

*CAREER FAST TRACK  
SCHOOL/COLLEGE/WORK INITIATIVE*

FINAL REPORT

June 29, 1999

COLLABORATIVE PROJECT BY:  
SIR SANDFORD FLEMING COLLEGE  
KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD  
PETERBOROUGH VICTORIA NORTHUMBERLAND  
CLARINGTON CATHOLIC DISTRICT SCHOOL BOARD

# Executive Summary

The Career Fast Track collaborative project involving Sir Sandford Fleming College, the Kawartha Pine Ridge District School Board and the Peterborough/Victoria/Northumberland/Clarington Catholic District School Board in the September 1998 to June 1999 time period encompassed the following stages:

- Establishing a teacher/faculty curriculum teams in 2 schools and the community college.
- Establishing a two tiered advisory committee model.
- Marketing the project and recruitment of participants for the cohort.
- Structuring of the education and career planning process.
- Development of technology-based articulated curriculum.
- Delivery of technology-based articulated curriculum in two pilot schools.
- Development of a workplace training model

The achievement of these outcomes has been possible because of the combined efforts and commitments to the project's mandate by the partners. This project has provided an opportunity for the stakeholders to gain an improved understanding of the opportunities and challenges inherent in the interface between the secondary school and college panels. These realities are explained in more detail for each project outcome, in the report.

As indicated in the original proposal these ambitious achievements will require full implementation, evaluation and revision in year II if a replicable model for school/college/work transition is the intended outcome.

# Project Implementation Plan

As found in the Career Fast Track Proposal submitted June 26, 1998.

TIME FRAME	PLAN, METHODOLOGY	DELIVERABLES	Outcome
July 98	-secure funding		<b>Achieved</b>
Oct. 98	-Advisory Committee Meeting	-project definition and goal clarification	<b>Achieved</b>
Oct. 98 – Jan. 99	-establish & implement curriculum teams comprised of subject specialists from college & secondary panels	-two articulated credits ready for delivery in the winter semester	<b>Achieved</b>
Oct. 98	-establish education & career planning process team to determine resources in both panels	-education and career planning process defined	<b>Achieved/ Ongoing</b>
Nov. 98	-communicate objectives of pilot project to grade 11 students & parents	-increased parent & student awareness of clear pathways to College and work place opportunities	<b>Initiated/ Ongoing</b>
Dec. 98	-grade 11 students compile their skills and aptitude assessments	-cohorts(A) would be established	<b>Achieved/ Jan '99</b>
Dec 98	-advisory committee meeting to review the two curriculum areas	-curriculum relevant to the workplace	<b>Initiated/ Ongoing</b>
Feb.99 – May 99	-education & career planning process with current grade 10 students	-new cohort (B)established for Sept/99 start(Gr.11)	<b>Achieved</b>
Feb. 99 – May 99	-establish other 4 curriculum teams	-4 articulated credits developed	<b>Achieved</b>
Feb 99 – June 99	-2 grade 11 credits will be delivered by team teaching to the cohort(A)	-the students will complete 2 articulated credits	<b>Achieved</b>
June 99	-student, faculty, teacher & parent evaluation of 2 articulated credits -advisory committee meeting to review evaluation	-feedback regarding the quality of curriculum and experience	<b>Initiated</b>
June 99	-submit for additional funding to enable continuation of project		<b>Initiated</b>
Sept 99 – June 2000	-delivery of 4 articulated credits to cohort(A) -delivery of 2 articulated credits to cohort(B)	-grade 12 students will complete 4 articulated credits -cohort(B) completes credits	
Jan 2000	-Job connect will meet with college & secondary representatives to define the workplace opportunities	-work experience criteria established	
June 2000	-student, faculty, teacher & parent evaluation of 4 articulated credits -advisory committee meeting to review evaluation	-feedback regarding the quality of curriculum and experience	
July 2000	-grade 12 graduates(cohort A) with 6 articulated college credits begin paid workplace experience opportunities via job connect	-students will gain work place experience, career goal clarification, application of theoretical knowledge, finances	
Jan 2001	-grade 12 students have the option to enter into the second Semester ACIT program at Fleming College	-students with advanced standing entering College in a time and cost efficient manner	

# Project Outcomes

The project outcomes as stated in the original proposal(bolded) are summarized according to the process employed, the accomplishments achieved and the challenges that exist.

