

# **TO COLLEGE AND BEYOND! TRAINING PLACES**

## **CONNECTING MATH, SCIENCE, AND TECHNOLOGICAL EDUCATION TO SKILLED TRADES AND APPRENTICESHIPS**

**Friday, May 16, 2003**

**PHASE 6 REPORT**

**Submitted to: School/College/Work Initiative**

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***June 27, 2003***

## INTRODUCTION

On Friday, May 16, 2003, Durham College hosted a conference designed to provide secondary teachers, administrators, and guidance teachers with information that would be helpful in counselling students who are or could be candidates for apprenticeships or skilled trades programs at college. The conference was a joint initiative among Durham College, the Durham District School Board, the Durham Catholic District School Board, and the Kawartha Pine Ridge District School Board and was funded by the School/College/Work Initiative. The conference was located at the college's Skills Training Centre in Whitby.

A committee with representatives from the school boards and the college worked together to develop the plans for the day.

The day was divided into four major segments: a keynote speaker, a panel of students and graduates of several trades programs, tours of the Skills Training Centre facilities, and a selection of carousel presentations. The keynote speaker – David Hooker, an award-winning motivational speaker – was asked to speak about the importance of keeping an open mind, being aware of all the choices available to students, allowing students to 'follow their passions', and lifelong learning. The panel members were asked to identify where they were working or apprenticing, discuss the reasons for making their career choices, describe their educational backgrounds, discuss what they saw as the value of apprenticeship programs, discuss what they thought teachers could do to help students make appropriate choices, discuss any obstacles they had overcome, and offer any advice for others considering a similar career. Carousel presentations were 15 minutes in length, and participants chose any three. Refreshments were provided in the morning during registration, and a light meal was provided at noon.

Announcements were sent out to the district school board partners in mid-April (see Appendix A). Approximately 55 people pre-registered for the conference, and over 70 actually attended. Approximately half the attendees were in teaching positions – the rest were guidance counsellors or administrators. Attendees were asked to complete an evaluation form that focused on the following areas:

- ❖ Format of the day
- ❖ Content of the presentations
- ❖ Quality of the presentations
- ❖ Location
- ❖ Food/refreshments

This report summarizes the attendees' responses to the survey and offers recommendations for future conferences of this nature.

## RESULTS OF THE EVALUATION

Thirty-two attendees completed and returned their surveys.  
The following chart shows percentages of all (32) responses.

	Needs Improvement	Satisfactory	Good	Excellent
Format	0	0	58.3	41.7
<b>Content</b>				
Keynote	0	0	48.4	48.4
Mapping Activity	8	16	44	32
Panel	0	9.1	24.2	66.7
Carousels	4.2	4.2	28.6	37.5
Tour	0	7.1	28.6	64.3
<b>Quality</b>				
Keynote	0	3	30.3	66.7
Mapping Activity	4.2	16.7	50	29.2
Panel	0	4.2	43.8	53.1
Carousels	3.7	7.4	59.3	29.6
Tour	0	10	23.3	66.7
Location	0	6.1	18.2	75.8
Food/refreshments	5.9	2.9	35.3	55.9

From the above, it is clear that the majority of respondents found the day to be worthwhile. Feedback from the previous year indicated that respondents wanted more movement in the afternoon; as a result, the committee offered the carousel presentations.

## RECOMMENDATIONS

Based on the results of the survey and the written comments of the respondents, the following recommendations are made:

### **Format:**

- Retain a similar format for the day – seek additional opportunities to connect secondary school teachers and professors in apprenticeships and skilled trades programs

### **Keynote Speaker:**

- Consider inviting this speaker again. His style was excellent, and he was well received by the audience.

### **Panel:**

- Begin seeking representatives for this panel earlier in the process. Many prospective panel members were unable to get time away from work. This recommendation is identical to last year's. It remains difficult to arrange for graduates and current students to be available despite the powerful affect of their messages.

- Arrange for a trial run of the panel members. Although the panel members were given a list of topics to cover in their presentations, most were very brief in their remarks and clearly uncomfortable in speaking in front of this group. More support prior to the event would be appropriate.

