

MAKING BRIDGES VISIBLE

*An Inventory of Innovative,
Effective or Promising
Canadian School-to-Work Transition
Practices, Programs and Policies*

WORK AND LEARNING

Knowledge Centre

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Executive Summary

For Canadian youth, the school-to-work transition is a difficult and lengthy road. A school-to-work transition for Canadian youth takes on average eight years which is two years longer than it did 20 years ago (Statistics Canada, 2000). While the increase in the length of time is due in part to the increased time Canadian youth stay in school, there is also evidence that it takes them longer than ever before to find full-time work after they graduate. The youth unemployment rate (10.6%) remains almost double that of the adult rate (6%) despite record years of employment in Canada (Statistics Canada, 2007). The youth unemployment rate in 2007 is the best it has been in over 20 years. Notwithstanding these gains in the employment rate of youth, more youth are ending up in low-skilled jobs despite having education credentials that far exceed the skills and knowledge required for the job and more youth are also ending up in jobs that are unrelated to their field of study.

The Canadian Council on Learning's Work and Learning Knowledge Centre (WLKC) wanted to know what measures were in place in Canada to support youth in this transition. They consulted with their Access and Transition working groups about how to move forward with this research. During this consultation, the working groups proved to be a good resource for identifying existing school-to-work policies, practices and programs. The working group members are from an assortment of education, business, non-profit, labour, community-based training organizations. To compile the data for the inventory, WLKC contracted with the Canadian Career Development Foundation (CCDF). CCDF built the inventory by:

- ▶ conducting a literature review of the state of school-to-work transitions in Canada and the measures for success for initiatives aimed at improving transitions outcomes; and,
- ▶ surveying selected WLKC members as key informants to identify school-to-work transition practices, programs and policies.

The literature review revealed that there has been an evolution in school-to-work programming in Canada. Initially, these initiatives focussed on at-risk youth and youth who would graduate from high school and move directly into the labour force. As a result of the increased length of time it takes to make this transition in Canada, these programs have expanded in the last 10 years to include youth broadly. The inventory highlights initiatives that are directed to youth who have:

- ▶ graduated or are about to graduate from high school;
- ▶ left high school without graduating or are at-risk of doing so;
- ▶ entered the labour market after high school;
- ▶ entered post-secondary education (PSE);
- ▶ made PSE program and level changes; and,
- ▶ left PSE by graduating or dropping out.

The literature review also highlighted a number of factors for the increase in time it takes Canadian youth to make this transition. The research indicated that:

- ▶ In the knowledge economy, increasing requirements in both technical and employability skills for most occupations require youth to stay learning longer prior to moving to full-time work;

- ▶ An increasing number of students have deviated from the linear traditional pathways of high school/PSE to work;
- ▶ In Canada, there is a lack of support for youth prior to and during this transitions stage;
- ▶ In Canada, career services, which are vital to preparing youth to enter the labour market, are inconsistent, not known or rarely used;
- ▶ The decentralized approach to school-to-work programming in Canada is less successful when compared to other OECD countries;
- ▶ There is a lack of viable education options such as Vocational Education and Training (VET) which have certifications or credentials that are recognized by employers.

There are hundreds, if not thousands, of school-to-work programs and practices in Canada. Provincial governments, intergovernmental bodies (such as the Forum of Labour Market Ministers and Council of Ministers of Education, Canada) and federal departments have made reference to supporting school-to-work transitions in policy documents, but there is no centralized strategy in Canada. The programs, policies and practices highlighted in the inventory speak to the range and quality of programming that exists, but the inventory also illustrates the decentralized and vulnerable nature of this programming.

When examining what makes for successful school-to-work initiatives, there were 12 key elements that were synthesized from the literature:

1. Highly visible and well-organized transition pathways;
2. A strategic framework and vision;
3. Consultations and involvement of key stakeholders;
4. Techniques to address attitudes of parents, teachers, employers and students towards different pathways other than university;
5. Involvement of employer and labour as key partners;
6. Governments at all levels who provide commitment and leadership;
7. Financial viability and sustainability;
8. Career development (counselling, information and education) integrated into the curriculum and made visible to support better students access;
9. Occupational learning connected with academic learning;
10. Professional development and occupation awareness for educators
11. Partnerships and articulation between high school and PSE; and
12. Solid bridging and mobility between vocational training, apprenticeships and PSE.

The inventory contains 44 entries and consists of school-to-work measures for school-leavers (including youth at-risk) and for those graduating from high school or post-secondary education.

All of the initiatives were reviewed and categorized as promising, effective or innovative. The delineation of these categories was as follows:

- ▶ *Innovative* practices as those which differ from other approaches in order to achieve their objectives more effectively, more efficiently, more quickly, on a wider scale, or on a more sustainable basis.
- ▶ *Effective* practices as those which have evidence, through formal/quantitative evaluations or assessments, that they reliably achieve their objectives. These may include long-standing practices which have proven their worth over time, even though they may not be termed 'innovative.'

- ▶ *Promising*, as newer practices which have not been evaluated or assessed or standing practices which have been only assessed informally or qualitatively; yet, their approach is deemed to have the potential to achieve their objectives successfully.

Most initiatives had some features from all three categories however, an attempt was made to separate out the most prominent features for classification purposes. Category assignments were based on the opinions of the WLKC Transition and Access Working Groups, more in-depth information acquired from the follow-up inquiries and from the literature review. Of the 44, five are policies, 24 are programs and 15 are practices. 17 of the initiatives were deemed to be innovative, 7 were categorized as effective and 20 were considered promising.

Many of the entries listed in the inventory have several of the 12 key features for successful school-to-work initiatives listed above. In the review of the inventory, CCDF found that several initiatives had additional measures for success which are as follows:

1. Transferability – locally, provincially, nationally and internationally (e.g. The Real Game);
2. Policies that had associated programs to support success (e.g. Learning to 18);
3. Evaluated outcomes that were significant and spoke directly to the initiatives' success (e.g. Conestoga Human Resources Post-Grad program)
4. Sustainability or longevity (e.g. Windsor Park Collegiate, Youth Apprenticeship Program, New Brunswick and Career Edge);
5. Increased career outcomes for students, i.e. high starting salaries; a job directly in a chosen field, increased completion rates (e.g. Waterloo Co-op Program)
6. Skill development -- transferable, employability, essential skills (e.g. Education/Sector Council Partnership Project, WorkGo, Youth Employment for Newcomers)
7. Built-in hope for the future (e.g. Guiding Circles and Career Trek)

The entries listed in the inventory speak to the need for a diverse approach to school-to-work transition programming. While no singular plan will cover all the needs, multiple strategies and ad hoc approaches have become a barrier to improving school-to-work transitions in Canada. A strategic multi-pronged framework is needed in which a number of issues should be acted upon:

