lifestyle choices, to maintain or improve health and how to approach personal change. Wellness promotion and health maintenance are everyone's goal. Students require an understanding of the bio – psycho – social processes to keep well and knowledge of the interventions that encourage wellness, promote activity, energy and life, even empowerment. Students explore the philosophy of holistic health.

## Digital Imaging

### Digital Photography Techniques PHTD 1003

Students are taught the basics of digital photography using supplied cameras, as well as the computer techniques, image editing, output, and workflow. Students explore the basics of artistry in photography, including finding a subject, composition, lighting and more. Adobe Photoshop is used for post-production.

### Introductory Multimedia MMT 1003

Students explore Adobe Flash for creating multimedia presentations that use sound, video, and graphic images to produce interactive applications for the Internet.

## Practical Nursing

### Gerontology NSG 1193

This course focuses on normal physiological, psychological and social changes associated with aging, and the role of the practical nurse in promoting health among older persons. The student gains knowledge in gerontological nursing and utilizes the nursing process to provide quality care for older persons.

## Welding

### Oxy-Fuel Cutting, Welding, Brazing WEL 0153

This course covers the use of oxy-fuel processes for heating, welding brazing and cutting. Students gain a thorough knowledge of oxy-fuel equipment safety, operating procedures and gases used.

## Health and Safety Awareness

These dual credits are targeted for Specialist High Skills Major students. The courses enhance the students' Specialist High Skills Major Program at their Secondary School. This course prepares students for entry level positions in the construction, health and wellness, and industrial sectors. The skills gained by participants enable them to gain employment and in turn access to apprenticeship programs in construction and related sectors.

## College Taught Apprenticeship Dual Credits

### Hairstylist Apprenticeship Basic/HBAS

This program delivers level 1 of the Hairstylist Apprenticeship at the Basic level.

### Welding Apprenticeship

This course prepares students for entry level positions in the welding sector. The skills gained by participants enable them to gain employment and in turn access to apprenticeship programs in welding and related sectors.

### ECE Apprenticeship

Students from numerous secondary schools in the Southwestern Ontario region are invited to participate in several modules of the ECE Apprenticeship at Lambton College. The project introduces participants to pathways into diploma and apprenticeship programs using college experiential learning.

### COOK Apprenticeship

This program delivers level 1 of the Cook Apprenticeship at the Basic level.

## SCHOOL IN A COLLEGE

### School within a College

The School within a College project encourages confidence and knowledge in participants as they participate in a combination of Secondary School and College courses at Lambton College for one or two semesters. Select students are bussed

daily to Lambton College to be taught by both secondary school teachers and college instructors.

## Fanshawe College 2010-2011

### FORUMS

#### Regional College Math Teachers' Forum

High school math teachers from two to five boards and college math teachers from up to three colleges meet with the following goals:

- Curriculum collaboration – a chance to share information about the differences and similarities between high school and college math
- Partners in Math – A chance to develop networks and partnerships between high school and college math teachers
- Take Homes – A chance to share ideas that work and learn some new and effective strategies for teaching math to teens and young adults

The forum includes a presentation on the latest research from CMP and working groups to discuss math strands delivery, evaluation and their linkage to college math. The forum ends with a social to promote networking between the participants.

#### Integrated Land Planning Technologies Forum

High School Students and teachers spend the day exploring the technology, curriculum and equipment related to the Integrated Land Planning Technologies Applied Degree Program. Students and teachers are exposed to the importance of integrated land planning and the impact that it has on the quality of life in a community. During the day they experience four interactive workshops, enjoy lunch and participate in a GPS hunt around the college.

#### SHSM Connections

This forum allows students enrolled in SHSM fields to experience college. The day introduces high school students to technology classes where they complete a small project with college equipment. Experiencing the college environment and meeting faculty motivates them to graduate from high school and attend our college programs.

#### Me and My Shadow

Secondary students come to college for a day and shadow a student in various college programs. This allows the secondary students to have a positive introduction to college life; experiencing the classes, culture and the interaction that is part of a typical college day. This increases the high school students' confidence to apply for post-secondary education as they experience the academic setting with hands on applications and become aware of the resources and supports available in a college setting.

#### Reality Check

This day is offered to grade 7 and 8 students in our catchment area. The hope is to expose these students to various programs at the college. These experiences foster excitement about future post-secondary and career options and give them information about high school pathways that can foster success to that end point career.

The day is comprised of a welcome presentation and tour, followed by lunch and then interactive program sessions end the day.

#### Outreach Forums – St. Thomas Campus

Students enrolled in the Specialist High Skills Major manufacturing sector are bussed to Fanshawe College, St. Thomas Campus. They create a computer program and make a small project using the computer numerical control machines, (CNC). Since the lab can only hold a limited number of students, up to three groups are organized. This advanced equipment, (CNC) is not available in the high school setting and exposes the high school students to the technology and process used in the manufacturing field. This experience also encourages the secondary students to consider a college education to achieve careers in the field of manufacturing in such areas as aviation and building furniture and small appliances.



## Skills Competition

To promote various careers and college education, Fanshawe hosts a 'Skills' competition for high school students. This competition tests the high school students' skills in a variety of activities, including: welding, construction, machining, photography, prepared speech, culinary arts, baking, web page design and 3D animation. Supervised by Fanshawe professors, technologists, and secondary project leaders, the students build or complete predetermined projects. These projects are judged and certificates awarded. The goal for this forum is to build the confidence of high school students and to expose them to a college setting. We also promote college programs so the students can see the link between post-secondary education and a future in a variety of fields.

## Fashion Forum

High school teachers and students spend a day at college learning about our fashion merchandising and fashion design programs. The day includes separate sessions for teachers and students. Teachers can meet faculty and be introduced to the rigor and content in the curriculum. Students participate in interactive sessions that end with a fashion show for students to show off their creations. Both have an opportunity to meet graduates of the programs, learn about fashion career pathways and tour the college facilities.

## ACTIVITIES

### Dual Credit Planning

Representatives from four boards; Thames Valley, London District Catholic, Avon Maitland and Huron Perth Catholic meet to examine the various models for dual credit. The outcome for these meetings is to decide on the dual credit models and courses that will become the dual credit RFP application for SCWI 2011-12. Several internal college meetings are arranged for college staff and faculty to develop systems and process for dual credit course development. We are working on the expansion of the school within a college model and college taught at a college courses (day away) including satellite campuses. These meetings ensure thorough and meaningful discussion that facilitates buy-in and support from all partners.

### Math Matters Initiatives:

This initiative works to create resources that can be used to communicate the need for specific high school math courses to foster success in specific college programs such as technology. These resources could include website, posters, magnets or online communication to ensure parents, teachers and students know the best math pathways for college preparation.

### Dual Credit Website

This activity provides the resources for Fanshawe to develop a specific website to communicate our dual credit courses and programs to a variety of stakeholders.

## DUAL CREDIT PROGRAMS

### College Taught Dual Credits

#### Quality Programs in Recreation

This course is part of our Recreation and Leisure Services Diploma Program. Students receive their certification in Healthy Child Development from High Five (PRO). They end the course with a hands-on capstone experience where they create and run a small recreation program implementing the principles and guidelines covered in class.

#### Motive Power

##### Motive Power/Transportation

These two courses are part of our motive power diploma program at Fanshawe College. Students study procedures related to fasteners, bearings, seals, and welding, heating, ventilation and air conditioning systems. The course is divided into 60% theory and 40% practical shop experiences where course theory is applied to motive power systems.

#### Culinary Courses at Reach Huron

Two courses from our culinary programs at Fanshawe are taught by Fanshawe faculty. These Fanshawe courses are run out of the kitchen at the Reach-Huron facility in Clinton. The students are from Avon Maitland and Huron Perth Catholic boards. They develop knife skills, safe food handling and the basics for food preparation. This exciting opportunity develops not only confidence for careers in food preparation but also important life skills regardless of their

career destination. This program (of two courses a day) is offered two days a week to accommodate the interest from the two boards.

## College Taught Apprenticeship Dual Credits

### Youth Employment Skills Program (YES)

Manufacturing – Level 1 Apprenticeship – General Machinist This program includes labs and classroom theory delivery.

## SCHOOL WITHIN A COLLEGE

Students from Thames Valley District School Board participate in a program where they take up to four college courses taught by a college faculty. When these students are not in college classes they are completing high school courses taught by a high school teacher. The unique feature of this program is that the students will be at Fanshawe College five days a week. Although registered at a Thames Valley high school, they have the opportunity to complete their high school requirements in an adult college environment. Students who may not be as likely to succeed in a typical high school tend to respond positively to the support and unique nature of the college environment. This pilot year we are focusing on four technology college classes – one in motive power, one in manufacturing, one in construction and one in auto CAAD. These students are also part of a 15 hour orientation face to face class to introduce them to the college online support system (FOL) and to review student success strategies.

## St. Clair College 2010-2011

### FORUMS

#### Parent & Students Career Night – St. Clair College

Pathways to existing and emerging careers to be delivered in Chatham at St Clair College Thames campus

#### SHSM – St. Clair (Windsor campus)

Holy Names – Senior Level Business – Students spend the day at the college, tour the facilities, take part in a business related workshop, and have an opportunity to observe a business class.

#### How To Make College Possible – St. Clair (Windsor campus)

This activity is geared towards students and parents from the alternative education high schools.

#### SHSM – St. Clair (Windsor campus)

St. Joseph's – Health and Wellness program that incorporates certification in the LifeSaving Society's Swim to Survive Challenge and LifeSaving Society's Lifesaving Fitness Course.

## ACTIVITIES

### Behind the Scenes – Entertainment Technology

Taking advantage of the theatre located at the St. Clair Centre for the Arts and the career path option of Entertainment Technology, St. Clair College invites senior students to participate in workshops focusing on the Entertainment Technology discipline. Workshop topics include Lighting Technology, Entertainment Control Systems and Sound Technology. Students are also provided "back stage access", along with an interactive opportunity to operate industry specific equipment.



## College Interactive Tour – Grades 9 and 10

The focus for this activity is to educate over a 6 day period a total of 800 grade 9 and 10 students regarding the various career options offered by the college. The timing for such activity is somewhat pivotal given the fact that courses for career options are selected in grade 11. Students are immersed in a day of discovery at St. Clair College. They are greeted by staff, students and faculty members and provided with a tour of the college as well as informed of the various academic options available to them, in addition to the many programs and services available to them through Student Services, the Student Representative Council and affiliated organizations, and the Athletic Association. In the afternoon, several interactive career simulation activities are presented to students with the intent of allowing them to get a firm understanding of each career option. Various career options may include: Culinary Arts and Hospitality; Media, Art and Design; Health Sciences; Community Studies; Skilled Trades and Apprenticeship.

