

Call for Experiential Learning Project Proposals Toolkit *for Leaders of Experiential Learning*



This resource is intended to be used by Leaders of Experiential Learning as a guide for the multitude of planning and implementation considerations, organizational tools, and teacher-facing resources that can support a successful ‘call for proposals’ for experiential learning projects in their board. The resources linked below will support the Leader of Experiential Learning in their planning and resource development of the entire process from project launch, to execution and support, to wrap up, reflection and planning for the next project cycle. They can be used for small, medium, and large scale experiential learning projects and modified as needed to suit the magnitude of the initiative.

Knowing that variations exist between boards in how experiential learning funding is allocated, how/if it is used for teacher-led projects, and the parameters around which these projects may be approved, it is expected that these resources will provide a jumping off point for consideration and will be modified as needed to meet individual requirements of each board. The process of planning and executing a call for proposals is not a ‘one size fits all’ process but the hope is that this toolkit will provide those new to the role of Leader of Experiential Learning, new to the process of launching educator-led experiential learning projects, and/or those looking to reflect on their current process with ideas worthy of their consideration. *Wherever relevant, implications for the completion of some or all of the components of an experiential learning project in a distance learning environment have been outlined for the consideration of both the educator and Leader of Experiential Learning.*

Resource Title with Bookmark	Purpose of Resource	Pages
Part 1: Planning for Project Launch		
1. Rationale: Using EL Project Funding for Educator - Led ‘Calls for Proposals’	To provide Leaders of Experiential Learning with a rationale for using a portion of their Ministry funding to support educator-led experiential learning projects.	3-6
2. Project Funding Considerations and Parameters	To provide Leaders of Experiential Learning with a variety of considerations as they determine the parameters experiential learning project applications must meet to receive funding.	7-8
3. Experiential Learning Project Management Organizational Tools and Strategies	To provide Leaders of Experiential Learning with a variety of suggestions around how best to organize, track, and communicate with project leads over the course of the project period.	9-10
4. Community Partner Involvement and Related Considerations	To provide both Leaders of Experiential Learning and educators with a variety of considerations for the involvement of community partners as a required component of the project requirements and implementation.	11

Part 2: Project Launch and Selection		
5. Call for Experiential Learning Project Proposals Sample PD Session	To provide Leaders of Experiential Learning with a sample agenda and slide deck for a professional development session that would serve as a requirement for applying for experiential learning project funding.	12-13
6. Educator Toolkit for Experiential Learning Project Proposals	To provide Leaders of Experiential Learning with a sample toolkit of supporting proposal resources to share with educators who are seeking to apply for experiential learning project funding.	14
7. Sample Application for Experiential Learning Project Funding	To provide Leaders of Experiential Learning with a sample project application for their consideration and personalization..	15
8. Experiential Learning Project Proposal Selection Process Considerations	To provide Leaders of Experiential Learning with a range of selection criteria to consider when evaluating project applications.	16-18
Part 3: Project Promotion, Support, Celebration and Reporting		
9. Experiential Learning Project System Promotion	To provide Leaders of Experiential Learning with a variety of strategies that can be employed to share the successes of projects throughout both their board and local community.	19-20
10. Experiential Learning Project Team Support	To provide Leaders of Experiential Learning with a variety of suggestions for how to support the success of project teams throughout the project period.	21-22
11. End of Year Experiential Learning Project Celebrations and Reporting	To provide Leaders of Experiential Learning with options of how to celebrate and conclude the project experience to both recognize the achievements of project teams and collect important information for future project launches.	23
12. Experiential Learning Project Exemplars and Participant Feedback	To provide Leaders of Experiential Learning and educators with a summary of exemplar projects spanning a range of grades, underrepresented populations, subject areas and ultimate project goals to demonstrate the breadth of project possibilities that can stem from a call for proposals.	24-26
Summary of Linked Resources	A description of and links in different formats to each of the resources embedded within this document.	27-29
References	A list of the references and web addresses referred to within the document.	30-31

***Note 1:** Please note that the abbreviation 'EL' will be used to refer to 'Experiential Learning' throughout this resource, and 'LEL' for 'Leader of Experiential Learning.'*

***Note 2:** Linked Resources within the document are provided in a variety of formats within the 'Summary of Linked Resources'.*

1. Rationale: Using Experiential Learning Funding for Educator-Led ‘Call For Proposals’



As a Leader of Experiential Learning discusses how to allocate Ministry funding in consultation with their supervisors and board team, many factors are deserving of thoughtful consideration. With each Ontario board possessing its own unique needs, challenges, strategic plan and areas of focus, these decisions will undoubtedly be individualized and determined differently than other boards may choose to do. Deciding factors may include but are not limited to:

- Ministry spending guidelines/areas of focus for the experiential learning funding
- Goals of the board’s multi-year (strategic) plan
- Gaps that need to be closed within the system and could be supported by experiential learning initiatives
- Underrepresented populations/student groups that would benefit from experiential learning initiatives
- Existing community partners and the possible initiatives they can support
- Existing board initiatives that require ongoing financial support through this funding
- Professional background/experience of the Leader of Experiential Learning

In sum, there is no right or wrong way for funding to be allocated when it is done so thoughtfully and with positive intention to support rich experiential learning opportunities for students within the board community. A key consideration many Leaders of Experiential Learning will make is to determine whether some or all of the funding may be reserved for educator-led ‘call for proposals’ - allowing the interests and ideas of educators to manifest into carefully planned and executed experiential learning initiatives that enrich student mastery of curriculum, learning beyond the curriculum, and/or support of the career-life planning process.

Please note that using Experiential Learning funding for a call for project proposals is not mandated by the Ministry of Education and is an individual choice made by school boards and Leaders of Experiential Learning. When calls for proposals are part of how funding is allocated, individual decisions will be made about how this process is carried out, to whom it is made accessible, what the areas of focus will be, and parameters around that funding. This resource provides a broad overview of the process of successfully managing a call for project proposals, considerations to be made in its planning and execution, ready to use resources that can be adapted to meet the needs of the Leader of Experiential Learning and/or the board, and ideas for how to make a call for proposals a rich process that meets the needs of educators and students and leads to the effective promotion of experiential learning across the system.

The Benefits of A Call for Proposals

In *Community Connected Experiential Learning* (Draft, 2016), a clear case is made for the many reasons why experiential learning is a highly valued and effective teaching and learning approach for all students. It cites benefits including assisting in students’ learning transfer, enhancing self esteem and engagement in the workplace or school, building 21st century learning skills and global competencies, and improving motivation and social and leadership skills. In sum, ‘students are more engaged, more motivated to learn, and more successful when they can connect what they are learning to situations they care about in their community and in the world’ (Community Connected Experiential Learning, p. 6). It is safe to say that most educators would be very eager to have the opportunity to implement an initiative that supports these kinds of learning benefits, and that a call for project proposals can provide that opportunity. The launch of a call for project proposals opens the door to making these rich, supported opportunities possible for educators and students across the system, and to have the chance to have ‘voice and choice’ in tailoring an experiential learning initiative to meet the unique needs of their program and of their students.

