

**REDUCING THE BARRIERS  
TO  
ACCESS AND SUCCESS**

**Report of the  
Schools-Colleges Project  
Advisory and Implementation  
Committee To The  
Minister of Education and Training**

**November 1994**

November 14, 1994

The Honourable Dave Cooke  
Minister  
Ministry of Education and Training  
22nd Floor, Mowat Block  
Queen's Park  
Toronto, Ontario  
M7A 1L2

Dear Minister:

The members of the Schools-Colleges Advisory and Implementation Committee appointed to recommend actions to expand and enhance secondary school-college linkages throughout the province, are pleased to submit to you their final Report and Recommendations.

In submitting this report to you, we would like to acknowledge the very valuable work of the members and chairs of the four Work Groups who provided the Advisory Committee with so much valuable input to their deliberations. These individuals are all listed in the Appendices to this report.

I am pleased to inform you that the recommendation and Action Plan represent a consensus of all members of the Advisory Committee.

(SIGNED)

Howat Noble  
Vice-Chair  
Schools/Colleges Advisory and  
Implementation Committee

STATEMENT OF SUPPORT BY  
ADVISORY AND IMPLEMENTATION COMMITTEE MEMBERS

As a member of the Advisory and Implementation Committee, I support the Report of the Advisory and Implementation Committee to the Minister of Education and Training, November 1994.

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Howat Noble, Vice Chair

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**SCHOOL-COLLEGE ARTICULATION IS THE CREATION AND MAINTENANCE OF CLEAR, IDENTIFIABLE ROUTES, EMPHASIZING STUDENT ACCESS AND SUCCESS THROUGH CURRICULUM ALIGNMENT, BETWEEN SECONDARY SCHOOL AND COMMUNITY COLLEGE**



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# **CHAPTER 1**

## **MANDATE AND HISTORY OF THE PROJECT**

## CHAPTER 1

### MANDATE AND HISTORY OF THE PROJECT

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In May 1990, the Council of Regents forwarded its report *Vision 2000: Quality and Opportunity, A Review of the Mandate of Ontario's Colleges* to the Minister of Colleges and Universities. This report on the province's twenty-three community colleges contained forty recommendations. Among the key recommendations was the following:

The Ministries of Education and Colleges and Universities should jointly establish a Provincial Schools/Colleges Co-ordinating Council, with representation of all relevant stakeholders from the secondary school and college systems, to improve school-college links and foster initiatives at the local level.

<sup>1</sup>

The report noted that:

Historically, the schools and colleges have operated more or less in isolation from one another. While this has begun to change relatively recently, Vision 2000 believes that more needs to be done to break down the compartmentalization of the two systems . . .<sup>2</sup>

One of the barriers to increasing the number and proportion of secondary school students engaged in post-secondary studies at the college is the apparent lack of information reaching students about the variety of college programs and the careers these lead to . . .<sup>3</sup>

Lack of collaboration between the school and college systems may be contributing to attrition rates in the secondary schools, as well as the colleges . . .<sup>4</sup>

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<sup>1</sup> Council of Regents, *Vision 2000: Quality and Opportunity, A Review of the Mandate of Ontario's Colleges* (Toronto: Ministry of Colleges and Universities, Ontario, 1990), Recommendation 22, p. 89.

<sup>2</sup> Ibid., p. 85.

<sup>3</sup> Ibid., p. 85.

<sup>4</sup> Ibid., p. 86.

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## MANDATE AND HISTORY OF THE PROJECT

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- **INSTITUTIONAL ROLE CLARIFICATION** *to examine the roles of the secondary school and college sectors in order to maximize partnerships between the sectors and their communities*
- **PROGRAM/CURRICULUM COLLABORATION** *to examine the implications of curriculum change in secondary schools and the colleges and the experience of articulation projects to date*

In the context of the two new French-language colleges recently announced, and after discussion with representatives from the Francophone community, the Advisory and Implementation Committee concluded that an opportunity existed to establish a fourth work group making recommendations in the area of French-language linkage initiatives. Accordingly, in December 1993, the committee added a fourth area of investigation:

- **FRENCH-LANGUAGE ARTICULATION** *to focus on the unique opportunities and challenges for French-language articulation between French-language secondary schools and colleges*

The first challenge for French-language articulation is the need for greater accessibility to French-language college programs. The establishment of two new colleges begins to address this need. Once accessibility has been improved, the focus will shift to management issues. The three French-language colleges, which together with the Alfred College of Agriculture and Food Technology comprise a French-language college network, face challenges in the areas of programming, provision of services, and institutional organization and structure. Important concerns are the promotion of the system, the quantity and quality of human and physical resources in relation to the area served, the introduction of a support system for regular and adult students, and consultation with the community by various legal entities (such as school boards and the colleges' boards of governors). Meeting these new challenges in the context of expanded and enhanced linkages between the college system and the secondary school system will require unique solutions.

The Advisory and Implementation Committee met eleven times between June 1993 and October 1994. The four work groups were established for a period of approximately four months each and prepared reports on their respective areas of investigation for the consideration of the Advisory and Implementation Committee. Additionally, the Schools-Colleges Project Secretariat conducted a survey of articulation activities and projects in the province.<sup>7</sup>

This report is structured to answer four major questions on school-college articulation:

- **What is the current level and focus of activity in Ontario?** (Chapter 2)
- **What are the key issues in terms of client access, institutional role clarification, program/curriculum collaboration, and French-language**

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<sup>7</sup> This will be published as a separate document.

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**articulation in Ontario?** (Chapter 3; this chapter contains an abbreviated version of the four work groups' reports)

- **What are the key recommendations in terms of expanding, enhancing, and improving school-college articulation in Ontario?** (Chapter 4; the Advisory Committee recommendations in this chapter are based on, and informed by, but not limited to, the recommendations put forward by the four work groups in their reports)
- **What practical plan of action is needed as a result of these recommendations?** (Chapter 5)

## **CHAPTER 2**

# **CURRENT ARTICULATION ACTIVITY IN ONTARIO**

## CHAPTER 2

### CURRENT ARTICULATION ACTIVITY IN ONTARIO

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#### I Background

Articulation between secondary schools and post-secondary institutions is not a new idea. School-college articulation or program partnering has a long history in the United States. Formal agreements between two or more secondary schools and colleges to jointly plan, prepare, and provide educational programs and courses can be traced back as far as the 1920s in American educational settings, and formal commitments to articulation exist in many parts of the United States today.<sup>8</sup> In Canada, both Alberta and British Columbia have formally constituted councils whose mandate is to ensure ease of transfer among their respective community colleges and universities.

The Alberta Council on Admission and Transfer ... is responsible for developing policies, guidelines and procedures designed to facilitate transfer arrangements among post-secondary institutions.<sup>9</sup>

The British Columbia Council on Admission and Transfer ... provides leadership and direction in achieving an overall objective of expanding educational opportunities for students through inter-institution transfer ... which lead to the various post-secondary institutions working together as a co-ordinated system.<sup>10</sup>

The development of articulation projects in the United States and in Alberta and British Columbia has taken place within the framework of a community college system that emphasizes transfers between the college system and the universities. By contrast, in Ontario, the community college system did not originate as a transfer system but rather as

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<sup>8</sup> See Franklin P. Wilbur and Leo M. Lambert, *Linking America's Schools and Colleges — Guide to Partnerships and National Directory* (Washington, D.C.: American Association for Higher Learning, 1991).

<sup>9</sup> Alberta Council on Admissions and Transfer, *Alberta Transfer Guide 1993-94: a guide to transfer credit at Alberta post-secondary institutions* (Edmonton: Alberta Council on Admissions and Transfer, 1993), p. 1.

<sup>10</sup> British Columbia Council on Admissions and Transfer, *British Columbia Transfer Guide 1993-1994 for courses taken between Sept. 1, 1993 and Aug. 31, 1994* (Victoria: British Columbia Council on Admissions and Transfer, 1993), p. 1.

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## CURRENT ACTIVITY IN ONTARIO

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a stand-alone system, which emphasized career and vocational training for non-university bound students. While this emphasis has shifted somewhat since the founding of the Colleges of Applied Arts and Technology in 1967, it is still a critical component in the programming decisions of the Ontario college system. As a result, articulation linkages in Ontario have developed along different lines from those in other educational jurisdictions, focusing on the transition from secondary school to community college.

The initial leadership in school-college articulation in Ontario came from the Board of Education for the City of North York and Seneca College. In 1988, a three-person team representing Georges Vanier Secondary School and Seneca College investigated the American experience in an attempt to close curricula gaps between secondary school courses and college programs.

What they [Seneca College] succeeded in putting together was an elaborate program-design model that far surpassed their original goals. Once in place, the model served as the basis for developing programs in six vocational areas in its first year. The model also acted as a catalyst for the development of other articulation models and projects throughout the province.<sup>11</sup>

In 1990, the Ministry of Education and the Ministry of Colleges and Universities became formally involved in articulation through a guideline to articulation called the *Blueprint for School-College Linkage*,<sup>12</sup> and the distribution by the Ministry of Education of approximately \$900,000 to individual school boards to support articulation activities. The *Blueprint for School-College Linkage* set out a number of anticipated benefits for school-college articulation in Ontario:

Improved linkage through secondary school-college articulation benefits students, the participating institutions and society generally.

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<sup>11</sup> J. Oppenheimer, "Articulation: Closing the Gap Between Schools and Colleges," *Education Today*, Sept/Oct 1992 (published by Ontario Public School Boards' Association, Toronto), p. 13.

<sup>12</sup> Ministry of Education/Ministry of Colleges and Universities, Ontario, *Blueprint for School-College Linkage* (Toronto: Ministry of Education/Ministry of Colleges and Universities, Ontario, January 1990).

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## *CURRENT ACTIVITY IN ONTARIO*

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For students, articulation can:

- increase motivation to complete secondary school as it provides a clear goal;
- increase access to college programs by providing improved information for educational and career planning;
- ensure appropriate preparation for entry to and success in college programs;
- provide improved self-esteem and greater earnings potential.

For institutions, articulation can:

- serve as an impetus for improvement of courses and programs;
- provide opportunities for faculty and staff development;
- provide improved information for long-range planning;
- facilitate recruitment into low enrolment college programs.

For society as a whole, articulation can:

- promote the realization of full human potential by increasing student retention in secondary schools and colleges and by encouraging more participation by women in non-traditional, high labour market demand occupations;
- increase the efficiency and effectiveness of educational systems by reducing duplication and by sharing of resources;
- increase the productivity of individuals who achieve a high level of occupational preparation;
- reduce the shortage of people in urgently needed skilled occupations.<sup>13</sup>

An analysis<sup>14</sup> of the forty-four agreements that existed in 1990-91 indicated that they included one or more of the following activities/components:

- sharing facilities or faculties

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<sup>13</sup> Ibid., p. 2.

<sup>14</sup> Oppenheimer, "Articulation: Closing the Gap Between Schools and Colleges," p. 14.

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## *CURRENT ACTIVITY IN ONTARIO*

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- development of course cluster packages
- joint curriculum planning, evaluation, and accreditation
- co-operative/collaborative program delivery
- research

In 1993, the Ministry of Education and Training sent out a request for information on articulation activities to school boards whose articulation projects had originally been funded by the Ministry.<sup>15</sup> The results of this survey indicated that over fifty school boards and twenty-two colleges had at least one articulation project. Of these projects, the highest concentration was in south-central Ontario among the large and medium-sized school boards and colleges; the lowest concentration was in northern Ontario, among smaller school boards and colleges, and within French-language secondary education.

In the spring of 1994, the Ministry sent out a further request for information on articulation activities, this time to all school boards in the province. The results of this request are discussed in the next section of this chapter.

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<sup>15</sup> Schools/Colleges Project Secretariat, *Schools/Colleges Linkage Initiatives/Projets de jonction écoles-collèges* (Toronto: Ministry of Education and Training, Ontario, May/mai 1993).

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## **II Types of Activities: What's Going On in Ontario?**

Currently, school-college articulation projects in Ontario vary greatly in scope, complexity and length of existence. The most recent request for information from school boards by the Ministry of Education and Training in the spring of 1994 demonstrates a wide spectrum of activities from single secondary schools linked to an individual college campus, to multi-college/single-board links, to multi-board/multi-college links. The focus of the linkage or project can also vary from a single school/single college program promotion/information sharing to a large number of formal articulation agreements between a board and one or more colleges. In terms of time and length of experience, it ranges from six years of experience with formal articulation agreements between Seneca College and the Board of Education for the City of North York, to boards of education and colleges just developing an initial agreement/relationship, and to no activity at all. In terms of intensity of effort, involvement in articulation ranges from a single project between one secondary school and one college, to 65 college-based articulation projects and activities.<sup>16</sup>

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<sup>16</sup> See The Centre for Instructional Development, *Centennial College of Applied Arts & Technology Articulation Agreements* (Centennial College, May 1994).

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CURRENT ACTIVITY IN ONTARIO

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Articulation projects are concentrated in southern Ontario. Table 1 provides a snapshot of activity levels.

**Table 1**

**School-College Articulation Projects in Ontario by Region**<sup>17</sup>

<b><u>Region</u></b>	<b><u>No. of Projects</u></b>
<b>Western Ontario</b>	<b>18</b>
<b>Central Ontario</b>	<b>96</b>
<b>Eastern Ontario</b>	<b>21</b>
<b>Mid-Northern Ontario</b>	<b>16</b>
<b>North-Eastern Ontario</b>	<b>6</b>
<b>North-Western Ontario</b>	<b>2</b>
	<b>Total</b>
	<b>159</b>

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<sup>17</sup> Survey of Articulation Projects, Spring 1994.

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## *CURRENT ACTIVITY IN ONTARIO*

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Many explanations for the level and distribution of activity can be offered, but the one that seems most accurate is that articulation has taken root and persisted with large and medium-sized boards adjacent to large and medium-sized colleges. In their document, *Blueprint for School-College Linkage*,<sup>18</sup> the Ministries had suggested three key components:

- a Linkage Steering Committee
- a college co-ordinator
- a board co-ordinator

In the initial stages of articulation, with limited funding (range of \$10,000 - \$30,000 per board) from the Ministry of Education, some large and medium-sized boards and colleges were able to make the resource commitments to be local champions and it worked. Small boards and colleges had a much more difficult time getting going. As constraints on education funding in Ontario were tightened in the 1992-94 period, it was clearly difficult to provide resources either to start the process or to sustain it.

That said, almost all the successful activity in articulation is the result of local championing by the staff of boards and colleges. The degree of staff commitment was clearly revealed in discussions and interviews with individuals involved in articulation. Two quotations, in particular, capture the spirit of those actively engaged in articulation projects. One person pointed out that:

``Even in the large boards, much of the work done by the secondary school teachers involved in articulation is done after 4 pm."''

Another person argued that what was needed most of all was ``buckets of permission" to pursue local initiatives.

This spirit rooted in the teaching staffs of the secondary schools and colleges, springs from their experience and personal success with students, who, when provided with some clear routes through what they see as an indecipherable maze, attempt and often complete the routes. The dovetailing of senior secondary and first-year college courses by secondary

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<sup>18</sup> Ministry of Education/Ministry of Colleges and Universities, *Blueprint for School-College Linkage*.

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## *CURRENT ACTIVITY IN ONTARIO*

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school and college teachers helps to ensure student success. These teachers and other staff of secondary schools and community colleges are convinced local champions!

But articulation is evolving and growing from a voluntary activity, especially for college professors, into a more complex, far-reaching and time consuming activity. It has reached the point, in terms of its scope and diversity, where it requires more than the voluntary effort that has sustained it up to now. It is important that there be collaboration and flexibility at various levels, adequate funding, and clear accountability. The recommendations in Chapter 4 of this report seek to expand and enhance the work already begun, while reducing the burden on individual volunteers.

In 1993 and 1994, requests for information on articulation were sent out by the Ministry of Education and Training. In 1993, the requests went to boards with ministry funded projects. In 1994, requests went to all school boards. The replies to the 1994 request indicate a wide range of efforts, but virtually all projects had a major focus that fell into one of five categories. These categories are not perfect in terms of mutual exclusivity but by reading the project descriptions, noting the key focus, it was possible to classify the projects into one of the following areas:<sup>19</sup>

- information exchange and support services
- curriculum collaboration/alignment
- career option(s)
- student access
- resource sharing

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<sup>19</sup> It is important to note that while many of the projects cast under a single focus had a number of elements, the key focus was clear.

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**Table 2**

**Articulation Projects by Project Focus**

<b><u>Project Focus</u></b>	<b><u>No. of Projects</u></b>
<b>Information Exchange and Support Services</b>	<b>33</b>
<b>Curriculum Collaboration/Alignment</b>	<b>73</b>
<b>Career Option(s)</b>	<b>15</b>
<b>Student Access</b>	<b>27</b>
<b>Resource Sharing</b>	<b>11</b>
<b>Total</b>	<b>159</b>

### **1. Information Exchange and Support Services**

This category, which included 33 of the 159 of the projects, emphasized information exchange and support services as the focus of building successful articulation and included:

- effective use of the Linkage Steering Committee
- conferences/workshops on articulation
- referral processes for special needs students
- exchange of print or computer-delivered information
- inclusion of community, business and industry links in information exchange
- representatives from secondary schools serving on college program advisory committees and vice-versa.

Almost all school-college articulation projects involve a co-ordination committee composed of individuals from both sectors, usually called the Articulation/Linkage Steering Committee. As the initial thrust of these committees has been information exchange, virtually all of the projects included this element. What is important to note is that of the 159 projects, only 33 focused on information exchange. There are several explanations for this, but the most logical is that as information exchange is the foundation of the articulation process, these projects are either in their initial stage or information exchange has become the dominant style of the partnership. This latter point is important because active information exchange between the two levels should never be undervalued or taken for granted. Without such communication, nothing will happen. As a locally driven process characterized by local staff/community/institutional commitment, activities and projects rooted in information exchange can also be the most effective focus for particular boards and colleges.

A particularly effective use of information exchange is illustrated by the multi-board agreement between Loyalist College and the following boards:<sup>20</sup>

- Hastings County Board of Education

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<sup>20</sup> All information on the school-college articulation projects has been excerpted directly or summarized from reports sent to the Ministry of Education and Training, Spring 1994. Every effort has been made to assure the accuracy and accurate use of this material.

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## CURRENT ACTIVITY IN ONTARIO

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- Prince Edward County Board of Education
- Hastings-Prince Education RCSS Board
- Northumberland-Clarington Board of Education
- Lennox & Addington County Board of Education
- Frontenac County Board of Education.