## How to Make College Possible for “All Students”

The purpose of this activity is to educate a total of 100 Guidance Counsellors and/or Career Teachers of the various options available to students who may not meet the entry level requirements for college immediately after obtaining their OSSD. Recognizing that college is still a viable opportunity for many of these students, various options including upgrading, ACE and LBS are explained. Understanding that financial constraints may also be an issue for many students, discussion around the OSAP application occurs along with the various scholarships and academic awards that are made available to students both at the point of entry and through continued education. Guidance Counsellors and/or Career Teachers also gain an understanding of the general processes and entry level requirements, presented by College Administration experts. Tours of the St. Clair Centre for the Arts are offered, and a discussion around the various offerings at this state-of-the-art downtown campus is initiated. Career path options include: Graphic Design, Advertising, Journalism – Print and News Media, Hospitality Management, Tourism and Travel, and Entertainment Technology.

## International Business and Marketing Olympics

St. Clair College has developed and hosted an International Business and Marketing competition for teams of Secondary School students in their senior year who are studying business and/or marketing. Prior to the event students are asked to identify and research a product from one of the non-North American countries participating in the 2010 Winter Olympic Games. The product must not currently be available in North America. The event begins with an introduction to the business and marketing programs offered by St. Clair College. The students are then asked to prepare a marketing campaign for the North American market for their chosen product. Presentations are judged by a distinguished panel and awards are presented to the top three teams. Information regarding career options in the broad discipline of business/marketing is shared as part of the event.

## “Iron Gryphon” Culinary Competition Becomes Reality

On Friday, May 28, 2010 culinary students from the Greater Essex County District School Board and Windsor Essex County District School Board went head to head in the first annual Iron Gryphon Competition at the St. Clair College teaching kitchen. **This final competition was filmed by a local production company and aired throughout the summer on Cogeco Cable in a reality show style TV show and seen by thousands of viewers.**

The finalists from two local high schools were brought by limousine to the college at 8:30am to begin their preparations for the competition which started at 10am followed by an awards ceremony. The two teams from Assumption College Catholic High School and Century Secondary School won the qualifying round for their school boards that were held on May 14th and May 21st at St. Clair College. Ultimately it was the Century Secondary contestants who won the title of Iron Gryphon.

Based on the popular show “Iron Chef” on the Food Network, this culinary competition was created for students enrolled in Culinary programs at the secondary level. Prior to the activity students were informed of the “secret” ingredient that is to be the main ingredient for 3 dishes that will be prepared. Teams research their dishes, cost out the meal for a designated number of people and set a budget within pre-established parameters. With limited guidance from a mentor from the college’s culinary program, students have only 60 minutes to prepare their dishes for three distinguished judges. All three dishes are rated on flavour, originality and presentation.

In both the qualifying round and final competition, the secret ingredients were locally grown or produced. For the qualifying rounds, the secret ingredient was mushrooms, provided by Highline Mushrooms in Leamington and the final competition’s secret ingredient, cheese, was provided by Windsor’s own Galati Cheese Company.

The awards ceremony took place in the Chez Talbot teaching restaurant at St. Clair College. Each member of the winning team received the Iron Gryphon Skillet Award and an apprenticeship toolkit, worth approximately \$500, which was generously donated by the South Western Ontario Industry Education Council (SWOIEC). SWOIEC delivers programs to enhance workforce development in our region through involvement with other organizations and partners to create opportunities for elementary and secondary students.

## Career Innovation Time!

Career Innovation Time! has expanded its target market to include grade 7 to 10 in this innovative, interactive, multimedia presentation. This is phase IV of this successful project. Our goal is to reach around 1500 students. The presentation addresses and promotes pathways for careers through a review of past, present and future career opportunities organized under sixteen different themes. The presentation addresses careers in technology, trades and entrepreneurship for young men and women. Some of the themes are future inventions, women inventors, music, photography, trades, mass media, film, communications, etc. Each presentation includes hands on workshops, tours of the school, interactive displays, and summary of presentation.

## DUAL CREDIT PROGRAMS

### College Taught Dual Credits

#### Dual Credit – Early Childhood Education

High School Students from both School Boards in Chatham Kent and Sarnia Lambton participate in a ECE course in the fall and one courses offered in the winter.

#### Dual Credit – Radio Reporting

As a pilot project for a “High School Within A College” St. Clair College offered a College-Taught Dual Credit in Radio Reporting to a group of students from an alternative high school from the Windsor Essex Catholic District School Board.

Fourteen students came to St. Clair’s downtown Windsor Campus for the Arts to take their dual credit which was taught by a local Television personality. Students were given all the equipment needed to record, edit and read interviews and create radio stories.

Upon an entrance interview, five of the students were asked if they thought that they could go to college some day. The answer was a unanimous “no”. Students struggled at first with confidence in reading their stories and with some of the College material but things changed. After about four weeks, the students started to gain the confidence they needed to succeed. All five students who once said they could not go to College, in an exit interview changed their answer. One in particular ended up with highest mark in the class and now takes an Engineering program at St. Clair College.

That course has opened the door for other students in alternative high schools to take advantage of St. Clair’s dual credit program. It became a great example of how we can reach our primary target and make a difference in their lives.

#### Dual Credit – Manufacturing Technology

High School Students from both School Boards in Chatham Kent and Sarnia Lambton participate in one of three technical courses in the fall and one of three courses offered in the winter. Course offering include one or more of the following: computer aid design (CAD), workshop techniques, welding, and analysis of electrical circuit 200 and physics.

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**REGIONAL PLANNING TEAM 11**  
**Northwestern Ontario Regional Planning Team**

**PARTNERS:**

Keewatin-Patricia District School Board | Kenora Catholic District School Board | Lakehead District School Board | Northwest Catholic District School Board | Rainy River District School Board | Superior North Catholic District School Board | Superior Greenstone District School Board | Thunder Bay Catholic District School Board | Confederation College

**FORUMS**

**College Mathematics Invitation Forum**

The focus of this year's CMP Forum for Northwestern Ontario is an analysis of individual board results. The Provincial leads will present the new research data for 2010 including comparison with last year's data and address the progress being made on some of the CMP recommendations from over the past few years. The leads will proceed to focus on Northwestern Ontario board results pertaining to Confederation College.

**Literacy Forum**

High school and college instructors meet to address the literacy needs of students. Sharing resources and experiences is a vital part of this forum.

**Aboriginal Science Forum**

This exciting activity engages the aboriginal youth of northwestern Ontario in science-based issues that directly affect them and their communities. Prizes are awarded for first, second and third place entries. Let's Talk Science volunteers work collaboratively with the participating schools to offer ideas and mentoring as participating students work on their projects. The science fair is geared mostly towards grades 9 and 10 applied aboriginal kids – that's the level we are getting from the region – and we would like to inspire those students who would normally not be participating in fairs of this type (academic level kids get lots of opportunities). The full day of activities includes some guest lectures on traditional science topics, a luncheon for all participants and their chaperones, showcasing of the displays (had a lot of media attention last year – CBC Radio, Chronicle Journal and Wawatay News), and the judging and awards ceremony.

**Team Taught Dual Credit Forum**

High school, college teachers and administration from across the region meet to discuss best practices for team-taught dual credits. Sharing resources and experiences is a vital part of this forum.

**ACTIVITIES**

**Mentoring Connections**

This activity offers Gr. 9 & 12 student participants the opportunity to partner with a college student in a specific college program and to visit the college with the college student acting as the host/mentor. This relationship helps the high school student to experience a typical day at the college in a particular program of interest to that student. The high school participants in this activity are identified by the individual schools' Student Success Teams and are potential college-bound students (i.e. at risk students or SHSM students). Each of the six Thunder Bay high schools selects dates and sends 10 students to spend a day at the college. High school students are matched with a college student mentor.

**Teacher Connections – Days of Our Lives**

The Team is continuing this project started in 2009-10. Through a series of short-term exchanges, secondary teachers are provided with a unique opportunity to gain first-hand knowledge and experience of the college learning environment. At the same time, college instructors have the opportunity of gaining first-hand knowledge and experience in the secondary school learning environment. College and secondary curriculum is shared in this process. The nature of the exchanges varies but involves secondary teachers meeting with individual college professors, observing college classes in session, participating as appropriate in class planning and delivery, and touring college facilities. Opportunities are also provided for

college instructors to visit secondary classrooms to observe and act as guest speakers.

**Counselors Luncheon/New Teacher Connection**

Over the last few years, the Regional Planning Team provided opportunities for Northwestern Ontario grade 7-12 teachers to visit Confederation College facilities. When this initiative started it was apparent that the majority of teachers in Northwestern Ontario have not had the opportunity of visiting the College. As a result of these initiatives, over 100 teachers have experienced the college and are better able to assist students with their decision-making regarding high school and post secondary pathways. It is therefore important for these teachers to have first-hand knowledge and experiences with college programs and facilities. The Team is offering this experience to any new teachers (elementary and secondary) including Faculty of Ed students who have not had the opportunity of visiting the college. Also opportunities are available for high school teachers especially counsellors to be invited to the college for updated college information on new initiatives and programs.

**Grade 7 & 8 Student Connection**

The Regional Planning Team provides opportunities for Northwestern Ontario grade 7-8 students to visit Confederation College facilities. Hands-on, interactive learning experiences are developed for the students. Some out-of town students have the opportunity of staying in the College Residence for an evening (teachers and parent chaperons accompany these students). Experiences with the students are developed over a two week period in May/June. College student ambassadors for various departments are hired to assist with the interactive learning experiences. Each year over 30 1 grade 7 & 8 classes (combination of local and out of town) have taken advantage of this very successful initiative.

**Advanced Standing Activities Plus**

RPT 11 has established over 20 advanced standing agreements with all the regional boards over the last 5 years. The related expenditures are necessary for the associated activities to assist boards to build capacity to develop and expand these opportunities to all their secondary schools. Student excursions to the college related to these agreements are also encouraged.

**DUAL CREDIT PROGRAMS**

**Keewatin-Patricia DSB**

**Welding Works**

Schools	College Course	Type
Red Lake DHS, Dryden DSD	WC 126 – T-Joints	College Delivered

Students learn to assemble, manufacture, develop, modify and repair equipment, devices and structures using welding-related procedures. Students are involved in trade-appropriate SHSM programs and technology appropriate studies. Students enrolled in trade relevant SHSM programs are automatically selected for dual credit studies. Non-SHSM students studying technology courses are screened and interviewed at the school level. The program is delivered in Dryden and Red Lake and held at either industry or school shop locations depending on the community. Some student transportation is required.