Additional benefits that a ‘call for proposals’ can bring include:

- 1. Supporting the promotion of experiential learning across the system.** There is no better way to get the word out about the value of experiential learning than by having advocates across the system that are actively designing and implementing these initiatives to support student success firsthand, and then sharing these successes with their school and local community. Experiential learning projects can generate a positive ‘buzz’ across the system...and good news spreads quickly!
- 2. Providing a structured mechanism by which the LEL can educate others about what experiential learning is and what it is not.** By requiring that applicants for experiential learning project funding attend a mandatory professional development session to understand and work on designing an EL initiative in a supported way, the LEL can teach and influence many educators at once and shape their thinking and planning of a sound EL initiative.
- 3. Providing a mechanism for high educator engagement in the experiential learning initiative.** When the educator is designing the initiative and doing it in a way that is responsive to the needs of their students and their program, they will have a vested interest in the process and in doing it well. The attachment of funding to the project also helps to ensure a high level of commitment and accountability.
- 4. Supporting an organic method to ensure that experiential learning is happening across panels, subject areas, specific groups of students, and geographic areas across the system.** By putting out a call for proposals across the board community, the LEL provides a natural process for educators to respond with their interests to fill needs across the system. A thoughtful selection process of successful applicants also ensures that there is equality of opportunity for experiential learning across the board.
- 5. Building relationships with educators through a supported learning process.** Working in a supportive role alongside experiential learning project leads and teams naturally allows for the development of positive working relationships that will provide mutually beneficial learning experiences for both the educator(s) and the Leader of Experiential Learning.
- 6. Opening the LEL up to the possibilities of what experiential learning can bring through the ideas generated by educators.** It is impossible for a Leader of Experiential Learning to know every need across the system in every separate school and classroom community. The initiatives created and implemented by educators and the purpose and goals behind those initiatives shed great insight into the needs in our system and the wide range of creative and engaging possibilities that exist to meet those needs.
- 7. Providing the potential to create many new community partners across the board and surrounding community.** When inclusion of a community partner in one or more phases of the experiential learning initiative is a requirement, it opens the door to establishing many new partners with the board. This provides a rich database of partner connections that can be considered for future involvement with experiential learning initiatives.
- 8. Establishing a board-wide community to support collective project successes and future experiential learning initiatives.** When the Leader of Experiential Learning intentionally builds a community of project leads and teams that can easily communicate, share ideas, problem solve challenges and celebrate successes, the ability of the LEL to continue the momentum of ‘experiential learning thinking’ across the board is greatly enhanced. A team of enthusiastic and knowledgeable advocates is created that can

continue to support and share their understanding of how to successfully implement an experiential learning initiative.

9. **The process is the perfect teacher.** Ultimately, there is no better way for an educator to truly understand the experiential learning process than by going through it themselves first hand. The planning and execution of the project creates a rich learning opportunity for the educator by framing their own ‘participate’ phase. The experience naturally lends itself to reflection both during and after the process, as well as the opportunity to reflect on next steps, future goal setting, and plans to tackle new but related challenges with experiential learning in the future.

The Challenges of A Call For Proposals

Like any initiative that is worth the time, energy, and careful planning that is required to ensure its success, launching a call for proposals can also come with its inherent challenges. These challenges include but are not limited to:

1. **The selection of successful projects when the number of applications exceeds the funding available.** *Question for Reflection: How can I establish clear selection criteria and a transparent and fair selection process to ensure that there is equity of opportunity for students across the system?*
2. **How much funding to allocate per project....or per student involved with the project.** *Question for Reflection: Given the amount allocated to ‘calls for proposals’, what is the most effective and equitable way to distribute funding to projects given the unique structure/needs of my board?*
3. **Considering ways to effectively manage and support a multitude of projects happening simultaneously across the system.** *Question for Reflection: What are the tools and processes that will help me stay organized and who is the support team I can draw upon to help me manage all the moving pieces?*
4. **Establishing clear and consistent communication with all project teams.** *Question for Reflection: With multiple project leads/teams and many individual communications per team, how can I ensure that opportunities and processes are clearly communicated to provide all participating educators with a positive and well-informed experience?*
5. **Ensuring that teams are implementing the project as designed and according to the parameters laid out in the project agreement.** *Question for Reflection: How can the Leader of Experiential Learning continue to support project leads/teams throughout the process to ensure that students are given the richest experience possible in all three phases of the participate, reflect and apply cycle of experiential learning?*

While boards may differ in those areas that provide the greatest challenges as part of the call for proposals process and the way in which solutions are found to address those challenges, it is the goal of this resource to address preventative and problem-solving strategies for consideration to ensure the smoothest and most well thought out process possible.

Considerations for Calls for Proposals in Times of Distance Learning

When distance learning is an optional or required reality of the teaching and learning environment, additional considerations must be made in the call for proposals process. With an uncertain school year ahead, fully in-person learning may potentially change quickly to fully distance learning or a blended model of the two. Considerations for distance learning may include but are not limited to:

Specific health and safety considerations and guidelines within your board for what students can be asked to do from home and without guaranteed parent/guardian supervision:

- Specific policies and guidelines within your board around connecting with virtual community partners when in-person interaction is not permitted
- Specific 'approved software and website' lists and guidelines within your board when considering how to create the participate, reflect, and apply experiences in an online environment
- Considerations around how use of funding may differ in a distance vs. in-person environment and how this may influence spending parameters
- Considerations around how the experiential learning funding application may be framed to request a plan for for both live and distance learning environments
- How the sharing of experiential learning initiative successes can still occur within the school, board, and surrounding community even in times of distance learning

Wherever relevant throughout this resource, specific 'distance learning' considerations will be noted so that Leaders of Experiential Learning are equipped to move forward with a call for proposals in an in-person, distance, or blended learning environment.

2. Project Funding Considerations and Parameters



When establishing the parameters around funding for experiential learning projects, there are many considerations that can be taken into account in addition to those laid out by the Ministry spending guidelines and areas of focus. These will vary depending on the needs of the board, history with past experiential learning initiatives, existing and available community partners and other resources accessible in the local community.

In launching a call for proposals, it is imperative that educators are made clear on the parameters that must be met in order for funding to be awarded. As understood when creating evaluative assignments for students, it can't be expected that educators meet the project targets and succeed if they are not clearly provided with success criteria from the very start.

As an overarching set of key considerations, the experiential learning projects must adhere to any spending guidelines or key areas of focus (eg. skilled trades promotion) as set out by the Ministry of Education. These are shared with boards before the start of each school year.

The list of additional funding considerations below is not exhaustive and may not be relevant in every board, but will provide the Leader of Experiential Learning with a starting point as they develop a plan for what criteria must be met:

1. **Board/ Department Multi-Year Plan Goals:** What are the goals of your board's multi-year/strategic plan that can be addressed through the completion of components of the experiential learning projects?
2. **Involvement of a Community Partner:** What are the expectations you will establish around the involvement of a community partner? If this is required, are they expected to be involved in each phase of participate, reflect and apply?
3. **Equity of Access:** Is it a requirement for project leads/teams to make an initiative accessible to every student within a particular grade, course, or club? Must every student within a particular cohort, regardless of their class placement, socioeconomic status, or other factors that have historically led to inequity in access to opportunity be given the chance to participate? Consulting with your board Equity Lead on this decision is advised.
4. **Initiative Sustainability:** Is there an expectation that the project lead/team will outline how they will sustain the experiential learning initiative in the future, even if funding is not available at that time?
5. **Attendance at a Required Professional Development Session on Experiential Learning:** Will it be a requirement that all project leads/ team members attend a mandatory professional development session to ensure there is common foundational understanding of what experiential learning is all about and to provide an overview of the application process?
6. **Support of the School Administrator:** Is it required that the project team gain approval from the school administrator based on the details of their application before submission?