In this articulation activity, which involves one college and six boards dominated by rural communities spread over large distances, the college, through a steering committee, has focused on being the information leader. To build and maintain its collaboration, the college has provided the "secretariat support" and done the leg work involved in getting seven separate institutions together. The steering committee has met regularly, has been action-oriented and accomplished concrete results such as the *Females in Technology Camp* and a *Student Mentorship Program* involving recent Loyalist College graduates mentoring, in a planned and systematic fashion, area high school students. As a result of assuming the leadership role and achieving tangible results through the joint steering committee, Loyalist College has developed a significant role with these boards in terms of curriculum (program) liaison. Thus from creating a solid information exchange foundation, Loyalist has been able to build an effective curriculum liaison function between these boards. This in turn has established the basis for any ongoing curriculum collaboration/alignment they jointly undertake.

In another project involving one board, the Metropolitan Separate School Board in Toronto and four community colleges -- Centennial College, George Brown College, Humber College, Seneca College -- information exchange is used to ease the transition to college for students with special learning needs. Dialogue between board special education and guidance teachers and the special needs faculty of the colleges has helped to clarify the meaning of "special needs" within each sector. During this process between the colleges and the board it was discovered that the term "special needs" has different educational meaning for the two sectors. In colleges, "special needs" generally means learning disabled/physically disabled or hearing impaired students who have the ability to complete mainstream college programs. In school boards "special needs" includes the aforementioned students, as well as students who are developmentally delayed. This has led to improved communications about the support services and program opportunities offered by colleges.

Specific "special needs" initiatives include:

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## CURRENT ACTIVITY IN ONTARIO

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- development of an anecdotal information form by school and college faculty which the student will take forward to the college at the time of the initial interview prior to admission and placement testing. This process empowers the student with special learning needs to self-advocate, an approach which is critical to success within the college environment;
- development by Bishop Marrocco/Thomas Merton High School and George Brown College of a program agreement which links secondary and college curriculum, faculty and students to ensure successful transition to college for students with special learning needs who are developmentally challenged.

In another single-board, multi-college project, the Northumberland-Clarington Board of Education and Durham College, Sir Sandford Fleming College and Loyalist College have linked together to develop and provide information to staff and students regarding opportunities for secondary school students at the three colleges. Under the direction of a steering committee, exchanges, presentations and demonstrations have increased student knowledge and awareness of college programs.

In a single-board, single-college set of projects, Conestoga College and the Wellington County Board of Education have created a series of projects to provide opportunities for students and counsellors to obtain current information, to exchange information, and to provide direct service to the secondary schools through workshops and presentations. The College Information Program gives students the opportunity to visit and experience college life.

A project called *Life after OSSD* is a joint venture between the Wellington County Board of Education and the Wellington County Roman Catholic Separate School Board, business and industry, the University of Guelph and Conestoga College. Through a series of workshops and presentations, students are exposed to all options available upon completion of secondary school.

In Ottawa, La Cité collégiale and the Conseil des écoles catholiques de langue française d'Ottawa-Carleton organize annual orientation days for students interested in attending La Cité. These sessions focus on student retention and transition to college programs.

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In Sault Ste Marie a steering committee involving Sault College, Sault Ste Marie Board of Education, Sault Ste Marie Roman Catholic Separate School Board and the Central Algoma Board of Education, provided the impetus for developing a local Community Career Information Centre.

### **2. Curriculum Collaboration/Alignment**

Key to successful articulation is the creation of clear routes between secondary school courses and college programs. Effective program collaboration/alignment means that what has been learned in terms of learning outcomes at a secondary school by students, prepares the students to meet the entry expectations of a college program. In the articulation process, the college and secondary school representatives try to establish written agreements that address both the curriculum bridges and the curriculum gaps that potentially face secondary students. For example, bridges exist whereby taking a specific course or courses, the student proceeds smoothly to the next level — e.g., graduates from North Albion Collegiate at the Etobicoke Board's aviation program are able to enter the Civil Aviation Programs at Georgian College, or students in the Etobicoke Board who complete a combination of required courses (Food Preparation - Commercial, English, Mathematics - Business and Consumer) and recommended courses may lead to advanced standing in Humber College's School of Hospitality.

Critical to success at college is a curriculum continuum between secondary and post-secondary English/Communication courses and mathematics courses. For example, Metropolitan Separate School Board secondary teachers and college teachers from the Metro-Toronto area are collaborating in the development of College Prep English and College Prep Mathematics for Technology. Grade 12 students at the general level who complete these programs will be well prepared for college English and Mathematics.

As can be seen from Table 2 (page 14) by far the highest number of projects (73) focus on curriculum collaboration/alignment. This is an important statistic: studies in the United States, and comments by experienced articulation co-ordinators in the province confirm that "the guts of articulation are program and program alignment".<sup>21</sup> These numbers

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<sup>21</sup> Interview with articulation co-ordinator

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## *CURRENT ACTIVITY IN ONTARIO*

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indicated that Ontario schools-colleges articulation is maturing despite the labour intensive nature of this activity.

An ongoing project between the Frontenac County Board of Education, St. Lawrence College, Loyalist College and Kemptville Agricultural College includes articulation programs in Behavioural Science, Creative Arts, Business, Landscape Architecture, Law and Security, Pre-Gerontology, Tourism and Hospitality, and Veterinary Technology, offered among the eight secondary schools in the county. These programs are made available to all students regardless of their home school location. Students can choose a three or four credit program in a semester which relates to their chosen specialty. Course development is done with ongoing contact between secondary school staff and college staff to ensure program continuity for students between their secondary school program and the college program.

In York Region, a steering committee involving the York Region Board of Education and Seneca College has developed a board-wide agreement for business studies. York Region graduates now have the opportunity to benefit from advanced standing in Seneca's business programs.

Under an agreement between the Simcoe County Board of Education and Georgian College, the secondary school programs have been examined and those which were leading to academic success in the business-accounting and business administration/accounting program at the college were identified. The secondary programs which will lead to greater success with administration - general, legal and medical programs have also been identified. Secondary programs in Grades 11 and 12 where students have succeeded with a mark of 70 percent or better and in OAC courses with a mark of 60 percent or better have been identified and will make students applying to Georgian College eligible for course exemptions.

Under an agreement between the Oxford County Board of Education and Fanshawe College, six Oxford County secondary schools and the college offer preferred entry from a designated secondary program package developed to cover the following areas:

- Construction Technician
- Electrician/Engineering Technician
- Electronics Technician - Robotics/Process Control

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- Motive Power Technician - Gas/Diesel
- Motive Power Technician - Parts Merchandising
- Manufacturing Engineering Technician
- Metallurgical Engineering Technician

To facilitate these projects and agreements, secondary school teachers and college faculty have realigned curricula, developed resource materials and encouraged the heightening of knowledge and awareness of each others environments.

At the Board of Education for the City of Windsor, an articulation agreement between the Board and St. Clair College has been developed for the School Workplace Apprenticeship Program (SWAP) for the trades of Precision Metal Cutting, Motive Power Trades, and Cook. This project is intended to respond to a need to increase student retention in the schools and college by providing co-ordinated curriculum development and instruction. It allows students over a 3-year period to obtain their Grade 12 diploma (OSSD) and at the same time earn pay and apprenticeship hours towards their Certificate of Qualifications.

Under an agreement between the Wentworth County Board of Education and Mohawk College, joint planning teams have brought representatives from the following program areas:

- Manufacturing and Design - Preferred entry will be granted to students who have completed specific requirements.
- Computers - Students with senior computer credits may qualify for an exemption from the college's introductory computer courses.
- Entrepreneurship - Interaction and sharing of teaching and learning resources will facilitate students' transition to the College's Small Business Course.
- Mathematics - Exemptions may be granted for college Math courses, to students who have achieved or surpassed the agreed upon standards.

A thorough tracking of students from Wentworth County supports the positive effects of these articulation programs.

In eastern Ontario, Loyalist College and its partners:

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- Hastings County Board of Education
- Prince Edward County Board of Education
- Hastings-Prince Education RCSS Board
- Northumberland-Clarington Board of Education
- Lennox & Addington County Board of Education
- Frontenac County Board of Education

have signed eleven articulation agreements which focus on college program entry requirements and the most appropriate secondary school course selection for specific college programs including: Architectural Technology, Business Sales, Chemical Engineering Technology, Civil Engineering Technology, Early Childhood Education, Electronics Engineering Technology, Environmental Technology, Information Systems, Mechanical Engineering Technology, Recreation Leadership, and Print Journalism.

Similarly, Niagara College and the Niagara South Board of Education have ten signed agreements containing the following:

- description of the academic skills required for college success
- recommended package of courses that may lead to a specific career
- recommended co-op experiences
- stipulation of criteria for advanced credit/fast tracking
- career information for Guidance personnel.

Within this framework, each of the secondary schools has at least two agreements, while several have five or six agreements covering the following programs: Culinary Skills, Nursing, Manufacturing Engineering Technology, Mechanical Engineering Technology, Business Administration, Retail Management, Business Sales, Electronics, Early Childhood Education, Horticulture, and Interior Design.

### **3. *Explore College Options and Careers***

These types of articulation activities provide secondary students with opportunities to explore college as an option, explore college programs and their career potential and to be generally well-prepared for college.

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These types of activities are well-represented in the survey replies, and include:

- curriculum development that provides college and career information to secondary school students;
- articulation/marketing information for students and/or parents about college programs — e.g., posters, videos, brochures;
- college liaison activities at both the secondary schools and the college, such as simulated classes or an orientation for a specific secondary school audience;
- "guest lecturing" by college teachers and students in secondary schools;
- college placement tests;
- the sharing of resources, faculty and facilities by boards and colleges - e.g., in Career Day activities.

The Metropolitan Separate School Board in Toronto together with Centennial, George Brown, Humber and Seneca Colleges has pioneered the development of career exploration curricula for Grade 9 and 10 students. Secondary school and college teachers have collaborated in the development of career exploration modules focused in Business Studies, Dramatic Arts and the Visual Arts for Grade 9 students. This series is paralleled for Grade 10 students with modules in Career Education in Mathematics, Science and Technology. A key benefit is the integration of relevant career education into specific subject/program areas in Grade 9, a point at which students may consider dropping subjects required for entry to and success in post-secondary programs.

In projects involving the North York Board of Education and Seneca and Humber Colleges, a large number of student activities are used to promote career information and awareness. Activities are planned recognizing the needs of different grade levels and student groupings (e.g., adults, special education) including:

- Grade 10 Career Opportunities Workshops
- Adult Information Workshops

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- General college information sessions and tours
- Special Education college sessions
- Co-operative Education college sessions
- Notetaking and study skills workshops
- Program specific workshops including simulated classes, panel discussion with employers and graduates, student panels
- Accessing college facilities including science labs, travel reservations labs, geography information systems

In addition, college faculty and students participate in the secondary school classroom as guest speakers and resource people.

Ongoing, successful articulation projects between Loyalist College and the following boards:

- Hastings County Board of Education
- Prince Edward County Board of Education
- Hastings-Prince Education RCSS Board
- Northumberland-Clarington Board of Education
- Lennox & Addington County Board of Education
- Frontenac County Board of Education

have led to the development of a program called *Females in Technology Camp*. In this program Grade 10 girls are chosen from eighteen secondary schools in these boards to spend three days at Loyalist College attending hands-on workshops in six different areas of technology. The interest and success generated in the secondary schools prompted a doubling of the enrolment in the program in 1994.

In a project involving Algonquin College and the Carleton Board of Education, Ottawa Board of Education and the Ottawa Roman Catholic Separate School Board, and called *The Algonquin Connection*, a five-day experience-based program for general level students has been designed. It combines the resources of the school boards and Algonquin departments of Hospitality and Tourism, Retail Florist and Horticulture, and Automotive to provide enrichment opportunities for secondary school students. Students spend time at the college and also visiting local businesses enabling them to gain an appreciation for continuing their education and possible career opportunities.

#### **4. Access and Success**

*Vision 2000*, the comprehensive 1990 review of the college system's mandate championed "quality and opportunity" and "access with success"<sup>22</sup>. The review found little support for the view that colleges should become more exclusive organizations -- in fact, the consensus was that they should be more inclusive. Recently, a paper from the Council of Regents<sup>23</sup> has emphasized equity of access to mitigate the revolving door syndrome. Linking the issue of access to retention and success, it recommends better student orientation, assessment, preparatory and remedial services, student tracking and articulation initiatives with the school system.

The questions of access to college and the equity issues around that access were thoroughly reviewed in a position paper from the Association of Colleges of Applied Arts and Technology (ACAATO) Heads of Access Committee which defined access as:

The primary mission of a comprehensive community college is to provide meaningful access to all members of its community who can benefit from college programs and services.

Access denotes the equal opportunity for learners to enrol and succeed in achieving individual goals.<sup>24</sup>

The work group that studied the access issue for the Advisory Committee identified several types and levels of barriers to academic success that might be addressed in the schools/colleges context:

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<sup>22</sup> *Vision 2000: Quality and Opportunity, A review of the Mandate of Ontario's Colleges* (Toronto: Ministry of Colleges and Universities, Ontario, 1990).

<sup>23</sup> Council of Regents, *Achieving Educational Excellence: Strategies for Student Success*, Green Paper prepared by the Working Group on Student Retention, College Restructuring Steering Committee, 1993.

<sup>24</sup> Heads of Access Committee, *Access & Student Success in the 90's* (Association of Colleges of Applied Arts and Technology of Ontario, May 1993), p.4.

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- lack of stated prerequisites
- inability to meet program eligibility criteria
- academic under-preparedness
- financial barriers
- non-availability of college programs for students with primarily general- or basic-level credits
- barriers to students with special needs
- secondary school teachers' lack of awareness or knowledge of the college option

How are these issues being addressed? The short answer is that the 159 current school-college articulation projects all have improved student access as an implicit focus — a significant number of them (25/159) make it a primary focus.

In a typical example, between the Durham Region Roman Catholic Separate School Board, Durham Board of Education, and Durham College, a *Learning Partnership Program* has been created which involves the three institutions in the joint development of policies, procedures and practices in education. Each of the partners in the Durham Region has contributed its expertise in enhancing the joint offering of courses and services for adults including the creation of two information counselling/registration kiosks, one at each end of the region, to facilitate adult re-entry into the educational process.

In another project involving Humber College and the following boards:

- Board of Education for the City of Etobicoke
- Board of Education for the City of York
- Metropolitan Toronto Separate School Board
- Niagara South Board of Education
- Board of Education for the City of North York
- Victoria County Board of Education

a Generic Skills Transition Project was created to improve the transition from secondary school to college for students who needed help with the literacy and numeracy skills required for success in college programs.

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This project makes Humber College's placement tests in English Communication, Technology Mathematics and Business Mathematics available to secondary school students in interested pilot schools. The goals of the project are to communicate clearly to secondary schools the expected levels of literacy and numeracy skills required for success in college programs; to provide an interactive, self-assessment activity to assist high school students to determine their readiness for college in these skills areas; to study the effectiveness of such adaptive, computer-delivered and scored placement tests as part of smoothing the transition to college; and to facilitate discussion and information sharing between secondary school teachers and college faculty.

A project involving the Sudbury Board of Education, Robinson-Huron Treaty Area and Cambrian College has been established to increase access, retention and success rates for Native students in the Robinson-Huron Treaty Area, as well as prepare students to assume leadership positions as First Nations Communities move towards self-government. Called the *Summer Leadership Program*, it includes Native students in Grades 10 and 11 as well as Native students considering post-secondary education. It focuses on leadership skills, career planning, study skills, cultural awareness and life skills. This program will use methods that reflect Native values and strengths to help achieve program objectives.

In a project involving the Board of Education for the City of Etobicoke and Humber College, high school students who are at risk of dropping out are linked with college students who are studying for one of the following courses: Child and Youth Worker, Social Services Worker, Developmental Services Worker, and Law and Security Administration. A similar project involving Loyalist College and the following boards:

- Hastings County Board of Education
- Prince Edward County Board of Education
- Hastings-Prince Education RCSS Board
- Northumberland-Clarington Board of Education
- Lennox & Addington County Board of Education
- Frontenac County Board of Education

titled *College Connection*, links college staff members with secondary students in the boards, as early as Grade 9, to share concerns regarding preparation and success in college programs.

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Algonquin College and the Ottawa area school boards have created a *College Vocational Program* for students taking basic level courses to increase their access to Algonquin College. This one-year program assists students to establish career goals and obtain work skills for future employment. Students take courses in computer training, communications, life skills, mathematics and career planning.

### **5. Resource Sharing and Joint Delivery**

The successful implementation of articulation inevitably leads to resource sharing and joint delivery of programs.<sup>25</sup> As can be seen from Table 2, eleven current projects fall under this heading.

Under an agreement between the Waterloo Regional Roman Catholic Separate School Board and Conestoga College, secondary school teachers and their classes access the equipment resources and faculty expertise at Conestoga College for 10 - 15 hours per semester. During this time, students have an opportunity to apply theoretical concepts in class in the areas of law, journalism, and transportation technology.

Seneca College and the North York Board of Education have developed a program which provides students with the opportunity to take a college level course while enrolled in secondary school. Students taking the course, Psychology of Learning and Human Relations (PSY 585), are eligible to receive a secondary school credit and advanced standing in General Education at Seneca. This Seneca credit is applicable in many college programs. In another instance, Electronic students from the Northumberland-Clarington Board of Education have been bussed to take a 2-credit course at Durham College. Initially instruction was offered by Durham College staff, but currently board staff deliver instruction in the college lab.

An example of an innovative project involving resource sharing/joint delivery involves the Board of Education for the City of York and Humber College. In this project a Satellite Campus has been established between the two partners in Humber College facilities. Its focus is to encourage mature, high school students with 27-29 credits to stay in school by

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<sup>25</sup> Wilbur and Lambert, *Linking America's Schools and Colleges*.

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allowing them to start their college program while completing their secondary school diploma. All students must register for their Humber College program in the normal way and must meet all requirements exclusive of their diploma requirements for the college program they choose. The board provides qualified secondary school teachers who teach the secondary school program at the Humber College site. In the January to June 1994 period, all students completed their high school program and almost all students plan to continue in their college program. Though the students found the load of working, finishing secondary school and their college program heavy, enrolment of new students in the project doubled in the following semester.

### **III Conclusions: What Characterizes Current Activity in Articulation?**

School-college articulation is the creation and maintenance of clear, identifiable routes, or program pathways, emphasizing student access and success through curriculum alignment, between secondary school and community college programs.

These routes or pathways are usually defined and supported by formal agreements between institutions. These agreements usually support students who have not chosen university as their immediate goal.

From the current projects described in the previous sections, we have identified the following key characteristics:

#### **1. *School-College Articulation has Developed through Local Champions/Local Partnering***

Both the elementary and secondary school systems and the community college system in Ontario are highly decentralized. Much of the success of these two sectors can be attributed to their abilities to deliver programs locally within a general set of guidelines or provincial policies. Both sectors have local boards and trustees responsible for local delivery.