- ▶ Governments at all levels need to have greater commitment and leadership to improve school-to-work transitions;
- ▶ The decentralized approach in Canada is not resulting in more equitable access for youth. A strategic framework and co-operation from all levels of government is needed in order to respond to local need but to also meet broader goals at a national level for improving school-to-work transitions;
- ▶ For Vocational Education and Training (VET) to become a viable option, governments need to be more actively involved;
- ▶ Articulation and partnerships are needed between high school and PSE institutions so that there is mobility and bridges to support career changes and career advancement for youth;
- ▶ Educators need to understand the world of work and how it relates to youth transitions to the labour market;
- ▶ Work experience is vital to school-to-work transitioning and needs to be made available at the high school level;

- ▶ An evidence base is needed to articulate how to better support student transitions. To make this happen, more funding and more attention needs to be paid to evaluating programs, policies and practices;
- ▶ Using this evidence-base, build programs, practices and policies which will be sustainable and viable for long-term application and use by all youth;
- ▶ Review measures to ensure equitable access;
- ▶ Consistent and sustained career education and career development services are needed to support youth prior to and during this transition;
- ▶ Employers and labour need to be involved at the policy and program level. The case for employer involvement needs to be made in order to engage them;
- ▶ A social marketing approach is needed to address the social and cultural attitudes of parents, teachers, employers and students about the various school-to-work pathways.

The WLKC inventory is a small representation of the number of measures available in Canada to address school-to-work transitions. Research points to the need for a more consolidated and collective school-to-work strategy endorsed at all levels of government. The entries in WLKC's school-to-work inventory exemplify the ad hoc nature of school-to-work measures available in Canada, but these initiatives also highlight many innovative, effective and promising policies, programs and practices which can serve as reference for building a more unified strategy and should be considered a catalyst for expansion.

Background

The Work and Learning Knowledge Centre (WLKC) contracted with the Canadian Career Development Foundation (CCDF) to compile an inventory of current Canadian practices, programs and policies aimed at improving school-to-work transitions for school-leavers (both from secondary and post-secondary groups). Part of the purpose of creating this inventory is to raise the visibility of school-to-work initiatives in Canada. This project also aims to use the inventory as a forum for knowledge exchange: to make the inventory database available to any interested party in Canada so people can get ideas for creating or enhancing their own programs and to continue to build the inventory through others sharing the outcomes of their school-to-work initiatives.

The impetus for developing the inventory came from WLKC's Transitions and Access Working Groups. The WLKC's Working Group members consist of a wide range of government, education, business and industry organizations. They recognized that together, they possess a wide range of knowledge about school-to-work transition practices, programs and policies. Based on this collective knowledge, they wanted to develop an inventory of school-to-work measures so that career and youth practitioners, educators, business owners and community development organizations could find out about some of the programs, practices and policies that exist.

Data for this inventory was primarily drawn from the members of the WLKC Transition and Access Working Groups and supplemented by a Canadian literature review. The inventory consists of school-to-work transition programs, policies and practices for school-leavers (including youth at-risk) and for those graduating from high school or post-secondary institutions. The inventory is made up of promising, innovative and effective measures. WLKC's aim is that it will become a valuable reference for career and youth practitioners, educators and others who address school-to-work transition issues.

Project Objectives

The objectives for this project were to:

- ▶ Develop an inventory of current Canadian practices, programs and policies¹ which improve school-to-work transitions for specific school-leaver groups using information gathered through a survey of the WLKC Transitions and Access Working Groups and supplemented by a Canadian literature review. The targeted school-leaver groups are:
 - ▶ Youth at-risk;
 - ▶ Students graduating from high school or graduating from PSE (university or college, private vocational); and,
 - ▶ Youth leaving high school or PSE without graduating.
- ▶ Highlight, in the inventory, Canadian practices, programs and policies which, in the view of select members of the “Transitions” Working Group, are particularly innovative, effective and/or promising; and,
- ▶ Identify potential target audiences for the inventory and suggest knowledge exchange activities that will be effective in building awareness of the inventory among these targeted groups of practitioners.

Approach

The consultants approached this project with a plan to elicit from the WLKC’s Transitions and Access Working Groups key programs, policies and practices aimed at improving school-to-work transitions. The approach was aimed at creating a school-to-work inventory that:

- ▶ Identified innovative, effective and promising initiatives;
- ▶ Provided full descriptions including details on positive outcome results;
- ▶ Provided contact information and all other pertinent details to enhance knowledge exchange.

Research methods to develop the inventory and the accompanying report included:

- ▶ Survey Questionnaire: for WLKC Working Group members
- ▶ Literature Review: for supplementary information on the survey findings and additional programs, policies and practices that did not emerge from the survey.

¹ WLKC defined **programs** as initiatives that are formally organized, regularly delivered and/or funded by governments, non-governmental organizations, employers or unions; **practices** as initiatives that are informal and that may be more ad hoc in nature, not eligible to be termed a ‘program’ (many pilots in the inventory fit this category); and, **policies** as statements of principle or broad approach, most often used by governments, intended to guide the creation and operation of programs and practices.

Method

Initial and Follow-up Project Meetings

CCDF met with the WLKC Coordinator to discuss the project, its objectives and the research parameters (e.g. the breadth of the school-to-work transition programs, practices and policies to be examined).

Since WLKC was conducting three similar synthesis projects simultaneously and there was the possibility of overlap between the projects, meetings were held by phone with the consultant groups (CCDF and Schroeder and Schroeder Inc.) concerning the data capture template and survey process. These meetings were held with the intent of increasing the consistency of the projects' results.

Inventory Development

Data Capture Template

The consultant groups worked to consolidate the data fields into a Data Capture Template (Appendix A) which would be used for each of the WLKC synthesis projects. It was acknowledged that some of the data fields would not necessarily fit for each project and that in some cases entries in the inventory might not have information to fill in each data field.

CCDF, the WLKC co-ordinator and the project leader for the other synthesis projects, consulted on the descriptive elements for the data template and discussed co-ordination of survey distribution to minimize effort of the working groups. The Data Capture template resulting from these discussions contains 24 data fields. WLKC's co-ordinator reviewed and approved the Data Capture template in early May, 2007.