### Social Service Worker Connection

Schools	College Course	Type
Dryden DSD	HN 200 – Families and Parenting	College Delivered

Dryden High School students studying parenting and human development subjects have an opportunity to connect with the college's Social Service Worker program through this dual credit activity. Students enrolled in HPC 30 (Grade 11 Parenting) and HPD 4E (Grade 12 Parenting and Human Development) are natural candidates for the program. Students enrolled in HPC 30 and HPD 4E are identified as program candidates and are screened through a personal interview process. Aboriginal students are specifically recruited for participation in this program. The college campus is located directly across the street from the high school. Both the students and instructor benefit from the close proximity of these programs.

### Motive Power Specialist Program

Schools	High School Course	College Course	Type
Dryden DSD, Ignace School, Queen Elizabeth DHS, Beaver Brae DHS	TTJ 3C – Transportation Technology	HC 121 – Applied Work Practices	Team Taught

This dual credit activity is a complement to the board's Transportation Specialist High Skills Major program which is offered in Dryden, Ignace, Kenora and Sioux Lookout. Non-SHSM students studying transportation technology are also given the opportunity to enhance their learning and explore a college context through this dual credit program. Students are in the board's Transportation SHSM and also students are enrolled in transportation technology courses in Dryden, Sioux Lookout, Kenora and Ignace. Students in the board's Transportation SHSM are automatic candidates for the program. Non-SHSM students enrolled in transportation technology courses are selected through a school-based screening and interview process.

### Health Care and Wellness

Schools	High School Course	College Course	Type
Queen Elizabeth H.S	TPC 3C/4C – Health Care	PW 101 – Supportive Care Theory	Team Taught

The focus in this dual credit program is on developing clinical skills to assess health, and performing basic procedures to provide care and treat illness. The college course enhances learning about the immune system, disease, diagnostic methods, and treatment. Students have opportunities to expand their awareness of worker's health and safety issues, environmental and society issues related to health care, and career destinations in this exciting field. A professional instructor is able to share invaluable expertise.

### Wellness & Health for Life

Schools	High School Course	College Course	Type
Red Lake High School	PAF 30 – Personal and Fitness Activities	AS 220 – Wellness for Life	Team Taught

The program merges and focuses on the physical, emotional, social, intellectual, and spiritual dimensions of individual health and wellness. Students are provided with current factual information about a broad range of health-related issues. The expectations within the college curriculum and secondary curriculum promote healthy active living through the development of physical, social, and personal skills. The college curriculum enhances the health component of the secondary

course as it relates to some areas such as fitness, nutrition for health, weight management, relationships and sexuality, mental health and stress, and personal image. As well, students are actively involved in examining the impact of lifestyle choices upon their own health status.

### Lakehead District School Board

#### Transportation Link

Schools	High School Course	College Course	Type
Westgate High School	TTJ 4C – Transportation Technology	HC 123 – Electricity and Electronics	Team Taught

The goal of this program is to engage students who are interested in the Automotive and Transportation Sector. Students experience authentic college experiences in the Automotive and Transportation sector through SHSM and SCWI opportunities. This program is designed to take students in Grades 11 and 12 from all areas and engage them in opportunities in the Automotive and Transportation sector. Students enrolled in Transportation Technology and trade relevant SHSM programs are automatically selected for dual credit studies. The in-school and practical work-based cooperative curriculum takes place at Westgate High School and at Confederation College.

#### Manufacturing Link

Schools	High School Course	College Course	Type
Churchill High School	TMJ4C – Manufacturing Technology	WC 126 – T-Joints	Team Taught

The goal of this program is to engage students who are interested in the Manufacturing Sector. Students experience authentic college experiences in the Manufacturing sector through SHSM and SCWI opportunities. Students enrolled in Manufacturing Technology and trade relevant SHSM programs are automatically selected for dual credit studies. Non-SHSM students studying technology courses are screened and interviewed at the school level. This is a program in which Grade 11 or 12 students can earn college preparation level credits. The in-school and practical work-based cooperative curriculum takes place at Sir Winston Churchill Collegiate and Vocational Institute and at Confederation College.

#### Air Force 1

Schools	High School Course	College Course	Type
Superior High School	TTJ4C – Transportation Technology	AM 130 – Aircraft Construction and Science	Team Taught

The goal of this program is to engage students who are interested in the Aviation career path. Students experience authentic aviation experiences at Thunder Bay airport at Confederation Colleges Aviation Centre of Excellence. This program is designed to take students in Grades 11 and 12 from all areas and engage them in opportunities in the Aviation Sector. This is a one semester program in which Grade 11 or 12 students can earn college preparation level credits. The in-school and practical work-based cooperative curriculum takes place on-site at the Thunder Bay International Airport. This is a one semester program in which Grade 11 or 12 students can earn college preparation level credits. The program is offered each semester to students from all high schools.



## Lakehead DSB and Thunder Bay Catholic DSB

### Bridging a College Link

Schools	College Course	Type
College Link – Lakehead DSB Jump Start – Thunder Bay CDSB	GE 113 – Making the Grade Top-up Courses (variety of courses within the college)	College Delivered

College Link and Jump Start are secondary programs offered by the respective school boards at Confederation College. Both are student success programs emphasizing communication, literacy and planning for the future. Students complete credits with the goal of earning an OSSD. The dual-credits provide students the opportunity to experience college, earn a credit, and therefore be better prepared for the future.

### College Now

Schools	College Course	Type
All Thunder Bay High Schools	GE 113 – Making the Grade MM 103 – Digital Photography CU 130 – Baking and Pastry Arts TP 155 – Tech. Studies (Trades) Top-up Courses (variety of courses within the college)	College Delivered

High School students attend college with an opportunity to earn credits by participating in college courses that count towards their secondary school diploma and their college diploma or certification. The College Now program provides opportunities to explore career prospects and helps ensure a successful transition to college. Dual credit courses also engage students to the college setting and culture, provide a smooth transition from secondary to post secondary education. Evidence has shown that dual credit programs increase the likelihood of graduation success and reduce dropout rates.

## Thunder Bay Catholic District School Board

### Welding Connections

Schools	High School Course	College Course	Type
St. Patrick High School	TMJ4C – Manufacturing Technology	WC 126 – T-Joints	Team Taught

Students identify and complete the different welding procedures for T-joints in flat, horizontal, vertical and overhead positions. Welding exercises are demonstrated using 6010-11 and 7018 electrodes in these positions and specific safety precautions for overhead welding are addressed. Students enrolled in Manufacturing Technology and trade relevant SHSM programs are automatically selected for dual credit studies. Non-SHSM students studying technology courses are screened and interviewed at the school level. The program is delivered at St. Patrick High Schools with classes delivered at the college two days per month.

### Transportation Practices

Schools	High School Course	College Course	Type
St. Patrick High School	TTJ 3C – Transportation Technology	HC 121 – Applied Word Practices	Team Taught

This course introduces students to accident prevention, various hand and power tools, measuring tools, testing and shop equipment as it applies to Motive Power Trades. The student gains an understanding of fasteners, tubing, fittings, fuels, lubricants, coolants, sealants and adhesives. A basic knowledge of blueprint reading, drawing, welding, cutting and Workplace Hazardous Material Information System (WHMIS) and machine operation is ensured. Students enrolled in Transportation Technology and trade relevant SHSM programs are automatically selected for dual credit studies. Non-SHSM students studying technology courses are screened

and interviewed at the school level. The program is delivered in the Thunder Bay Catholic DSB High Schools with classes delivered at the college two days per month.

### Healthy Futures

Schools	High School Course	College Course	Type
St. Ignatius High School	TPC 3C – Health Care	PH 245 – Human Biology	Team Taught

Health and Wellness SHSM students in the Thunder Bay Catholic DSB explore opportunities and trends in the economy that affect health care professionals. Students examine traditional roles as well as gain an insight into their own personal affinity for the health care field. In Biology, students complete a thorough examination of atoms, molecules, the molecular building blocks of life, cellular structure, metabolism, gene expression, the transmission of hereditary characteristics that maintain unity. Students enrolled in the Health and Wellness SHSM are automatically selected for dual credit studies. Non-SHSM students studying credits in the SHSM bundle are screened and interviewed at the school level. The SHSM Health and Wellness programs are offered in two separate locations. The program focus is also distinctively different between the two SHSMs.

### Sound Production

Schools	High School Course	College Course	Type
St. Ignatius High School	Arts – Music (SHSM)	MM 227 – Sound Production	Team Taught

This course engages the student to design, discuss and compose original auditory compositions for applications, animations and video using cutting edge digital audio technology. The course challenges the listener to better appreciate major movements in music, the quality of sound and the appropriate use of audio in computer applications and motion graphics. Sound design, composition, management, output and compression are topics for the semester. Students are involved in the Arts – Music SHSM program. Students enrolled in Arts – Music SHSM program are automatically selected for dual credit studies. Non-SHSM students studying The Arts courses are screened and interviewed at the school level. The program is delivered in the Thunder Bay Catholic DSB High Schools with classes delivered at the college two days per month.

## Kenora Catholic District School Board

### Northern Hospitality 11

Schools	College Course	Type
St. Thomas Aquinas High School	GE 271 – Cooking Made Easy	College Delivered

The GE 271 – Cooking Made Easy dual credit supports our Hospitality and Tourism SHSM. Potential students are interested in pursuing a career in the hospitality and tourism industry through entering the workplace upon graduation or by continuing on to college programs/apprenticeship. Guidance, student success, coop, and classroom teachers identify students who are then approached about the benefits of this program. At risk students who have successfully completed a coop credit are also considered. This course is bundled with coop credits. This full day program, over 4 weeks, leads to full day coop placements and hopefully, full time



employment for the summer. The course is delivered by a college instructor at the college.

### Northern Hospitality 12

Schools	College Course	Type
St. Thomas Aquinas High School	CU 130 – Baking and Pastry Arts	College Delivered

CU 130 – Baking and Pastry Arts is a dual credit that supports our Hospitality and Tourism SHSM. It enriches the knowledge, skills and values that students have gained from the successful completion of TFT3C, our hospitality course at the high school. The program is designed for students who are interested in pursuing a career in the hospitality and tourism industry through entering the workplace upon graduation or by continuing on to college programs/apprenticeship. Guidance, student success, spec ed, coop, and classroom teachers identify students who are approached about the benefits of this program. At risk students who have successfully completed a coop credit are also considered. This course is bundled with GE 271 Cooking Made Easy as well as coop credits. This full day program, over 4 weeks, leads to full day coop placements and hopefully, full time employment for the summer. The course is delivered by a college instructor at the college.