In the case of school-college articulation, this local accountability has served well in the initial development of articulation processes and projects. It has produced a great variety in projects, but what is most common is the tailoring of what local representatives of the college and secondary schools deem will work locally for student success. What is appropriate or necessary in Ottawa may not have any relevance in Belleville. What suits the needs of students in Toronto may not address the needs of students in Kingston or Windsor.

What is also striking is how articulation is dependent on local champions. Clearly the modest funding in 1990 of approximately \$900,000 and some general guidelines for establishing articulation processes and agreements provided some province-wide impetus, but it was local effort and subsequent budget re-allocation that sustained a growth for over

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six years to a current inventory of 159 projects. It was local champions that produced the numerous specific articulation agreements between local boards and local colleges.

In the larger boards and colleges, articulation co-ordinators have provided the day-to-day impetus for the development of the articulation processes and agreements. Similarly, a number of medium-sized boards and colleges have appointed either a full-time or part-time co-ordinator. These individuals have networked throughout the province at local, regional and provincial meetings and symposia. An organization of these co-ordinators was created in 1992 called the Ontario Articulation Network. It will be sponsoring its third provincial symposium in November 1994.

The OAN meets regularly and, although composed primarily of representatives from south-central Ontario, has attracted representatives from both eastern and northern Ontario. This is in fact an organization of the local champions. The reorganization of their home institutions and budget cuts have not always made them optimistic about the future but they have survived and are in large part responsible for the development of the articulation projects currently operating in Ontario. For the most part, these individuals are teachers or former teachers whose practical experience in the classroom forged their commitment to articulation. With the help of their respective institutions and administrative staffs, they have developed and enhanced articulation at the critical level of programs and teachers. Much of the work has been done after hours; much of the success has come because of their commitment well beyond normal expectations. Their focus on linking their fellow teachers together to make articulation happen and grow indicates that it is this type of relationship, which sees the student as the centre of activity, that must be fostered and enhanced.

### **2. *Local Information Sharing is Essential to School-College Articulation***

Throughout the discussions and deliberations of the Advisory and Implementation Committee and the work groups, the following types of comments emerged:

On a social level there still appears to be confusion and misconception about the colleges' mandate. The colleges are still perceived by many as less than universities, rather than as post-secondary institutions in their own right. This perception is still prevalent in many of the high schools and among the

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general public. Many parents, students and secondary school teachers are still unaware of what is taught in the colleges and of the validity of their education and training. The college diploma is not viewed as being an important and viable alternative to a university degree. Currently, the high school curriculum is aligned with the university path but a similar alignment with the college curricula does not exist.<sup>26</sup>

Problems such as the lack of true linkage, the lack of ongoing interaction, an inadequate understanding of the college system and its needs on the part of the secondary schools, and the lack of promotion of the college system in the secondary schools stem largely from the lack of contact and opportunities for interaction between school staff and college staff. More direct, personal experience of the college system by teachers would be the best way to promote the college system.<sup>27</sup>

There has been a long-standing perception that secondary school teachers, including guidance counsellors, have a lack of understanding of and experience with colleges, college staff and college graduates...In discussions with the Liaison and Publications Subcommittee of the Committee of Registrars, Admissions and Liaison Officers (CRALO), it was suggested that guidance counsellors are more aware and better informed about college programs than in previous years. However, secondary school subject teachers, who have more direct contact with students than guidance counsellors, are less informed about college programs and the relationship between their subject areas and college level knowledge/attitude/skill requirements.<sup>28</sup>

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<sup>26</sup> Program/Curriculum Collaboration Work Group, "Report to the Schools/College Project Advisory and Implementation Committee", May 16 Draft, p. 3.

<sup>27</sup> Francophone Work Group, "Report to the Schools/Colleges Project Advisory and Implementation Committee", June draft, p.11.

<sup>28</sup> Client Access Work Group, "Report to the Schools/Colleges Project Advisory and Implementation Committee", p. 13.

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These comments capture the feelings of many involved in the Ontario community colleges, that while the route to, and objective of, going to university is well defined and understood by secondary school students, teachers, parents and the general public, the same is not true of the community colleges.

There is also the issue of legitimacy: that going to university is the norm, while going to community college is somehow a consolation prize. As two sociologists have noted in a study of contemporary trends affecting Canadian youth:

Elitism seems to be the rule of the day. Without our being conscious and deliberate, the social conditioning of the past will continue shaping the future. We will unrelentingly hold up university as the only really valuable education to pursue. But in response to the real-life problems of educational elitism, many adults can make moves to dignify a wide range of educational alternatives.<sup>29</sup>

Clearly these are generalizations, but they underline a basic motivation for the information sharing and exchange aspects of almost all articulation projects: the sense that "few if any secondary school teachers went to college — they all went to university so we must work at every opportunity to get them to understand the college system, the college, the college program."<sup>30</sup> This means that virtually all articulation projects in the past several years have included some element of information exchange between the staff of secondary schools and community colleges. Much exchange of information occurs as a result of the joint meetings of a college board and secondary trustees; joint meetings of senior administrators; specifically planned professional development such as Broad Based Technology days for several school boards and colleges; and countless activities involving secondary school teachers and college faculty working jointly to improve information flow and curriculum alignment. From the data, information sharing emerges as an essential characteristic to sustaining and developing school-college articulation.

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<sup>29</sup> Reginald W. Bibby and Donald C. Posterski, *Teen Trends: A Nation in Motion* (Toronto: Stoddart, 1992), p. 231.

<sup>30</sup> Interview with an articulation co-ordinator.

### **3. Program Collaboration and Alignment**

As the number of articulation projects increased, so the process focussed on program collaboration and alignment. The examples cited earlier illustrate the high proportion of these projects (71/159) which include: the development of course or program packages for secondary school students which focus on college entry requirements; specific agreements that align what students take in secondary schools with specific college programs; and attempts to create a curriculum continuum between secondary and post-secondary English/communication courses and mathematics courses. But this process of curriculum collaboration and alignment has not been easy because the dominant program alignment in Ontario is between secondary schools and the universities.

The university dominance of secondary school courses and programs has not changed in the 27-year history of the community college system. The pathway to a university is clear: Ontario Academic Credits (OAC's). The pathway to community college is not clear and is often accidental. The efforts in curriculum collaboration and alignment, as demonstrated by the number of projects, are admirable, but they still appear to be nibbling at the edges. The education system continues to be dominated by one of the post-secondary alternatives. The work done by local faculty and teachers throughout the province to raise the visibility of the colleges and begin the process of creating clear routes for students to community colleges is effective. But it is only a beginning. It provides insights for future work and future improvements, but it raises some important questions:

- Why aren't the pathways clear?
- Should there be a community college equivalent of the Ontario Academic Credits?
- When and how should students plan their route to a college program?
- Can the secondary schools align curriculum effectively with both the universities and the colleges?
- Should there be a core cluster of college preparatory courses (English, Mathematics, science)?

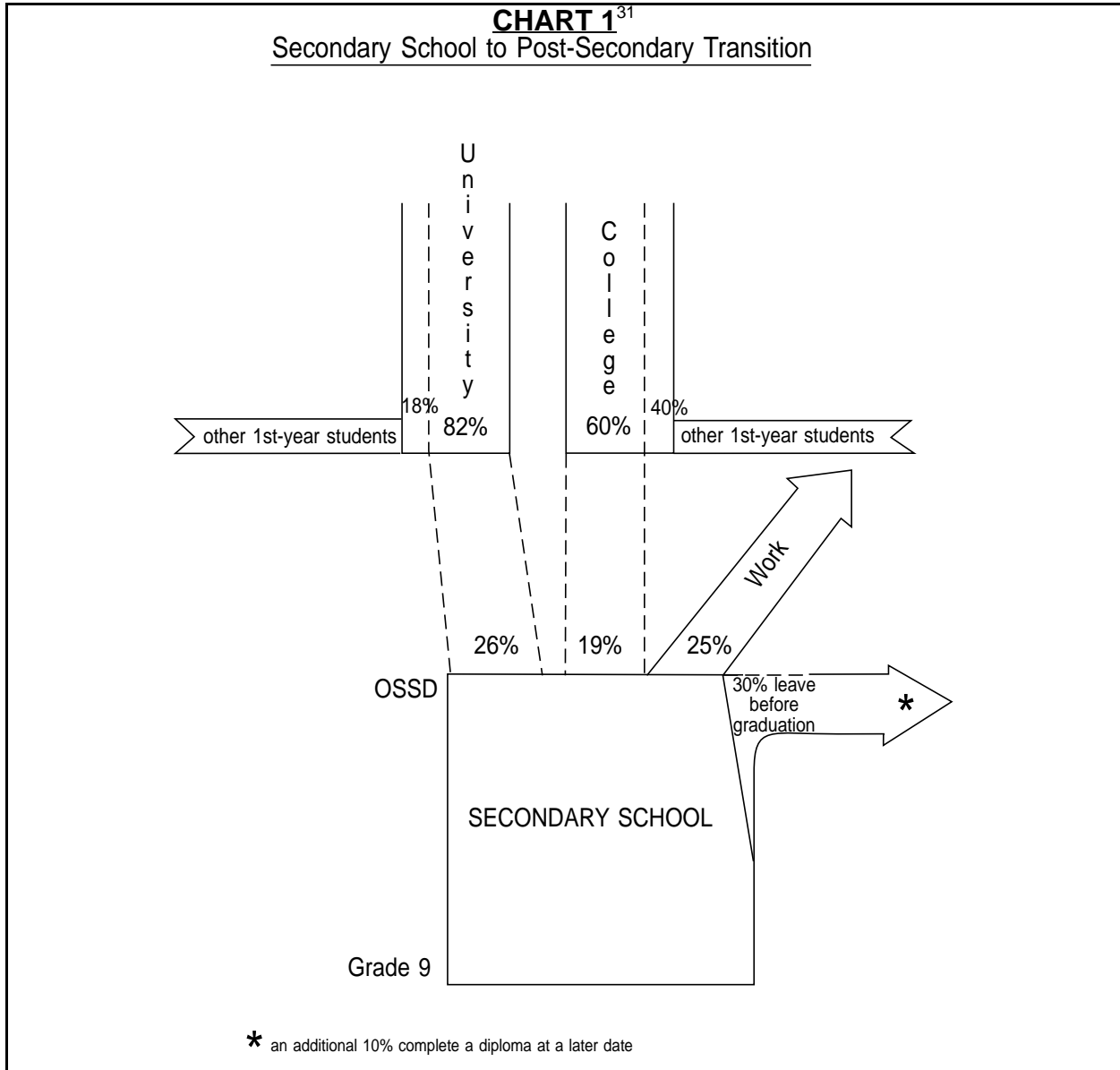
Until these and other questions have been answered and actions taken, program collaboration and alignment cannot provide students with clear pathways to community college programs.

**4. *Improving Access and Career Choices for Potential College Students is Highly Labour Intensive***

The economy of Ontario is experiencing a period of rapid and fundamental change as it faces up to the challenges of global competition and technological advance. These challenges are placing unprecedented demands on the education system of the province. Creating a flexible, well-educated work force is essential to Ontario's long-term prosperity. Community colleges have a vital role to play in achieving this goal.

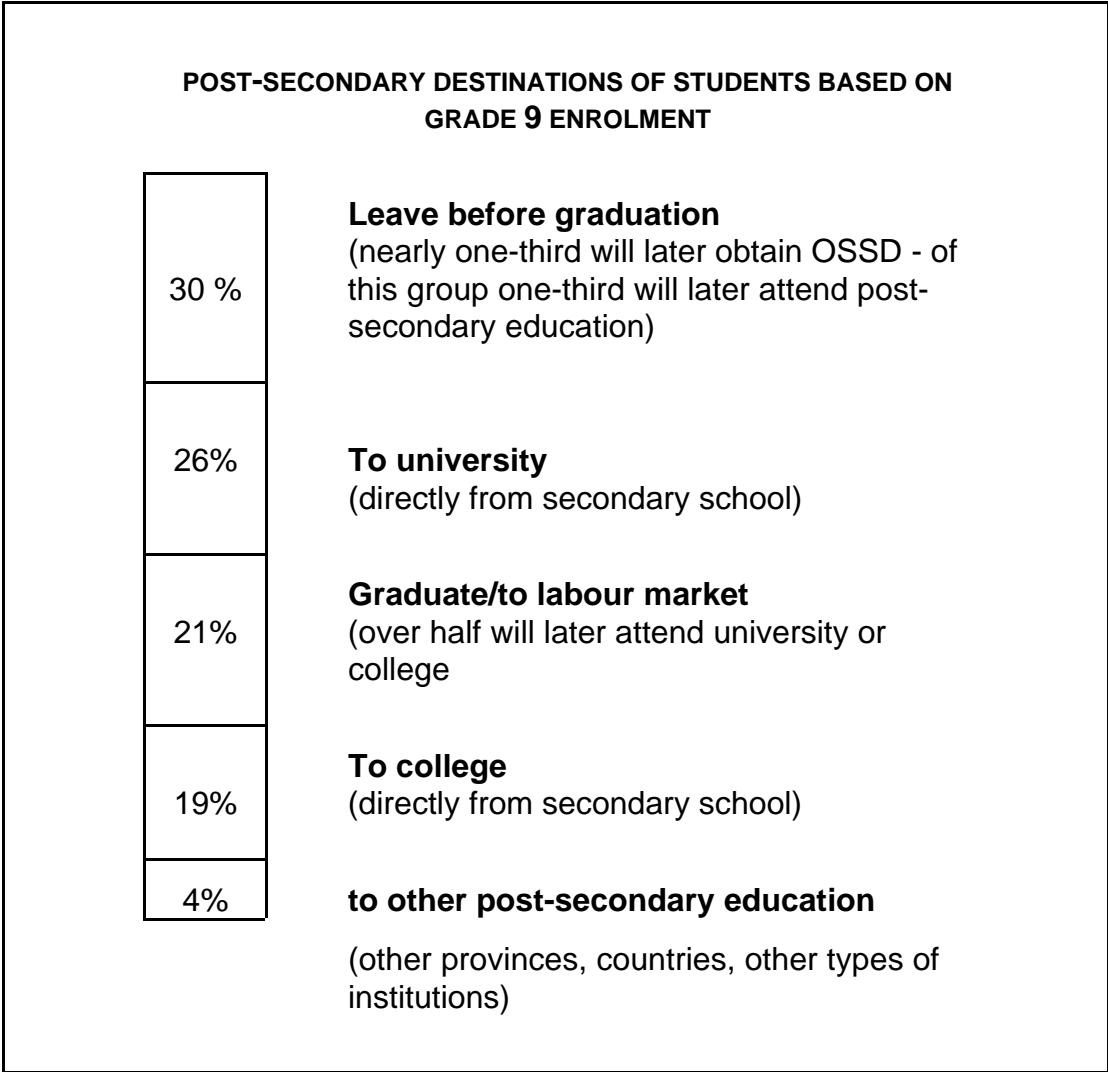
Chart 1 below represents what is currently happening to a cohort of Grade 9 students in Ontario. The bottom line is that for every 100 students who start Grade 9, 26 go to first-year university, 19 go to first-year college and 55 chose neither, and either go to work or just drop out. Chart 1, however, does not show the complete picture because a number of these 55 students re-enter the educational system to either complete secondary school or go on to post-secondary education. This is illustrated by Chart 2, page 32, and explained by King and Peart in *The Numbers Game*.

... [Chart 2] presents the destination of the most recent cohort of grade 9 students at the time of school leaving. There are some surprises in these findings, particularly the large number of students who graduate but do not go directly on to post-secondary education. Over half of this group will later attend a university or college. Many of the students - an estimate of 33 percent - who leave before graduation will complete an Ontario Secondary School Diploma (OSSD) later.



<sup>31</sup> Personal Communication - A.J.C. King/H. Noble. For further elaboration, see Alan J.C. King and Marjorie J. Peart, *The Numbers Game: A Study of evaluation and achievement in Ontario Schools*, (Toronto: Ontario Secondary School Teachers' Federation, 1994), pp 6-8.

**CHART 2**<sup>32</sup>



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<sup>32</sup> King and Peart, *The Numbers Game*, p. 7.

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It is important to note that these proportions do not represent the final educational experiences for this group of students because many will continue to seek further education qualifications - some by returning to school to obtain a secondary school diploma and some by attending a college or university later in their life. Many who attend university or college will not graduate - college attrition rates are estimated at over 40 percent, with university attrition rates not much lower.<sup>33</sup>

Typically the students going to university understand the routes and the requirements for admission; often they have strong family support and learned values that propel them along these routes. But the non-university bound students often have neither the understanding of the routes nor the support systems, making access and career goals a considerable challenge.

In the case of the colleges, it is clear from the articulation projects that there are some valuable lessons to be gained on improving access and career choices for students. The projects illustrate important strategies to improve access and career choices for students. But the strategies are labour intensive because the choices and routes for students are not well embedded in the culture of Ontario. This demands a much larger commitment of a teacher's time explaining and informing students of their options. But the projects also illustrate that when the time is taken to inform and encourage students, they learn to make effective choices about college programs and careers.

### **5. *Resource Sharing Between Secondary Schools and Community Colleges***

Projects such as the partnership between Humber College and the Board of Education for the City of York illustrate the potential for sharing resources and facilities, and recent announcements by Seneca College (a leader in articulation) and York University to build shared facilities, hold great promise for the future of articulation. To date this element or feature of articulation remains only promise and potential. Yet from a student point of view,

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<sup>33</sup> *ibid*, p.7. For more elaboration on these points see also Government of Canada, Human Resources and Labour, *Leaving School*, (Ottawa, 1993), pp. 16 and 17.

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having partners in their education that are totally comfortable in each other's back yard would seem to be a major commitment to their education.

# **CHAPTER 3**

## **AREAS OF INVESTIGATION:**

### **Work Group Reports**

## CHAPTER 3

### AREAS OF INVESTIGATION: WORK GROUP REPORTS

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The Schools-Colleges Project of the Ministry of Education and Training was designed to maximize involvement of the partners in articulation projects and processes in Ontario. The Advisory and Implementation Committee, composed of key representatives from secondary school and community college sectors and the private vocational system, appointed four work groups to review and make recommendations in the following areas of investigation:

- client access
- institutional role clarification
- program/curriculum collaboration
- French-language articulation

Each work group was given general terms of reference and was asked to deliberate on the issues and make recommendations in its assigned area. What follows is an abbreviated version of each of the work group reports.

**It is important to note that these are not Advisory Committee reports or recommendations.** They are, however, material produced to aid the Advisory Committee in its discussions and deliberations; the work group reports provide insight into current issues and areas of concern to practitioners and students.

The recommendations in Chapter 3 are working recommendations. That is, the Advisory Committee encouraged each of the work groups to bring forward as many suggestions to expand and enhance school-college articulation as possible. What is recorded as "work group recommendations" is therefore a wide-ranging set of ideas for the consideration of the Advisory and Implementation Committee.