Survey

Given the number of data fields, CCDF designed a shorter preliminary data-gathering survey to capture key descriptive elements of school-to-work offerings from members of the WLKC Transition and Access Working Groups. The WLKC Transitions and Access Working Group members are representatives from government (Ontario Ministry of Citizenship and Immigration, Alberta Employment, Immigration and Industry), education (e.g. Athabasca University, Canadian Teachers' Federation), non-profit (The Learning Partnership, National Adult Literacy Database, PLA Centre), business (e.g. The Conference Board of Canada) and industry (e.g. The Alliance of Sector Councils, The Canadian Manufacturers and Exporters) organizations. Members on the working groups have a focus on or an interest in transitional issues of youth and adults. While the Working Groups were the primary informants for the inventory, it was recognized that they would likely not know all the required information about each individual practice, policy and program that they suggested for review. Therefore, the survey was created to capture key data that would support research in the literature review.

The survey (Appendix B) was distributed electronically to all members of the WLKC Transition and Access Working Groups with a letter of introduction and invitation to participate (Appendix C). Email reminders were sent out on three occasions prior to the deadline date. Non-responding recipients of the surveys were contacted by phone as a follow-up to encourage participation by email or by phone.

The Transition and Access Working Groups have a total of 73 members. Of these members, 10 completed the survey, 10 did not completed the survey but made suggestions of school-to-work initiatives for CCDF to follow-up on, 47 did not respond to the survey or follow-up phone requests and six were not aware of any school-to-work practice, programs or policies. While the overall response rate was not high, suggestions by the working group, both of initiatives and contacts, resulted in a high rate of return per suggestion (almost 3 per responding member).

Literature Review

To contextualize the inventory, a literature review was conducted to develop a situational analysis of Canadian youth in transition and to understand the elements that make up successful school-to-work initiatives. The results of the literature review are discussed fully in the paper. Once the situation and the components for success were understood, criteria for what makes for successful school-to-work initiatives were identified. With this knowledge, CCDF began to research and review the suggestions for the inventory made by the working groups. A combination of online and active (telephone) research was used to identify and gather data on existing initiatives from relevant sources.

Sixty initiatives were identified and researched. A Data Capture Template was filled out for each policy, program and practice identified. Invitations to vet the templates were sent to the lead contact for each program, policy and practice identified. Sixteen of the suggested sixty initiatives had data capture templates that could not be validated. They could not be verified because there was either not enough information about the initiative, the contact for the project could not be reached or there was no evaluative data that spoke to its impact with youth. Forty-four of the initiatives could be validated and once this had been completed the researchers began the task of reviewing and analysing the data.

Data Analysis: Innovative, Effective, Promising School-to-Work Initiatives Categorization

Once the templates were returned to CCDF, they were edited, assessed and assigned to the categories of innovative, effective or promising. The inventory includes 44 entries (Appendix E: Data Capture Templates for Each Entry).

An initial guide for categorizing initiatives came from the WLKC Request for Proposals (RFP). In the RFP, WLKC defines:

- ▶ **Innovative** practices as those which differ from other approaches in order to achieve their objectives more effectively, more efficiently, more quickly, on a wider scale, or on a more sustainable basis.
- ▶ **Effective** practices as those which have evidence, through formal/quantitative evaluations or assessments, that they reliably achieve their objectives. These may include long-standing practices which have proven their worth over time, even though they may not be termed 'innovative'.
- ▶ **Promising** as newer practices which have not been evaluated or assessed or standing practices which have been only assessed informally or qualitatively; yet, their approach is deemed to have the potential to achieve their objectives successfully.

Most initiatives had some features from all three categories however, an attempt was made to separate out the most prominent features for classification purposes. Category assignments were made based on three sources: 1) the opinions of the WLKC Transition and Access Working Groups; 2) more in-depth information acquired from the follow-up inquiries and; 3) from the criteria for success expressed in the literature. The researchers do not see the designation of innovation, effective and promising as hierarchical. All practices in the inventory are didactic. In

addition to WLKC definitions, the researchers considered an initiative innovative when it showed elements of creativity especially when addressing a specific youth target (e.g., young immigrants and refugees). Effective programs, policies and practices were typically long-standing initiatives which had evidence-based data boasting excellent positive impacts (e.g. a high percentage of participants were employed as a direct result of being in the program). The promising category encompassed all of the pilots (because of their lack of longevity and evaluative data) and programs, policies and practices that were too new to have evaluative data that speaks to innovative measures, longevity and effectiveness.

Of the 44, five are policies, 24 are programs and 15 are practices. Seventeen of the initiatives were deemed to be innovative, seven were categorized as effective and 20 were considered promising (Appendix D: Inventory List).

School-to-Work Transitions: A Review of the Literature

Overview

Youth making school-to-work transition are as diverse as the general population in Canada. In terms of education, they fit broadly into four categories:

- ▶ those who have left high school prior to graduation,
- ▶ those who have graduated from high school and/or trade/vocational certification,
- ▶ those who have left post-secondary education and
- ▶ those who have graduated from college and/or university.

Those who have left school prior to graduating have significant barriers to finding employment. Of all 20-24 year-olds, this population represents approximately 11 percent (de Broucker, May 2005). About 75 percent of this population live with their parents and have parents with high school or higher education (de Broucker, May 2005). More young men than young women leave high school without graduating. The employment rate gap between those with a high school diploma and those without is about 20 percentage points (de Broucker, May 2005).

In Canada, the high school graduation rate is 75 percent which is below the OECD average of 82 percent (Taylor, 2007). Nine percent of secondary school students expect to work after they leave secondary school, yet 64% of secondary students actually do go to work before any other career destination (Jarvis, 2001). While youth with a high school diploma have a better employment rate than those who do not, in Canada, a high school diploma has little impact on finding a skilled job.

According to the Post-secondary Education Participation Survey (PEPS), close to two-thirds of young Canadians aged 18-24 in 2002 had taken some form of post-secondary education after leaving high school (Barr-Telford, et al., 2003). Sixty-four percent of these youth began their post-secondary studies within 12 months of finishing high school (Barr-Telford, et al., 2003). The rest delayed starting PSE by a year or more. Sixteen percent of those who started PSE in 2000 had dropped-out (Barr-Telford, et al., 2003).

The factors that influence PSE attendance for youth include: the economic status of parents, the educational attainment of parents, the level of parental awareness of PSE options and over-estimation of the cost of PSE education (Canadian Youth; Looker and Lowe, 2001; CCDF, 2003). Most parents want the best for their children and best in terms of education is seen as a university degree. Parents from all backgrounds have this expectation. This expectation increases with educational attainment. More parents with university degrees (97%) expect their children to go on to university than parents who have not complete high school (70%) (de Broucker, 2005). Youth tend to follow parental expectations: sixty-seven percent of those whose parent has this expectation go to university compared with thirty-four percent of those whose parent did not have this expectation (Barr-Telford, et al., 2003).