7. **Ability to transfer between In-Person and Distance Learning:** Given the uncertain times in which we live, will there be a requirement that the project lead/team explains how they will transfer between experiential learning in an in-person and distance environment as the public health situation demands? See additional considerations below.*
8. **Completion of a Mid-Year and End of Year Report:** Will project leads/teams be expected to complete reports at various points in the process to support their own reflection and application process, as well as staying on top of pre-established deadlines?
9. **Final Dates and Deadlines:** Do project leads/teams need to agree to meet required receipt/invoice and report submission deadlines as part of the agreement to access experiential learning funding? Will this be articulated to them before or at the time of project approval so they are given the opportunity to consent to meeting these timelines?

Specific Parameters When Public Health Situations are a Factor*:

Given the times we are in, and the challenges faced by those boards that had projects going on in the 2019/20 school year, thoughtful consideration should be given to how to ensure projects can happen safely in a live environment and the ways in which to make them transferable to a distance learning environment if and when the need arises. This can include:

1. Considering how students can complete the “participate” phase of the initiative ‘live’ in-class with all public health and school board safety measures in place. Note that it may not be reasonable for students to be able to travel off site to other locations for field trips or to have community partners come into the school depending on the board and public health guidelines in your area. Educators can refer to the OCTE Resource on Virtual Field Trips.
2. Considering ways in which the participate phase can reasonably happen from the home environment (keeping school board safety guidelines in mind) as well as preparing for participation activities that can happen virtually through the use of specific software or web-based applications.
3. Soliciting community partners that can support students virtually with their experiential learning initiative (and transfer between in-person and online interaction as needed).
4. Providing project leads with a variety of board-approved options for online tools and resources that will support students reflecting and applying their experience through distance learning.
5. Considering the timing of launching the calls for proposals. The second half of the school year may be a time with more certainty when educators feel they have had some time to adjust to new protocols and can reimagine what the experiential learning initiative may need to look like in-person, virtually, or as part of a blended model of instruction.

As Leaders of Experiential Learning will know from experience in the 2019/20 school year, there will be a need for flexible and creative thinking to support a transition between ‘in person’ and ‘distance’ forms of experiential learning should the public health situation demand it.

3. Experiential Learning Project Management Organizational Tools and Strategies



When a Leader of Experiential Learning determines that they will use a portion of their funding for educator-led projects, there are a number of key organizational considerations that if made thoughtfully, will greatly support a smooth and successful process for all involved. When overseeing a variety of projects simultaneously, the potential for miscommunication, dropped balls, and general confusion is a real possibility. Early planning and pre-established processes will help to alleviate frustrations for both the Leader of Experiential Learning and the project leads and teams.

The following provides a list of organizational suggestions to help the Leader of Experiential Learning and participating educators effectively manage various components of the projects.

1. Organization of Applications

As applications are submitted, they will need to be organized, shared, and reviewed by the individual(s) or team that will be making the selections of projects that will move forward.

- Set up a Google or Microsoft Form for applications - this will load all responses into a spreadsheet that can be easily shared, sorted, and flagged as needed.
- Ask each applicant to give their project a clear and concise title that can be used to identify it both during the selection process and if it is chosen as a successful project.
- Consider printing a copy of each application if this facilitates easier review as part of the selection process. Consider using an app that allows you to print each spreadsheet entry into a reader-friendly format. GSuite Marketplace apps that perform this function include Autocrat, Mailmeteor and Mail Merge, as examples.
- Label all applications with an identifier code (i.e. APP-32) so it's easy to communicate with other members of your selection committee about the applications.

2. Communications to Project Leads or Teams

The process of managing and supporting project teams will require ongoing communication, reminders, and sharing of information and resources.

- Once successful projects have been determined, manage project lead/team communications through the use of a specific link on your EL webpage, an online group or community (such as a Google Group or Google+/Google Currents community), an online classroom or other mechanism to compile all updates you send out regarding projects. Sending many individual emails that are not grouped in one place can lead to confusion further along in the process.
- Have each team designate one project lead and have all information, including questions, funnelled through that one individual.
- Number projects (i.e. EL-12) and have them self-identify by that number when you are emailed so you can tag and group emails together.
- Consider creating separate folders (physically or digitally) to keep track of all project communications and your responses. Notes can be added to these folders when conversations happen by phone or in person.

3. Project Team Budgeting/Spending

A significant component of the Leader of Experiential Learning role during a call for proposals is to serve as a project manager. Part of this role requires the need to manage and oversee spending that occurs by each project team.

- As suggested above, designate a project number for each project as well as a unique educator supply coverage code so you can easily track expenses.
- Outline and communicate a detailed process for how spending is to take place, receipts are to be submitted, invoices to be shared etc. and copy the business manager and administrator at each school so they are in the loop about your process. See a sample process for the Halton District School board's 2019/20 Experiential Learning Project Cycle detailed at [Financial Processes for Experiential Learning Project Proposals](#).
- Track expenses regularly to ensure you are staying on top of spending as it happens in real time, as much as possible. The use of a spreadsheet such as an [Experiential Learning Project Expense Tracker - Sample](#) with a tab or section for each project and categorized areas of expenditures (student participation, building capacity, community partnerships etc.) will be helpful and facilitate your completion of the end of the year Ministry financial report for Leaders of Experiential Learning.
- Set deadlines that are well ahead of your actual board deadlines, building in wiggle room for receipts and invoices that trickle in late (as they inevitably will).
- Consider sending one or two updates to project teams throughout the year with respect to where their spending stands to ensure that it matches their own records.
- *NOTE: Different school boards will have different ways to manage this process. Some may manage spending at the board level while in others, funding may be given to each school with the understanding that it will be spent according to the guidelines specified.*

4. Project Team Reporting

Requiring project leads and teams to complete reports at various points in the process allows the Leader of Experiential Learning to stay well informed about how each project is progressing and aware of how they can best support the success of each initiative.

- Consider when and why it will be helpful to have your project leads/teams report back to you with updates on their progress and areas where they may need support moving forward. Consider:
 - An [Experiential Learning Project Mid-Year Report - Sample](#) to help encourage progress and keep teams on track with their goals (also a good time to give those teams a push that have made little to no progress/spending by that point in the year)
 - An [Experiential Learning Project Final Report - Sample](#) to facilitate the sharing of successes, challenges and next steps, project artefacts, and to serve as exemplars for future calls for proposals (more information about the final report can be found in the 'End of Year Celebrations and Final Reporting' section of this resource).
- Reporting is also useful for Leaders of Experiential Learning to provide accountability to your board team about how funding was used.
- Feedback from teams can help shape what the 'starts, stops and continues' will be moving forward as you support current and future project teams.