## I Client Access Work Group Report

**The Client Access Work Group will explore how to make the secondary school-community college transition more «user friendly» and less institutionally**

The Client Access Work Group set itself the following goals:

- To identify the issues and problems regarding student access;
- To gather background information to help understand the history and context of these issues and problems;
- To examine current practices/initiatives designed to address these issues;
- To make recommendations on client access.

### **Issue 1. The Need for Increased Access to Post-Secondary Education**

Access to higher education is an economic necessity and a political concern amongst parents, students, and teachers, in addition to being a social justice issue. For an increasing number of citizens, the prospect of a secure, permanent, full-time job is evaporating. Unemployment, underemployment, intermittent employment, part-time employment, contract work: these changing work patterns confront workers at all levels. One cornerstone in the bridge from unemployment to employment is the ability of workers to continue learning. Schools and colleges both have a major role, and increasingly a shared role, to play in equipping Ontarians with life-long learning skills.

Access to a college education is a greater need than ever before. It is estimated that 70 per cent of the population will need some form of a college education, up from the current 43 per cent, before the end of this decade.<sup>34</sup> A high school diploma is no longer sufficient.

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<sup>34</sup> Heads of Access Committee, *Access & Student Success in the 90's*, p. 12.

### *Educational Issues*

The 1992 *OISE Survey of Educational Issues in Ontario*, administered by Gallup Canada, reports that:

- Ninety per cent (90%) of the respondents believed that colleges should retain or expand their role in adult basic skills training.
- Sixty-four per cent (64%) of the respondents favoured an increased focus on broader work-oriented generic skills.
- Fifty-eight per cent (58%) agreed that all qualified applicants should be guaranteed a place in community college, even if this required spending more tax money on the colleges.

*Vision 2000*, the comprehensive 1990 review of the college system's mandate, championed "quality and opportunity" and "access with success" as the watchwords for the system. *Vision 2000* found little support for the view that colleges should become more exclusive organizations. If anything, the consensus was that they should be more inclusive. The work group strongly supports the view that publicly funded education should be accessible to all who qualify.

Since *Vision 2000*, the college system has emphasized equity of access as well as equity of outcomes. The colleges' governing body, the Council of Regents, has linked the issue of access to retention and success, and recommends the following: better student orientation, assessment, preparatory and remedial services, student tracking, and articulation initiatives with the school system.<sup>35</sup>

The work group gave serious consideration to recommending the establishment of a provincial articulation council, as per Recommendation 22 of *Vision 2000*, to ensure the strategies and recommendations of this report are implemented. The mandate of such a council could have included policy development related to issues such as:

- assessment and tracking of students on a province-wide basis;
- evaluation of student outcomes at secondary school and college;
- province-wide curriculum development and measurement guidelines;
- on-going institutional role clarification and mediation where necessary;
- monitoring and evaluation of pilot projects; and,
- research.

However, consideration was given to the number of existing advisory bodies and the immediate need for an integrated approach to education in Ontario.

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<sup>35</sup> Council of Regents, *Achieving Educational Excellence: Strategies for Student Success*.

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The work group recommends:

1. *that the Ministry of Education and Training extend the terms of the Advisory and Implementation Committee, turning it into an interim implementation body to deliver the strategies and recommendations contained in this report.*

## **Issue 2.     *The Increasing Diversity of College Students***

College learners are becoming increasingly diverse in terms of age, racial and ethnic background, disability, employment status; and college programs are becoming increasingly gender-balanced.

College learners also vary widely in academic preparedness. It is not uncommon, for example, to find over 40 per cent of a first-year post-secondary cohort reading at a Grade 9 level and below. However, there is no clear evidence as to what proportion of these students come directly from secondary schools. At the same time, the college system was attracting learners at the other end of the spectrum. More than 20 per cent of 1993 college applicants, for example, were university transfer students.<sup>36</sup>

Linkage and articulation initiatives assist students in achieving long-term academic and career success based upon better preparation and clearer goals. In those segments of the population less well represented in college, such as Francophones and Aboriginals, articulation serves a marketing function, providing students with clearer goals and a clearer picture of the college option.

## **Issue 3.     *Equitable Access to College***

The work group recognizes that student access must be equitable: educational institutions must respond to the needs of *all* learners, including members of under-represented groups, in education and training. Life-long learning depends upon this access.

The question of access to college and the equity issues concerned with that access were discussed by the Association of Colleges of Applied Arts and Technology of Ontario (ACAATO) Heads of Access Committee. In May 1993, they released a position paper titled *Access and Student Success in the 90's*. This report adopts the definition of access presented in that paper:

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<sup>36</sup> Heads of Access Committee, *Access & Student Success in the 90's*, p. 12.

The primary mission of a comprehensive community college is to provide meaningful access to all members of its community who can benefit from college programs and services. ... Access denotes the equal opportunity for learners to enrol and succeed in achieving their individual goals. (p. 4)

### *Equity Issues Target Groups*

The Heads of Access Committee identified a wide range of target groups that could benefit from improved access to college. These included ``people in transition; people who have traditionally been under-represented and under-served by the college system; and people who face barriers to learning and have special needs."<sup>37</sup> To this list the work group added those who are economically disadvantaged. As well, the work group recognized that each community will have local needs determined by demographics, by geography, and by distinctive economic realities.

As a case in point, the Aboriginal community indicates that secondary school attrition rates are much higher for their group; and some of those who do go on to college are not well-directed or focused in terms of the programs they choose. Articulation is an excellent avenue to provide that focus early in a student's educational career. For example, the existing partnerships between school boards and local bands, such as those between the Dryden Board of Education and the Wabigoon and Eagle Lake Reserves, could be extended to include the local college. This would provide Aboriginal students with improved opportunities for access and success at the post-secondary level. Since these matters are being studied by the Aboriginal Education Council in close collaboration with the Ministry and with other concerned groups, the work group did not proceed further in this area.

### **Issue 4.     *Barriers to Academic Access and Success***

There are several types and levels of barriers to academic access and success that should be addressed in the schools/colleges context:

- lack of stated prerequisites (e.g., OSSD), or inability to meet program eligibility criteria (e.g., advanced-level math or science);
- academic under-preparedness (despite paper qualifications) — the gap between secondary school learning outcomes and college entry skill requirements;
- financial barriers (e.g., funds for tuition, books, living expenses);

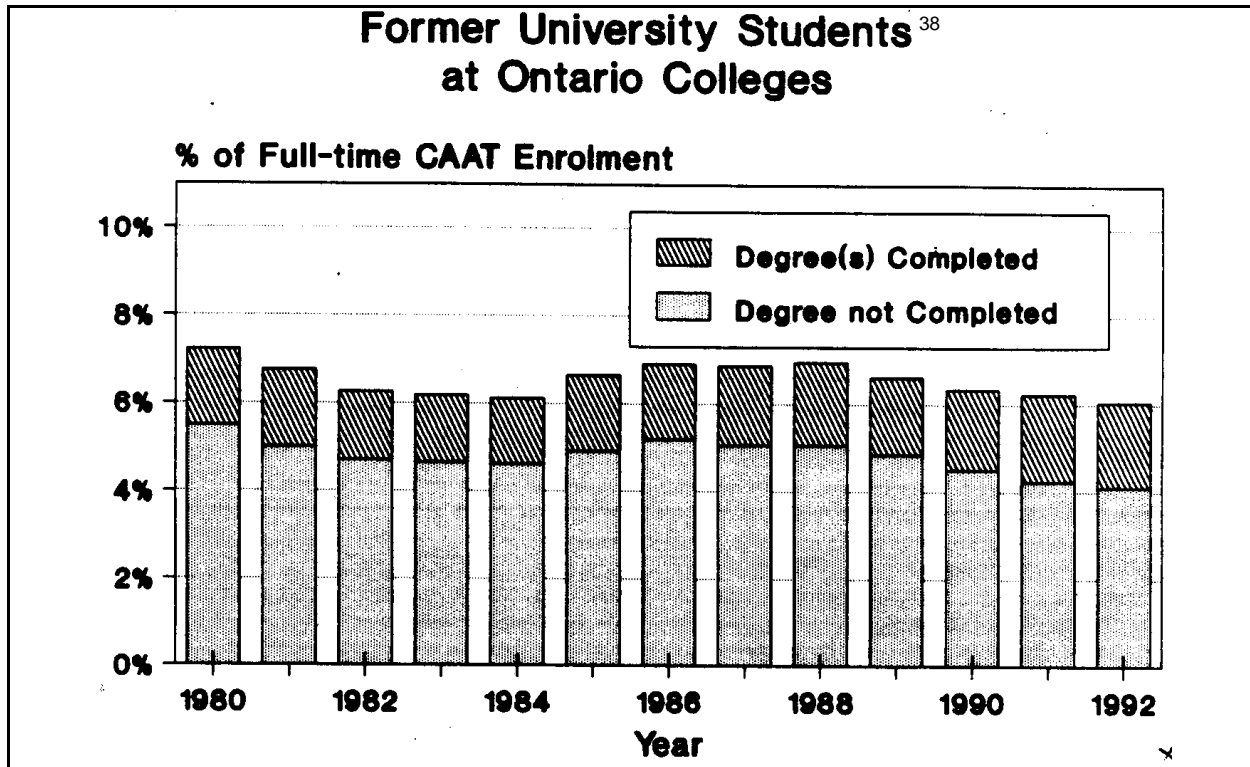
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<sup>37</sup> Ibid, p. 15.

## AREAS OF INVESTIGATION: Client Access Work Group Report

- non-availability of college programs for students with primarily general- or basic-level credits;
- barriers to the physically disabled or developmentally challenged (for some students access depends as much on the breadth of services available as on the programs available) — services for special needs students are available at the CAATs but students are not always well informed prior to enrolment, nor are they always willing to identify themselves as having special needs prior to attendance;
- secondary school teachers' lack of awareness and knowledge as to what "college" actually means; lack of awareness of the range of programs available;
- socially or self-imposed restrictions that result in an individual's not seeing him/herself as a college or university student; believing the course work to be too difficult; being uninformed; lacking in confidence;
- portability of credits not well-developed (between school/college, college/college, and university/college).

Of particular concern to the work group was the perceived inequality of access for students studying at different levels of difficulty (i.e., prior university, advanced, general, basic). There was some concern that more students with advanced-level credits are accessing colleges as university entrance becomes more difficult, resulting in diminishing opportunities for students with general- or basic-level credits. There is no available data to support or refute this perception. There are indications, however, that the proportion of advanced-level students or former university students in community colleges is not increasing. The 1993 ACAATO *Environmental Scan*, for instance, indicates that the "proportion of the college student body reporting previous university experience has remained relatively stable." As the graph below indicates, this student group remains steady at just under 6 per cent of full-time CAAT enrolment.



The need for better data exists in other admissions-related areas also. The Ontario College Application Service (OCAS) reported a total of 139,334 individual student applications for a September 1993 start, but the Ministry's "Comparison of Full-time Post-secondary College Enrolment as of September 10, 1993" showed only 74,137 students enrolled in first-year college programs.<sup>39</sup> While there has been some talk of conducting a follow-up study to determine what happened to approximately one-half of the applicants who were not enrolled, at this time there are no further statistics to show that applicants are being denied access to college. There is a need for further research in this area.

<sup>38</sup> ACAATO, *Environmental Scan* (Toronto: ACAATO, December 1993), p. 3.1.6.

<sup>39</sup> Ministry of Education and Training, Ontario. "Comparison of Full-time Post-secondary College Enrolment as of September 10, 1993." Source: The Ministry CAAT1 Survey, September 20, 1993.

**Issue 5. Preferred/Guaranteed Entry Practices**

The Heads of Access report identifies two types of issues regarding college entry practices. The first involves OAC and advanced-level students being given preference for admission into competitive, high-level programs (e.g., into health science programs). While it is understandable that a college desires the most highly qualified students available, this practice restricts access by a number of the target groups referred to earlier. The work group expressed concern that adequate care be taken to maintain places for students at the general and basic levels.

In light of this issue the Client Access Work Group conducted an informal poll of secondary school guidance counsellors, who expressed two main requests:

- **clear and reliable admission requirements.** There is a perception that admission requirements are not always equitably applied and that they are not consistent among colleges, which results in difficulties in preparing secondary school students;
- **accurate and honest feedback to students.** If applicants require further preparatory work, this should be indicated and offered by the colleges.

The second issue involves secondary school students in an articulated school program being given guaranteed entry into college programs. Since not all students have equal opportunities to participate in these articulation programs, the work group believes that such guarantees should be deleted when existing agreements are revised and that they not be a feature of future articulation agreements.

The two issues are summarized by Professor J. Oppenheimer as:

how to ensure that all secondary students have equal access to college programs if they fulfil the requirements specified in articulation agreements regardless of whether the secondary school they attend has a formal agreement and similarly how to assure access to all colleges that offer equivalent programs, whether articulated or not.<sup>40</sup>

In these contexts, the work group makes the following recommendations:

- 2.1 *that colleges clearly state realistic, objective, and consistent program admission requirements and clearly indicate their selection process; that these requirements be system-wide; that colleges abide by these system requirements; and that the Ministry of Education and Training*

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<sup>40</sup> Oppenheimer, "Articulation: Closing the Gap Between Schools and Colleges", p. 15.

*periodically review program entrance criteria to ensure relevance and consistency and a continuum of curriculum from one level of education to the next.*

- 2.2 *that the Ministry of Education and Training's admissions policy be revised to state that future linkage/articulation agreements not offer guaranteed or preferred entry unless all students have equal opportunity to benefit from the articulation initiatives.*

The work group believes that there is much work to be done, on a regional or provincial basis, to develop and maintain information about admission requirements. This information sharing could be undertaken by the Ontario College Application Service (OCAS) and/or the Committee of Registrars, Admissions and Liaison Officers (CRALO), Liaison and Publication Subcommittee. The Ministry could provide leadership in this area and offer to co-ordinate the process. The work group further recommends that this information be published in a document similar to the universities' *Info*, which makes available a wide range of general and admissions-related information to those considering applying to an Ontario university.

Greater attention and special funding have been directed to the colleges in recent years to provide the necessary support for students with special needs. One of the requirements for accessing this support is self-identification by students. In both sectors, teacher and student lack of awareness of the special needs support provided by the colleges has resulted in students not always accessing this support in a timely manner. A number of colleges and schools boards have collaborated for purposes of clarifying the meaning of "special needs" and improving communication concerning the curriculum support and services offered within each educational sector. A subgroup of the Ontario Articulation Network (OAN) has been formed to develop and recommend a provincial process, including a Student Profile Portfolio, to ease the transition for special needs students from secondary school to college. A report titled, *Students with Learning Disabilities*, dated January 1994, was prepared by the College Committee on Special Needs and the Ontario Articulation Network and submitted to the Royal Commission on Learning.

In this context, the work group makes the following recommendations:

- 3.1 *that use of the Student Profile Portfolio for those high school students with special needs be piloted to improve their successful integration into college.*
- 3.2 *that specific preparatory programs for students with special needs be offered in either a school or college setting, or both.*

**Issue 6.      *Problems with the Perception of College Programs***

One of the issues mandated to the work group was the relationship between secondary schools and colleges. Applicants to colleges come from many sources, one being secondary schools. While the data show that the percentage of secondary school students going directly to college is declining, two broad misconceptions appear to impede informed decision making:

- lack of college awareness by secondary school teachers; and
- negative perceptions of colleges.

*Lack of Awareness of College*

There has been a long-standing perception that secondary school teachers, including guidance counsellors, lack understanding of and experience with colleges, college staff, and college graduates. Colleges are also considered by many secondary school teachers and parents to graduate technicians with limited career potential. *Vision 2000* stated that "one of the barriers to increasing the number and proportion of secondary school students engaged in post-secondary studies at the colleges is the apparent lack of information reaching students..."<sup>41</sup>

In discussions with the Liaison and Publications Subcommittee of the Committee of Registrars and Liaison Officers (CRALO), it was suggested that guidance counsellors are more aware and better informed about college programs than in previous years. However, secondary school teachers, who have more direct contact with students than guidance counsellors, are less informed about college programs and the relationship between their subject areas and college-level skill requirements. Being university educated, most teachers have had very little experience with the colleges. Increased dialogue between college faculty and secondary school subject teachers would raise awareness among both groups of curriculum content and teaching methodologies. Discipline-by-discipline linkages by faculty provide excellent opportunities for increased dialogue.

*Negative Perceptions of College*

In 1989, a report titled *Metro Colleges Image and Appeal* was produced by Burwell Hay. The study focused on Metro Toronto and Barrie and was conducted "to measure the current image and appeal of attending community college, and to identify promising strategies for increasing community college's image and appeal". The study found that "the likelihood of attending community college is strongly correlated with the appeal of doing so, which makes increasing the appeal of attending college a worthy marketing objective".

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<sup>41</sup> Council of Regents, *Vision 2000: Quality and Opportunity*, p. 85.

In its Green Paper, *Achieving Educational Excellence*, the Working Group on Student Retention, College Restructuring Steering Committee, recommended a provincial strategy which addresses this awareness issue:

A sustained awareness campaign emphasizing the positive value of a community college education, coupled with on-going dialogue and "bridging" opportunities among educational stakeholders should be implemented.<sup>42</sup>

In these contexts, the work group makes the following recommendations:

- 4.1 *that a component be added to teachers' professional development sessions (both pre-service and in-service) to provide information regarding the intent and purpose of the range of education and work options after secondary school and emphasizing the concept of life-long learning.*
- 4.2 *that incentives be provided to encourage the development of local models and pilot projects of teacher exchanges, classroom audits, joint curricula planning, and shared professional development activities.*

***Issue 7. The Skills Gap between the Secondary School Diploma and College Entry Expectations***

The Conference Board of Canada identified as key employability skills the following generic competencies: communication skills, mathematics, technological literacy, interpersonal skills, and analytical skills, including critical thinking and problem-solving.<sup>43</sup>

The College Standards and Accreditation Council (CSAC) Establishment Board defines these practical, portable skills as:

- communications (including language and literacy);
- mathematics (including numeracy and mathematical concepts);
- interpersonal skills;
- analytical skills (including critical thinking and problem-solving); and,
- technological literacy.<sup>44</sup>

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<sup>42</sup> Council of Regents, *Achieving Educational Excellence: Strategies for Student Success*, p. 24.

<sup>43</sup> Heads of Access Committee, *Access & Student Success in the 90's*, p. 12.

<sup>44</sup> The College Standards and Accreditation Council, *The Report of the College Standards and Accreditation Council Establishment Board to the Minister of Colleges and Universities* (July 1992), p. 16.