## **Education and Career Planning Process(ECPP)**

### **Description**

**A clearly defined ECPP will be communicated to parents and students. It will be resourced from existing materials in both panels and will utilize student self-assessment, career education regarding emerging workplace sectors and pertinent information about training programs required to prepare for these careers.**

### **Process**

Four meetings involving Guidance services from pilot schools, a Job Connect training consultant and a faculty advisor from Fleming were held. The philosophy was adopted that the career development process has two integral components, these are career exploration and formulation of a learning plan. The meetings involved discussion of current practices, information sharing, materials exchange and evaluation of new resources. A consensus was reached that the value of all activities used in this process was dependent on the interpretation of the results to the students and parents

### **Accomplishments**

- Structured educational and career planning process.
- Increased awareness of the readiness of students, parent and teachers for career related discussions and activities.
- Initiation of liaison activities across the grades addressing student, parent and teacher groups.
- “Careers in Technology” Information day model(Resource Manual)
- Pilot career portfolio process with the one high school and five feeder elementary schools in conjunction with the Annual Education Plan(1999/2000 academic year).

## Challenges

- Restructuring of career planning component and introduction of Annual Education Plan in Grades 7 to 12.
- Realignment of staffing in guidance services and introduction of teacher advisor model.
- Resourcing of parent sessions regarding career exploration(Explore use of “Engage” program)
- Resourcing the implementation of True Colours program as component of E.C.P.P. in the 1999/2000 academic year with Grade 10 Students.

# **Technology-Focused Articulated Curriculum**

## **Description**

**The learning outcomes of the secondary school and college will be articulated to address the desired competencies for the Ministry of Education and the exit competencies of first semester of college level programming.**

## **Process**

Established six subject-specific curriculum teams with representation of teachers from each school and the college. Working from the learning outcomes of the six subject areas in first semester in Applied Computing and Engineering Science Centre, curriculum was linked according to topic similarities with established high school credits. The gaps in the breadth and extent of the content in the high school curriculum were addressed through independent study units (ISUs) and research/lab assignments. Consensus was reached regarding assessment grids and assignment strategies. Meetings were held at both pilot schools and at the college.

## **Accomplishments**

- Six subject specific curriculum packages developed.
- Instructional resources required for effective classroom delivery identified.
- Cross-panel validation of current curriculum levelling.
- Sharing of instructional strategies by college and high school teachers.
- Opportunity to enhance curriculum delivery in high school with applications to the workplace provided by college faculty.
- Professional development of college and high school faculty regarding student's learning needs (High school is involved in guided/directed learning while the college focuses on facilitating learning opportunities).
- Cross-board sharing of curriculum.

Incorporation of applied strategies in curriculum planning. (Centre for Applied Academics - British Columbia).

## Challenges

- Maintaining the integrity of the curriculum in both panels with the “Train the Trainer” model.
- Mapping of learning outcomes to general level courses(especially in the mathematics and computer area).
- Inclusion of advanced/general level courses in Career Fast Track project creates some confusion in regards to project eligibility and accessibility.
- Scheduling of high school credits in schools by semester to allow integration of curriculum across subjects (e.g. Business English scheduled in same semester as Applied Physics).
- Scheduled opportunities for high school students to be on-site at the college to work with faculty and meet students as an enhancement to curriculum being delivered in the high school setting.

# **Workplace Opportunities Model**

## **Description**

**Students will experience the workplace to clarify career goals, to provide community service and to apply specific knowledge and skills.**

## **Process**

Meetings involving guidance services and co-op teachers from the pilot schools in conjunction with a Job Connect training consultant met to develop an operational plan for the workplace opportunity.