### Making the Grade

Schools	College Course	Type
St. Thomas Aquinas High School	GE 113 – Making the Grade	College Delivered

This course provides students with the tools they need to develop the skills, knowledge and attitudes for building a successful future including high school students who are intending to attend a post secondary institution in the coming year. These students may need to strengthen their skills for their first year of post secondary education. Student Success, Guidance and administrators target students for inclusion as well as students who show interest. The course runs for 1 hour per day, 3 times a week at Confederation College.

## Rainy River District School Board

### Building Community

Schools	High School Course	College Course	Type
Rainy River High School	TCJ 4E – Construction Technology	CT 121 – Basic Hand Tools of the Construction Industry	Team Taught

The focus is to provide students with an introduction to the essential skills and employment competencies needed in the skilled trades, specifically residential and light commercial construction. Students interpret construction drawings, and finish (wiring, plumbing, insulating, dry walling) a building. Through this practical experience students gain technical knowledge and skills, experience the need for safety on the job site, problem solve, and work as part of a team. At the same time students “test drive” a career in this field. Once completed this building is used by staff and students; building capacity for their expanding outdoor education program.

### Building Our Future

Schools	High School Course	College Course	Type
Atikokan High School	TCJ 4C – Construction Technology	CT 121 – Basic Hand Tools of the Construction Industry	Team Taught

The focus is to provide students with an introduction to the essential skills and employment competencies needed in the skilled trades, specifically residential and light commercial construction. Students interpret construction drawings, construct,

and finish (wiring, plumbing, insulating, drywalling) a building using “green technologies” whenever possible. Through this practical experience students gain technical knowledge and skills, experience the need for safety on the job site, problem solve, and work as part of a team. At the same time students “test drive” a career in this field. Once completed this building is used to facilitate part of the delivery of the SHSM environment sector program at the school. This program takes place at the Atikokan High School.

### Get Outside

Schools	College Course	High School Course	Type
Atikokan High School	RL 130 Activity Leadership 1	PAD 40 – Outdoor Education	Team Taught

The focus is to provide students with practical applications in the field of recreation and leisure services. Students discover how their personal skills and strengths match the variety of opportunities for work in this career field. They provide leadership to peers and community members in a variety of seasonal recreation activities. They take lessons from the classroom, and using community resources, practically apply their newly learned skills to develop community and school based programs and leisure pursuits. Students in this program have the opportunity to see a clear pathway between high school and post secondary education, and discover their potential for success in a college program.

### Community Connections

Schools	College Course	High School Course	Type
Fort Frances High School	SY 125 Introduction to Sociology	HHS 4M – Individual Families in a Diverse Society	Team Taught

The focus in this program is to provide students with entry level opportunities to experience success in a college course delivered at the college. This is an introductory course for highly subscribed programs in the region in the areas of health and wellness, and education. These employment sectors have excellent employment statistics in our region. Some of the topics covered in this course are socialization, the family gender, sexuality, culture, and inequality. Students discover how their personal skills and strengths match the variety of opportunities for work in this career field. Students in this program have the opportunity to see a clear pathway between high school and post secondary education, and discover their potential for success in a college program.

### Leading to Your Future

Schools	College Course	High School Course	Type
Rainy River High School	RL 130 – Activity Leadership 1	PAD 40 – Outdoor Education	Team Taught

The focus in this program is to provide students with practical applications in the field of recreation and leisure services. Students discover how their personal skills and strengths match the variety of opportunities for work in this career field. They provide leadership to peers and community members in a variety of seasonal recreation activities. They take lessons from the classroom, and using community resources, practically apply their newly learned skills to develop community and school based programs and leisure pursuits. Students in this program have the opportunity to see a clear pathway between high school and post secondary education, and discover their potential for success in a college program.



## Superior Greenstone District School Board

### Technology Connection

Schools	High School Course	College Course	Type
Marathon High School	TCJ 4C – Construction Technology	CT 121 – Basic Hand Tools of the Construction Industry	Team Taught

This community-minded program has been developed to extend the opportunities for student acquisition of basic trade skills. Students see the daily application of high school technology skills to the workplace and understand their relevance for the world of work. It is necessary for students to see a clear link between the secondary school technology program and the college technology programs in skilled trades and technology based programs.

### Cooking with a Purpose

Schools	High School Course	College Course	Type
Manitouwadge High School	TFT 3C – Hospitality	GE 271 – Healthy Cooking Made Easy	Team Taught

One – two days per week the students work with the college instructor for the GE271 course at the secondary school site. The TFT 3C course is delivered on a daily basis as per the semester system. Opportunities are provided for the students to do job shadowing and reach ahead types of activities at the college. Students enrolled in this program are 'at risk' and interested senior students who thrive in a hands on learning environment that combines their passion for success and hospitality. This program serves to reinforce both student self-confidence and the bridge to college after high school for these students from a remote, northern community.

### Welding 1

Schools	High School Course	College Course	Type
Lake Superior High School	TMJ 3E/C – Manufacturing Technology	WC 126 – T-Joint	Team-Taught

The goal of this program is to engage students with an opportunity to learn about one of the most popular trades – welding. Students gain a first hand practical experience in welding while learning T-Joints in a number of different positions. This course has a focus on a pathway to a post-secondary program within welding and the various industries and trades of which welding is a part. Students in this program have the opportunity to see a clear pathway between high school and post secondary education, and discover their potential for success in a college program.

### Forest and Environment Link

Schools	High School Course	College Course	Type
Nipigon-Red Rock High School	CGR 4M/E – Envir. Workforce Mang.	NR 100 – Natural Resource Mang.	Team Taught

The goal of this program is to engage students with an opportunity to learn about the environment and our forests. Students gain a first hand practical experience in the environmental and forestry sectors, with a focus on a pathway to a post-secondary program within an environmental or forestry program through the SCWI opportunities. Students take lessons from the classroom and using these lessons, practically apply their newly learned skills toward job readiness certificate training opportunities and applied learning on field trips. Students in this program have the opportunity to see a clear pathway between high school and post secondary education, and discover their potential for success in a college program.

### Mining Link

Schools	College Course	Type
Marathon High School	MN 130 – Introduction to Mining	College Delivered

The goal of this program is to engage students with an opportunity to learn about the vast number of jobs available in the ever expanding mining – manufacturing sector. Students gain a first hand practical experience in mining and how it relates to manufacturing, with a focus on a pathway to a post-secondary program within a mining or manufacturing program through the SCWI and SHSM opportunities. Students take lessons from the classroom, and then while visiting open pit, underground mining and the smelting/processing plant, relate the theory to real life experience. Students in this program have the opportunity to see a clear pathway between high school and post secondary education, and discover their potential for success in a college program.

### Welding 2

Schools	College Course	Type
Marathon High School	WC 126 – T-Joints	College Delivered

The goal of this program is to engage students with an opportunity to learn about one of the most popular trades – welding. Students gain a first hand practical experience in welding while learning T-Joints in a number of different positions. This course has a focus on a pathway to a post-secondary program within welding and the various industries and trades of which welding is a part. Students in this program have the opportunity to see a clear pathway between high school and post secondary education, and discover their potential for success in a college program.

## SCHOOL IN A COLLEGE

**Jump Start – Thunder Bay CDSB / College Link – Lakehead DSB**  
*College Link* and *Jump Start* are secondary programs offered by the respective school boards at Confederation College. Both are student success programs emphasizing communication, literacy and planning for the future. Students complete credits with the goal of earning an OSSD. The dual-credits provide students the opportunity to experience college, earn a credit, and therefore be better prepared for the future.

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**FORUMS & ACTIVITIES****College Under Investigation : CSI – Collèges Sous Investigation – programme unique**

This CSI initiative features college programs that are unique to Collège Boréal in a number of fields: health, animal care, natural resources and mining. It is presented at Collège Boréal in Sudbury to students from the three French-language school boards of Eastern Ontario.

**Enrichment Day for Grade 11 Students: Journée d'enrichissement pour les élèves de 11 année**

This one-day activity allows students to become acquainted with the learning methods used at the postsecondary level by participating in practical workshops of their choice and gives them an opportunity to learn more about the many careers and professions a college education program offers.

**Work and Initiation in Skilled Trades: Travail et initiation aux métiers spécialisés (TIMS)**

The three French-Language school boards of the Eastern region and La Cité collégiale have an opportunity to experience the TIMS initiative – "Travail et initiation aux métiers spécialisés. During a four-week period, one hundred grade 11 and 12 students integrate theory and practice during learning experiences related to skilled trades. The students explore the following fields: carpentry, plumbing, welding and bricklayer/mason to complete a Cooperative Education/OYAP placement.

**Serving special needs students: bridging the gap between high school and college**

Secondary school representatives describe the reality of special needs students in their schools, the adaptations and services provided and the parents' expectations. Each school board describes its best practices. College personnel from the CRA (Centre de ressources des apprenants) explain the process to be followed to access special services; initiatives provided to help students succeed outlined.

**Smooth transition from high school to college for crown ward students**

Children's Aid social workers, high school guidance counsellors, school board social workers, foster care parents and college personnel join forces to facilitate the high school to college transition of crown ward students.

**Multi trades**

Affords grade 10 to 12 girls the opportunity to meet with women working in non-traditional jobs and to demystify professions that in the past were reserved for men. This initiative enables the students to leave confident that they will be able to study the skilled trade they are interested in and to fulfill a range of career possibilities. This activity also includes a visit of the college labs and technology shops.

**Forum for High School Teachers: Forum pour enseignantes et enseignants du secondaire**

Tour of La Cité collégiale classes and exchange with students engaged in Dual Credit Programs. Opportunity for sharing between Coop Ed and High Skills Majors teachers.

**Dual credit promotion: Campagne de mise en marché des cours à DRC**

La Cité collégiale and Collège Boréal partner with the province's 12 French-language school boards to develop marketing strategies for dual credit programs. Aimed at increasing the dual credit clientele, the promotion reaches out to students, parents, school personnel and the general public.

**Revision and renewal of equivalency agreements**

School boards and college representatives review linkages and equivalency agreements to better reflect curriculum changes Early Childhood Education and Hospitality and Tourism programs are reviewed.

**Multi trades workshops**

These four workshops provide at-risk students with information and make them familiar with the advantages of the pre apprenticeship and college certificate programs offered at La Cité collégiale.

**DUAL CREDIT PROGRAMS****Level 1- Apprenticeship**

Allows students through concrete and significant learning opportunities to discover the world of skilled trades with all the advantages it offers. The goal is to motivate them to continue their secondary and post-secondary studies to learn a skilled trade.

**Electrician – Building and Maintenance**

In this course, the students learn to assemble, fit, repair, maintain, connect and check various electrical equipment, drive equipment and cables. They witness the installation of alarm, communications, lighting and electrical supply systems.