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First-year college learners often require preparatory and remedial programs to revitalize their skills in these areas, which are essential for success in a post-secondary or skills training program as well as for employment. Access/preparatory programs currently constitute close to 20 per cent of direct public spending on college programs. For example, at one large Metro Toronto college it is reported that 35 per cent of incoming students require language remediation. Informal surveys indicate the problem is province-wide. While it is recognized that not all incoming students come directly from secondary school, there is evidence of a skills gap between secondary school learning outcomes and college entry requirements.

The Client Access Work Group report endorses Recommendation 7 of the Green Paper, *Achieving Educational Excellence*:

College preparatory and remedial programs and services should be supported and expanded to equip under-prepared learners with the generic skills needed for success in a post-secondary environment.<sup>45</sup>

The work group recognized the need to explore the skill gap between secondary school learning outcomes and college entry level expectations but believes that to be beyond its client access mandate. For example, the Ministry might review the OS:IS guidelines to achieve a better match of secondary school competencies with the communications and mathematical levels required at college.

The work group also recognized that there are students entering college with skill levels above the entry requirements. These students should be provided with advanced placement opportunities, enabling them to complete their program in a more flexible manner.

The work group's report supports the recent provincial reviews of English and Mathematics and recommends that this work be extended to achieve a curriculum continuum between secondary schools and colleges.

Three initiatives deserve further exploration with a view to their possible provincial impact. The Humber College *Generic Skills Placement Inventory Project* piloted the use of college placement tests in secondary schools, along with advisement material, "to assist secondary school students to make wise education choices and be well prepared for college in the areas of English and math."<sup>46</sup>

The second initiative is the use of The College Board's Computerized Placement Tests (CPT) by the Consortium of Ontario Colleges. The consortium is working with The College

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<sup>45</sup> Council of Regents, *Achieving Educational Excellence: Strategies for Student Success*, p. 23.

<sup>46</sup> Humber College, *Generic Skills Placement Inventory* (October 1993), p. 18.

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Board ``to establish Ontario norms and to `internationalize' the language of the tests. The Consortium is beginning discussions with OCAS, planning reciprocal testing agreements, and will probably broaden its mandate to cover a wide range of assessment issues."<sup>47</sup>

The third initiative is a Skills Assessment Model for identifying students who are at risk. This model has been piloted and validated on over eight thousand college students. The model is now in the process of being expanded to include communications and the access area.

The work group recommends:

- 5.1 *that, for placement purposes, colleges conduct a thorough academic and career assessment of first-year students and identify where the students' skills levels need to be strengthened or where students may benefit from advanced placement opportunities;*
- 5.2 *that ACAATO, the Council of Regents, the Ministry of Education and Training, and other relevant stakeholders collaborate to develop a process and instrument(s) for academic and career assessment;*
- 5.3 *that the instrument(s) and processes include the opportunity for assessment for prior learning purposes; and*
- 5.4 *that the results of this first-year assessment be distributed by the colleges to the Ministry of Education and Training and the referring school boards, to trigger appropriate action.*

The Ontario College Application Service (OCAS), in its *Significant Projects in Progress or Planned for 1994*, states: ``OCAS will be hiring an Application Developer in 1994 to undertake programming. A task force must be formed with representation from the colleges, CRALO, MET and secondary schools to determine required reports."<sup>48</sup>

In order to move towards a ``seamless" educational system in Ontario and integrate the principles of ``life-long learning" into the curriculum and programming, it is important gather data to track and assess the effectiveness of initiatives. Greater emphasis on learner outcomes could promote more accountability within all three systems and lead to far greater laddering.

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<sup>47</sup> Consortium of Ontario Colleges, *The College Board's Computerized Placement Tests*, p.iii.

<sup>48</sup> Ontario College Application Service, *Significant Projects in Progress or Planned for 1994*.

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The work group recommends:

- 6.1 *that the Ministry of Education and Training support the Ontario College Application Service in its collection and analysis, in an aggregate form, of demographic data on college students, and that this collection and analysis include equity and articulation data.*
- 6.2 *that the Ministry of Education and Training implement a provincial student assessment and tracking system.*

Such a system would provide a supplementary record for the tracking of learning competencies and academic attainment and would span all three sectors — school, college, and university. Learners would have a single Student Profile Portfolio and ID number, enabling educators to assist, track, and evaluate student progress, no matter what sector they are enrolled in; students should be empowered to develop and use the profile portfolio; and ownership of the portfolio would reside with the student.

- 6.3 *that the Ministry of Education and Training publish, on an annual basis and in a timely manner, an analysis of student progress, in an aggregate form.*

**Note:** The work group believes that greater emphasis on learner outcomes will result in more accountability within all three systems and lead to enhanced learning, ensuring that the outcomes of one sector are sufficient for entry into and success within the next sector.

## **II Institutional Roles Clarification Work Group Report**

**The Roles Clarification Work Group will examine the roles of the two sectors in order to maximize partnerships between the sectors and their**

The Institutional Roles Clarification Work Group set itself the following goals:

- To identify the issues and problems regarding institutional role clarification;
- To gather background information to assist in the analysis of the issues and problems;
- To examine the current roles of schools and colleges;
- To make recommendations regarding the role of each institution in developing a collaborative articulation model for the 1990s.

### ***Issue 1. Developing a Collaborative Model to Change the Relationship between Institutions***

The diversity of geographical regions in Ontario suggests that provincial-level co-ordination of articulation activities would not be successful. A review of the current status of articulation activity indicates that local development of partnerships, meaningful in their specific societal context, is crucial to success. The strength of local autonomy in articulation lies in the partners' shared familiarity with local concerns, students, clients, resources, services, and needs. This familiarity can result in the development of relevant solutions to the concerns noted above.

When community colleges were first established, their mandate was to:

- provide courses of types and levels beyond, or not suited to, the secondary school setting;

- meet the needs of graduates from any secondary school program, apart from those wishing to attend university; and,
- meet the educational needs of adults and out-of-school youth, whether or not they were secondary school graduates.<sup>49</sup>

During the last twenty-five years, the relationship between the secondary school sector and the college sector has become blurred. The sectors find themselves competing for scarce resources, capital funding, and programming. Some students are faced with a wealth of opportunities, while others find themselves shut out of the system. The challenge that presents itself is for school boards and colleges to redefine their respective roles in their community in order to become more inclusive, efficient, and effective.

Developing articulation projects is one way that schools and colleges can jointly redefine their relationship.

Successful articulation partnerships are dependent on the commitment of school board and college faculty and administrators to the concept of articulation. Fundamental to this commitment is the formal orientation of present and future institutional employees. Human resource development initiatives should incorporate articulation principles, practices, and benefits into pre-service education and in-service professional development programs. Where possible, professional development activities should model articulation activities: secondary school teachers and college faculty should be encouraged to learn together via workshops jointly sponsored by the high schools and colleges, via institutional exchanges, and by jointly designing inclusive subject-area conferences held at each other's institutions.

In 1990, to encourage collaborative partnerships, the Ministry of Education provided funding for the development of linkage pilot projects across the province. As a result of this seed money, many boards and colleges have continued to develop linkage and articulation initiatives both formally, through signed agreements, and informally, through personal contacts and understandings at the faculty/teacher level, especially in the area of curriculum.

The continuation of Ministry support for articulation model projects is critical for the success of partnerships between school boards and colleges. Such projects will provide an opportunity for the initiatives to be shared, for partners to learn from each other's experiences, and, ultimately, for Ontario's students to benefit from an enriched, consistent, and coherent education and training environment.

The work group recommends:

- 1.1 that articulation model projects be designed so that they include elements of co-operative management and sharing of resources*

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<sup>49</sup> Council of Regents, *Vision 2000: Quality and Opportunity*, pp. 6 and 7.

*(curricular, human, physical, and financial) to reduce competition for resources and duplication of services;*

- 1.2 *that the Ministry of Education and Training subsidize articulation model projects.*

## **Issue 2. Maximizing Local Partnerships**

The work group recognized the great structural upheavals in the job market, and the resultant escalating skill requirements. Addressing retraining needs is one set of strategies for Ontario to regain economic well-being (job creation is another). The following recommendations seek to address these problems through local initiatives involving schools and colleges as partners in education and training.

In the past, funding to school boards and colleges was administered through separate ministries with little demonstrated awareness of the other sectors. With the amalgamation of the Ministries of Skills Development, Colleges and Universities, and Education into the Ministry of Education and Training, an opportunity arises to implement a co-ordinated approach to funding that takes into account factors at the local, regional, and provincial levels.

The establishment and funding of local training boards under the auspices of the Ontario Training and Adjustment Board (OTAB) creates a demand for better information on training needs and co-operation in the allocation of training dollars to achieve the greatest benefit to communities. The work group considers it essential that the schools and colleges, as partners, assume a leadership role in providing education and training.

The work group recommends:

- 2.1 *that local education and training partnerships be formed by colleges and school boards, to be known as **Partners in Education and Training**;*
- 2.2 *that these local **Partners in Education and Training** be responsible for:*
- *assisting in preparing an inventory of the existing levels of education and skills existing in the community;*
  - *assisting in assessing the present and future education and workplace skills needed by the community;*

- *assisting in preparing an inventory of the educational programs and resources of the colleges and school boards;*
  - *assisting in developing an inventory of other educational opportunities (private and public) available in the community; and,*
  - *establishing, co-ordinating, and evaluating Community Education/Training Information Centres;*
- 2.3 *that these local **Partners in Education and Training** compile an inventory of community resources in the schools/colleges context: curriculum, equipment, facilities, expertise.*
- 2.4 *that the Ministry of Education and Training, the Ontario Training and Adjustment Board, and Human Resources Development Canada examine the issues, including funding, arising from a major expansion of the Secondary School-Work Apprenticeship Program (SSWAP) as a viable articulation program amongst school boards, colleges, and local training boards, and make appropriate recommendations.*

**Issue 3. Clarifying the Role of School Boards and Colleges in the Training and Retraining of Adults**

Traditionally, one of the roles of school boards is to prepare students for entry into post-secondary education, post-secondary training, apprenticeships, or direct employment. Students are counselled to select credit courses leading to the OSSD that will enable them to achieve their initial career choice.

When the Ontario Colleges of Applied Arts and Technology were first established, the training and retraining of adults was formally transferred to them from the school boards. Activities transferred included academic upgrading, second-language programs, and apprenticeship and skills training programs. The opening of access for school boards to training dollars through the indirect purchase channels with the Canada Employment and Immigration Commission (now the Human Resources Department), has resulted in colleges and school boards bidding, tendering, and submitting proposals in direct competition for funds.

The roles of the school boards and colleges are not as clear when dealing with the adult who has not completed the OSSD requirements. If the adult wishes to upgrade and receive an OSSD, he/she must complete his/her last four credit requirements at the Senior Division level under the supervision of a secondary school principal. The individual may also take in this credit package practical work-related courses, e.g., CAD - Computer

Assisted Drafting, CAM - Computer Assisted Machining, Office Application on the Computer, as well as generic skills based on the Personal Life Management Guideline or on-the-job experience through a Career Exploration Co-operative Education Program.

These skills and experiences are also available in the college upgrading programs for adults. For colleges, the main focus has been specific academic skills upgrading through the federally purchased Basic Training for Skills Development Program and the provincially funded Ontario Basic Skills Program. Presently, the adult cannot earn an OSSD in the college program. The individual will receive a letter indicating that he/she has completed an equivalency to high school graduation upon completion of the Ontario Basic Skills program. Most employers and institutions still insist on OSSD as the standard, and will not accept equivalencies.

At the present time there are many more clients looking for entry or re-entry to education, training, and employment preparation programs than can be accommodated. So, rather than duplicate what is already available, these programs are offering choices and incremental opportunities for adults. This means that while competition for various funding sources exists, both colleges and school boards are able to target different clients. In some instances college and school boards co-operate through shared resources, expertise, and referral of clients.

A good example of a co-operative and collaborative program is the jobsOntario pre-employment programs in Thunder Bay: Confederation College and the Lakehead Board of Education offered a joint program with shared advertising, enrolment, teachers, and curricula, culminating in a joint graduation ceremony.

There is a need, however, to ensure that training and retraining dollars are efficiently allocated and that the greatest number of clients can be served with quality programs. It might be argued that designating one of the sectors the role of providing adult training programs exclusively would provide more accountability and stability. This proposal does not take into account the disparate services available across the province. In some areas neither the college responsible for the region nor the school board have been able to find sufficient funding to provide programming for a relatively small client group. In many cases, this has meant that no program services were available. In larger centres clients must find their way through a maze of program offerings to find a program that has openings and is appropriate to their needs.

The work group calls on the Ministry of Education and Training to clarify institutional roles by defining the focus for each sector in the training and retraining of adults. There must also be assurances to the adult client that the sectors are working co-operatively to ensure that quality programs with articulated curricula are available to make life-long learning a reality. The work group feels that the adult learner will be best served through a co-operative and collaborative approach.

As a guideline to clarifying the roles of school boards, colleges, and community-based groups, the work group recommends, where appropriate under local circumstances:

- 3.1 *that the focus of secondary school programs, including their role in serving the adult learner, be on providing credits toward achievement of the OSSD and developing career-oriented skills;*
- 3.2 *that the focus of school boards providing adult basic education (Literacy to Grade 8) be on preparing adults for entry into secondary school programs or into the world of work;*
- 3.3 *that the focus for post-secondary programs in the Ontario Colleges of Applied Arts and Technology be on providing certificate and diploma vocational and professional career-oriented learning;*
- 3.4 *that the focus of colleges providing adult basic education (Literacy to Grade 12 equivalent) be on upgrading generic skills for specific career-oriented skills training, vocational college programs and employment, and post-secondary programs;*
- 3.5 *that the focus of community-based groups be on the social needs of the learners who seek literacy/numeracy skills for personal growth.*

It is to be understood that, while these recommendations indicate a focus for each sector, there are additional roles, mandates, and areas of program delivery that are appropriately carried out by these sectors.

**Issue 4. Ensuring that Students Do Not Repeat Prior Learning**

To assist in placing returning students at an appropriate level of study, a process known as Prior Learning Assessment (PLA) has been developed. PLA acknowledges experiential learning. It is a formal process that encourages students and institutions to translate learning outcomes acquired outside of classrooms into academic credits. PLA "encourages adult learners to pursue further education and training programs which will enhance career opportunities and help candidates become more productive and capable members of society." It is the intent of PLA "to increase the efficiency of the education system by eliminating the need for costly and unnecessary retraining."<sup>50</sup>

The Institutional Roles Clarification Work Group believes that Prior Learning Assessment should be a guiding principle for education and training in the Province of Ontario. Students who can receive academic credit for prior learning are more likely to enjoy seamless life-long learning.

The *Learning for Life* report<sup>51</sup> commissioned by the Federal Government, and research by adult educators such as Jerold Apps and Patricia Cross, have found that lack of *access to information* is a significant institutional barrier to adults wishing to return to school/college. Knowledge of PLA opportunities is no exception. Many adults are not aware of the options and resources available to them.

The Ontario Council of Regents is co-ordinating Prior Learning Assessment (PLA) activities in the Colleges of Applied Arts and Technology in order that adult learners accessing college programs will not be required to duplicate prior learning. A standardized and consistent process is being planned and implemented across the province.

*Prior Learning Assessment* is a term not commonly used by boards of education when assessing and evaluating learning experiences outside of the classroom. The determination of high school credits for an adult's prior learning (formal and informal) is by equivalency-credit allowances. The Ministry of Education and Training has authorized secondary school principals the right to grant equivalency-credit allowances for prior learning. Prior learning is interpreted to be the knowledge and skills that adults have gained through life and work experiences, as well as learning experiences which may not have been recognized for credit. The equivalency-credit allowance encompasses experience (maturity), equivalent education, and apprenticeship training. Besides determining the equivalency-credits earned, the principal also decides the required courses needed to complete the requirements for an Ontario Secondary School Diploma (minimum four senior credits). The diploma is granted only after these requirements are met.

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<sup>50</sup> Council of Regents, "Prior Learning Assessment: Enhancing the Access of Adult Learners to Ontario's Colleges," a discussion paper of the Council of Regents' Prior Learning Assessment Advisory Committee, April 1992.

<sup>51</sup> *Learning for Life: Overcoming the Separation of Work and Learning*, The Report of the National Advisory Panel on Skill Development Leave to the Minister of Employment and Immigration, March 1984.

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While PLA is a viable way of enhancing education/training opportunities for adult learners, not all adults have the same PLA opportunities. There are clearly many variations in both philosophy and practice. There are distinct differences among boards of education, community colleges, universities, and industry as to how and when an adult learner's prior experience is assessed, the resources used in assessment, the acceptance of PLA credits, and the participation of the learner in the process.

The participation of the learner in the PLA is critical. Adults learn best when they are personally involved in the entire learning process. This would include defining their needs, assessing personal competencies, setting goals and objectives, and choosing course content, teaching strategies, evaluation tools, and resources.

The work group recommends:

- 4.1 *that **Ontario Schools: Intermediate and Secondary (OS:IS)** and "Prior Learning Assessment: Enhancing the Access of Adult Learners to Ontario's Colleges" and subsequent Council of Regents documentation regarding PLA serve as the foundation for the development of joint schools/colleges PLA policies and procedures.*
- 4.2 *that the Community Education/Training Information Centres, as per Recommendation 2.2, serve as the focus for providing information regarding Prior Learning Assessment opportunities in the community.*

### **Issue 5. Bridging Gaps in the Availability of Programs and Resources**

There is a significant gap between the learning outcomes expected of secondary school graduates and entry requirements needed for success in college programs. Secondary schools deal with a wide range of ability with different outcomes expected for each stream. College programs have evolved in sophistication and difficulty in response to employer needs and as more and more advanced-level students apply. Now colleges face the challenge of re-examining curriculum in order to become more inclusive. Articulation may be the process by which both sectors can arrive at realistic outcomes and requirements.

A gap exists for second-language learners after OSSD graduation. Students who took their second-language study as part of a credit program have the tools of the language, but require in college or university the balance of the seven years said to produce a fluent speaker/writer<sup>52</sup>. This calls for college/university professors to be skilled in overcoming language barriers in the delivery of their courses. It calls also for a new look at language proficiency requirements for those students who are literate in their first language.

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<sup>52</sup> J. Cummins 1981 "Immigrant Second Language Learning in Canada: A Re-assessment", *Applied Linguistics II* 132-149

OSSD graduates identified as having special learning needs, and educated accordingly throughout secondary school, meet a gap at the college level. Perceiving a risk in voluntary self-identification, they often choose the route of independence and failure.

Developmentally challenged students meet a gap at age twenty-one. Learning at a much slower pace, they require highly skilled, creative teachers and job coaches, who can educate them for independent living and establish them in remunerative employment or, at least, satisfying volunteer work, which gives them a sense of purpose and dignity.