## **Accomplishments**

Grade 12 students in the cohort that are continuing in ACES at Sir Sandford Fleming College will be assisted in securing a paid work placement to:

- Enhance employability skills
- Increase awareness of career opportunities that are technology focused.
- Reduce the students debt-load related to future post-secondary expenses.

## **Challenges**

- Securing appropriate placements in local area with current co-op and YIAP placement commitments.
- Maintaining ongoing labour/industry support for Fast Track initiatives.

# **Advisory Committee Model**

## **Description**

**A committee will be established and will be comprised of parents, students from secondary school and college panels and industry and labour representatives. This advisory group will have direct input to the intended outcomes of the pilot. It will assist in developing a communication plan and evaluation mechanisms.**

## **Process**

- Established a project Advisory Committee comprised of students, parents, industry representatives, school administration and college faculty(3 meetings).
- Established a project Administrative Committee with representation of senior administration from each partner(4 meetings).

## **Accomplishments**

### **Advisory Committee**

The committee discussed and contributed to the:

- Marketing and promotion plan for the Career Fast Track project.
- Careers in Technology '99 information days for Grade 10 students
- Articulated curriculum packages.
- Workplace opportunities model.

### **Administrative Committee**

The committee:

- Confirmed transcript process(Administrative Committee Meeting – December 3, 1998)
- Negotiated with unions and professional teacher associations.
- Contributed to the development of the articulated curriculum packages.
- Developed an integrative model for the ongoing curriculum delivery in the Career Fast Track project by the high school teachers, with college faculty facilitating the process(“Train the Trainer” model).
- Facilitated Board to Board Sharing of curriculum resources.

## **Challenges**

- Maintaining commitment of committee membership in second year of project.

# **Resource Guide**

## **Description**

**This document will reference the implementation plan, resources utilized and their contacts, as well as a clearly defined accountability process for evaluation of the project with input from students, parents, teachers, industry representatives and the advisory committee.**

## **Purpose**

To provide guidelines for replicability of the model in other jurisdictions. These recommendations are based on a project work term of October to June(See timeline in report).

## **Process**

The guide has been developed from multiple sources of information including interviews, focus groups, formal evaluations and student/parent feedback.

## **Components of the Resource Guide**

### **A) High School/College collaboration**

Effective high school/college collaboration is contingent upon:

- Endorsement of the proposal concept at the administration level as well as with the schools involved in the pilot. Ideally the faculty/teacher team selected to implement the project should actively participate in the final proposal submission.
- Each site needs a designated point person for communication purposes.
- All levels of administration and all teachers at the sites should be aware of the project and the opportunity being extended to students.
- All teachers in the pilot schools should be invited to participate in appropriate cross-panel discussions between the high schools and colleges.

**Recommendations:** The team of teachers/faculty involved in these initiatives must champion the project. The success of the project should be a shared commitment.

## **B) Advisory Committee Model**

The two tiered model developed for the project was an efficient model.

### **Advisory Committee**

- Active involvement of the schools in choosing students and parents for the committee was positive.
- Clear establishment of the mandate of the committee facilitated the group's work.
- Ample lead time for meeting dates resulted in full participation of members.

**Recommendations:** Retain this model, as well as the timing of meetings.

### **Administrative Committee**

- Senior administration participation added credibility to the viability of the project.
- Senior administration input facilitated decision-making at strategic times in the project.
- Correspondence from the administrative committee to the unions and professional groups was favourably received.
- Information about the project was relayed to all levels of the participating organizations in a timely manner.

**Recommendations:** Retain this model and this frequency of meetings. Explore the option of "virtual" meetings.

## **C) Marketing/Recruitment**

The effective promotion of a new initiative is directly linked to the formation of a cohort.