**Plumber**

The students learn to install, repair and maintain plumbing, accessories and other plumbing materials used in water distribution and wastewater disposal, in private homes as well as in commercial or industrial buildings.

**Carpenter-Cabinetmaker**

The students become acquainted with all the notions involved in the stages of a building project, from the manufacture of formwork for foundations to the interior finishing elements such as doors, mouldings and staircases. They also learn how to use, safely and adequately, several tools and work instruments essential for this trade.

**Hair Stylist**

The students become acquainted with haircuts and styling, perms, colouring and beard and moustache trimming. They are also taught the necessary knowledge to manage a hair salon adequately.

**Welder**

The students learn to assemble, manufacture, develop, modify and repair equipment, devices and structures using welding-related procedures.

**Industrial Millwright**

The students acquire the necessary theoretical and practical knowledge to ensure the operation and maintenance of the machines, make diagnoses and repair and adjust industrial machinery. The machines include pumps, presses, handling systems and the complex elements of automated machinery. The students develop machining, welding and assembling skills.

**Early Childhood Educator**

This course enables the students to work with children in a school environment or in licensed day-care centers.

**Automotive Service Technician**

This training allows the student to develop automotive service skills. Technicians have solid theoretical and practical knowledge that allows them to address the challenges posed by modern test designs and techniques in the field of motor



vehicles. The student earns his or her Level 1 Automotive Service Technician and two credits towards his or her OSSD.

### Brick and Stone Mason

Students learn how to cut, shape and lay bricks. They acquire basic theoretical and practical skills required to build and repair walls, arches, floor coverings, fireplaces, chimneys and other structures.

### Pathways to Various Postsecondary Fields of Study at La Cité collégiale

By taking advantage of the secondary school program offered through the dual credit courses in various fields of study at the college, the students increase their possibilities of finding a course of interest and thus increase their chances of successfully obtaining an Ontario Secondary School Diploma. Access to specialized courses offered at the college level enriches the Specialist High Skills Major program. Students who complete a dual credit course accumulate postsecondary credits that enable them to progress towards pursuing college studies. In 2010-2011, the Eastern Ontario French-Language RPT dual credit programs include the following courses:

- Dessin 1 – Drawing 1
- Architecture du système d'exploitation Linux – Architecture of the Linux Operating System
- Boulangerie et pâtisserie – Baking and Pastry Making
- Destinations d'Amérique du Nord – North American Destinations
- Conditionnement physique et mieux-être – Physical Conditioning and Well-Being
- Dentisterie préventive – Preventive Dentistry
- Techniques d'auto-défense – Self Defense Techniques
- Introduction à la photographie – Introduction to Photography
- Maquillage – Makeup
- Animation d'une activité de loisirs
- Coiffure de base – Basic Hairdressing
- Design d'intérieur – Interior Design
- Soins des pieds – Foot care
- Coffrage – Formwork
- Soudage – Welding
- Instrumentation 1

### Courses Offered On-line 2010-2011

- Terminologie médicale – Medical Terminology – Collège Boréal
- Culture technologique – Technological Culture – Collège Boréal
- Introduction à la psychologie – Introductory Psychology – Collège Boréal
- Introduction à la sociologie – Introductory Sociology – Collège Boréal
- Principes de gestion – Management Principles – La Cité collégiale
- Principes de marketing – Marketing Principles – La Cité collégiale
- Introduction à html – Introduction to html – La Cité collégiale
- Programmation internet 1 – Internet Programming 1 – La Cité collégiale
- Réalités et relations interculturelles – La Cité collégiale

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## REGIONAL PLANNING TEAM 13 Central Lakes Regional Planning Team

### PARTNERS:

Bluewater District School Board | Bruce-Grey Catholic District School Board | Simcoe County District School Board | Simcoe Muskoka Catholic District School Board | Trillium Lakelands District School Board | Georgian College

### FORUMS

#### Dual Credit Instructors

Teachers and faculty meet at the start of each semester to better understand the dual credit student and to prepare for course delivery.

#### Elementary

Teachers of grade 7 & 8 students come to the college campus to learn more about the college pathway. Topics include college stats, student supports and dual credits.

#### Webinars

Using an online tool, project administrators are able to deliver information about planned activities, forums and dual credits directly to teachers in schools in this quick overview.

#### Computer Science and Communications Technology

Teachers involved in the delivery of these secondary courses join forces with their college counterparts to look at issues of shared concern. Includes hands on workshops delivered by college faculty.

#### Health Care, Owen Sound

In response to identified community needs and in alignment with SHSM, college faculty, secondary teachers and board staff and employers meet to discuss health care.

#### Environment/Energy, Owen Sound

With the advent of new college programming, plus related SHSM and a large employer looking for support, this Forum addresses environment and energy opportunities.

#### Environment, Barrie

Following successful connections made during an activity, teachers in Environmental programs are spending time with college faculty upgrading their skills.

### ACTIVITIES

#### Arts Mentoring Workshops

Combining the advantages of peer mentoring and hands-on experiences, this project brings secondary students together with college students in arts settings to promote careers in the arts. Senior college students in Web Animation, Interior Design and Decorating and Fine Arts visit grade 11 arts classes, bringing with them supplies for a hands-on workshop. The college students teach a lesson related to their college curriculum which connects to the secondary school topic. They also describe their pathway to college and their career plans.



## Before Graduation

*Before Graduation* targets grade 11 students at a key decision-making time in their lives. Through career exploration tools, workshops with employers and motivational speakers, 250 students have the opportunity to look seriously at their next steps. With the goal of choosing a pathway, these students are now in a better position to choose their options at high school.

## After Graduation

*After Graduation* is a one day motivational experience for grade 12 students about to complete secondary school without clear career plans. They may be disengaged, overwhelmed or under motivated, but each has potential to achieve. This community effort brings employers and educators together to tell students about jobs available with a high school diploma and those that require post-secondary education. The theme of the day is "Get on the Bus" which encourages students to start somewhere, understanding that any "bus" or pathway can lead them to another.

## Communications Tools

The Central Lakes RPT has found that clear communication with its various target audiences is key to project success. This project includes our website, [www.centrallakes.ca](http://www.centrallakes.ca), which is used as a registration tool for events and projects, to post presentations made at forums, and to promote the goals of SCWI. Communications approaches include a dual credit manual for teachers, administrators and faculty, videos of dual credit students and the printing of brochures for the Central Lakes RPT.

## Grizzly Cubs

Grizzly Cubs is an exciting on-campus opportunity for grade 8 students from across the Central Lakes region. The project now includes three college campuses and more than 1500 students participating in one-day experiences that include hands-on workshops in program areas, a campus tour and the chance to interact with college students who lead the day. The Grizzly is the Georgian College mascot, and these young "cubs" leave with a vision of themselves being part of the college in the future.

## Outreach to Parents

This project provides funding for college student ambassadors participating in other projects to respond to secondary school requests to set up displays or speak at parent evenings including grade 8 parent nights and meet the teacher. It uses existing events as a vehicle to promote the SCWI and Central Lakes RPT message.

## Picture Yourself @ College

*Picture Yourself @ College* is a companion piece to *Grizzly Cubs*, allowing the college message to reach more elementary students. College Student Ambassadors travel to grade 7 & 8 classrooms with a presentation that includes basic information about post secondary options, a career choice game, a DVD about a day in the life of a college student and personal stories from the Ambassadors about their pathways.

## Picture Yourself on Campus

Picture Yourself on Campus gives grade 11 students the chance to try a hands on workshop in a program area offering a dual credit in the following academic year. This helps to raise the profile of the dual credit opportunities with students, their teachers and their parents. The day also includes the opportunity to discuss the logistics of enrolling in a dual credit, in particular timetabling implications.

## Prospecting Success

Twenty disengaged secondary students chosen by their schools are connected to a college student mentor in this successful project. They are given one-on-one career services at their home school by a college career counsellor, helping them to narrow their pathway choices. The students then select a college program of interest and are paired with a college student volunteer mentor. The college mentors host the secondary students for four days on campus, bringing them to classes, the library, etc.

## SHSM Teachers Reach Ahead

Designed to help secondary staff gain deeper understanding of the college programs that relate to their Specialist High Skills Majors, this project sees 20 teachers spend a day on campus. The teachers are immersed in classes, labs and in conversation with college faculty, students and staff so they can better choose reach-ahead opportunities for their SHSM students and better tailor contextualized learning activities. Teachers prepare to search out certifications and reach ahead experiences from the college.

## Guiding Parents

The CLRPT believes that guidance counsellors in our secondary schools are a key gateway to parents and students, so we have developed a number of resources to help thosekey teacher deliver the SCWI message consistently and easily at grade 8 parent nights, teacher-parent interviews, during Career Studies classes etc. The resources include a web based interactive presentation available for download or for use in classrooms and a *Top Ten Fears of Post Secondary Education* powerpoint presentation. Topics include dual credits, ways to support secondary students, stats about how many students actually attend post secondary, and videos that show individual college student stories.

## Program Highlight Day

In order to give students and their teachers the chance to learn about new opportunities at the college, this project sees new programs featured in an on-campus experience. School groups with SHSMs related to the new program attend, learning more from faculty and students, taking part in program-related activities and seeing the college campus. For 2010-11, the new program featured is Recreation and Leisure. The related SHSM is Health and Wellness. Other related programs like Nursing, Paramedic, Ski Resort Operations and Golf Management are also highlighted.

## DUAL CREDIT PROGRAMS

### Centre for Success

The Centre for Success operates at two campuses with two delivery models. In Muskoka, disengaged students are counselled into alternative timetables at their schools, including a top up dual credit from a program on the local college campus in both semesters. In semester two, a congregated delivery of a hospitality credit is delivered over 14 weeks in the daytime. In Owen Sound, disengaged or SHSM students looking to explore programs on that campus participate in top up dual credits.

### Transitions to Transportation

Transitions to Transportation provides for expansion of a successful dual credit project, offering a hands-on technical course to students from three school boards. In a concentrated period in the spring, students enrolled in Transportation classes and SHSM study a first year college course at the Georgian College Skilled Trades Centre in Midland. The focus is the marine and small engine industry, which has a documented need for technical employees.

### Transitions through Night School

Transitions through Night School is an innovative and proven successful way to connect secondary school students to college. Taking place at four college campuses and two secondary school locations, it is open to students looking for their final secondary credits to graduate. College courses in both program-specific and general education credits are offered after regular school hours to allow students the flexibility to continue in their secondary classrooms.

### Transitions to Health Care

Transitions to Health Care sees senior secondary students exploring health care career paths both on the job and through college courses from the Pre Health Sciences and Personal Support Worker programs. This program presents an excellent opportunity for many learners to connect to the health care field and explore their opportunities in the field. It expands this year to include four locations, including a college campus that has not participated in past.