The work group recommends:

- 5.1 *that research be done to develop appropriate services and training for students who do not qualify for the majority of college and university programs;*
- 5.2 *that Additional Qualification Courses in the teaching of second language be opened up by existing faculties of education to admit college educators;*
- 5.3 *that research into the funding allocation to serve the needs of post-21-year-old developmentally challenged adults be undertaken;*
- 5.4 *that a limited number of current exemplary practice programs in adult high schools and colleges be chosen for study as models for future service of developmentally challenged adults;*
- 5.5 *that structures be changed to allow a passport of learning outcomes, presently the official school records, to follow the learner to accredited colleges;*
- 5.6 *that research into funding that would enable proper support and modification of programs to continue for capable students with identified learning challenges be undertaken;*
- 5.7 *that schools and colleges, in partnership, clearly articulate exit criteria and entrance requirements that ensure seamless education for the learner;*
- 5.8 *that courses be opened up or developed at the faculties of education to provide expertise for college faculty in dealing with exceptional students in their courses.*

### III Program/Curriculum Collaboration Work Group Report

**The Program/Curriculum Collaboration Work Group will explore the implications of proposed curriculum changes in secondary schools and community colleges and the experience of curriculum-related**

The Program/Curriculum Collaboration Work Group set itself the following goals:

- To identify ways in which the secondary school and college curricula can be better integrated in order to provide a curriculum continuum to meet student needs;
- To identify ways for teachers in both secondary schools and colleges to collaborate in the development of complementary curricula for both sectors;
- To identify opportunities for teacher exchanges between the two sectors to enhance co-operation and increase effectiveness of both sectors.

#### ***Issue 1. Proposed Changes and Continuing Adjustments in the Secondary School Curriculum***

Secondary schools are working to implement a variety of curriculum initiatives. What follows is a summary of some of the major changes or continuing adjustments and the implications or impacts of these changes.

- **Restructuring Education** (*The Common Curriculum/ Transition Years / De-streaming / Specialization Years*): *The Common Curriculum* for Grades 1 to 9 advocates equity, accountability, excellence, partnerships, and curriculum co-ordination. This document fosters the development of relevant, integrated, applicable curriculum. Required learning is described in general terms. Its implementation may vary board by board, school by school, with varying teacher and community enthusiasm. No new policy or guidelines have been produced for

Grade 10 to graduation. Therefore, pre-existing subject-specific guidelines, already implemented to varying degrees, continue to drive the curriculum.

- **Evaluation/Accountability:** Initiatives with varying degrees of congruence to each other, to the curriculum, and to public understanding include provincial reviews, OAC/TIP (discussed below), standards, School Achievement Indicators Program, International Assessment of Educational Progress, and so on.
- **Partnerships:** Schools are creating stronger ties with business, industry, social services, cultural and labour organizations/agencies, and community groups to share resources (time, expertise, facilities, personnel, direction, money). This is a limited but growing initiative.
- **Ontario Academic Credits (OAC)/Teacher In-service Program (TIP):** Designed through consultation among ministry, university, and high school representatives, OACs define exit-level high school programs for students who wish to qualify for university entrance. The Teacher In-service Program reviews OAC exams from every high school to ensure that common frameworks and standards apply throughout the province.
- **Strategic Planning/School Reviews:** School boards develop mission and vision statements through broad consultation with stakeholders. Individual schools develop action plans to achieve projected ideals.
- **Co-operative Education:** In 1993-94, 70,000 Ontario secondary school students earned credits through supervised learning placements within the extended community. Co-op provides opportunities for students to apply theories learned in school to real-life situations within the community. Experiential learning heightens curriculum relevance and assists students in education and career planning.
- **Broad Based Technology/Renewal of Technological Education:** Over 100 courses in "Industrial Arts" and "Technological Education" have been collapsed into five areas of "Design and Technology": communications, transportation, manufacturing, services, construction. There are no guidelines for these five areas. Teacher certification programs are limited. Renewal funds help schools with existing "Industrial Arts" and "Technological Education" programs to convert to Broad Based Technology, usually concentrating on one of the five broad areas. Funding requires cross-curricular and community ties.
- **Professional Development** (including Teacher Education; Teacher Appraisal, Growth, and Improvement; Curriculum Review, Development, and Implementation): Development and evaluation of staff and programs are increasingly difficult in an era of uncertain mandates and dwindling resources.

*Accessibility*

Program content and delivery are influenced by local issues of governance, inclusion, and representation. The work group expects that the following themes, grouped here under the general heading of accessibility, may emerge as future concerns within articulation activity:

- **Aboriginal Issues:** Aboriginal communities determine the implications of educational issues for themselves. School boards are to increase their consideration of the relevance of educational issues to Aboriginal students.
- **Elementary-Secondary School Liaison:** Inspired by the Transition Years initiative, elementary-secondary collaboration is more common than in the past, but remains underdeveloped.
- **English as a Second Language (ESL)/English Skills Development (ESD):** Program offerings are revamped to match students' communicative abilities.
- **Equity:** Curriculum, systems, and structures continue to adjust to respect race, ethnicity, gender, age, and exceptionality equity.
- **French:** French-language communities determine the implications of educational issues for themselves.
- **Special Education:** The trend towards full inclusion of exceptional students requires modifications in program delivery for all students.

***Issue 2. Proposed Changes and Continuing Adjustments in the Community Colleges' Curriculum***

A major impact on curriculum in the community college system will result from the formation of the College Standards and Accreditation Council (CSAC). CSAC will:

- define credentials for, set standards for, and accredit publicly funded college programs;
- develop for each program a system-wide program standards document which will specify learning outcomes for both generic skills and program-specific vocational skills, and any specific admission requirements;
- define general education goals, establish a framework of content areas and broad objectives, and require that programs accredited by CSAC include a defined amount of general education;
- oversee system-wide program review, in which each program will be reviewed regularly.

### *Accessibility*

Prior Learning Assessment (PLA) aims to provide a system to formally recognize past learning gained through formal and informal study, work, and other life experiences. This will open the colleges to many who have faced barriers to formal education. It will involve a variety of assessment and evaluation processes in which relevant learning is evaluated and converted appropriately into college credit.

Accessibility for groups such as Aboriginals, Francophones, special needs, etc., is being enhanced by special initiatives and funding.

Other major areas presently under review that may have significant impact on delivery and accessibility are:

- the field of self-directed learning (SDL) which is growing rapidly in response to a variety of factors, including significant and ongoing advances in educational technology, changing student demographics, and perceived cost benefits;
- alternative modes of delivery, and distance education, which is available in many forms, the oldest being "correspondence" or print-based education. Technological advances have, in recent years, provided numerous new options for delivering distance education.

The review of curriculum changes and adjustments in both sectors reveals many challenges and suggests the need for:

- coherent mandates
- alignment of stakeholder priorities
- sufficient resources for staff co-ordination and program development
- better communication with the public regarding the mandates of schools and colleges
- more measures of success
- enabling collective agreements
- enhancement of current initiatives and directions

### ***Issue 3. The Challenges of Continuing Change, Growth, and Adjustment***

Articulation, the formal and informal collaboration and communication between the two sectors, has emerged as a successful way of meeting many of the challenges of continuing change, growth, and adjustment facing both the secondary school and the college sectors.

## AREAS OF INVESTIGATION: Program/Curriculum Collaboration Work Group Report

There is a myriad of articulation activities occurring daily between community colleges and school boards. Although not all articulation agreements focus on curriculum, curriculum collaboration remains at the heart of the articulation enterprise.

Successful articulation reveals the limitations of local school/school board specific agreements: inequality of prior learning assessment, uneven access to programs, lack of continuity between schools and colleges, and the lack of information available to students and their parents. These conditions are the challenges that give rise to articulation initiatives.

Teacher-to-teacher communication has been the starting point for, and the prime condition of, the effective, practical, and sometimes ad hoc adjustments that align curriculum more closely. Where articulation continues to be successful it has benefited from stable leadership and forums such as articulation steering committees.

In summarizing these interactions, seven areas become apparent. They categorize the articulation activities that result in curriculum collaboration serving stakeholders at both levels.

### *Articulation Activities Related to Curriculum Collaboration*

#### i. Exchange of Information About Curriculum

There are activities that foster the exchange of information about curriculum and outcomes. These activities include:

- meetings for curriculum discussion
- representatives from secondary schools serving on college program advisory committees (and vice versa)
- exchange of print or computer-delivered information (course outlines, ministry guidelines, sample tests, texts, sample assignments, and college placement tests)
- visits at all levels (classroom, staff and faculty meetings, etc.)

There is a pronounced increase in the inclusion of business and industry links in the process of information exchange meetings in an effort to establish increased curriculum relevancy.

#### ii. Alignment of Curricula

While articulation initiatives have been successfully implemented in numerous schools and colleges, the problem with mismatched curriculums remains. No co-ordinated effort has been attempted to align competencies at a broader (provincial) level. It is crucial that the

knowledge, skills and attitudes of students be identified and properly fit into the curriculum of the two educational sectors.

There are currently local activities that support the alignment of curriculum. In the articulation process, stakeholders seeking to shape a viable collaborative agreement between and among institutions find it necessary to address and adjust the identified curriculum gaps. This may require a refining of secondary school curriculum to meet specific college program requirements, or the creation of secondary school "college prep" programs in core subjects (English, Mathematics, science) or remedial courses in colleges to deal with these gaps. As a result, there has been discussion of lobbying the Ministry when a serious gap is identified. Where overlaps in curriculum occur, boards and colleges have established formal agreements to grant exemptions.

### iii. Exploring College Options

There are activities that provide secondary school students with opportunities to explore the college option, explore college programs and the careers they lead to, and to be well prepared for college. These include:

- collaborative curriculum development by school and college faculty, delivering college and career information to secondary school students in Grades 9 and 10, such as the Metropolitan Toronto Separate School Board's Career Education modules;
- articulation/marketing information about college programs designed to reach students and/or parents, e.g., posters, brochures, information videos;
- college liaison activities, both at the secondary school and at the college levels; these may include simulated classes or an orientation for a specific secondary school audience;
- college audit programs which orient students to college life and give them a chance to experience the college environment and audit classes;
- "guest lecturing" by college teachers and students in secondary schools;
- opportunities for students to try college placement tests or have their portfolios assessed;
- college faculty participation in high school career fairs;
- boards and colleges sharing resources, faculty, and facilities, such as "Careers Days" activities;

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- projects that bring college students and secondary (or younger) students together, such as Co-op placements or college students assisting high school students;
- surveys, utilized by some boards, to gather information to better plan ways to meet students' needs. Examples of this are the Etobicoke "Adult Learner Survey" and York Region's tracking and focus group surveys.

### iv. Support Services

There are numerous activities that foster an exchange of information and collaboration in the area of support services. These include:

- collaboration and information exchange to ease the transition to college for students with special needs; this may involve a number of activities to advocate for or to assist students to communicate their needs, including: meetings; exchange visits; and improved communication between secondary school special education and guidance staff and college counselling staff;
- the exchange of information about academic support systems offered by both panels; examples of this include: English and Mathematics Drop-in Centres, peer tutoring, and second-language services;
- Prior Learning Assessment initiatives which involve the exchange of information and joint projects;
- special programs designed co-operatively to meet specific student needs; the Bruce County Board and Georgian College's counselling for Native students is a prime example.

### v. Sharing of Resources

Articulation may involve a sharing of resources and facilities. The process might include a secondary school event on the college campus and vice versa or sharing the use of scarce equipment or highly specialized labs.

### vi. Joint Delivery

Some initiatives include partnerships that allow secondary school students to take a college course. Others are more comprehensive; in addition to sharing facilities, articulating boards and colleges are engaged in a range of activities.

vii. Professional Development

Often the most significant outcome of articulation initiatives occurs in the area of professional development (PD). There are events designed to educate and update the governing bodies of the institutions. These may include a joint meeting of a college board of governors and secondary school trustees. There are also visits and meetings for senior administration from both sectors to identify, "bless", and celebrate joint projects and articulation initiatives. Many institutions share specifically planned PD, such as a Broad Based Technology day for several school boards and colleges. There are invitations to secondary school or college partners to attend "in-house" PD activities as well as class exchange visits. Most colleges and boards now have representatives who attend and collaborate on presentations at large conferences. PD also occurs in any articulation activity that provides an opportunity for secondary school teachers and college faculty to work together and in any articulation activity designed for students; these give teachers and faculty new insight into the realities of the partner institution.

The Program/Curriculum Collaboration Work Group recommends:

1. *that a collaborative process be introduced to achieve the alignment of secondary and post-secondary curricula, in particular at the general level, that would better prepare students for success in college programs, and that competencies required of students be developed centrally.*
2. *that the current work on standards in secondary schools emphasize clear student records and transcripts so that students' competency levels are clearly communicable to the colleges.*
3. *that a province-wide group be established or reconstituted from current groups, to promote provincial articulation activities including: a clearing-house for information, an electronic bulletin board, coordinating committees, and the sponsoring of annual conferences and professional development activities related to articulation between schools and colleges.*
4. *that articulation be incorporated into each college and school board's mandate.*
5. *that school boards and colleges develop joint professional development activities that focus on curriculum and alignment of teaching techniques and enhance teachers' knowledge and competency in program-specific content.*

6. *that colleges, school boards, business, industry, labour, and community, cultural, and social services organizations collaborate in developing career awareness opportunities for students, parents, and teachers in the transition years (Grades 7, 8, and 9) and present them with a full range of post-secondary education and training options, so that students can select those courses that most effectively prepare them for a successful transition to college.*

#### **IV French-language Articulation Work Group Report**

**The French-language Articulation Work Group will explore student accessibility and retention, clarification of roles and programming.**

The French-language Articulation Work Group set itself the following goals:

- To identify the factors that determine the selection of a program of study and that determine academic progress and success;
- To identify ways of integrating, complementing, and completing secondary school and college programming;
- To exploring the possibility of a sharing of human and physical resources by both sectors.

### **OVERALL PROJECTS**

#### ***Issue 1. The Need for a Consortium of French-language Partners***

The work group's first recommendation is designed to respond to the special needs of the Francophone community that result from its being scattered over a vast area and, consequently, from the limits of its human and physical resources. It is designed to provide a sharing of resources to increase efficiency, cut costs and duplication, and meet pressing needs that have been identified in the community.

The work group recommends the creation of a consortium to ensure that the French-language partners are involved financially and in the decision-making process; this will ensure that the project reflects all of the regions and will minimize duplication of resources. The objective is also to create a viable, stable structure and a legal entity that can be used for subsequent projects to share human and financial resources. Such a consortium would also make it easier to manage staff who would report directly to it and not to external

agencies. In light of the number of school boards managing French-language schools and of the number of agencies offering community-based programs, the work group could not determine the most appropriate mechanism to ensure the involvement of the secondary panel and of the community-based agencies in this consortium. The work group nevertheless considers their involvement essential [Recommendations 1.1 and 1.2].

The proposed provincial consortium would partially meet the objectives of Recommendation 2.3 of the Institutional Roles Clarification Work Group (which called for an inventory of curriculum, equipment, facilities, and other community resources); Recommendation 4 of the Program/Curriculum Collaboration Work Group (which recommended that articulation be incorporated into the mandate of each college and school board); and Recommendations 2 and 6 of the Client Access Work Group (which called for clearer admissions requirements and for the collection of demographic data).

The work group recommends:

- 1.1 *that the three French-language Colleges of Applied Arts and Technology (CAATs), Alfred College of Agriculture and Food Technology, the bilingual universities, and other appropriate partners from the secondary panel and community-based agencies create a consortium, funded jointly by the partners and the Ministry of Education and Training;*
- 1.2 *that the partners provide the consortium with the following initial mandate:*
  - a) *to develop French-language instruments to measure the acquisition of the generic and specific skills that are required for success in programs offered in the French-language Colleges of Applied Arts and Technology and at Alfred College, and that priority be given to Mathematics and French;*
  - b) *to develop training and information mechanisms with Human Resources Development Canada and the Ontario Ministry of Community and Social Services to ensure that those who work with immigrants and adults are aware of the French-language educational services available in Ontario;*
  - c) *to develop supplementary courses or remedial programs that would be offered during the final years of secondary school or during the first year of college, to ensure the acquisition of the specific and generic skills that are required for success in college programs;*

- d) *to review the mandate of the Caravane technologique and to manage it;*
- e) *to provide an advisory service to support secondary teachers, secondary school counselling services, and college career counselling and professional development services;*
- f) *to develop and maintain an up-to-date inventory of educational resources in career counselling;*
- g) *to administer a one-stop regional office as a pilot project for the delivery of prior learning assessment services, initial counselling, and reception of new arrivals;*
- h) *to promote provincially the use of tools developed by Éduc-Action to increase the enrolment of Franco-Ontarians in French-language post-secondary education programs.*

## **Issue 2.     *The Need for Professional Development***

Problems such as the lack of true linkages between schools and colleges, the lack of ongoing interaction, an inadequate understanding of the college system and its needs on the part of teachers and administrators in secondary schools, and the lack of promotion of the college system in the secondary schools stem largely from the lack of contact and opportunities for interaction between school staff and college staff. More direct, personal experience of the college system by teachers would be the best way to promote the college system. Recommendation 2 focuses on mechanisms to ensure that secondary school staff are involved in the colleges and to make it easier for college staff to participate at the secondary level.

One of the systemic barriers to exchanges of staff between colleges and secondary schools is teacher certification, which limits interaction between these two sectors. This barrier has an impact on both teaching and administrative staff. To eliminate it, the work group is proposing a temporary certification for college administrative and teaching staff to enable them to take part in an exchange with secondary school staff [Recommendation 2.3].

The work group proposes a number of other recommendations to encourage interaction between staff at these levels, to support the development of closer relationships between guidance counsellors and teacher associations in different fields of teaching, to foster mutual knowledge, and to organize joint projects [Recommendations 2.1 and 2.2].

The work group recommends:

- 2.1 *that school boards and colleges organize joint workshops and professional development days for their teaching staff, administrative staff, and support staff;*
- 2.2 *that the French-language associations of secondary school guidance counsellors, college counsellors, and university counsellors be invited to come together as a joint association for professional development purposes;*
- 2.3 *that the Ministry of Education and Training foster exchanges of teaching and administrative staff between colleges and secondary schools by creating special accreditation for college staff members that would enable them to work temporarily at the secondary level;*
- 2.4 *that the Ministry of Education and Training compile an inventory of French-language teacher training programs in the field of adult education.*

### ***Issue 3. The Need for a Complete French-language College Network***

Alfred College is the only French-language college of agriculture and food technology among the colleges that comes under the Ministry of Agriculture, Food, and Rural Affairs. The problems faced by Alfred College are similar to those faced by the French-language Colleges of Applied Arts and Technology (CAATs) in terms of:

- the development of French-language programs;
- the development of French-language learning resources;
- accessibility for Francophone students;
- support systems to foster access and retention;
- entrance requirements and the identification of general aptitudes;
- supplementary or remedial courses;
- prior learning assessment;
- promotion of the college.