4. Community Partner Involvement and Related Considerations



A highly valued component of any experiential learning initiative is connection and interaction with a community partner. Community partners can include but are not limited to:

- Individuals with unique expertise and experience to share
- Non-for profit/charitable organizations
- Environmental-based organizations, environmental educators and conservation areas
- Small Businesses
- Large Industries
- Skilled Trade Unions
- Indigenous Community Leaders
- Post-Secondary Institutions

Community partners, either in-person or virtually, can add a great deal of value to an experiential learning initiative. Some of these benefits include:

- Providing access to resources, places and/or specialized learning that students wouldn't normally be able to experience within their regular school program
- Imparting wisdom and offering instruction by skilled individuals that can share their experience and understanding to complement understanding of curriculum concepts, career-life planning, or learning beyond the curriculum
- Offering a connection to the 'real world' - opening the door to students meeting leaders in their community and tapping into unique mentorship experiences that help them see authenticity in their learning
- Supporting opportunities for work experience and the development of 21st century learning skills/global competencies and transferable skills
- Engaging in a reciprocal relationship where both the student and the partner benefit from learning and interacting with one another
- Strengthening connections between the school, board, and surrounding community

Ideally, the community partner will be invited to play a role in all three phases of the experiential learning cycle - participate, reflect and apply. Any of these phases can be supported by partners in a 'live' or virtual fashion. When the public health situation requires it, community partners may have to be exclusively virtual. The invitation for a community partner to participate (see the sample [Community Partner Invitation Letter](#)) should include a discussion of how distance learning would be accommodated. Additional considerations may need to be made around how to safely and effectively connect them with students in a digital environment. A benefit to virtual partnership includes the vast array of partners to which doors may be opened when geographic boundaries are no longer a key consideration.

For a detailed consideration of the recruitment and involvement of community partners, please consult the OCCTE Resource '[Opening the Door to Community Partnerships](#)'.

5. Call for Experiential Learning Project Proposals Sample P.D. Session



One approach for LELs to take in considering their process to launch project proposals is to include attendance at a required professional development session as a criterion to qualify for funding. Requiring the attendance of one or more project team members helps to ensure the following:

- That all applicants have a clear understanding of what experiential learning is including a detailed breakdown of each its phases
- That participants have been given the opportunity to be walked through the application process, including key funding criteria
- That participants have been given a structured time and process to begin to design their initiative with the LEL available to support and answer questions as they go

It is suggested that this P.D. occur at least two weeks before the due date for the application to give teams time to process what they have learned and take next steps to plan and write an effective application. Depending on the size of the board, multiple dates, times and locations (for in-person PD sessions) may need to be offered. LELs can consider the specifics of their criteria in terms of how many educators per proposal team will be required to attend. Attendance should be taken and recorded to later cross reference with applications.

A generic slide deck of a sample professional development session can be found at [Experiential Learning Project Proposal Required PD- Sample](#). Speaker notes are provided to offer clarity to the intent of each slide. The slide deck is intended to be modified as needed by LELs to include board-specific resources as well as to adjust slides to ensure they meet the experiential learning project parameters of their board.

This PD session could be offered as a half-day or full day PD depending on the preference of the Leader of Experiential Learning and to accommodate any guidelines regarding PD session length for their board.

A sample **2.5 hour (½ day)** agenda for this session could include:

Experiential Learning Project Proposal Required Professional Development Session

2.5 hours

- | | |
|--------|---|
| 5 min | Welcome and Purpose of the Session |
| 40 min | Part 1 of Slide Deck including experiential activities for educators (Slides 1 - 20) |
| 5 min | Break |
| 50 min | Part 2 of Slide Deck (Slides 22-62) |
| 50 min | Project Team Planning Time with LEL Support |

A sample **5 hour (full day)** agenda for this session could include:

Experiential Learning Project Proposal Required Professional Development Session
5 hours

- 10 min **Welcome and Purpose of the Session**
- 50 min **Part 1** of Slide Deck including experiential activities for educators (Slides 1 - 20)
- 10 min **Break**
- 60 min **Part 2** of Slide Deck (Slides 22-62)
- 20 min **Questions** regarding Morning Presentation

LUNCH BREAK

- 10 min **EL Energizer** and Re-Cap of key messaging from the morning
- 50 min **Expert Panel** - sharing by previous EL Project Teams including project exemplars
- 90 min **Project Team Planning Time** with LEL Support

A longer professional development session, where possible, lends itself to the opportunity to dive deeper into the slide deck, take more time for experiential learning activities, ask questions, listen to an expert panel of former project leads, and spend more time planning with their team.

Including a required professional development session as an application criterion ensures that all participants start their application with the same understanding and produce quality applications having had the chance to be fully informed and have their questions answered. It all requires the LEL to truly create a learning experience that they have personally tailored to support understanding of EL and success with the application process. For those that may choose not to apply following the PD session, they have walked away with a greater understanding of experiential learning - an ultimate goal of the LEL when it comes to building capacity with educators.

6. Educator Toolkit for Experiential Learning Project Proposals



Released as part of the launch of the call for proposals or provided to all participants at the required Experiential Learning Project P.D., a toolkit for educators to take away as they contemplate and plan their initiative will be another important step in ensuring well-informed and thought out experiential learning project proposals. The following are suggested components of the Educator Toolkit for Experiential Learning Project Proposals. Leaders of Experiential Learning may choose to add or delete from this toolkit, share it electronically or prepare hard-copy packages to be distributed at the required P.D. session (if relevant).

1. [Experiential Learning Project Proposal Required PD- Sample](#). This can be included if it is a required component of the application process. This will give proposal teams access to all key content from the presentation as well as any links to resources provided within.
2. [Experiential Learning Ministry Infomat](#). Created by the Ontario Ministry of Education, the infomat provides a succinct overview of experiential learning, its benefits for teachers and students, and links to related resources.
3. [Experiential Learning Project Proposal Guidelines including Spending Guidelines](#). The sample provided from the Halton District School Board gives a summary of the key proposal parameters and guidelines that proposal teams ‘need to know.’ This can be modified by the LEL as needed.
4. [Community Partner Invitation Letter](#) and [Opening the Door to Community Partnerships](#) (OCTE Resource). The invitation letter can also be sent as an email and provides educators with a starting point as they approach potential community partners that may be involved with their project. The OCTE Resource provides a thorough examination of the role of a community partner in experiential learning initiatives and related supporting resources.
5. [Experiential Learning Initiative Design Template](#). This template will support proposal teams as they work through the process of designing their experiential learning initiative; includes key considerations required to successfully complete the application.
6. [Experiential Learning Project Application - Sample](#) and [PDF copy](#). This is the digital application form (as well as a PDF copy for those teams that may want to see the entire application upfront) that must be completed in order to be considered for experiential learning project funding. This is explained in greater detail in the next section (Section 7).
7. [Assessment and Evaluation of Experiential Learning \(link to OCTE Resource\)](#). Educators will determine if and how they may choose to assess and evaluate various components of the experiential learning initiative. The link to this resource can support them in those considerations.

7. Experiential Learning Project Proposal Sample Application Form



An important part of selecting successful proposals to move forward with experiential learning projects is a detailed and thorough application form. The quality, breadth and specifics of each project proposal shared with the Leader of Experiential Learning and their selection committee (if one is involved) will be related to how well thought out and specific the application questions proved to be. In situations where one or more proposal team members were required to attend a mandatory PD session where the application was reviewed and questions were answered, LELs should feel additionally confident that the quality of the responses should be effective in providing the required information to make informed selection decisions.