More young women (67%) than men (57%) went on to PSE in 2001 a trend that continues to grow (Canadian Youth). While young women and immigrants tend to have higher academic aspirations than other youth; they face many systemic, cultural and social barriers preventing the realization of their aspiration. Young immigrants, in particular, face barriers such as lack of information and non-eligibility for scholarships and awards (Looker and Lowe, 2001). The employment rate is better for PSE graduates and best for those with a university degree.

College diploma or trade certificate recipients can expect a 10 to 12 percent increase in weekly earning than those without a high school diploma. Those with a bachelor's degree can expect a 21 percent increase (Taylor, 2007). However, many highly educated youth fail to find jobs that match their education and experience and many are underemployed in terms of having jobs that have requirements well below these graduates' credentials (Heinz and Taylor, 2005; Jarvis, 2001).

Initially, school-to-work programming in Canada focussed on those students who would leave high school prior to graduating or those who would graduate from high school and enter the labour market directly. While both non- and high school graduates remain the focus of this programming today, the notion of school-to-work transitions has expanded to include post-secondary school-to-work transitions as well. School-to-work programming is now developed broadly and aimed at all youth and young adults taking into account a wide variety of career paths. The Youth in Transitions Survey (2000) defined school-to-work transitions as pathways where youth:

- ▶ Enter post-secondary education,
- ▶ Make post-secondary program and level changes,
- ▶ Leave post-secondary schooling (through graduation or dropping out),
- ▶ Enter the labour market,
- ▶ Obtain a first job after leaving full-time schooling,
- ▶ Make changes within and between jobs, and
- ▶ Participate in activities during spells when not working and not in full-time schooling (Youth in Transitions Survey, 2000).

The evolution in and diversification of school-to-work transition policies and programming is due, in part, to the increasing amount of time it takes young people to make the transition to full-time work. There are a few reasons why the school-to-work journey takes longer today than a generation ago. These reasons reflect both global changes in the labour market and Canada's response to youth school-to-work transitions:

- ▶ **In the knowledge economy, increasing requirements in both technical and employability skills for most occupations require youth to stay learning longer prior to moving to full-time work.**

The current Canadian school attendance rate for 15- to 19-year-olds is almost 85%. This rate has increased markedly from just 25 years earlier when only two-thirds of 15- to 19-year-olds were in school. Educational attainment is growing in most of the economically-developed countries as more young people complete high school and postsecondary education (CLC, 2005). In 2001, almost 21% of the 25 to 34 age group had attained a college diploma and almost 28% had obtained a university degree (Census, 2001). Research indicates that one extra year of schooling leads to a 12.3% higher annual income, increases the likelihood of working full-time and decreases the likelihood of being unemployed, below the low income cut-off or working in manual labour (Oreopoulous, May 2005). Youth have recognized the benefits of staying-in-school as a way of facilitating entry into the labour market.

While staying in school has benefits in terms of employment rate, research indicates that education does not necessarily guarantee access to skilled, well paying jobs in one's field. One third of Canadians 25-29 year-olds with PSE diploma or degree have a low-skill job which is the highest ratio among OECD countries (Saunders and de Brouker, 2007).

Education is no guarantee of success in early labour market experiences. This finding points to a disconnect between education credentials and the labour market which contributes to the delay in school-to-work transitions for young Canadians.

► **An increasing number of students have deviated from the linear traditional pathways of high school/PSE to work.**

Harvey Krahn and Julie Hudson, in their seven-year study of the post-secondary pathways of Alberta's class of 1996, found that "interrupted and non-linear (and hence longer) PSE journeys are remarkably common" (Krahn and Hudson, 2006). This may reflect barriers to completion for some students. But for the most part, it shows a significant number of young people are able to reconsider their career paths and choose options to meet their career goals. Non-linear PSE journeys and school-to-work transitions are common. Victor Thiessen, in *Policy Research Issues for Canadian Youth: School-Work Transitions*, states that the flattening of the corporate structure resulting in a decline of mid-management positions and opportunity for promotion and the need to continually develop skills, means that youth are less likely to follow linear career paths and that they will move from employer to school and/or employer more often to realize career aspirations (2001).

► **In Canada, there is a lack of support for youth prior to and during this transition stage.**

Too many students are still selecting PSE as a default option because they do not have an awareness of what other learning and career options exist. This may also be the reason for an interrupted PSE path. Approximately 70% of those students who have left PSE before completion cite that "lack of fit" issues were the main reason for leaving (Barr-Telford, Cartwright, Prasil and Shimmons, 2003). These issues included: "not having enough interest or motivation, not being sure what they wanted to do, wanting to change programs or that the program was not what the youth wanted" (Barr-Telford, Cartwright, Prasil and Shimmons, 2003, 10).

The lack of support extends more significantly to those who are not PSE-bound. In *Career Development Services for Canadian Youth: Access, Adequacy and Accountability*, the authors found that youth who leave school before graduating and those making direct high school-to-work transitions "have significantly less access to (career) services (and programs) than in-school youth" (Bell and Bezanson, 2006).

► **In Canada, career services, which are vital to preparing youth to enter the labour market, are inconsistent, not known or rarely used.**

Career services for youth to age 24, which include school-to-work programs, are not consistent or readily accessible across Canada. They are either provincially or locally-based programs, practices or policies which are dependent on "government policy and funding which can leave them vulnerable to shifts in government practices" (Bell and Bezanson, 2006). Lack of consistency and visibility in transitional services and policies means that youth tend not to be aware of the school-to-work programs that exist or are unable to access them when needed (Taylor, 2007; Bell and Bezanson, 2006; Lehmann 2005).

In *Without a Paddle: What to do About Canada's Young Drop-outs*, Patrice de Broucker states that "[Career] counselling is an essential ingredient when young people are making education and career choices in a highly fluid labour market environment [and] it can help level the playing field regarding access to information for those from more disadvantaged backgrounds" (October 2005, vi). While many of the benefits of career services are known (see Bell and Bezanson, 2006), few students report accessing those services that are not mandatory. Data on the number of students who access career counselling is limited to one

provincial survey which reported that one-third of secondary school students accessed career counselling. Of those who do access this counselling, most are PSE-bound (Bell and Bezanson, 2006). And, those who have had counselling and guidance services, report being frustrated with: the lack of connection between courses of study and career paths and the narrow focus on university as the preferred learning option (Canadian Career Development Foundation, 2003).