### Transitions to Business

Transitions to Business allows students to explore the business world through a college course and a co-operative work placement. This allows disengaged senior students or SHSM students the opportunity to earn up to four credits in their semester, while giving them confidence for the future. The college course chosen is called Pitching the Campaign, and focuses on giving students the confidence to present themselves to others, a skill that will serve them well in future.

### Transitions to Construction

This marks the return of a successful dual credit from 2008 and 2009 at the request of the secondary school technology teachers. It provides an opportunity for students interested in carpentry apprenticeship and post secondary training to sample college expectations while gaining a marketable skill in Blueprint reading.

### Culinary Connections

Culinary Connections brings college chefs into secondary classrooms to offer a dual credit to secondary students. This project includes three secondary schools whose facilities are of high standard, connects to the SHSM at the schools, and trains students in their own communities. In addition, two other schools participate in a compressed dual credit, experiencing the facilities in the college labs.

### Level 1 Carpenter

This level 1 program allows students to begin their carpentry apprenticeship while they are still in school, providing them with the confidence they need to self-advocate and continue training. Carpentry is an unrestricted trade and many employers don't utilize the apprenticeship program, though they know the benefits. This program helps at risk students who may be uncomfortable pressuring their employer to become signed apprentices, gaining those benefits.

### Transitions to Community Services

This project opens avenues in our region for secondary students considering college pathways in Child and Youth Work, Education Assistant and Early Childhood Education. Secondary students with an interest in these careers can take a college credit on the Orillia Campus while also pursuing a related co-operative education placement. One credit is offered at a secondary school in Bracebridge. The need for well-trained individuals to work with children has been identified as a board priority given the shift to full-day, everyday kindergarten.

### Transitions to the Arts

This program is geared towards students interested in pursuing a design or visual arts program at College, a group that is often overlooked. Students could be interested in traditional visual arts such as painting and drawing, but also graphic design or web design. The credits chosen are designed to apply to more than one college program, providing opportunity to explore options, develop portfolios, and make decisions.

### Transitions to Environment:

This dual credit program has evolved into a partnership between the RPT and Parks Canada. Students from a SHSM in the Environment take a related college general education credit at Parks Canada facilities in Tobermory. The location in a World Biosphere Reserve of Bruce Peninsula National Park offers incredible opportunities for students. The college course chosen provides a good environmental foundation for any post-secondary studies and can be applied as a general education credit for college courses.

### Transitions to Welding

This program allows secondary students to pursue post secondary training in Welding in state of the art college labs. This team taught credit is delivered in a compressed format. It combines college curriculum with secondary Technology curriculum, which supports the Construction SHSM for some students and brings opportunity to other technology students.

## SCHOOL IN A COLLEGE

### Owen Sound FLEX School

The *Flex School* is a successful School Within the College started in 2008-09. Combining credits from college and secondary school with a late start to the day and co-operative education, enables at risk students to complete their diplomas. Students attend the college campus from four Owen Sound high schools and are mentored by a secondary homeroom

teacher. Students can attend one semester or two, and have a dual credit opportunity in each.

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## REGIONAL PLANNING TEAM 14 Golden Horseshoe Regional Planning Team

### PARTNERS:

District School Board of Niagara | Grand Erie District School Board | Halton Catholic District School Board | Halton District School Board | Hamilton-Wentworth Catholic District school Board | Hamilton-Wentworth District School Board | Niagara Catholic District School Board | Mohawk College | Niagara College | Sheridan Institute of Technology and Higher Learning | Business Education Council of Niagara | Halton Industry Education Council | Niagara Workforce Planning Board | Brock University

### FORUMS

#### Teacher Candidate Plenary

A focus group to brainstorm and design a project around College Pathways orientation for intermediate and senior teacher candidates.

#### College Life Workshop

Delivered during the *Destination College* event to grade 7 students and teachers. Workshop introduces students and teachers to the benefits of attending college.

#### Connecting to College/Niagara Link

Teacher orientation session

### ACTIVITIES

#### Building Better Pathways

The Building Better Pathways project is a multi-day activity which brings secondary students to college for enhanced experiences, including hands on experiences in labs and shops, interactive presentations by college students, twinning of high school student with a college student for a 1\2 day, and building relationships between college faculty and secondary school teacher in related disciplines.

#### Destination College

2010-2011 is the seventh year that Destination College has been held at partner colleges in the Golden Horseshoe. This event is held in the spring and provides over 2 400 grade 7 students with hands-on, interactive learning opportunities in small groups in the subject faculties available at each college.

#### Developing Dual Credits: ECE & Electrical

The Developing Dual Credits project creates partnerships and potential dual credit programs for the Electrical program with Mohawk College, and the Early Childhood Education programs with Mohawk College and Sheridan College. This project focuses on curriculum alignment between the college courses and the high school curriculum, gap analyses, and subsequent program



development to address the gaps. This activity will lead to the development of Dual Credit programming in both areas in 2011-12.

### Elementary Robotics

This project allows grade 7 and 8 students to participate in a junior robotics program. It is an opportunity for senior elementary students to work with secondary dual credit students, Mohawk College instructors, secondary teachers and community mentors in the robotics field. This program supports the HDSB goal to introduce contextual learning and pathways to elementary students.

### Golden Horseshoe Regional Pathways Symposium

This one-day symposium for school board faculty and staff, college personal and business/industry personnel provides a venue to share current pathways programs, discuss promising practices, identify areas of common interests, identify gaps and determine next steps. It also provides a forum to explore potential for SHSM partnership activities, including Reach Ahead, certification and dual credit opportunities.

### Reaching Higher

Reaching Higher 2010 – 11 is an opportunity for students to learn more about the college Business pathway through an interactive day at a participating college. This event combines information workshops and activities with a business case study and presentation by participating secondary school students. Grade 10 students work directly with a current college Business student as a consultant/mentor.

## DUAL CREDIT PROGRAMS

### Building Careers: General Carpenter Level 1 OYAP

This program has been designed to facilitate the delivery of a team taught General Carpentry Level 1/TCC4E2 (2-credit TCC4E). Students completing this program have a greater opportunity to pursue a General Carpenter apprenticeship and receive semester 1 exemptions in the Construction Engineering Technician program.

### Connecting to College

The Connecting to College Dual Credit project offers students from the District School Board of Niagara and the Niagara Catholic District School Board the opportunity to complete 2 college general education courses at Niagara College during afternoon classes each week. Students can use their mornings to complete the secondary courses needed to finish their OSSD. Students considered to be at risk or disengaged will benefit from this program.

### Pathways to College through Advanced Manufacturing

This SHSM Manufacturing Program which runs at Burlington Central HS is an experiential learning program in which students apply math and physics concepts in the design and production of various manufacturing projects. The dual credits with Mohawk College are delivered through an optional after school robotics program where students work with mentors from industry, colleges and schools to build a robot and compete in FIRST Robotics. Areas of focus include precision machining, welding, CNC, CAD/ CAM, metallurgy, metrology, sheet metal, and other manufacturing areas in the robot build.

### Connecting to College

At risk and disengaged students have the opportunity to complete 2 college general education courses on the college campus 2 afternoons each week. Students are transported to the college campus. In semester one, courses are at the Niagara on the Lake Campus. In semester two, courses are offered in Niagara on the Lake as well as the Welland Campus.

### Mohawk Bridge

Students enrolled in this dual credit program take up to two secondary school courses at their home school and two college General Education courses for dual credit at Mohawk College. In 2010-11, Mohawk Bridge is expanding to offer students scheduling in either morning or afternoon cohorts to increase the accessibility and flexibility of the program. This program is especially attractive to students who are disengaged or at risk of not completing their OSSD.

### Health and Safety – Hospitality SHSM

The SHSM Hospitality Dual Credit gives students the opportunity to receive a Niagara College course in Food Health and Safety delivered by college faculty while also earning secondary credits towards their SHSM designation.

### SHSM Arts & Culture

Students involved in Arts & Culture SHSM programs in DSBN and NCDSB have the opportunity to complete a drawing or design college course on the college campus. Students completing this course are eligible to earn both secondary and college credit.

### Technology Dual Credit

This course has been designed to give students a college delivered CAD course which is applicable to a number of different college programs and therefore appeals to a broader audience of students. Students successfully completing this course are eligible to receive both secondary and college credit.

### Mohawk Tech Bridge

Mohawk Tech Bridge provides senior students with the opportunity to experience CAD and a Math course for Technology programs. Successful students are able to apply the courses completed toward technology programs at Mohawk. Students are also exposed to the many Technology programs available at Mohawk.

### HVAC Dual Credit

The HVAC Dual Credit program is being offered in conjunction with the SHSM Construction Program at M.M. Robinson High School. The program is also offered as an OYAP program. This dual credit is delivered on a team-teaching platform.

### Level 1 OYAP Automotive Service Technician

This program provides students with the opportunity to complete the common core apprenticeship training while earning credits towards their OSSD.

### Level 1 OYAP Cook

This program provides students with the opportunity to complete the level 1 cook in-school apprenticeship training.

### Level 1 OYAP CYW

The Level 1 CYW Apprenticeship Dual Credit program allows students interested in pursuing Child and Youth Worker apprenticeship or diploma programs to begin their education while still in high school with all the supports that secondary schools provide.

### Level 1 OYAP ECE

This program allows students interested in pursuing Early Child Educator apprenticeship or diploma programs to begin their education while still in high school with all the supports that secondary schools provide.

### Level 1 OYAP Hairstyling

This program provides students with the opportunity to complete the level 1 hairstylist apprenticeship training while earning credits towards their OSSD.

## SCHOOL IN A COLLEGE

### Niagara Link

The Niagara Link Dual Credit project provides at risk and disengaged students the opportunity to complete 1 college general education course on the college campus while completing credits for their OSSD. Students complete all their school work while on campus at Niagara College with the assistance of a DSBN teacher.

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## PARTNERS:

Algoma District School Board | Huron-Superior Catholic District School Board | Sault College of Applied Arts and Technology

## FORUMS

- Teacher/Faculty Development
- Level One Hairstyling Open House
- Student/Parent Dual Credit Information Sessions

## ACTIVITIES

### Curriculum Alignment and Pathways Development

For 2011-2012 the focus is on updating curriculum pathways for each of the following areas:

1. Renewable Energy, 2. Natural Environment Technician/Technology, 3. Media & Design.

### First Lego League Regional Competition

*FIRST LEGO League* (FLL) is an exciting and fun global robotics program that ignites an enthusiasm for discovery, science, and technology in elementary school students. Each year FLL teams embark on an adventurous Challenge based on current, real-world issues.