The sample application form linked below has been broken down into nine key sections:

- Section 1:** Experiential Learning Project Proposal - Key Information
- Section 2:** Project Proposal Description
- Section 3:** Collaboration with a Community Partner
- Section 4:** In Person and Distance Learning Considerations
- Section 5:** Student Equity Considerations
- Section 6:** Student Voice Considerations
- Section 7:** Funding Requests
- Section 8:** Project Sustainability
- Section 9:** Proposal Team Acknowledgements and Further Learning Required

The intent of this application form is to provide a foundation for Leaders of Experiential Learning from which to base their proposal questions. It has been created with the expectation that LELs will add, delete, and adjust details to make them specific to their board and their process, as well as to respond to any changing public health situation and regional or board guidelines that may influence parameters outlined for experiential learning projects.

Please find a Google Form version of the application at [Experiential Learning Project Application - Sample](#). LELs will be prompted to make a copy that can be edited directly to suit their needs including user settings. A [PDF version](#) of the document is also provided. It can be helpful to offer this version of the application to applicants so that they can preview all questions and create a rough draft before submitting the application. When using the Google Form application, responses will be collected in a spreadsheet that can be shared, sorted, and reorganized as needed to support the review process put in place by the Leader of Experiential Learning and/or their selection committee.

Note: It is suggested that applicants be given at least 3-4 weeks to complete the application form from the time it is released. A potential timeline (including a required PD session to prepare applicants and address questions), could look like:

- Week 1** - Release of Application
- Week 2** - Required PD Session Offered
- Week 4** - Applications Due

8. Experiential Learning Project Proposal Selection Process Considerations



Once the experiential learning project application deadline has passed, the next logical step will be for the Leader of Experiential Learning and their selection committee (if one is involved) to carefully review applications and determine those that will move forward. This review process can be time consuming and will require careful pre-planning to ensure that it is both an efficient and effective process. It will be helpful for the LEL to consider what they are looking for in successful applications, as well as the breadth of applications they want to see represented when final decisions are made. In cases where there are more applicants than funding available, or where there may be sufficient funding to cover all project requests, it will be important for the LEL to feel that careful thought and consideration was put into moving those projects forward that met proposal criteria and truly captured the spirit of what experiential learning encompasses.

Criteria can be established to help determine those projects that will be granted funding and thus be allowed to move forward. These considerations could include but are not limited to:

1. Adherence to the EL framework of participate-reflect-apply
2. Confirmation that the required PD was attended by one or more members of the project team
3. Involvement of a community partner
4. Justified sustainability of the initiative
5. Connection to pre-established themes for funding (i.e. focus on skilled trades exploration)
6. Representation from geographic regions across the board
7. Representation from various grade levels/panels
8. Representation from projects targeting special populations
9. Variety in the nature of the projects that are approved

Suggestions for the Review and Selection Process

When an online application process is used, the collection of responses in a spreadsheet format facilitates easy sharing with any additional individuals that will play a role in the selection process. This could include the LEL as well as Superintendents, Instructional Program Leaders, and other consultants that have expertise or insight into the focus of the EL proposal. It is critical that the LEL review important funding considerations with all individuals supporting the decision making process so that everyone is considering applications with the same understanding and selection criteria in mind; providing these in a hard copy or digital format will be helpful for members to refer to throughout the process. Establishing a marking 'rubric' based on selection criteria will also help to create a consistent and transparent process for selection decisions.

Many members may find it easier to work from hard copies of the application rather than viewing them from a spreadsheet - downloadable add-ons can help to convert each submission from the spreadsheet format to an individual document format. It is suggested that educator names be omitted when applications are shared for review with the selection committee to omit any possibility of bias.

Accepted proposals should be carefully tracked so that final decisions can be revisited at the end of the process, ensuring that those projects that will be moving forward well represent a breadth, depth and variety of experiential learning projects across the board.

Notifying Successful and Unsuccessful Applicants

To complete the application, review and selection process, applicants need to be notified of the outcome of their proposal. It is always ideal to notify both successful and unsuccessful applicants leaving no room for confusion about whether their projects will be moving forward. In these emails, it is important to direct successful applicants to important 'need to knows' and 'next steps'. For unsuccessful applicants, it is encouraging to offer experiential learning support for future initiatives these educators may choose to pursue.

Sample Email for Successful Applicants:

Dear XX,

I'm pleased to share that your Experiential Learning Project entitled 'XXX' has been APPROVED for funding in the amount of \$XXX.

Special Funding Notes:

*Include any specific notes or questions related to the project that has been approved..

Your EL Project Code is EL-33

Your Educator Coverage Code is 1747 (sample)

Please read the email below carefully and share with all of your project team members. It is your responsibility to ensure that processes and timelines are followed as requested.

Please find a detailed document including all financial processes related to spending and expense submission for the EL project [HERE](#) (provided as a sample). PLEASE read this *carefully* and share with all members of your project team as all guidelines must be adhered to.

Please note that you may not spend more than what you have been approved for based on your application.

Doing so will result in a request from the board to your administrator to reimburse any additional costs above the approved amounts that were incurred. If you no longer have a copy of what was submitted in your application, please send me an email to request that information.

Please also note the original spending guidelines for Experiential Learning found [HERE](#) (provided as a sample).

Please also be sure to check all board Admin Procedures that are connected to your project plan. These can be accessed at XX.

Please be sure to also review the important list of project reminders and upcoming learning sessions related to experiential learning that will be coming to you later this week.

Congratulations - I look forward to supporting your work on your Experiential Learning Project this year!

Sincerely,

Your Name

Sample Email for Unsuccessful Applicants

Dear XX,

Thank you sincerely for the submission of your Experiential Learning Project Application. Our team went through a detailed process to review these applications in a multi-step fashion, seeking clarification and consultation where needed. I regret to inform you that due to a high number of project submissions, our fixed budget, the need to consider a number of factors in the distribution of the funding, and the requirement to adhere strictly to Ministry Guidelines for Experiential Learning, we are unable to fund your project at this time.

Should you have any questions or want clarification, please don't hesitate to reach out. I'm also happy to support your design and execution of experiential learning initiatives in the future through discussion, the development of resources, or other means to help you bring this teaching and learning strategy to your students.

Sincerely,

Your Name

9. Experiential Learning Project System Promotion



Once successful projects have been given the green light to move forward and great things begin to happen with student learning as a result of these initiatives, the Leader of Experiential Learning has an exciting opportunity to spread the word about these projects. Educator-led projects provide an ideal way for a buzz to start and understanding to develop about what experiential learning is all about across your board, reaching educators, administrators, families and the local community. There are a variety of ways that these projects can be effectively leveraged to share the word about experiential learning:

1. **Word of mouth from project teams and leads.** Positive teaching and learning experiences are shared within schools, between schools, and across board communities very quickly. There will be no better ambassadors for experiential learning than educators and students that are doing the work, enjoying their experience, and reaping the many academic and personal benefits an experiential learning initiative can offer. Invite these educators to speak directly to their experiences for any audience which you can put them in front of.
2. **Create a monthly EL newsletter to share system wide.** As part of a monthly experiential learning newsletter where EL strategies, tools and initiatives are shared, include overviews of projects happening across the system and the successes those projects are enjoying. Samples from the Halton District School Board are included below:

[EL Bytes - September 2019 Issue](#)

[EL Bytes - October 2019 Issue](#)

[EL Bytes - November 2019 Issue](#)

[EL Bytes- January 2020 Issue](#)

3. **Maintain an informative experiential learning website that highlights projects in your board.** Dedicate a section of your EL website specifically to include descriptions, photos and testimonials of the successes that projects are enjoying in your board.
4. **Create a video series to highlight projects in action.** In collaboration with the board communications department, showcase projects in action including educator, student and community partner voice. These projects will become a powerful way to spread the word about experiential learning with board staff and families and will also serve as an effective promotional tool for future launches of experiential learning project proposals.