► **The decentralized approach to school-to-work programming in Canada is less successful when compared to other Organisation for Economic Co-operation and Development (OECD) countries.**

Alison Taylor, in her review of four provincial transition programs at the high school level, argues that the lengthening transitional period from school-to-work may be because pathways for youth to the labour market are: “too narrow, too obscure (lack transparency) and too inflexible (lack of bridging mechanisms)” (Taylor, 2007, 1). All provinces have school-to-work initiatives; many have partnerships between governments, employers and educators. However, these initiatives are often piecemeal and not well coordinated (Heinz and Taylor, 2005). Taylor argues that “more successful initial transition outcomes tend to be associated with [OECD] countries where the connections between pathways and their destinations are embedded in solid institutional frameworks” (Taylor, 2007, 1). When youth labour market policies and school-to-work transition programs are compared to other countries, Canada’s approach tends to be passive (decentralized market approach), general and overall not as successful as other approaches which have solid institutional frameworks and political commitment and cooperation across all levels of government (e.g. Finland, Germany and Norway) (Taylor, 2007; Thiessen, 2001; Gross, 1998).

► **The lack of viable educational options such as Vocational Education and Training (VET) which have certifications or credentials that are recognized by employers.**

Vocational high school programs continue to have low take-up among high school students because they are viewed as the “poor cousin” to academic streams. Vocational education and apprenticeship training at the high school level remain to be seen as for those who can not make it academically. In the last 30 years, vocational programs in public secondary schools have declined. Concerns about early streaming, a decline in manufacturing occupations and jobs, declining enrolments, challenges to maintain and update equipment, reliance on post-secondary institutions to fill the gap, disinterest by employers, attitudes of parents and students and the lack of a strategic policy to address VET at a systems level all have contributed to the decline (Taylor, 2007).

When compared internationally, Canada does not have a credentialed vocational option in high school. OECD countries that do, such as Austria, Denmark, the United Kingdom and Germany who have a strong focus on VET in high school have a greater share of their youth with high school diplomas in skilled jobs (Saunders and de Broucker, May 2007). This has lead researchers to question the real value of a high school diploma in Canada beyond a requirement for further PSE (Taylor, April 2007, de Broucker, October 2005).

In many respects provincial/territorial systems are similar, many have successful vocation programs, but: “not one offers vocational education with credentials recognized by the labour market at the high-school level as a significant option to the same extent as in some European countries” (de Broucker, March 2005). Strong VET systems at the high school level can also push students to post-secondary institutions for credentials recognized by the labour market (Taylor, 2007; de Broucker, 2005).

Despite staying-in-school longer than any other generation, Canadian youth continue to have high unemployment rates in comparison to the adult population (Heinz and Taylor, 2005) and take longer to make their school-to-work transitions than ever before (Statistics Canada, 2000; HRSDC, 1999). There are a plethora of programs and initiatives in Canada to address school-to-work transitions. Provincial governments, intergovernmental bodies (i.e. the Forum of Labour Market Ministers and Council of Ministers of Education, Canada) and federal departments have made reference to this issue in policy position documents, but much research refers to the need for a more consolidated and collective strategy. The entries in WLKC's school-to-work inventory highlight both the decentralized nature of school-to-work initiatives in Canada and illustrate the breadth and wealth of policies, programs and practices from which to draw upon to hopefully build more cohesive school-to-work strategy in Canada.

Components of Successful School-to-Work Initiatives

In Canada, there is a significant amount of research into school-to-work pathways of youth (see School-Work Transitions Project, *Publication List, 1985-2004*), but there is less research conducted on what makes for successful school-to-work initiatives. In the United States, there is more research on programming; perhaps, as a result of long standing legislation on school-to-work transitions called the School-to-Work Opportunities Act, 1994 (STWOA). The STWOA is a federal act that provides money to states and local communities to develop school-to-work systems. This act has led to the creation of many programs and partnerships and seems to have led to much research on its impact and the success of these initiatives. Morgan Lewis (n.d.) synthesized the research stemming from many of these programs to highlight six characteristics of successful school-to-work initiatives. According to Lewis, successful programs:

1. Are guided by a comprehensive, strategic vision that makes linkages with all key stakeholders;
2. Make special efforts to involve employers in their partnerships;
3. Obtain commitment and support from all partners at all levels of government;
4. Obtain adequate financial support – a variety of different sources have been developed;
5. Give students a strong foundation of career information and an awareness of their own interests, goals and abilities that result from a planned sequence of learning experiences throughout their school years; and
6. Integrate academic learning with occupational learning (Lewis, n.d.).

Beyond these six main characteristics, Lewis suggests that is necessary in school-to-work initiatives to: recruit enough employers who are willing to provide opportunities; provide teachers with the time, resources and support required to connect school-based and work-based learning; inform parents about the objectives of the initiative and counter erroneous perceptions; and, challenge assumptions and foster vocational maturity of high school students (Lewis, n.d.).

A commonly referenced book in US-based research by Kathleen Paris and Sarah Mason, *Planning and Implementing Youth Apprenticeship and Work-Based Learning* (1995) speaks to another common set of key strategies for organizing effective school-to-work transitions programming:

1. Develop an applied and integrated curriculum;
2. Implement classroom-based developmental career guidance;

3. Develop work-based learning opportunities;
4. Create articulation between K-12 and post-secondary education;
5. Work in partnership with business, industry, labour, parents and the community; and
6. Provide professional development activities [for educators implementing the programs] (Paris and Mason, 1995).

In Canada, researchers, Alison Taylor (April 2007; February 2007; September 2006; 2005) and Patrice de Broucker (October 2005; March 2005) have many publications on what facilitates better school-to-work transitions and what makes for effective school-to-work systems. Taylor in *Pathways for Youth to the Labour Market: An Overview of High School Initiatives* (April 2007) reviews four provincial and one international example of school-to-work transitions programs and policies. She states that "...effective transitions systems are characterized by well-organized pathways that connect initial education with work and further study and widespread opportunities to combine workplace experience with education. They provide good information and guidance and tightly knit safety nets for those at risk" (p. iii). She cites a review of 14 OECD countries (OECD, 2000) which identified the following features of effective transition systems:

1. "A healthy economy;
2. Well-organized pathways that connect initial education to work and future study (e.g. clearly defined learning pathways);
3. Widespread opportunities to combine workplace experience with education, and bridges between vocational education, apprenticeship and tertiary education;
4. Tight knit safety nets for those at risk;
5. Good information and guidance; and
6. Effective institutions and processes." (Taylor, April 2007, 1)

While the first point, a healthy economy, is perhaps beyond the control of government departments whose jurisdiction includes school-to-work transitions programming, the other features listed are important for all to take note. Taylor argues that there are many exemplary programs in Canada; none comes close to meeting the need in terms of numbers. De Broucker believes that for Canada to have a more effective school-to-work transition system it would require:

1. Strong political leadership, at federal and provincial levels, to define objectives and set up a framework for developing school-to-work pathways;
2. More integration into curriculum of appropriate vocational education that is recognized by the employer community as having value;
3. Improved [career] counselling;
4. Addressing the attitudes and expectation of parents and students; and
5. Engaging business and labour communities (de Broucker, 2005).