Guided by a team coach and assisted by mentors, the students:

- Research and solve a real-world problem based on the Challenge theme
- Present their research and solutions
- Build an autonomous robot using engineering concepts

Using the yearly Challenges, FLL:

- Entices students to think like scientists and engineers
- Provides a fun, creative, hands-on learning experience
- Teaches students to experiment and overcome obstacles
- Inspires students to participate in science and technology

### Culinary Competition

The competition is a “Show of Class” cooking event for secondary school students who participate in teams of two at the Sault College Gallery Kitchen. The competition allows contestants to put their culinary skills and passion to the test for fun and development. While at the College, students also get a demonstration of equipment and safe cutting techniques and kitchen tours.

### Grade 9 Tours

Sault College hosts Grade 9 students from both boards in the Algoma District, including those from outlying schools. Grade 9 students receive a short introduction to a wide variety of program areas in the College during a full day tour.

### Shadow-A-College-Student

Sault College hosts interested Grade 10 students from high schools in the Algoma District. Each high school student shadows a College student to experience “a day in the life of a College student” in a program area of his or her choice. The event provides a hands-on experience in a College program for which high school students have a specific area of interest.

### Gr 11/12 Workplace Tours

In partnership with local businesses and institutions, the Regional Planning team arranges for interested students to have a tour of a selected workplace. Generally the tour is accompanied by a short presentation relating to careers by the host.

## DUAL CREDIT PROGRAMS

### Career Exploration

The college provides a list of existing courses suitable to dual credits providing career explorations in a variety of program areas. The information includes course description, instructor name, date and time of the session, and the number of open seats. High school students participating in Career Exploration are integrated with post-secondary students for the college’s fall and winter semesters.

### Motive Power Coop

Reach-ahead dual credit opportunity for Motive Power coop students. The course was selected in collaboration with secondary school teachers.

### Level 1 Hairstylist Apprenticeship

This program is designed for students interested in the hairstyling trade.

### Level 1 Cook Apprenticeship

This dual credit apprenticeship is for students interested in the Cook trade.

### Level 1 Truck and Coach Apprenticeship

This dual credit apprenticeship training is for students interested in the Truck and Coach trade.

### Environmental/Outdoor Ed

This program provides a College experience for students who have become disengaged and are enrolled in an alternative, outdoor education learning environment in three area high schools.

### SHSM – Arts and Culture

This is a reach-ahead dual credit opportunity for students pursuing SHSM in Arts and Culture. The course was selected in collaboration with secondary school teachers.

### SHSM – Construction

This is a reach-ahead dual credit opportunity for students pursuing SHSM in Construction. The course was selected in collaboration with secondary school teachers.

### SHSM – Manufacturing

This program is a reach-ahead dual credit opportunity for students pursuing SHSM in manufacturing. The course was selected in collaboration with secondary school teachers.

### SHSM – Environment

This program is a reach-ahead dual credit opportunity for students pursuing SHSM in Environment. The course was selected in collaboration with secondary school teachers.

### SHSM – Health and Wellness

This program is a reach-ahead dual credit opportunity for students pursuing SHSM in Health and Wellness. The course was selected in collaboration with secondary school teachers.

### SHSM – Hospitality and Tourism

This program is a reach-ahead dual credit opportunity for students pursuing SHSM in Hospitality and Tourism. The course was selected in collaboration with secondary school teachers.



## SCHOOL IN A COLLEGE

### School College Connection Program

This program gives students who have stopped attending secondary school and are within 6 credits of graduating an opportunity to attain an OSSD in a College setting.

#### Steps:

1. Early leavers are identified by both school boards.
2. Participants are selected from the list identified based on their potential to succeed.
3. All classes for these students are scheduled at the College.
4. Students complete required secondary credits under the direction of two secondary teachers using a variety of instructional techniques.
5. Students are given the opportunity to participate in approved dual credit college courses.
6. 20 to 60 students are recruited.

#### Note:

Since this program started in September 2007, 131 students have registered and 79 have completed their OSSD. Forty-two of these graduates have or are attending Sault College, nine have or are attending another college and one is pursuing a university degree. Six have completed their college education and are employed or pursuing further education. A Student Support Worker, who was hired by SCWI RTP 15, supports the students socially and emotionally in their return to school. As a result, many of the students have been successful.

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### REGIONAL PLANNING TEAM 16

### Équipe de planification régionale francophone du Centre-Sud-Ouest de l'Ontario

#### PARTNERS:

Conseil scolaire de district catholique du Centre-Sud | Conseil scolaire de district du Centre-Sud-Ouest | Conseil scolaire des écoles catholiques du Sud-Ouest | Collège Boréal | La Cité collégiale

## FORUMS & ACTIVITIES

Hospitality and tourism tool kit: *Boîte à outils avec guides abrégés de techniques spécialisées dans les domaines de l'hôtellerie, du tourisme et de la technologie*

La Cité collégiale is developing these short videos and guides dealing with food preparation and to be used in high schools.

#### Media and communications anticipation camp :

##### *Camp d'anticipation en médias et communication*

The two day media and communication anticipation camp is held at La Cité collégiale in Ottawa. Students have an opportunity to participate in practical activities related to this exciting world. They gain hands-on production experience and meet franco-ontarian professionals in the field.

#### Skilled trades anticipation camp in Sudbury:

##### *Camp d'anticipation « Je découvre les métiers! »*

The skilled trades anticipation camp is held at Collège Boréal over three days. Up to 60 grade 11 students have an opportunity to participate in practical activities related to the various skilled trades programs offered at the college. They will understand the career opportunities available to them in these programs as well as the pathways leading to them.

#### Health and well-being anticipation Camp in Toronto:

##### *Camp d'anticipation « Je découvre santé et bien-être! »*

The health and well-being anticipation camp is held over three days at the Toronto campus of Collège Boréal. Up to 30 grade 11 students have an opportunity to participate in practical activities related to the various health and community and social services programs offered at the college. They gain an understanding of the career opportunities available to them in these programs as well as the pathways leading to them.

#### Dual credit promotion: *Campagne de mise en marché des cours à DRC*

La Cité collégiale and Collège Boréal partner with the province's 12 French-language school boards to develop marketing strategies for dual credit programs. Aimed at increasing the dual credit clientele, the promotion reaches out to students, parents, school personnel and the general public.

#### College Under Investigation : *CSI – Collège Sous Investigation: Volet 3*

This activity, initiated in each of the high schools in central southwestern Ontario, highlights the various postsecondary programs offered at Collège Boréal, and the Communication-Journalism program of La Cité through workshops and presentations.

#### Technology pathways development: *Arrimage-Métiers*

Evaluation of the Dual Credit Programs agreement in technology between the school boards and Collège Boréal.

#### Literacy Forum : October 28<sup>th</sup> 2010

Teachers and administrators from the three school boards and the two colleges met to discuss the report published and validate the exercises proposed.

## DUAL CREDIT PROGRAMS

### Hairstyling Level 1 – Windsor

Hairstyling	332A	240
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This program trains technicians so they can offer professional hair cutting, perming and colouring, while ensuring the wellbeing, safety and satisfaction of customers. The program is intended to provide the participating students with Level 1 instruction and with two credits towards their secondary school diploma.

### Welding – Sarnia

Introduction to Welding Procédés de coupage et de brasage	Grouped	SOU1021
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Two courses offered. This allows students to take a college-level credit course and to earn two credits towards the Ontario Secondary School Diploma and prepares them in order to promote their successful transition to postsecondary studies and into the workforce. This program is an introduction to the various cutting techniques and the basic techniques of gas welding, braze welding and brazing. The theory of electric welding and the technique of downhand welding is also introduced.

### Construction Worker – Welland

Construction Worker	403A	252
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The objective of this program is to give students interested in the construction trade the opportunity to begin their apprenticeship, to earn Level 1 and to receive two secondary-level credits for the TCJ4C course. This dual credit program supports the Specialist High Skills Major that is offered at École secondaire catholique Jean-Vanier and École secondaire catholique Confédération.



### Cook – Level 1 – Mississauga and Welland

Cook	415A	360
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This training allows the student to develop skills in the preparation and presentation of food and culinary specialties, to develop various menus and to manage a kitchen in compliance with the current Canadian standards of hygiene and safety. The student earns both his or her Level 1 training and two credits towards his or her OSSD.

### Hairstyling – Hamilton

Hairstyling	332A	240
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The objective of this program is to allow students who are interested in hairstyling to earn both their Level 1 Hairstyling and two secondary school credits for the TXJ 3E/4E courses.

### Hairstyling – Cambridge

Hairstyling	332A	240
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The objective of this program is to allow students who are interested in hairstyling to earn both their Level 1 Hairstyling and two secondary school credits for the TXJ 3E/4E courses.

### Early Childhood Educator

Early Childhood Educator	620C	168
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The objective of this program is to allow Francophone students who are interested in the field of Early Childhood Education to begin their studies, earn modules for their Level 1 and receive two secondary school credits.

### Online Courses

Accessibility to postsecondary education through the dual credit program helps to support learning up to the age of 18. In order to meet the challenges created by the distance between the secondary schools and the Collège Boréal campus and La Cité collégiale, as well as the number of small schools, online courses are offered. These courses help to respond to the needs of schools boards and of their target students, in an economical way.

### Distance Education “Voies d'accès” Courses – La Cité collégiale

Introduction au management de projet	Integrated	GES20459
Principes de gestion	Integrated	MKT21057
Principes de Marketing	Integrated	GES20636
Introduction au HTML	Integrated	WEB16930
Programmation Internet 1	Integrated	WEB16936
Réalités et relations interculturelles	Integrated	FGE17210

### Online Courses – Boréal

Biologie humaine générale	Integrated	BIO 1000
English Communications	Grouped	ENG 1003
Culture technologique	Grouped	BUR 1008
Droit et affaires	Grouped	DRO 1000
Terminologie médicale	Integrated	SAN 1000
Tenue de livre	Integrated	INF 1064
Introduction à la psychologie	Integrated	PSY 1002
Introduction à la sociologie	Integrated	SOC 1001
Métacognition	Integrated	

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# Growth in Activities and Forums reaches over 85,000 participants

The Regional Planning Teams have continued to bring college and school board staff together to develop activities and forums that facilitate the transition to postsecondary learning for thousands of Ontario students.

Forums are designed to build bridges of understanding and communication across the two sectors for students and parents and for other individuals and groups. They are often held in support of SCWI Dual Credit programs. In addition to parents and students, forums are attended by teachers, college faculty, guidance counsellors, administrators and many others.