**Carousels:**

- Continue to use this format, but ensure that all presenters understand the timelines involved and that they are to provide an overview of their topic with sufficient handout material and contact information.

**Location:**

- Plan for similar events in the same location. Many participants expressed surprise at the extent and quality of the facility.

**Cost of the Day:**

The District School Boards involved generously covered release time for their teachers and provided door prizes. Durham College provided speaker's gifts and facilities. The Durham Region Local Training Board Apprenticeship Project provided a gift certificate as a door prize and conducted a survey (results are attached). Total costs of refreshments and keynote speaker came to \$1,507.11

Overall, this conference can be deemed a success. Valuable linkages were formed or strengthened between Durham College and its neighbouring school boards. In addition, many of the people who are advising students in the college-destination courses at the secondary level now have a much clearer understanding of apprenticeship and skilled trades programs. A detailed perusal of the respondents' written comments will assist future planning committees in creating a day that is of high value to all concerned.

**APPENDIX A**

**ANNOUNCEMENT DISTRIBUTED TO DISTRICT SCHOOL BOARDS**

# **TO COLLEGE AND BEYOND! TRAINING PLACES**

## **CONNECTING MATH, SCIENCE, AND TECHNOLOGICAL EDUCATION TO SKILLED TRADES AND APPRENTICESHIPS**

**Friday, May 16, 2003 - 8:30 – 2:30**

**Durham College Skills Training Centre**

**1610 Champlain Avenue, Whitby**

**This workshop will be of interest to math, science, and technological education teachers and others who want to know more about the academic and career opportunities available through college programs, particularly in the areas of skilled trades and apprenticeships.**

- Learn more about programs and career opportunities available in Apprenticeship and Skilled Trades**
- Network with secondary school teachers and college professors.**
- Tour the state of the art facilities at the Skills Training Centre.**

**Complete and return the registration  
form on or before  
April 28, 2003**

# **To College and Beyond – Trading Places**

**Friday, May 16, 2003**

## **AGENDA**

- 8:30**            **Arrival and Registration**
- 8:45**            **Welcome and Introductions**
- 9:00**            **Keynote Speaker – David Hooker**
- 9:45**            **Pathways to Apprenticeships – Rick  
Townend**
- 10:00**           **Break**
- 10:15**           **Panel – program faculty, current  
students, graduates, employers**
- 11:30**           **Lunch**
- 12:15**           **Campus tour and carousel presentations**
- **Career Education Resources – Marie Gabriel**
  - **OYAP – Rick Townend**
  - **Pre-Apprenticeship Training Course at Durham  
College – Sandy MacDonald**
  - **MTCU Representative – Sharon Robinson**
  - **Building Connections – Kathy Rhodes**
- 2:15**            **Concluding remarks, evaluation forms,  
and door prizes**

**APPENDIX B**  
**EVALUATION FORM**

# TO COLLEGE AND BEYOND! – TRADING PLACES

## EVALUATION FORM

Please take a moment to complete the following information.

1) As a follow-up to today's conference, when I return to my school, I'll \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) The most interesting thing I learned today was \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) For next year's regional forum, you should \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Needs Improvement



Satisfactory



Good



Excellent

		Needs Improvement	Satisfactory	Good	Excellent
<b>1. Format of the day</b>		_____	_____	_____	_____
<b>2. Content</b>					
	a. Keynote speaker	_____	_____	_____	_____
	b. Mapping activity	_____	_____	_____	_____
	c. Panel	_____	_____	_____	_____
	d. Carousels	_____	_____	_____	_____
	e. Tour	_____	_____	_____	_____
<b>3. Quality</b>					
	a. Keynote speaker	_____	_____	_____	_____
	b. Mapping activity	_____	_____	_____	_____
	c. Panel	_____	_____	_____	_____
	d. Carousels	_____	_____	_____	_____
	e. Tour	_____	_____	_____	_____
<b>4. Location</b>		_____	_____	_____	_____
<b>5. Food/refreshments</b>		_____	_____	_____	_____

Please list the carousels you attended:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Additional comments: \_\_\_\_\_