Samples from the Halton District School Board can be found below:

[Experiential Learning Video Series Trailer](#)

[Experiential Learning Video #1 - Confundrum Escape Rooms](#)

[Experiential Learning Video #2 - PC Cooking School](#)

[Experiential Learning Video #3 - Transitioning to the Community](#)

5. **Leverage social media for your board to brag about project successes.** Use your EL or board's social media presence to share information about experiential learning by highlighting different aspects of projects going on throughout the board, showing elements of all three phases of participate, reflect and apply. Educators and schools will appreciate the 'shout out' and the spotlight being put on the great work they are doing with their students.

6. **Connect with your local board communications team and media to bring attention to experiential learning across your board.** A press release, a newspaper article or a feature on a local TV station can bring great exposure to experiential learning in your board. It may take a few attempts to get a commitment to have your projects featured, but it's worth the effort. Work with your board communications team to go about pursuing these opportunities in the most effective way possible.

7. **Request to speak about Experiential Learning projects wherever and whenever you can.** Find out when and where key meetings are happening (consider administration/superintendent meetings, school board trustee meetings, parent involvement conferences, industry education council meetings etc.) and request a spot on the agenda. Not only will this provide you with a great opportunity to highlight project successes, but also to generally inform the board, parent, and local community about what experiential learning is all about.

10. Experiential Learning Project Team Support



From the time that approved projects are given the green light to start until the final date by which they must be completed can be a long and exciting journey for project teams. There will be project successes to celebrate, problems to solve, and guidance to be provided as questions arise. The Leader of Experiential Learning has a unique opportunity to serve as a mentor, partner and supporter through the process.

The following is a list of potential ways that the Leader of Experiential Learning can support their project teams to help build a well-informed, collaborative project community and to facilitate the greatest project outcomes possible for students and educators alike.

1. **Establish a sense of community amongst project teams.** Using an online meeting/community forum, add all project leads and interested team members to help keep them informed of key information, important reminders, and as a way to share out additional resources and learning opportunities. The sharing, problem solving, and support that comes from this community will be a great asset to all project teams.
2. **Continue to share out EL resources and offer new PD opportunities.** The learning for experiential learning project teams doesn't stop at the time of approval. Continue to provide helpful resources and PD opportunities that will enhance and support the project process. Consider topics such as "Innovative Ways to Thoughtfully Reflect", 'Focus on the Apply Phase', 'Documenting the EL Project in the Individual Pathways Plan' and 'Ways to Assess and Evaluate Experiential Learning Projects'.
3. **Create a project-specific newsletter that highlights a handful of projects each month.** Using any kind of newsletter software, create a monthly issue that celebrates project successes and helps to give creative ideas to other project teams. These can be shared directly with project leads through email, posted in their online forum and on the board or EL website, shared with the board communications department and/or linked directly into the email signature of the LEL. Samples from the Halton District School Board are included below.

[Spotlight: EL Projects: January 2020](#)

[Spotlight - EL Projects: February 2020](#)

4. **Do regular check ins with your project leads.** It's a great idea to check in with project leads a few times through the project period, especially those you may not be in regular contact with. It is often those conversations that reveal projects that may be in a rut, require problem solving to move forward, or potentially more significant support from the LEL to be successful.
5. **Request a minimum of one project visit over the school year to be able to check in with project team members and see their students in action.** It is reasonable and supportive of the Leader of Experiential Learning to be able to see the funding dollars they have awarded in action. This is really the greatest reward of managing the 'call for proposals' process - to see the experiential learning initiative plan come to life and students participating, reflecting, and applying to meet project learning goals.

- 6. Consider a year-end celebration for project teams.** It is always great to recognize the achievements of educators who have invested time, energy and innovative thinking into an important learning experience for their students. Consider ways in which to honour and celebrate these project achievements and to share these successes amongst your project community and with others. This could take the form of a virtual celebration, or when possible, an in-person reception and recognition ceremony. Each project team can be asked to create a summary slide that is shared or played on a loop as part of the celebration. Refer to the next section ‘End of Year Project Celebration and Reporting’ for further details.

11. End of Year Experiential Learning Project Celebration and Reporting



As the end of the academic year or project period approaches, it's helpful for educators leading experiential learning projects to reflect on their experience, share those reflections for the benefit of future projects, and to celebrate the journey they have taken with their students.

End of Year Celebration

Whether it happens in person or virtually, it is always appreciated when the hard work of educators and students is recognized and celebrated. Project leads/teams can be asked to create a slide or a 'poster' that summarizes the key successes and outcomes of their project to be part of a looping slideshow or a gallery walk. The following is a sample agenda for an end of year celebration for experiential learning project teams.

Sample Experiential Learning Project Celebration Agenda

4:00 - 4:20 pm	Arrivals and Refreshments
4:20- 4:30 pm	Greetings and Opening Remarks (Board Representatives, Project Leads, Participating Students)
4:30 - 5:00 pm	Gallery Walk/Slideshow to Highlight Projects and 'Think Pair Share' prompts to reflect on the process and outcomes
5:00 -5:30 pm	Thank Yous and Special Recognitions (certificates provided, book on Experiential Learning teaching practices or EL 'Toolkit' of resources given to each participating school)

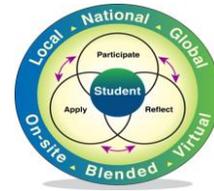
End of Year Reporting

Just as Leaders of Experiential Learning do with the Ministry's end of year report, it is helpful to ask your project leads to complete a final report to summarize their experiences and provide insight that may be helpful for considering approaches to future calls for proposals.

Leaders of Experiential Learning will be able to individually determine those questions that will solicit insight from their project teams that will inform best practices, challenges encountered, and areas for improvement in the future. Just as we would request student voice and feedback as a part of a culminating process for a major initiative of which they were a part, so too does it make sense to do the same with educators that led these projects.

A sample final report can be found at [Experiential Learning Project Final Report-Sample](#). Like all resources provided within this document, Leaders of Experiential Learning are encouraged to modify the report as needed to reflect the information that they want to know and be able to use moving forward to continue to learn, grow, and refine their call for proposals process in the years to come.

12. Experiential Learning Project Exemplars and Participant Feedback



Depending on the parameters set around project proposal funding and any particular themes or areas of focus established by the Leader of Experiential Learning, there are many different ‘model’ projects that can be provided as exemplars. Asking project leads/ teams to do a final report which includes photos, student work and other artifacts that demonstrate student achievement and learning during the process allows them to be shared with future proposal teams as evidence of exemplar projects (with educator and student permission to do so).

[The Experiential Learning Project Exemplar Summaries](#) document provides overviews of successful experiential learning projects which have taken place across Ontario, including the project title, target student group, project goal, a summary of the participate, reflect, and apply stages, the community partner and a breakdown of how funding was spent. The intent is to provide a variety of sample projects that will allow Leaders of Experiential Learning and proposal teams to consider the possibilities of what an experiential learning initiative can accomplish for their students, their school, and their community. In reality, the possibilities for these initiatives are endless and truly only limited by the creativity and commitment of the educators and students behind them.