The work group therefore feels that Alfred College should be included as much as possible in the activities of the French-language CAAT network in the above-mentioned areas, as well as in school-college linkage projects. This would make it easier to share human and financial resources and ensure better service to Francophone clients throughout the province. With the globalization of access to communications and services, the establishment of a partnership and co-operative structure at the national and international levels could benefit the French-language college network of Ontario.

The work group recommends:

- 3.1 *that the Ministry of Education and Training and the Ministry of Agriculture, Food, and Rural Affairs create formal mechanisms for co-operation between Alfred College and the French-language CAAT network on programs, promotion of the French-language college network, entrance requirements, prior learning assessment, and the College Standards and Accreditation Council;*
- 3.2 *that, awaiting the introduction of formal mechanisms for co-operation, the French-language CAATs invite Alfred College to all activities organized by the French-language CAAT network;*
- 3.3 *that the French-language college network of Ontario and Alfred College of Agriculture and Food technology develop a co-operative structure with other Canadian provinces and other countries where similar French-language college institutions exist, in order to benefit from their expertise.*

## **ACCESSIBILITY AND RETENTION**

### ***Issue 4. The Need to Promote the College System***

One of the major obstacles to access remains the general public's perception of the college option. This perception is shared by both Anglophones and Francophones, but is perhaps more widespread among Francophones. Immersed in an English-speaking environment, Francophones are not protected from values and perceptions transmitted by the majority culture. Campaigns targeting the majority culture also have an impact on the Francophone population. Furthermore, there are still misconceptions in industry about the skills of college graduates. The work group feels that it is important for the Ministry of Education and Training to undertake a structured communications campaign to promote the college option, focusing on perceptions and values rather than on specific programs. The campaign should target the general population as well as specific groups such as parents, young teens, employers, and secondary school staff [Recommendation 4.1].

With the introduction of the French-language college network, a campaign that focuses more directly on the network and on the programs that will be offered is essential. This campaign should focus on providing information on the new colleges and it should include Alfred College. The work group also considers that it would be appropriate to use the expertise and experience of TVO's La Chaîne in this campaign [Recommendation 4.2].

Students often make a decision to go to college or university or straight into the working world in Grade 8 or Grade 9 when they begin choosing courses. From this moment, students need information to help them select an appropriate educational program taking into account their future in the job market. Guidance counsellors can assist in this choice by providing appropriate tools, such as materials published by the Conference Board of Canada ("Exact skills related to employability") and software on careers produced by Human Resources Development Canada. Through their attitudes and perceptions, parents influence the choices that students make at this time. A promotional campaign should target the parents of these students, making them aware of the college option [Recommendation 4.3].

The work group recommends:

- 4.1 that the Ministry of Education and Training finance a structured communications campaign for the overall promotion of the college option;*
- 4.2 that, in co-operation with the colleges, the Ministry of Education and Training put in place appropriate communications strategies to promote the French-language CAAT network during the early years and that these strategies include the involvement of Alfred College;*

- 4.3 *that school boards and the Ministry of Education and Training develop a mechanism for increasing awareness of the college option in parents of children in the transition years.*

**Issue 5.     *The Need for More Flexible Administrative and Funding Structures***

When funding mechanisms are developed, they are naturally designed for the college network as a whole. Although there are Economy of School Allowances and Geographic Allowances, they do not always take into account the special structures that result from the unique situation of the French-language colleges. Given the immense territory that each French-language college serves, the concepts of open colleges and distance education, as well as the need for flexible scheduling, summer sessions, and flexible timetables, and the need for programs for clients based on their life experience and for supplementary programs to address the needs of adult learners who have undergone acculturation, the new colleges must demonstrate great flexibility in terms of programming and program delivery. Their administrative and funding structures must reflect this flexibility.

The work group recommends:

5. *that the Ministry of Education and Training ensure that funding structures and mechanisms and legislative and administrative measures provide the flexibility that is needed to meet the special needs of the colleges' Francophone clients and to take into account the huge areas served by the French-language colleges.*

**Issue 6.     *The Need for Improved Support Systems***

A review of problems encountered by Francophones shows that accessibility and retention are a more serious issue at the level of support systems than actual programs. The fact that their clientele is dispersed means that the French-language colleges must look closely to determine whether, in their respective area, the support systems act as a barrier to accessibility, retention, and success. Factors such as a lack of French-language child care (or any form of child care), adequate public transportation or parking, affordable housing, or a formal campus and its ability to provide learners with a sense of belonging, as well as the structure and limitations that are imposed by the financial support system, can have a negative impact on accessibility, retention, and success. Because the new colleges do not have sites, it is difficult to assess each college's needs; however, the experience of La Cité collégiale shows that these factors can play a determining role for learners in terms of accessibility, retention, and success.

The work group recommends:

- 6.1 *that the Ministry of Education and Training ensure that the new colleges in central/southwestern Ontario and northern Ontario include in their preparatory studies an analysis of the need for appropriate support systems to ensure equitable access and a higher retention rate;*
- 6.2 *that, once requirements have been identified, the Ministry of Education and Training ensure that the colleges have the financial and administrative means to respond to identified needs (housing units, child care, transportation, parking, reception, cultural activities, financial support, needs of new arrivals, learning centre).*

## **CLARIFICATION OF ROLES**

### ***Issue 7. The Need for Linkage Projects***

The Program/Curriculum Collaboration Work Group has noted in Appendix A of its report a wide range of linkage projects that have been successful. Given their minority status in many colleges and school boards, Francophones have not been as heavily involved in linkage projects as a whole. The French-language Articulation Work Group believes that the advent of the two new French-language colleges will foster a greater number of school-college linkage projects in the future. It believes that linkage projects will always develop more fully through an ongoing growth of joint projects at all levels. The work group calls on the colleges and secondary schools to expand the list of projects. These could include:

- having college students participate, under the supervision of their teaching staff, in the management of projects at the secondary school level in the form of service contracts in areas ranging from architecture, landscaping, child-care management, construction, promotional campaigns, production of video and television programs, courses on video, bookkeeping, etc.;
- joint artistic or literary productions;
- joint management of a school fund/credit union;
- management of a business (see model for management of Petro-Canada Service Station by the Ottawa-Carleton Learning Foundation);
- management of a youth service co-operative.

The work group recommends:

7. *that school boards, Alfred College of Agriculture and Food Technology, and the CAATs increase the variety of linkage projects currently under way, including projects for reciprocal purchases of services, co-operative management, cost-sharing, and sharing of human resources.*

### **Issue 8.     *Adult Education***

The Institutional Role Clarification Work Group has clearly defined the dilemma and confusion of roles surrounding adult education. The situation is similar in the Francophone community. While it supports the direction proposed by the Role Clarification Work Group, the French-language Articulation Work Group is recommending that the situation be re-examined in a few years, following the introduction of the French-language college network and changes to the management structures of the French-language schools, to determine whether new mechanisms for co-operation or a new definition of roles would better serve the Francophone clientele, providing for a more equitable allocation of resources and greater co-operation.

The work group recommends:

- 8.1 *that the Ministry of Education and Training, school boards, colleges, and community groups follow the guidelines proposed in Recommendation 3 of the Institutional Role Clarification Work Group, but that the situation be re-examined for Francophones, once the French-language college network has been established in the province;*
- 8.2 *that, in the area of adult education, providers of French-language programs in a given region establish mechanisms for co-operation, in order to better serve the clientele in their region.*

### **Issue 9.     *The Need for Greater Involvement of Economic Partners***

A lack of knowledge of the needs of the labour market and of the objectives and limitations inherent in the activities of colleges and secondary schools argues for more interaction between the economic partners and the education system in terms of facilitating access and retention. These linkages would be particularly productive where career counselling and financial planning are concerned. Many other partnership projects have been set up

between secondary schools and private industry. It would definitely be advantageous to extend some of these projects to the college level. Sharing an inventory of existing projects would make it possible to extend them to another educational level.

The work group recommends:

9. *that the economic partners (Chambre économique de l'Ontario, the Fédération, organized labour, and the Alliance des caisses populaires de l'Ontario, etc.) be asked to play a more active role in program planning, in career counselling, in financial planning, and in introducing co-operative programs.*

## **PROGRAMMING**

### **Issue 10. Preparation for College Studies**

The colleges have often pointed out that secondary school students are inadequately prepared for college programs, not only in terms of their academic training but also in terms of their personal management of time and resources and their generic and interpersonal skills. A credit program offered jointly by the staff of secondary schools and colleges could alleviate this problem. The program could be credited at the secondary school level or recognized for accreditation purposes at the college level for any student who subsequently enrolls in a college program. If, however, there are English-language pilot projects in the province, an evaluation and an adaptation to the Franco-Ontarian context is essential to the implementation of a project. Both steps, the evaluation and the adaptation, are a service that the provincial consortium could provide. [Recommendation 1.2]

The work group recommends:

- 10.1 *that, in co-operation with the colleges and school boards, the Ministry of Education and Training develop a curriculum guideline for a credit course preparing students for college and university studies, to be offered in the specialization years at the secondary school level;*
- 10.2 *that the Ministry of Education and Training explore the possibility of having this course credited as a general education credit at the college level.*

**Issue 11. The Need to Build on Existing Co-operative Education Initiatives**

The entire education system uses co-operative education as an essential learning tool. Inevitably, there is some duplication in human, physical, and financial resources, as well as in promotion to employers to ensure appropriate placements for students in each system. Time and resources could be saved if activities were shared more widely and better co-ordinated. However, the variety of programs, their requirements at each level, and systemic barriers to resource sharing could make it difficult to share effectively. The French-language Articulation Work Group is recommending that a regional pilot project be introduced to identify structural barriers and to assess the advantages of a wider sharing of resources in the area of co-operative education. This project could be led in partnership with the Francophone sections of the provincial and national associations for co-operative education.

The work group recommends:

11. *that a school board, a French-language college, and a bilingual university jointly introduce a pilot project for a regional service to co-ordinate co-operative education activities.*

**Issue 12. The Need to Plan College Programs**

With the introduction of the French-language college network, many new programs must be developed. Many learning resources must be produced in print, video, electronic, and distance education formats. The French-language college network must take into account the findings contained in the report, released in April 1993, on labour market trends to the year 2000 in central/southwestern Ontario<sup>53</sup> and in a similar report for northern Ontario<sup>54</sup> released in April 1994. These reports should be circulated at both the college and the secondary school levels. The information they contain will be very useful to those with responsibility for planning and developing education programs.

To avoid duplication and to encourage efficiency, the work group is inviting all partners to ensure joint planning of pedagogical needs.

The work group recommends:

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<sup>53</sup> Daniel L. Laroque, et Thomas, Noël, *Un collège branché sur les emplois de l'avenir dan la région du Centre/Sud-Ouest de l'Ontario*, un projet Éduc-Action du Collectif pour le collège du Centre/Sud-Ouest et le Collège Niagara, L Firme Réseau Interaction Network Inc., avril 1993.

<sup>54</sup> Jean Lalonde, *Vers l'an 2000 : Perspectives de travail dans le Nord de l'Ontario*, un projet Éduc-Action du Collectif pour le collège du Nord, Collège Cambrian, Collège Canadore et Collège Northern, avril 1994.

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12. *that the French-language colleges and the College Standards and Accreditation Council ensure joint planning of French-language programs in the colleges, and of appropriate educational materials.*

***Issue 13. The Need to Expand the Mandate of the Centre Franco-Ontarien de Ressources Pédagogiques***

For a number of years, the Centre franco-ontarien de ressources pédagogiques has developed learning programs and resources for French-language elementary and secondary schools. It would be advantageous to use this centre to offer services to the French-language college system. At the present time, however, the centre does not have adequate post-secondary representation; its mandate and the composition of its board of directors would have to be modified in order to expand its role.

The work group recommends:

13. *that the Ministry of Education and Training and the Centre franco-ontarien de ressources pédagogiques begin talks on expanding the mandate of the centre and modifying the composition of its board of directors to include the college system.*

# **CHAPTER 4**

## **ADVISORY COMMITTEE RECOMMENDATIONS:**

### **BUILDING ON THE CURRENT FOUNDATION**

## CHAPTER 4

### ADVISORY COMMITTEE RECOMMENDATIONS: BUILDING ON THE CURRENT FOUNDATION

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The concept of articulation is both simple and compelling. Simple because it is easy to understand that creating clear routes to post-secondary education can help students, compelling because it demonstrates that a simple idea can become the basis for a striking shift in perspective on how we must see and develop the linkages between secondary and post-secondary education. To be effective, linkages must be inclusive; to be efficient, linkages must be flexible and student-focused.

School-college articulation, as it has developed in Ontario, challenges the conventional wisdom of top-down, centrally driven educational change. It illustrates that when a simple but compelling idea is given a modest introduction, the strength of local autonomy and the work of local advocates can create a flexible solution to a critical problem: how to develop clear routes and transition points to post-secondary education for secondary school students. School-college articulation also demonstrates that good ideas create communities. These communities of committed individuals and institutions can work exceptionally well to improve education; to reiterate an earlier quotation, people working in the field say that what they need above all is "buckets of permission" to pursue their local articulation initiatives. Like the co-operative education movement in Ontario, articulation is an idea that can help solve many education problems because it focuses on helping students.

As illustrated in Chapter 2, the six years of experience in Ontario with school-college articulation created a promising foundation characterized by:

- local joint initiatives;
- increasingly effective information sharing between secondary schools and colleges about college programs and career opportunities;
- a critical core of articulation projects in the province;
- sustained growth in formal articulation agreements;
- a strong commitment to local curriculum co-ordination between secondary schools and colleges.

At the same time, there are aspects of articulation that indicate its full potential is still a long way from being achieved — for example, the fact that:

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## ADVISORY COMMITTEE RECOMMENDATIONS

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- growth is concentrated in large and medium-sized school boards and colleges;
- there has been little formal research and evaluation of strengths and weaknesses;
- there are only some isolated examples of effective resource sharing.

The key issues that emerge from this experience include:

- How should the various leadership roles and structures evolve in articulation?
- How can the experience of the current projects centred mostly in urban areas of southern Ontario be extended equitably, to all parts of the province?
- How can the current emphasis on curriculum co-ordination be extended to create a curriculum continuum between the two systems?
- How can the prevailing culture in secondary schools, which currently emphasizes preparation for university programs, be changed so that the secondary school experience can become inclusive of all opportunities, programs, and related career choices?
- How can articulation help increase the number of secondary students choosing college programs and career opportunities?
- Why is "preferred entry" not a viable end result of articulation today?
- How can we measure and evaluate the effects of articulation on student access and success in college?
- What should be the immediate next steps in taking advantage of the current best practices in articulation, to improve and share them throughout the province?

## ADVISORY COMMITTEE RECOMMENDATIONS

- What issues and recommendations result from the needs of the Francophone community and the recent creation of two new French-language colleges in Ontario?

The Advisory and Implementation Committee's recommendations are divided into four parts:

**I - General Recommendations**

**II - French-language Articulation Recommendations**

**III - Funding Recommendations**

**IV - Recommendations: Future Priorities**

**I General Recommendations**

**A. *Leadership at the local, regional, and provincial levels to provide focus and direction***

The Advisory and Implementation Committee recommends:

- I that the provincial government establish school-college articulation as a key priority for education in Ontario and give the lead responsibility for its further development jointly to the school boards and colleges.
- II that the Ministry of Education and Training extend the terms of the Advisory and Implementation Committee and establish it as the interim implementation body for the recommendations contained in this report.<sup>55</sup>

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<sup>55</sup>

The Advisory and Implementation Committee took note of Recommendation 22 of Vision 2000, which called for the establishment of a Provincial Schools/Colleges Co-ordinating Council. The Advisory Committee chose not to follow that direction, believing that such a council is neither necessary nor appropriate at this time. The Advisory Committee does recommend the extension of  
(continued...)

## ADVISORY COMMITTEE RECOMMENDATIONS

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- III that a key issue for the continuing Advisory Committee be to review and recommend specific ways to ensure a province-wide framework for articulation.
- IV that boards and colleges continue the development of articulation by supporting and enhancing local activities involved in articulation.
- V that the Ontario Articulation Network be encouraged to promote provincial and regional activities including: a clearing-house for information, an electronic bulletin board, and the sponsoring of annual conferences and professional development activities related to articulation between schools and colleges; the Advisory Committee acknowledges the resources that colleges and school boards already allocate to this activity and further recommends that the Ministry of Education and Training provide matching funds.
- VI that school boards and colleges continue to support and extend the articulation processes and practices developed for secondary school students to include adult education in Ontario.

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<sup>55</sup>(...continued)

its terms in order to conclude the work begun with this report.

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## ADVISORY COMMITTEE RECOMMENDATIONS

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### **B. Curriculum Alignment, to maximize the effectiveness of learning at both educational levels**

The Advisory and Implementation Committee recommends:

- I that the Ministry of Education and Training set up a collaborative process to develop a set of clear curriculum guidelines that ensure a continuum between secondary school courses and college programs, and that the development of these guidelines include consultation with colleges, the secondary school sector, and major stakeholders.
- II that a package of courses leading to Academic College Credits (ACC) in key competencies, such as communications, mathematics, sciences, and life skills, be jointly developed for province-wide application, by secondary schools and community colleges, for secondary students wishing to enrol in community colleges; and that, subsequent to the Report of the Royal Commission on Learning and any restructuring of Specialization Years Programs, representatives of school boards and colleges jointly review and prepare secondary school courses and college programs that provide clear curriculum alignment.
- III that school boards and colleges continue to develop specific local articulation agreements that provide clear paths between specific secondary school credits and specific college programs.<sup>56</sup>
- IV that school boards and colleges continue to develop specific local agreements that lead to advanced standing for secondary students entering college programs.

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<sup>56</sup> The Advisory Committee agreed that, where applicable, school boards and colleges should continue to jointly develop College Prep English, College Prep Mathematics, and other suitable College Prep courses on a regional basis to provide greater equity for students.

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**C. Information Sharing, to create informed student choices**

The Advisory and Implementation Committee recommends:

- I that, for the purpose of maximizing student awareness of educational routes to career choices, all effective local linkages between secondary school teachers and college faculty be explored, and where warranted, expanded and encouraged.
- II that a teacher/faculty exchange program between the two sectors be developed at the local level.
- III that colleges clearly state realistic, objective, and consistent program admission requirements and clearly indicate their selection process; and that these requirements be system-wide.
- IV that the College Standards and Accreditation Council periodically review program admission criteria to ensure relevance, consistency, and clarity across the province.
- V that faculties of Education and school boards be encouraged to provide current information on college programs and careers to secondary teachers.
- VI that the Ministry of Education and Training support the Ontario College Application Service (OCAS) in its collection and analysis, in an aggregate form, of demographic data on college students, and that this collection and analysis include equity and articulation data.
- VII that the Ministry of Education and Training develop a structured communications and marketing campaign for the overall promotion of the college option, including specific strategies to promote the French-language CAAT network and Alfred College of Agriculture and Food Technology.