**APPENDIX C**  
**SURVEY RESULTS**

## Results of Durham Skilled Trades Teacher Survey

Date Conducted: May 16, 2003 – Total Returned: 44

### 1. Did today's event change your perceptions about the careers in the skilled trades?

Y 36%

N 41%

SW 23%

#### Highlights:

- Of the 41% (18 respondents) who said it did not change their perception, 14 respondents said they were already aware of the opportunities in the skilled trades prior to the event, 3 and were certified tradespeople themselves – only one respondent did not indicate why it did not change their perceptions.
- Of those who said yes (36%), comments like the ones below were made:
  - *"I will try more hands-on projects in my classroom..."*, *"I was very impressed with today's panel..."*, *"made it clear that skilled trades education is equal to university in importance..."*, and *"I recognize the need for more exposure in high schools"*
- Of those who said somewhat (23%), comments like the ones below were made:
  - *"I was surprised to learn of the shortage..."*, *"A public media campaign is needed..."*, and *"helped me recognize my own bias towards university programs..."*

### 2. What was the most surprising thing you learned about skilled trades careers today?

- The earning potential of some of the trades (6 responses)
- 80% of jobs in the next 10 years will be in skilled trades (4 responses)
- That there are so many careers (3 respondents)
- The resources and programs available to our students (2 responses)
- Amount of machines and technology involved (2 responses)
- That the students in the panel discussion were unaware of the opportunities until the program was recommended (2 responses)
- The importance of increasing the number of skilled trades when the general belief is that automation is decreasing the need (2 responses)
- Summer school program (2 responses)
- The debt and starting salary statistics comparing apprenticeship to university (2 responses)
- The high academic standards necessary (2 responses)

#### One response:

- That they are all integrated
- The amount of science/math/technology necessary
- Job Connect services
- The comments by the students on the panel reaffirming the need/benefit of teachers urging them on
- That there was a stated minimum (70%) academic mark to successfully enroll in OYAP
- We are still not doing enough to re-train parents
- The widespread frustration of all teachers with preparation of students for trades
- More opportunity than surprise to get a visit to the site
- Students' lack of support/guidance toward skilled trades as an option

- The difficulty apprentices have in securing an employer initially
- Severe gap in secondary school math/science curriculum as relevant to skilled trades
- I did not realize the OYAP program gave the students such a head start
- Students should be making this decision by option time in grade 10
- Not enough students taking advantage of the programs
- Awareness is up and coming
- 90% of training occurs on the job rather than through an institution
- I was surprised and pleased by the size and diversity of the audience at this presentation
- The number of different trades being offered at the Durham College Skills Centre

### **3. Will today's event increase your use of skilled trades examples in the classroom?**

**Y      89%**  
**N      11%**

#### **Highlights:**

- Of the 39 respondents (89%) who said yes, highlights of comments are shown below:
  - "I am always looking for new and relevant examples for my students...", "I have recently confirmed OYAP presentation for students in my careers class – students need to know...", and "very applicable in my subject areas of business and co-op..."
- Of the 5 respondents (11%) who said no, highlights of comments are shown below:
  - "Not in the classroom but in terms of how we counsel students...", "I already have lots of displays, examples and discuss it daily in class (3 respondents)," and "we need examples of projects/curriculum to link to trades in order to do this..."

### **4. What kinds of support would you appreciate in informing students about skilled trades careers? (e.g. catalogue of trades, web site, classroom speakers etc.)**

- Speakers – significant interest in apprentices as speakers, (29 responses)
- Catalogue of trades, (16 responses)
- Tours, (13 responses)
- Web site, (10 responses)
- Posters illustrating non-traditional trades, (3 responses)
- Career Day, (2 responses)
- Presentation to teachers, (2 responses)
- Video, (2 responses)

#### *One response:*

- A set of math questions/examples to introduce students to trades
- Real-life situations
- Online discussion forum
- Visual classroom aids
- Direct curriculum links for 9/10 science courses
- Job shadow and workshop opportunities
- Flow chart to show skilled trades requirements
- ERAT and Pathways mapping guide
- Make information available to guidance
- We just have to tap into all that is available

- Administrative, guidance, board, Ministry, etc.
- Skilled trades traveling show – each graduating class to travel to all sorts of trades workplaces