- New initiatives, like Career Fast Track, require time and local "on-site champions" to become known and accepted (based on verbal reports regarding recruitment in YIAP or new co-op opportunities during their inaugural years)
- Parents and students require information about opportunities that will be available in late high school by grade 7 or 8 (presentations, printed, web-based).
- Marketing must be geared to the clients group
  - For Students (information gained in cohort focus group):
    - Students from ACES participate in school presentations regarding Career Fast Track.
    - Keep in-class presentations short and fast-paced.
    - Minimal use of posters or handouts.
    - Recognition of enrolment in cohort (portfolio).
    - Provide on-site visits to college.

- Link high school students with students in programs(ACES) by e-mail.
- Stress time being saved! Money is not as critical to students.
- For Parents
  - Mailings to parents/students in eligible groups.
  - Access to one on one consultation with college and guidance staff.
  - Inserts in school calendar and newsletters.
  - Information Sessions.
  - Participation at interview nights.
  - Emphasize the saving of time and **money**.
  - Expand on opportunity for paid work placements.
- Career Fast Track Web page linked to Fleming/School Board page.
- Early adopters may need incentives, ongoing support and recognition for participation in the project.
- Promote college relationship for the high school cohort.
  - Utilize Fleming facilities when it will enhance the learning opportunity(labs, resource materials, familiarity with facilities...).
  - Provide all cohort participants with login access to college network.
  - On-Site visits to main campus for students(and parents/guardians).
- Explore/Expand college liaison activities to complement the new teacher advisor model in all secondary schools(site specific model)
- Responsibility for selecting the student cohort should rest with high school guidance services. College personnel/students can assist with information sessions and facilitating career exploration activities.

**Recommendations:** Sufficient human and fiscal resources must be allocated to this function. All marketing activities should be evaluated regarding effectiveness for subsequent years.

#### **D) Sustainability/Financial Implications**

When a project has a broad scope of outcomes, these need to be implemented, evaluated and revised if a replicable model is to be attained.

- The model could be expanded to other disciplines if the necessary resources were made available.
- The specific characteristics of the involved schools, colleges and communities should be considered when assessing the transferability of the model.
- Maintenance of the integrity of the curriculum and providing enhanced learning opportunities for the students hinges on facilitation of the curriculum delivery using the “Train the Trainer” model and on-site visits to the college(transportation costs).
- Ongoing recruitment and selection activities must be sustained. The lessons learned regarding involvement of parents and students in career exploration in grades 7, 8 and 9 should not be dismissed.

- Liaison activities by colleges could enhance the teacher advisor system if developed and implemented.
- Project leader role: Co-ordination would be required to carry out project marketing, recruitment, communications, evaluation and revisions. This role could be diminished or added to depending upon developments in the liaison activities.

**Recommendations:** Second year funding would assist in the sustainability and potential expansion of this project.

### **E) Evaluation**

## Current Cohort Status

**Cohort A- 8 students (Start February 1999)**

**Cohort B-6 students (Start September 1999)**

There is concensus on the team that various factors impacted the numbers in the cohort during the first year of the Career Fast Track project. Some of the factors were beyond the scope of control of the team. These factors included:

**The Student's Timetable for Participants in Cohort**

# Financial Statement

<b>Activity</b>	<b>Budget</b>	<b>Year to Date</b>
<b>Advisory Committee</b>	\$2,000.00	
Travel		
Meeting Costs		
Clerical Support		
<b>Curriculum Development</b>	\$24,000.00	
A) Education – Career Planning Process	\$5,000.00	
B) Articulated Technology Curriculum		
-Backfill/Stipend		
-Travel		
-Resources		
C) Delivery of Curriculum	\$8,000.00	
-Travel		
-Instructional Materials		
<b>Instructional Materials</b>	\$4,000.00	
<b>Project Director</b>	\$15,000.00	
<b>Information Technology Support</b>		
<b>Clerical Support</b>	\$3,500.00	
Careers in Technology '99		
Reports Committees		
<b>Promotions/Marketing</b>	\$2,000.00	
Students		
Parents		
Career day participants		
Career day presenters		
<b>Professional Development(Reports)</b>	\$2,000.00	
Final		
Preparation		
Printing		
Distribution		
<b>TOTAL EXPENSES</b>	<b>\$72,000.00</b>	