Project Team Feedback

As addressed earlier in this resource, the final project report can be a revealing source of feedback that helps to inform the Leader of Experiential Learning about future supports and considerations that can continue to improve the call for proposals process in future years. The following is a sampling of feedback generated from final project team final reports in the 2019/20 school year.

Question: Do you feel that you needed any additional support to be successful with your project? If so, what would that be?

‘It would be great if release time would be provided above and beyond funding for the actual project. (perhaps based on # of staff involved) Our project scope was very large, and included the entire intermediate team. Getting together on our own time proved challenging with the range in scheduling conflicts. Taking funds from the budget reserved for the actual project was not an option.’

‘Some additional technical support with the use of the Board IPP software would be helpful.’

‘I should have asked for additional support on working with the community partner to get exactly what we needed to maximize the space students were working within and the best price possible for what they were offering us. I also wish I had pursued ways for the students to support the partner, and not just the other way around.’

‘I think I could have looked at more interesting ways to have the students reflect on their experience. As my learning continued through the process, I learned about great partner activities, large and small group reflections, and ultimately, online tools that facilitate reflection too. These will definitely be approaches I try with future experiential learning initiatives.’

‘I was surprised that it was a little tougher than I thought to get the rest of my staff on board to support the project. Next time I would ask for time at a staff meeting to discuss our project and look for help from the LEL on how best to inform the whole staff about experiential learning.’

'I really appreciated all the support that was given through the process. I think part of my challenges were that I didn't always know what I didn't know, so upon reflection, there were lots of times I could have asked for support/advice when I didn't. Now that I know better, I will do better next time.'

'I would have liked additional support on how to find resources at the best prices possible. I don't think I researched this enough and so wasn't as efficient with the funding I got as I could have been.'

'I tried to be really conscious of getting student voice throughout the process, but sometimes I got swept up in the next part of the project and honestly forgot to check in with the students about their thoughts and feelings as much as I should have. I would have liked to learn more about a variety of organic ways to solicit student voice....and how do you work that in when you have a community partner that may already have firm ideas about how they'd like to be involved?'

When project leads were asked for their advice for future project teams, here is a sampling of what was shared:

Question: Based on your experience this year, what advice would you give someone who is considering designing and executing an experiential learning initiative with their students?

'Always work as a team, side by side with the students! The sense of achievement is that much greater when everybody is involved in the process of putting it together.'

'Be patient. Plan as much as you can beforehand but be flexible if things don't go as planned. There is learning in that too. Get parent buy-in from the beginning. Having an information/platform session for parents about the work that's happening.'

'To start early with an idea and talk it out with colleagues to watch it grow. Don't keep it to yourself.'

'Just try it. Learning is organic and you get to see a range of uptake on the activities but start small.'

'Follow the guidelines for such a project and allow time to fully explore the Reflect and Apply Stages.'

'I would advise people to choose their community partner wisely and love the project themselves. We were so fortunate to have a knowledgeable, confident and effective community leader. She knew her craft and was an excellent communicator. This greatly determined the engagement of our students. It was also imperative that we believed in the project because we had to work hard to engage the students as well.'

'In short, the projects should satisfy the SMART Goal criteria. Most importantly, the project should have clear goals that students, parents/guardians and staff can understand; and there should be a clear way to measure whether or not those goals have been achieved. This may challenge the way that a lot of experiential education is delivered...the idea that a meaningful experience may not manifest in the students for years in the future. However, for the purposes of securing funding and promoting the value of experiential education, running projects with outcomes that are meaningful, measurable and verifiable in the short term would have a lot of value.'

'Partner with a teacher in your school from a different department than you are in. That way you bridge departments and get to learn from them!'

'Plan ahead and regularly incorporate student voice into the initiative -- they should direct the process.'

'Be very clear on your target group. This component of our project was very clear for us and made it easier to focus on how to get started and how to achieve our project's goals.'

'Have a strong team that is on-board to help flush out ideas, keep going and just try it! Even if it doesn't work, kids are patient and resilient and appreciate trying different things even if it isn't perfect. When they realize you are learning along with them, it becomes a very cool cooperative process.'

'I would encourage a teaching partner to join you along the process. I think I would have enjoyed having another staff to share ideas and planning along the way. I would advise that it will take longer than you think, there are several school wide activities and events that may sometimes come up to delay some of your ideas and plans. As well, community partners do not always return calls or have the same school perspective that you may have, so try to build partnerships during your school year so you can connect with them in the future.'

'Having the ability to meet with your school team and community partner together allows all ideas to naturally evolve with everyone's different lens. This adds so much to the project!'

'The participate phase is the 'easy' part - it is challenging to reflect and apply with Community Pathway students and requires some creative thinking and trial and error.'

'Keep it simple and try to connect and involve as many students as possible.'

'Planning, Planning, Planning. There were a lot of steps involved in this especially for the level of students and our goal to integrate our course. The planning really helps to make sure all issues are addressed before students complete the activity. Students also benefited from some context prior to the experience for our project to give them the opportunity to guide their experience in the Escape room.'

Perhaps the greatest common thread in this feedback brings us back to one of the key reasons why a call for proposals was suggested as being so beneficial - because it inherently provides educators with the opportunity to participate, reflect, and apply just as they support their students in doing. In the end, learning in this way is the greatest teacher and the one that will most profoundly impact the educator's design and implementation of future experiential learning initiatives.

Summary of Linked Resources



Resources below have been listed in the order they appear in this document.

Resource	Found in Section(s)	Description	Resource Format
Financial Processes for Experiential Learning Project Proposals	3, 8	A sample financial guidelines resource for experiential learning project spending processes from the Halton District School Board.	PDF
Experiential Learning Project Expense Tracker - Sample	3	A sample tracking spreadsheet to monitor expenses incurred in various spending categories by each experiential learning project	Google Sheet PDF
Experiential Learning Project Mid-Year Report - Sample	3	A sample Experiential Learning Project mid-year report for teams to complete to assist the LEL in monitoring progress and offering support where needed.	Google Form PDF
Experiential Learning Project Final Report - Sample	3, 11	A sample Experiential Learning Project final report for teams to complete to provide summative feedback on the project experience.	Google Form PDF
Community Partner Invitation Letter	4,6	A sample letter/email for educators to provide to potential community partners as an invitation to in-person and/or virtual EL project involvement.	Google Doc PDF
Opening the Door to Community Partnerships	4, 6	An OCOTE resource that provides a thorough examination of the role of a community partner in experiential learning initiatives as well as practical resources for their involvement.	Website
Experiential Learning Project Proposal Required PD – Sample	5, 6	A sample slide deck for a half or full day professional development session to inform and support project applicants.	Google Slides PDF
Experiential Learning Cycle Prompts to Promote Student Engagement	5 (within Experiential Learning Project Proposal Required PD-Sample), 6 (within Experiential Learning)	A list of question prompts for each phase of the experiential learning cycle to support student engagement throughout the process.	Google Doc PDF