Along with these overarching strategies, the literature also spoke about the need to examine and tailor programs and policies to the diverse youth populations. For example,

- ▶ Aboriginal Youth: tie the work experience initiatives to their communities, as many Aboriginal youth want to remain in their communities. School-to-work programs should focus learning

goals on jobs and balancing expectation from two cultures (CCL Lessons in Learning, Dec. 15, 2005).

- ▶ Rural Youth: make special efforts to convince students of the value of long-term education and partner with local industry (CCL Lessons in Learning, Dec. 15, 2005).
- ▶ Young men: directly connect schooling to near term employment opportunities (co-op and apprenticeships are extremely valuable in this regard) (CCL Lessons Dec. 16, 2005).
- ▶ Young women: raise the age of compulsory school as women benefit greatly from staying in school longer (de Broucker, 2005) and develop programs that introduce them to learning and occupations where women are under-represented (Comeau, 2005);
- ▶ Youth from low economic groups: require greater attention in early childhood and throughout primary and secondary schooling, and more support from counselling. "They will also benefit from more career-oriented options in high school" (de Broucker, 2005).

The research cited above exemplifies many of the common components for successful school-to-work strategies highlighted in the literature. Taken together, key elements of school-to-work transition programs and systems include:

1. Highly visible and well-organized transition pathways;

School-to-work policies and programs tend to be ad hoc in Canada. The approaches taken in European OECD countries, specifically Germany, are often cited in the literature for the transparency of their school-to-work pathways (Gross, 1998; Heinz and Taylor, 2005). In these cases, research has found that youth are very aware of the career options associated with each pathway. By contrast in Canada, research reports that youth are overwhelmed by the sheer number of occupational and learning options (Marine Careers Secretariat, 2004). How education and training options and school-to-work pathways are organized and made visible is critical to the engagement of youth and supports their ability to actively develop their careers.

2. A strategic framework and vision;

The development of a strategic framework to support school-to-work transitions is a leadership issue at all levels of local, provincial and federal governments. There needs to be local autonomy in order to develop strategies and programs tailored to local needs. This needs to be balanced with a central policy that can speak to broader objectives and goals for improving school-to-work transitions. For this to happen, greater co-operation is needed between governments. The Ontario Learning to 18 policy and resulting programs which are implemented at the community level is an example of this balance.

3. Consultations and involvement of key stakeholders;

Programs and policies that conduct consultation and involve key stakeholders are better able to target the needs of these groups. This process is a cornerstone of successful school-to-work measures and almost all the programs in the inventory involved key stakeholders, including youth, at some point in their initiative's development.

4. Techniques to address attitudes of parents, teachers, employers and students;

Students report that there is a narrow focus on university as the preferred pathway in high school (CCDF, 2003). A majority of parents want their child to go to university and many teachers lack experience outside of this transitional pathway. Attitudes of these key stakeholders need to be addressed and information about different pathways need to be

targeted at these groups in order for alternative pathways to be explored (e.g. apprenticeship and VET). Techsploration is an example of a program that addresses attitudes towards science for girls and young women.

5. Involvement of employer and labour as key partners;

Provincial departments of education and school boards have not readily involved employers and labour in the process of education. Yet, when employers are asked to be involved in work experience or other transitional programs, schools report that it is challenging to elicit their participation. The research shows that there is a significant disconnect between education and the labour market. Partnerships between education, labour and business are required to improve transitions. Without them, students will be at a deficit in developing an understanding of the labour market and the knowledge and skills required to realize their career aspirations.

A number of programs in the inventory demonstrate the benefits of employer and labour involvement. One significant program underway in Ontario, Education/Sector Council Partnership Project involves employer representatives from 18 sector councils in 15 programs in 12 schools in the Toronto District School Board.

6. Governments at all levels who provide commitment and leadership;

School-to-work transitions will remain ad hoc and passive without the commitment and leadership of all levels of government. "In Canada major regional differences and wide ethnic and cultural diversity have made coherent framework development and institution building difficult" (OECD, 2000). This is perhaps the greatest challenge for creating a successful school-to-work framework in Canada.

7. Financial viability and sustainability;

Many excellent school-to-work initiatives no longer exist because of fluctuations in funding and policy directions at all levels of government. A disruption in the availability of programs contributes to the confusion and unreliability of measures aimed at improving school-to-work transitions. Programs most vulnerable tend to be those for youth at greatest-risk and/or need (Bell and Bezanson, 2006). Financial commitment is needed both at the government level and from the private sector to create sustainability for programs which demonstrate their positive impact.

8. Career development (counselling, information, education) integrated into the curriculum and made visible to support better student access;

Research on the impacts of career development services for youth strongly indicates that career development programs, counselling, education and information support youth pathways to the labour market. As Bell and Bezanson state "career development services can broaden world views, increase knowledge of work and occupation options, help to build important workplace and decision making skills and support transition planning" (2006). There are a number of programs in the inventory that build career development into the curriculum. A number of provinces have mandatory career development courses. The Career Internship Program at Windsor Park Collegiate is an award winning example in the inventory that supports students with developing their careers from grades 9 to 12 and prepares them for life after high school. Ninety-eight percent of students in a 2001 graduate survey said they were focussed on a career path as a result of taking the program.

9. Occupational learning connected with academic learning;

No matter what learning pathway option a student chooses -- university, college, apprenticeship, VET, work – they need to have the option of connecting to and experiencing the world of work. Experiential learning in this regard helps build a career focus and support career planning. Nearly all of the measures in the inventory had components to support occupational learning. One inventory example is Réseau québécois des Centres de Formation en Entreprise et Récupération (CFER) -- an alternative school which takes place in a recycling plant where students learn how to recycle materials while taking their academic high school credits. Reading materials, for example, come from workplace materials.

10. Professional development and occupational awareness for educators;

Krumboltz and Worthington in their article, *School-to-Work Transitions: From a Learning Theory Perspective*, state that “learning how to adapt to changing conditions in the workplace will be one of the essential skills for success” (1999). It may be challenging for teachers and counsellors, who may work their entire careers in the same place, to imagine or prepare students for this work environment. Programs and practices that support teacher and counsellor learning in this regard is important and may be a key way to connect educators and employers and thereby improve the connections between education and the labour market.

11. Partnerships and articulation between high school and PSE;

Taylor (2007) states that “the focus on providing a mix of pathways with more emphasis on technical and vocational options may ensure that young people have a better chance of finding skilled work.” This would require more partnerships and articulation between high school and PSE institutions.