Activities have a similar intent and may include:

- a. Curriculum alignment and development of pathways to college
- b. Pre-service teacher preparation, teacher staff development and teacher internships
- c. Awareness and promotion of college programs beyond college outreach programs currently in place

Forums and activities have been a part of SCWI since its inception in 1997. Over the years there has been an evolution in terms of expectations and it has become difficult to differentiate between some forums and activities. For this reason it was decided that it would be wise to amalgamate the two categories into one, activities, for 2011-2012.

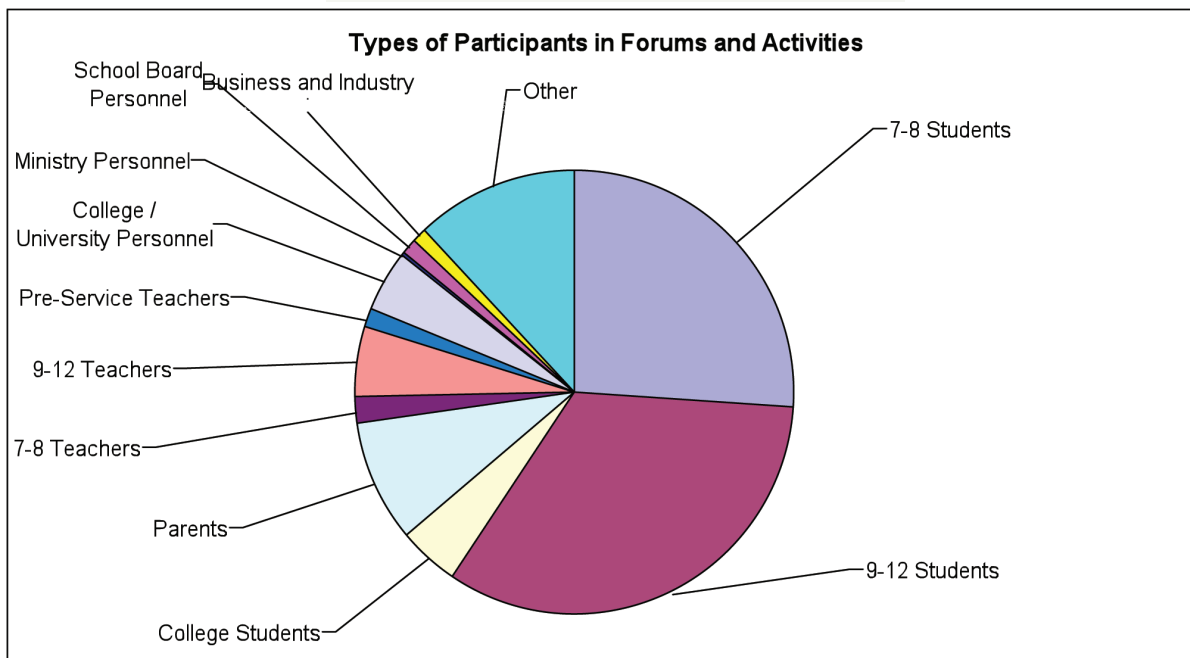
## Participation and number of programs in activities and forums is growing.

There were 85,835 participants involved in activities throughout the province during the 2009 – 2010 school year. The four largest groups of participants were:

- a. grade 9-12 students (33%)
- b. grade 7-8 students (26%)
- c. parents (9%)
- d. college students (5%).

## Forums and Activities 2009-2010

Type of Participant	# of Participants	% of Total
7-8 Students	22452	26.16%
9-12 Students	28480	33.18%
College Students	3861	4.50%
Parents	7664	8.93%
7-8 Teachers	1800	2.10%
9-12 Teachers	4277	4.98%
Pre-Service Teachers	986	1.15%
College/University Personnel	3996	4.66%
Ministry Personnel	79	0.09%
School Board Personnel	1092	1.27%
Business and Industry	954	1.11%
Other	10194	11.88%
TOTAL	85835	



# Timmins Students Unveil 3D Centennial Logo

By Chelsea Romain, The Timmins Daily Press

It was a display of the city's future celebrating its past.

A handful of students from Timmins High & Vocational School shop class pulled the cover from their latest handiwork, unveiling a three dimensional large scale version of the city's 100<sup>th</sup> anniversary logo.

The students began working on the project in early December, only completing the final touches this past month.

"We put over 100 man hours into it and to take on this project was quite the challenge," said project leader and main designer, Aaron Gagnon. "We want to thank the city for this opportunity."

The logo is in full colour, is made only from aluminum and is complete with spot lights so it can be used at night. The students also created a custom-made trailer to allow the project to be moved from one event to the other.

Mayor Tom Laughren said the logo will be used to promote the centennial anniversary at various events in and around the city. It will also be a part of parades and parked outside high traffic areas until the celebrations come to an end on Dec 21 2012.

"I think that the young guys at Timmins High did a phenomenal job," said the Mayor who helped unveil the work Monday. "They've really captured what we were trying to capture with the 100<sup>th</sup> anniversary logo".

Aaron Gagnon, the project leader, said working with the aluminum was difficult but it's lightweight and won't rust. He also said they came up with the design playing off what was already being promoted by the anniversary committee. "We wanted to bring it to life in 3D," he said.

This isn't the first time the welding class from Timmins High has used their skills to benefit the city. In the past, students have created the Christmas wreath that hangs on the McInytre headframe as well as the Pavillion in Hollinger Park.

"Timmins High has been around since 1917-18 and they've done a lot over those years," said Mayor Laughren. "This is our future, this youth are our future and I think that we have

some pretty good skilled trades people here. This will be a great addition over the next two years".

Teacher Dino Colasacco said that the project was an interesting one for the class, allowing them to hone their fabrication, welding, grinding and painting skills. It put to use the theory taught in class and for some developed artistic awareness.

"As a teacher I am proud to be part of this community," said Colasacco. "I know I speak for the students when I say they believe that giving back to the community they call home is a contribution to its future, community pride and well being".

This year marks the 100<sup>th</sup> anniversary of production of local mines while next year commemorates the great Porcupine fire of 1911. The City of Timmins celebrates 100 years since its incorporation in 2012.

This is one example of the range of activities that are carried out by students in Dino Colasacco's welding classes both during the attainment of Level 1 Welder recognition as well as throughout the year. Every year through a partnership with Northern College of Applied Arts and Technology's Apprenticeship Office and the School College Work Initiative, students at the school have an opportunity to experience what it is like to be a Welder and to gain the necessary skills to be a Welder through participation in a Welder Level 1 class. Approximately 14 students every year earn their Welder 1 designation and at least half of those continue in either the Welder Fitter program at Northern College's Kirkland Lake campus or embark on a career in the Welder Technician/Technologist program. Many of the others choose to continue their apprenticeship opportunities with local employers.



# North York Student Finds Dual Credits

## “An Amazing Opportunity!”

By Rosa Duran, George Brown College

With the end of high school looming for Linda Lamelas she started to panic because she had no idea what she was going to do after graduation.

“I didn’t know,” she says. “I would go to my guidance counsellor almost every lunch stressing out.”

In the back of her mind she told herself she could always work with children – because she likes kids – or help out in a vet clinic – because she likes animals – but her heart wasn’t really in either career direction. The only class she really liked in school was art. “I just loved to paint – but there was nothing I could do with that.”

Then one day her art teacher told her about a new program that would allow her to earn a high school and college credit at the same time by taking a visual arts course at George Brown. Although not sure at all what she was getting into, she applied for the dual credit course – thinking she would hedge her bets and work at a veterinary clinic for a co-op to see if she liked it.

As it turned out, her decision to take the course has changed her life. Now she’s a very happy full-time student in George Brown’s Graphic Design

program – with a growing design portfolio. Before coming to the college Lamelas didn’t even know graphic design existed as a career possibility. “It never crossed my mind. I had never heard about it.”

It took courage for Lamelas to leave the comfort of high school for college. “I was so scared. I brought a friend with me to orientation, that’s how scared I was.” But the supportive atmosphere created by Professor Jim Kinney allowed her to relax and discover that she loved graphic design and wanted to pursue it as a career. Not only that, she’s so pumped by the experience of finding a career she’s lost the shyness that plagued her. She now mentors new dual credit students in Kinney’s class and will even make a presentation about Dual Credits at her North York high school. “There are a lot of high school students who don’t know what to do.” Her advice to them: Use a Dual Credit course to explore a career. “It’s such an amazing opportunity!”



# Ontario Youth Apprenticeship Program (OYAP) School College Work Initiative – Dual Credits 2010-2011

OYAP is a school-to-work transition program offered through Ontario secondary schools. Students earn cooperative education credits through work placements in skilled trades. In some cases employers may formally register students as apprentices allowing students to graduate at the end of Grade 12 with their Ontario Secondary School Diploma and a portion of their apprenticeship already completed.

An excellent relationship has been created between SCW Dual Credits and OYAP. Each year as the SCW program grows, OYAP Level 1 apprenticeship in-school programs continue to be a significant component of the SCW Initiative.

In 2010-2011 all OYAP students who successfully complete a Level 1 in-school program at a college with a college instructor are now eligible to get dual credits even if they were not part of the initial SCW application process.

It is anticipated that in 2011-2012 about 2,500 students will have an opportunity to successfully complete a Level 1 apprenticeship program. Most apprenticeship programs are 240 hours which will give students 2 credits towards their OSSD and a college credit for completing the Level 1 program. Based on previous years' experience we know that about 85% of these students will be successful.

OYAP is an excellent opportunity for students to experience working in any of the 157 trades available in Ontario. Interested students should contact the School Boards OYAP Coordinator or speak with a co-op teacher to explore a career in the skilled trades.



Pictured above is the first semester Dual Credit crew from Upper Grand and Wellington Catholic District School Boards. All students are enrolled in OYAP Level 1 apprenticeship training, in the Cook, Truck and Coach, Welder/Metal Fabricator and Millwright programs.



#### Transportation Dual Credit

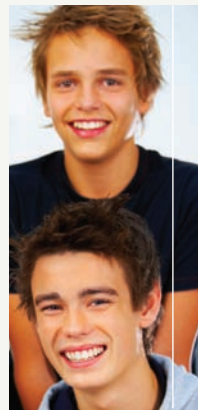
Confederation College Automotive Teacher, Pat Bailey, supervises St. Patrick High School Student, Sever Storkson





## Dual Credit Teacher Forum Regional Planning Team 9, PASS

The PASS RPT in Eastern Ontario held a Dual Credit Forum which attracted 50 participants from 9 school boards (including 18 dual credit teachers) and 3 colleges. Over the course of the day there was active engagement among all the participants. Topics included: discussion on Ministry of Education, Dual Credit Policy and Implementation 2010 document and implications for school boards/colleges; college and school board supports for dual credit teachers and students, and a resource sharing, feedback session for each of the partners in order to address next steps.



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