	Initiative Design Template)		
Experiential Learning Website for Educators	5 within Experiential Learning Project Proposal Required PD-Sample)	An OCTE resource designed as a teacher-facing website with a wide range of tools to support experiential learning implementation.	Website
Developing a Virtual Field Trip Resource	5 within Experiential Learning Project Proposal Required PD-Sample)	An OCTE resource designed to provide suggestions for how to employ the experiential learning cycle with virtual field trips.	Website
Online Tools to Support Student Reflection	5 within Experiential Learning Project Proposal Required PD-Sample)	A resource developed by the Halton District School Board, to provide a variety of online tools that would support student reflection during distance learning.	PDF
Apply Resources for Distance Learning	5 within Experiential Learning Project Proposal Required PD-Sample)	A resource developed collaboratively by the Halton District School Board and Upper Grand District School Board to provide a variety of online tools to support student application during distance learning.	PDF
Key Components of Supporting Experiential Learning Opportunities	5 within Experiential Learning Project Proposal Required PD-Sample)	A summary of the key components of supporting an experiential learning initiative, taken from Community Connected Experiential Learning, Draft 2016.	Google Doc PDF
Experiential Learning Ministry Infomat	6	The Ministry of Education Experiential Learning Infomat which provides an overview of EL and is useful for those new to experiential learning.	PDF
Experiential Learning Project Proposal Guidelines including Spending Guidelines	6, 8	Sample project guidelines for applicants, including sample project spending guidelines.	Google Doc PDF
Experiential Learning Initiative Design Template	6	A sample template that can be used by LELs to support the experiential learning initiative design process.	Google Doc PDF
Experiential Learning Project Application - Sample	6, 7	A sample experiential learning project application for proposal teams to complete for funding consideration.	Google Form PDF

Assessment and Evaluation Of Experiential Learning	6	An OCTE resource that explores assessment and evaluation considerations and tools for experiential learning initiatives.	Website
Experiential Learning Project Newsletters:	9	Experiential learning newsletters created by the Halton District School Board as part of elementary and secondary admin memos to help inform educators about experiential learning.	PDF: EL Bytes - September 2019 EL Bytes - October 2019 Issue EL Bytes - November 2019 Issue EL Bytes- January 2020 Issue
Experiential Learning Videos:	9	Experiential learning videos created by the Halton District School Board as a promotional tool to inform educators and the parent community about experiential learning and the successes of a sampling of experiential learning projects.	Video Links: Experiential Learning Video Series Trailer Experiential Learning Video #1 - Confundrum Escape Rooms Experiential Learning Video #2 - PC Cooking School Experiential Learning Video #3 - Community Living Burlington
Experiential Learning Project Newsletters	10	Experiential learning project newsletters created by the Halton District School Board as a way to recognize and celebrate the successes of a sampling of experiential learning projects from the 2019/20 school year.	PDF: Spotlight: EL Projects: January 2020 Spotlight - EL Projects: February 2020
The Experiential Learning Project Exemplar Summaries	12	A summary chart of key elements of exemplar experiential learning projects for sharing with proposal teams.	PDF

References



Halton District School (2019, September). *Financial Processes for Experiential Learning Project Proposals*.
https://docs.google.com/document/d/1GlnIprSpzAG_hXK4x_9vYT1QgIYHem1DEk-msofnjaY/edit?usp=sharing

Halton District School Board (2019, September). *EL BYTES - September 2019*.
https://drive.google.com/file/d/1dczEAIU2oRRBG2bbvHuDqr0219_vM_Xp/view?usp=sharing

Halton District School Board (2019, October). *EL BYTES - October 2019*.
<https://drive.google.com/file/d/1NIqFLJ5YjguCCnKdjktaWVDQsg0SDhRU/view?usp=sharing>

Halton District School Board (2019, November). *EL BYTES - November 2019*.
https://drive.google.com/file/d/194_BeZgEqZXqaM_e2ZtCfTmuX2ejHB75/view?usp=sharing

Halton District School Board (2020, January). *EL BYTES - January 2020*.
https://drive.google.com/file/d/1IR9nPspH_o7Tx98ko9TlgU_jzPffpMR/view?usp=sharing

Halton District School Board (2019, September). *Experiential Learning Project Proposal Guidelines*.
<https://docs.google.com/document/d/1l2odQjBG6N6SgbXge5xwXQidmoR8YwPbW3sLlKxRlFM/edit?usp=sharing>

Halton District School Board (2020, January 10). *Experiential Learning Video Series Trailer [Video]*. YouTube.
<https://www.youtube.com/watch?v=gXJ1ZmuI-Ow>

Halton District School Board (2020, February 3). *Experiential Learning Video Series Episode 1 - Confundrum Escape Rooms [Video]*. YouTube. <https://www.youtube.com/watch?v=sWxWiyEsDYs&t=1s>

Halton District School Board (2020, February 28). *Experiential Learning Video Series Episode 2 - PC Cooking School [Video]*. YouTube. https://www.youtube.com/watch?v=w_svk6GwIcM&t=3s

Halton District School Board (2020, April 6). *Experiential Learning Video Series Episode 3 - Community Living Burlington [Video]*. YouTube. <https://www.youtube.com/watch?v=0iGWSZCaF-Y&t=2s>

Halton District School Board. (2020, April 15). *Online Tools To Support Student Reflection*.
<https://docs.google.com/document/d/1u-xKMYTE6msrEvnAo3t6OeGBFroAzmetp6rxYxY7F5g/edit?usp=sharing>

Halton District School Board (2020, January). *Spotlight - EL Projects: January 2020*.
<https://drive.google.com/file/d/1KK19UpZP4b-Qdf-DbV7C9eoxPB3KHBQ1/view?usp=sharing>

Halton District School Board (2020, February). *Spotlight - EL Projects: February 2020*.
<https://drive.google.com/file/d/192PPFdGTOy8NFKtgVHFpw0v0i-YfKYMG/view?usp=sharing>

Halton District School Board and Upper Grand District School Board. (2020, May 15). *Apply Resources for Distance Learning*. https://docs.google.com/document/d/1HWGPPgt_BGYZRe-3RLjRJGoCWFtoCrMnSJEHWGlsar8/edit?usp=sharing

Humber College Teaching and Learning. (2017, January 23). Teaching Tips: Experiential Learning Model [Video]. You Tube. <https://www.youtube.com/watch?v=GDchcHORheM&t=13s>

Ministry of Education of Ontario (Winter 2016). *Community Connected Experiential Learning, Draft*. http://www.edu.gov.on.ca/eng/general/elemsec/job/passport/CommunityConnected_ExperientialLearningEng.pdf

Ministry of Education of Ontario (2019, September). *Experiential Learning Ministry Infomat*. <https://drive.google.com/file/d/1pVHcim8muCD0Ekh0ZPKV3DNjmAYimGkD/view?usp=sharin>

Ontario Council for Technology Education. (2020, June). *Assessment and Evaluation of Experiential Learning*. <https://www.octe.ca/en/resources/resource-folder/assessment-and-evaluation-experiential-learn>

Ontario Council for Technology Education. (2020, August). *Developing A Virtual Field Trip*. https://docs.google.com/document/d/1ZKtS_HwBH7CsFBwh59OZBSgdVlpHNlsquAHuJHFphwU/edit?pli=1

Ontario Council for Technology Education. (2020, August). *Experiential Learning Website for Educators*. <https://bit.ly/ELforteachers>

Ontario Council for Technology Education. (2020, June). *Opening the Door to Community Partnerships*. <https://www.octe.ca/en/resources/resource-folder/opening-door-community-partnerships>