## ***ADVISORY COMMITTEE RECOMMENDATIONS***

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### ***D. Access, to maximize the student transitions from secondary school to college***

The Advisory and Implementation Committee recommends:

- I that the Ministry of Education and Training implement a provincial tracking and reporting system to track and analyze the flow of secondary students through their post-secondary education.
- II that colleges and secondary schools develop a process for transferring information about students with special needs and, where appropriate, develop specific preparatory programs in either a school or college setting, or both.
- III that a process and instrument(s) for academic and career assessment be collaboratively developed by all relevant stakeholders for use at both the secondary and post-secondary levels; and that the instrument(s) and processes include the opportunity for assessment for prior learning purposes.

### ***E. Evaluation, Monitoring and Research, to ensure accountability and effective progress***

The Advisory and Implementation Committee recommends:

- I that the Ministry of Education and Training maintain a current inventory of all articulation projects in the province and publish an annual guide to these projects.
- II that the Ministry of Education and Training fund a research project to determine the impact of articulation on student access and progress through college programs.

## *ADVISORY COMMITTEE RECOMMENDATIONS*

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### ***F. Further Research, to assist challenged students***

The Advisory and Implementation Committee recommends:

- I that research into ways to better serve the needs of post-21-year-old developmentally challenged adults be undertaken.
- II that a limited number of current exemplary practice programs in adult high schools and colleges be chosen for study as models for future services of developmentally challenged adults.
- III that research be undertaken to investigate funding mechanisms that would provide proper support through the modification of individual student programs of those capable students who display identified learning challenges.

### ***G. Regional Pilot Projects, to develop and share effective practices throughout the province***

The Advisory and Implementation Committee recommends:

- I that the Ministry of Education and Training, in consultation with the Advisory and Implementation Committee, designate and fund a number of regional articulation pilot projects in Ontario of up to two years' duration. These pilot projects would be used to demonstrate and develop the best practices currently operating in Ontario and to focus operationally on the issues and recommendations outlined in this report. The pilots would be regionally based, and include at least one project focused on the special issues of Francophone students and one focused on the issues facing Aboriginal students.

**II French-language Articulation Recommendations**

**A. *The Need for a Consortium of French-language Partners***

The Advisory and Implementation Committee recommends:

- I that the three French-language Colleges of Applied Arts and Technology, Alfred College of Agriculture and Food Technology, the bilingual universities, and other appropriate partners from the secondary panel and community-based agencies create a consortium.
- II that the Ministry of Education and Training and the Ministry of Agriculture, Food and Rural Affairs create formal mechanisms for co-operation between Alfred College and the French-language CAAT network on programs, promotion of the French-language college network, entrance requirements, prior learning assessment, and the College Standards and Accreditation Council.
- III that the Ministry of Education and Training develop a structured communications and marketing campaign for the overall promotion of the college option, including specific strategies to promote the French-language CAAT network and Alfred College.
- VI that the French-language associations of secondary school guidance counsellors, college counsellors, and university counsellors be invited to come together as a joint association for professional development purposes.

**B. *The Need to Clarify Roles***

The Advisory and Implementation Committee recommends:

## ADVISORY COMMITTEE RECOMMENDATIONS

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- I that school boards, Alfred College, and the CAATs increase the variety of linkage projects currently under way, including projects for reciprocal purchases of services, co-operative management, cost-sharing, and sharing of human resources.
- II that, in the area of adult education, providers of French-language programs in a given region establish mechanisms for co-operation, in order to better serve the clientele in their region.
- III that the economic partners (Chambre économique de l'Ontario, the Fédération, organized labour, and the Alliance des caisses populaires de l'Ontario, etc.) be asked to play a more active role in program planning, in career counselling, in financial planning, and in introducing co-operative programs.

### **C. College Programs**

The Advisory and Implementation Committee recommends:

- I that, in co-operation with the colleges and school boards, the Ministry of Education and Training develop curriculum guidelines for credit courses preparing students for college and university studies, to be offered in the specialization years at the secondary school level.
- II that a school board, a French-language college, and a bilingual university jointly introduce a pilot project for a regional service to co-ordinate co-operative education activities.
- III that the French-language colleges, the Ministry of Education and Training, and the College Standards and Accreditation Council ensure joint planning of French-Language programs in the colleges and of appropriate educational materials.

## *ADVISORY COMMITTEE RECOMMENDATIONS*

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- IV that the Ministry of Education and Training and the Centre franco-ontarien de ressources pédagogiques begin talks on expanding the mandate of the centre and modifying the composition of its board of directors to include the college system.

### **III Funding Recommendations**

#### **A. General Recommendation**

The Advisory and Implementation Committee recommends:

- I that the Ministry of Education and Training ensure sufficient resources for both colleges and school boards to flexibly implement the recommendations contained in this report.

#### **B. French-language Funding Recommendations**

Recognizing the unique position of the French-language colleges, the special structures that arise from that position, and the concepts of open colleges and distance education, the new colleges must demonstrate great flexibility in terms of programming and program delivery. Accordingly, the Advisory and Implementation Committee recommends:

- I that the Ministry of Education and Training ensure that funding structures and mechanisms and legislative and administrative measures provide the flexibility that is needed to meet the special needs of the colleges' Francophone clients, to achieve greater Francophone participation in post-secondary education, and to take into account the huge areas served by the French-language colleges.
- II that the Ministry of Education and Training ensure that the new colleges in central/southwestern Ontario and northern Ontario include in their preparatory studies an analysis of the need for appropriate support systems (e.g., housing units, child care, transportation, parking, reception, cultural activities, financial support, needs of new arrivals, learning centre) to ensure equitable access and a high retention rate; and that the Ministry provide financial and administrative support to respond to these needs.

## *ADVISORY COMMITTEE RECOMMENDATIONS*

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- III that, in the creation of the consortium recommended in this report, the Ministry of Education and Training enter into joint funding arrangements with the other partners.

## *ADVISORY COMMITTEE RECOMMENDATIONS*

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### **IV. Recommendations: Future Priorities**

- I that a priority issue for the continuing Advisory and Implementation Committee be to clarify the roles of schools and colleges in delivering adult education.
- II that a priority issue for the continuing Advisory and Implementation Committee be the establishment of a permanent and centralized umbrella education council for Ontario including representation from all relevant stakeholders, including clear ties to CSAC. Such a structure would be an important step in ensuring and overseeing the creation of "seamless education" for the province. It could also be an appropriate forum for continuing the discussions begun by the Schools-Colleges Project. One mandate of the extended Advisory and Implementation Committee could be to assist with the establishment of this provincial body.
- III that a priority issue for the continuing Advisory and Implementation Committee be to explore apprenticeship enhancements and alternatives.

# **CHAPTER 5**

## **IMPLEMENTATION PLAN: THE AGENDA FOR IMMEDIATE ACTION**

## CHAPTER 5

### IMPLEMENTATION PLAN: THE AGENDA FOR IMMEDIATE ACTION

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The Advisory and Implementation Committee urges the prompt acceptance and implementation of the recommendations contained in Chapter 4. To facilitate this implementation, the committee has set out the following **ACTION PLAN** for the initial 12 months following acceptance of this report by the Minister of Education and Training.

In developing the implementation plan, the Advisory Committee made the following assumptions:

- that the recommendations meet with the approval of the Minister and that there is a decision to implement them;
- that sufficient funds will be provided for six regional pilot projects;
- that college and school board resources will be available to maintain the current momentum.

#### Action Plan

##### *Mission*

To provide leadership, direction, and support for school-college articulation, through increasing student access, institutional collaboration, and curriculum alignment in order to maximize the number of students successfully moving from secondary schools to colleges of applied arts and technology.

##### *Primary Determinants of Success*

- Articulation should be provincially established and locally determined and delivered.
- Curriculum between secondary schools and colleges should be aligned and form a clear continuum for teachers and students.
- Informed students will make informed choices about their career choices.

### **The Agenda for Immediate Action**

<b>Task</b>	<b>Responsibility</b>
1. Establish school-college articulation as a key educational priority and assign the lead responsibility for its future development jointly to the school boards and colleges.	Government
2. Implement a provincial tracking and reporting system to track and analyze the flow of secondary school students through their post-secondary education.	Ministry
3. Establish a collaborative process to develop a set of clear curriculum guidelines that ensure a continuum between secondary school courses and college programs; the development of these guidelines will include consultation with colleges, the secondary school sector and major stakeholders.	Ministry
4. Extend the mandate of the Advisory and Implementation Committee for a period of from 12 to 24 months; to be co-chaired by a college president and a school board director.	Minister; Boards and Colleges
5. Direct the Advisory and Implementation Committee to prepare a plan for the implementation of all longer term recommendations of its report by April 1, 1995.	Minister
6. Designate and fund a number of regional articulation pilot projects of up to 2 years' duration.	Ministry
7. Create a consortium of the three French-language Colleges of Applied Arts and Technology, Alfred College of Agriculture and Food Technology, the bilingual universities and other appropriate partners from the secondary panel and community-based agencies, focused on articulation.	Ministry/ Colleges/Boards/ Other Partners
8. Develop a communications and marketing campaign for the overall promotion of the college option, including the French-language college consortium.	Ministry/ Consortium

# **APPENDICES**

## **APPENDIX A**

### **TERMS OF REFERENCE**

#### **Advisory and Implementation Committee**

The Advisory and Implementation Committee will identify a series of actionable issues from the topics identified below and then work through task groups to produce the recommended actions. Since there are already many reform and restructuring activities under way in both the secondary school and college sectors, the work of the committee will be focused narrowly rather than broadly to ensure clear choices and results for the project.

In early 1993 the Cabinet directed the Ministry of Education and Training to proceed in charging the Advisory Committee to make recommendations in three areas:

- student access;
- institutional role clarification;
- program/curriculum collaboration.

As well, after discussion with representatives from the Francophone community, the Advisory Committee concluded that an opportunity existed to establish a fourth work group making recommendations in the area of French-language articulation initiatives.

#### **Client Access Work Group**

The Client Access Work Group will explore how to make the secondary school-community college transition more "user friendly" and less institutionally driven by:

- reviewing guidance and counselling in schools to ensure that students are being presented with a full range of post-secondary options early in their schooling (e.g., university, college, apprenticeship);

## *APPENDICES*

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- developing clear paths between schools and colleges and the necessary guidance and counselling supports;
- developing a clear statement of what high school graduation involves in terms of achievement needed for college entry and how colleges can build on that base;
- reviewing entrance standards and first-year student assessment processes to ensure that the students' needs to be successful are paramount;
- addressing the issue of those for whom no college program is available.

### **Institutional Roles Clarification Work Group**

The Institutional Roles Clarification Work Group will examine the roles of the two sectors in order to maximize partnerships between the sectors and their communities by:

- reviewing each sector's role in their communities and assessing program competition and resource duplication with a view to producing recommendations for changes where necessary;
- ensuring that students do not need to repeat prior learning;
- recommending the respective roles of the two sectors as they relate to LTAB/OTAB in the retraining of adults, keeping in mind local autonomy in their communities;
- recommending how resource sharing (human, physical, and financial) can be enhanced between the two sectors.

### **Program/Curriculum Collaboration Work Group**

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## *APPENDICES*

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The mandate of the Program/Curriculum Collaboration Work Group is to examine the implications of proposed curriculum changes in secondary schools and community colleges and the experience of the articulation projects thus far. The purpose of this examination is to:

- identify ways in which the secondary school and college curricula can be better integrated and be made more complementary to meet student needs;
- identify ways for teachers in both secondary schools and colleges to collaborate in the development of complementary curricula for both levels;
- identify opportunities for teacher exchanges between the two systems to enhance co-operation and effectiveness of both systems.

### **French-Language Articulation Work Group**

Taking into account the major themes of the Schools-Colleges Project — client access, institutional role clarification, and program collaboration — the French-language Articulation Work Group will focus on the unique opportunities and challenges for French-language articulation between French-language secondary schools and colleges by:

- identifying specific areas of concern and providing examples where different models have been used successfully (i.e., Cité collégiale);
- identifying specific needs or problem areas in which linkage agreements can assist students to achieve academic success;
- studying the possibility of establishing pilot projects between Francophone secondary schools and the three French-language colleges;
- investigating means of promoting the new Francophone college network to secondary students; and establishing ways and means to market post-secondary French education;

## *APPENDICES*

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- looking at specific needs of the Francophone community with respect to literacy, basic skills, professional training, and OTAB, and at ways in which articulation can resolve some of these difficulties;
- building on the important relationships between the communities themselves and their secondary schools and colleges;
- investigating the possibility of including the Collège de technologie agricole et alimentaire d'Alfred in any articulation models.

APPENDIX B

THE ADVISORY AND IMPLEMENTATION COMMITTEE

*Chair:* **The Honourable Mike Farnan**  
Minister-Without-Portfolio

*Members:*

**Dr. Brian L. Desbiens**  
**Ms. Ruth Gates**  
Council of Presidents

**Ms. Marilyn White**  
**Ms. Diane Dubois**  
Ontario Council of Regents for  
Colleges of Applied Arts and  
Technology

**Mr. Peter Hatton**  
Council of Governors

**Mr. Peter Mazeikis**  
**Ms. Maureen Hynes**  
**Dr. Murray Morello**  
Ontario Public Service Employees  
Union-CAAT Academic Division

**Ms Cynthia Hilliard**  
**Ms. Billie Jo Bogden**  
**Ms. L. Shannon Gothard**  
Ontario Community College  
Students Parliamentary  
Association/Association  
parlementaire des étudiants des  
collèges communautaire de  
l'Ontario

**Ms. Lina Mazzeo**

**Mrs. Donna Cansfield**  
Ontario Public School Boards' Association

**Mr. Patrick Meany**  
Ontario Separate School Trustees'  
Association

**Mr. Bill Millar**  
Council of Directors of Education

**Mr. Michael Rubinoff**  
Ontario Secondary School Students'  
Association

**Dr. Lino Magagna**  
Ontario Council on University Affairs

**M. Mark Waito**  
FESFO

**Mme France Picard**  
Le Conseil de l'éducation franco-  
ontarienne

*Vice Chair:*

**Mr. Howat Noble**  
Ministry of Education and Training

*Ex-Officio Members:*

*APPENDICES*

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**Ms. Mary Smart**  
**Mr. Ian McLellan**  
Ontario Teachers' Federation

**Vicki Milligan**  
**Bill Irwin**  
**Sonia Del Missier**  
**Maurice Glaude**

*Observer:*

**Ms. Joan Hastings-Dove**  
College Standards and Accreditation  
Council

Membership as of October 15, 1994

**APPENDIX C**

**SCHOOLS/COLLEGES PROJECT SECRETARIAT**

**Mr. Howat Noble**

**Mr. David Florkow**

**Ms. Diane Martin**

Ministry of Education and Training

APPENDIX D

THE WORK GROUPS

I - CLIENT ACCESS WORK GROUP

*Chair:* **Vicki Milligan**  
Director of Liaison & Program  
Marketing  
Seneca College

*Members:*

**Jim Willson**  
Head of Articulation  
Etobicoke Board

**Stephanie Higginson**  
Student  
St. Roberts Catholic High School

**Terry Bennink-Dance**  
Dean  
Access & Program Development  
George Brown College

**Violet Marin**  
Principal with Metro Separate  
Board on Special Assignment in  
Guidance

**John Berry**  
Faculty Member  
Conestoga College

**Hartley Nichol**  
President, RCC School of Electronics

**Aster Ghebreamlak**  
Student, Humber College

**Floreen Cleary \***  
Dean, Academic Development  
Georgian College

**Maurice Glaude \*\***  
Teacher, Head of Guidance  
École secondaire Confédération

## *APPENDICES*

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- \* left Work Group, December 1993
- \*\* assumed chair of Work Group IV, January 1994

## APPENDICES

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### II - INSTITUTIONAL ROLE CLARIFICATION WORK GROUP

*Chair:* **Bill Irwin**  
Lincoln Board  
Articulation Facilitator

*Members:*

**Sr. Lucille Corrigan**  
Principal (Adult Ed)  
Monsignor Fraser College

**Emily Middleton**  
Student  
Ancaster, Ontario

**Jim Barlow**  
Waterloo Public Board

**Erica Rowswell**  
President, Student Council  
Northern College

**Ethel Anderson**  
Chair  
Program Planning & Develop.  
Independent Learning Centre

**Jacques Michaud**  
OPSEU Representative  
Cambrian College

**Mary Preece**  
Director, Centre for Instructional  
Development, Centennial College

**John Bates**  
Frontenac County Board of  
Education

**Claire Kaukinen**  
Chair, Communication Arts  
Confederation College

## APPENDICES

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### III - PROGRAM/CURRICULUM COLLABORATION WORK GROUP

*Chair:* **Sonia Del Missier**  
Vice-President  
Community & International Development  
Cambrian College

*Members:*

**Sheila Susini**  
Director, Articulation/Transitions  
Humber College

**Wolfe Buchholz**  
Teacher  
King City Secondary School

**Lou Ozbolt**  
Dean, Technology and Trade  
Confederation College

**Kelly Taylor**  
Student  
J. S. Woodsworth Secondary  
School

**Tim Lee**  
Principal  
Cardinal Newman High School

**John Falvo**  
Student — International Business  
Director of External Affairs  
Confederation College

**Richard Shields**  
Teacher  
St. Jean de Brébeuf Secondary  
School

**Ted Shiner**  
Durham College

**IV - FRENCH-LANGUAGE ARTICULATION WORK GROUP**

*Chair:* **Maurice Glaude**

Chef de l'orientation  
École secondaire Confédération, Welland

*Members:*

**Mohammed Brihmi**

Ontario Public School Board's  
Association

**Hector Gauthier**

Conseiller en orientation et psychométricien  
Service de counselling  
La Cité collégiale  
Ottawa

**Jacques Taillefer**

Étudiant à la formation des maîtres  
Université Laurentienne, Sudbury

**Pierre-Yves Beliveau**

Enseignant  
École secondaire Monseigneur Bruyère, London

**Claude Bordeleau**

Professeur, Collège militaire royal  
Conseiller scolaire au Conseil  
d'éducation du comté Frontenac  
Kingston

**Margot Cardinal**

Coordonnatrice provinciale du Projet d'articulation  
des programmes préparatoires collégiaux  
La Cité collégiale, Ottawa

**Raymond Jubainville**

Agent d'éducation, Équipe des  
politiques et des programmes  
d'éducation en langue française  
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