12. Solid bridging and mobility between vocational, apprenticeships and PSE.

Streaming students in high school is a hot button issue. There is a valid concern that streaming may lead to discrimination and support advantaged students over those who are disadvantaged. However, many authors point out that the Canadian system is not equitable or accessible to all. High aspirations of a majority of students which are fuelled by social and cultural values placed on university education in the end are not supportive of successful transitions. Ensuring mobility between pathways (work and PSE) and evaluating initiatives and policy for equitable access is important.

Inventory of School-to-Work Programs, Practices and Policies

CCDF reviewed 60 initiatives of which 44 were selected for the inventory. Those not chosen did not have enough information about their initiative, the contact for the project could not be reached or there was no evaluative data that spoke to its innovation, effectiveness or promise.

Appendix D is a summary table with all entries' titles, regions, types, target audiences, school-leaver groups and whether the entry was innovative, effective and promising. Appendix E has the data capture templates of detailed information for each entry.

Policies

Policies included in the inventory were found to co-ordinate and integrate learning and career planning. They seemed to have a strategic vision that encompassed the engagement of key stakeholders. These policies to smooth transitions for Canadian youth focussed on combining:

- ▶ supports for youth to remain in school with a broad range of options
- ▶ with supports for providing work skills experience and development to youth.

The two non-government policies are interesting in that they both focussed on supporting post-secondary youth transitions by supporting their initial work search: one by making the process of recruitment ethical and the other by helping students demonstrate to employers their technical and employability skills developed through their PSE learning.

- ▶ Geographical distribution: 1 Alberta; 1 Nova Scotia and 1 Ontario; and 2 national.
- ▶ Categorization: 2 promising; 2 innovative; and 1 effective.

Programs

Each program in the inventory had several elements of a successful school-to-work transition initiative. Some of those elements included: a planned sequence of learning experiences throughout students' school years resulting in a strong foundation of career information and self-awareness; academic learning integrated with occupational learning; special efforts to involve employers in their partnerships; commitment and support from all partners; a variety of different sources for financial support.

Although all the programs were innovative in at least one way, 12 of the programs were classified as innovative because of the way they combined several elements of success with innovative twists – for example: use of mentors, peer mentors and advisors to give students individual attention; comprehensive programs that are developmental in nature and geared to a specific audience's needs; geared to elementary school students; working partnerships that keep on growing, unique ways of involving parents, and especially the inclusion of preparatory phases or training in the implementation.

The programs labelled promising have elements of success but have not yet accumulated evidence-based data to prove success. The five effective programs are well-established with evidence-based data demonstrating their success. They were categorized as effective here because among career-oriented programs it is rare to have measured evidence of success and to be long-established. Proof of value and obtaining funding for sustainability are always issues for such programs so it is important to be able to highlight exemplary evidence-gathering

process to others who wish to implement successful and sustainable school-to-work transition programs.

- ▶ Geographical distribution: 3 Alberta; 1 British Columbia; 3 Manitoba; 1 New Brunswick; 1 Nova Scotia; 8 Ontario; 2 Quebec; and 3 national.
- ▶ Categorization: 5 promising; 12 innovative; and 5 effective.

Practices

Practices were in most cases pilot programs that were completed or for which research was still going on. In each case, the assignment was promising as there was either no final evaluation data and/or there was no guarantee that the initiative would continue. Two of the national initiatives were established and on-going; however, they are optional and implemented at the will of the school, teacher or counsellor, with no formally structured implementation across boards, regions, provinces, etc. One was notably effective with the target audience and the other was outstanding in its innovative game format that engages classroom students in career information and decision-making. Both of these initiatives introduce career exploration in elementary school, a strategy identified in career literature as part of a process for providing Canadian Students with career-management competencies.

- ▶ Geographical distribution: 2 British Columbia; 2 Manitoba; 4 Newfoundland-Labrador; 1 Manitoba and New Brunswick combined; 2 Ontario; and 4 national.
- ▶ Categorization: 13 promising; 1 innovative; and 1 effective.

Many of the policies, programs and practices in the WLKC inventory have several of the 12 features of successful school-to-work transition programming listed in the literature review. In addition to the above components, CCDF noted that initiatives in the inventory had a range of the following characteristics which we believe are also significant to improving school-to-work transitions in Canada:

1. Transferability (locally, provincially, nationally and internationally);

Many of the initiatives in the inventory are locally contained. None of them, with the exception of the Real Game and Techsploration, have transferred their program to another community or province. The Real Game is a notable exception and has managed with great efforts to involve stakeholders in the practice's development to not only transfer the practice to all provinces and territories in Canada, but adapted it to 10 other OECD countries.

2. Policies that had associated programs to support success;

Given that there are no stated as such school-to-work transition policies in Canada, it is not surprising that we found few related policies. One related policy in the inventory, Learning to 18, is a relatively new strategy put in place by the Ontario government which has developed corollary programs to support its success. Extensive evaluation efforts will monitor this program to see if it will meet its outcomes to improve the graduation rate in Ontario by its stated goal of five percent.

3. Evaluated outcomes that were significant and spoke directly to the initiative's success.

Evaluation is critical in measuring the success of school-to-work measures. Unfortunately, many initiatives listed in the inventory had no formal evaluation process and it is believed that this is a reflection of the evaluation practices of other initiatives in Canada. There were exceptions such as Conestoga Human Resources Post-Grad. But, mostly outcomes of the measures in the inventory were anticipated or anecdotal. Much more effort needs to be

made to build an evidence-base for improving school-to-work transitions. Four pilot projects funded by the Millennium Scholarship Foundation: Le Nonet, AVID, Making Education Work and Future to Discover are part of a six-year longitudinal research on how to best support access to and completion of PSE for all youth including those most at-risk. This is likely the most extensive evaluation of career-oriented programming in Canadian history and worth watching for the results.

4. Sustainability or longevity;

There were a number of programs which had been around for longer than 10 years: Career Trek, Windsor Park Collegiate, Career Prep, Community Co-operative Apprenticeship Program, Discover to Apprenticeship, Health Services Internship, Youth Apprenticeship Program (New Brunswick), Canadian Association of Career Educators and Employers Ethical Recruitment Guidelines, The Real Game, Career Edge, Deep River Science Academy, Youth Connections, Youth Employment Strategy, and Change Your Future. Of these long-lasting initiatives, several representatives spoke about the importance of their sustainability to the populations they serve. However, many referred to, especially those without core government funds, the immense challenge and required energies to keep their programs and practices going.

5. Increased career outcomes for students (i.e. higher starting salaries; a job directly in one's chosen field, increased completion rates)

Waterloo Co-op Program and Conestoga's HR Post-Grad programs had specific data on the ability of students to directly access full-time, high-skilled employment as a result of their participation in their programs. More data like this is needed to build an evidence-base for improving school-to-work transitions;

6. Skill development (transferable, employability, essential)

In Canada's School-to-Work Report Card: Grade F, Jarvis states that "academic and technical skills get employer's attention, but it's the transferable, essential skills that lead to success and advancement (Jarvis, 2001). The importance of essential, employability, transferable skill acquisition is being recognized by employers and educators and several programs and practices in the inventory work to build these important skills: Youth Apprenticeship Program, New Brunswick, The Real Game, Education/Sector Council Partnership Project, WorkGo, and Youth Employment for Newcomers.

7. Built-in hope for the future.

Building hope for the future is an important concept in career development because with hope a person can weather uncertainty about their future with a realistic confidence that it will be alright in the end (Stechynsky, 1999). The transition from initial education to work is significant and research tells us that the road for this transition is getting longer and more uncertain for Canadian Youth. One program (Career Trek) and two practices (The Real Game and Guiding Circles) have developed the concept of building hope in their programs. This concept is significant and may become an important feature in school-to-work measures in the future.

There are thousands of school-to-work initiatives in Canada and this inventory is the tip of the iceberg. WLKC's inventory is a starting point in the investigation of school-to-work measures in Canada. The programs, policies and practices listed in the inventory are a reflection of the primary informants' -- WLKC's working group members -- knowledge. The inventory should be considered as a catalyst for further development and expansion.

Knowledge Exchange Activities for the Inventory

To build awareness about this inventory, WLKC wants to create a *knowledge exchange* plan, offering information about the inventory to “interested parties.” *Knowledge exchange* activities describe two or more parties exchanging information. An exchange by definition ensures that both parties receive something from each other. In effect it is a partnership and one of the critical steps to implementing and sustaining partnerships is that both parties experience reciprocal benefits while making reciprocal contributions. An exchange means that these parties would in turn offer information to WLKC. If the contributors fail to see the value or benefit of sharing their information, contributions will wane. If WLKC can offer something in return for the shared information such as entrance to the inventory, then exchange is encouraged; if there is no perceived benefit of providing information, then perhaps the stakeholders will only be interested in taking information and not reciprocating. It will be up to WLKC to decide whether they are in a position to provide something of value for the information that could be provided by interested stakeholders.

The CCDF consultants are in a position to provide WLKC with *knowledge-sharing* activities designed to reach educators, policy-makers and career development community members associated with school-to-work transitions. Interested parties would include principals, teachers, guidance counsellors, parents, community organizations, alternative schools, university and college employment and career counsellors and job placement services, sector councils, ministries of advanced education and employment and federal human resources, education and employment departments.

Proven methods of reaching such parties include making presentations at their conferences, submitting articles to journals, newsletters and the internet, sending brochures to key personnel in institutions, associations and organizations. One of the most effective means of reaching the educator and community audiences is to identify champions at the grass roots level and support them with materials for networking, talking with their peers at meetings and working lunches, giving presentations at conferences and forums. Champions may emerge from the working group, from those listed in the inventory and/or from those who receive initial communiqués. Once champions have been identified they will need background information and presentation materials to use. CCDF will be developing a mini-power point presentation that could be used for this purpose. Communiqués should speak to the desire for “champion” volunteers to mobilize the need for effective measures and to be part of an implementation strategy.

The table below identifies dissemination venues and *knowledge-sharing* approaches for reaching the optimum number of stakeholders who could be interested in knowing about and contribution to the growth of the inventory.

Plan for Knowledge Sharing to Various Audiences for the Inventory

Dissemination Venues	Dissemination Format	Target Audiences Reached
Key informant organizations that participated in the research and indicated they would like a copy of the results	<ul style="list-style-type: none"> ◆ Electronic copy of the report emailed to all, July, 2007 	WLKC group members, educators, administration staff, employers, students
Canadian Career Development Foundation (CCDF)	<ul style="list-style-type: none"> ◆ Communiqué to Council for the Ministers of Education Canada (CMEC) and Forum of Labour Market Ministers (FLMM). ◆ Announcement to provincial/territorial guidance representatives through the Canada Career Information Partnerships. ◆ Announcement to L'Ordre des conseillers et conseillères en orientation du Québec and Career Development Action Groups at provincial/territorial levels. ◆ CCDF annual newsletter: the Career Counsellor, article for Jan. 2008 ◆ CCDF website: www.ccdf.ca post announcement and link to inventory. 	National academics and policy-makers, sector council representatives, government policy-makers, career practitioners in public and private settings, Secondary and PSE counsellors, co-operative education teachers
Canadian Association of Principals	<ul style="list-style-type: none"> ◆ Communiqué about the inventory sent to CAP with a request to add the inventory to the Resources page on their website www.cdnprincipals.org 	Principals and vice-principals across Canada
The Canadian Education Association, initiates and sustains dialogue throughout the country influencing public policy issues in education	<ul style="list-style-type: none"> ◆ Communiqué about the inventory sent to CEA with a request to link from their website to the inventory www.cea-ace.ca 	Policy-makers and other parties interested in education
The Canadian Home and School Federation - CHSF is a national, non-profit organization for provincial affiliates representing parents committed to improving the quality of education	<ul style="list-style-type: none"> ◆ Communiqué about the inventory sent to CHSF with a request to link from their website to the inventory www.canadianhomeandschool.com 	Parents of students
The Canadian Teachers' Federation - national association for teachers and administrators	<ul style="list-style-type: none"> ◆ Communiqué about the inventory sent to CTF with a request to link from their website to the inventory www.ctf-cte.ca 	Teachers, administrators
The Learning Partnership - develops partnerships that strengthen public education in Canada - research on best practices	<ul style="list-style-type: none"> ◆ Submit article for the Learning Partnership Papers newsletter www.thelearningpartnership.ca 	Business, education, government, labour, policy-makers and the community, teachers and students

Dissemination Venues	Dissemination Format	Target Audiences Reached
<p>and policy discussions</p> <p>Canadian Research Working Group (CRWG) The CRWG is a group of university-based researchers involved in examining the evidence for and the efficacy of career services and career interventions.</p>	<ul style="list-style-type: none"> ◆ Distribution of promotional materials through CRWG networks in universities and colleges: listservs, emails, web postings, national conferences, meetings, workshops, 2008-2009 ◆ Food for Thought article, publish in 2008–2009, www.crccanada.org 	<p>Manager and staff of career services, placement services, and co-operative education, academics and policy-makers</p>
<p>University and College career fairs</p>	<ul style="list-style-type: none"> ◆ Distribution of inventory promotional materials to events as found in a Google search. 	<p>Employers, students, co-operative education teachers, placement staff</p>
<p>The Canadian Association of Career Educators and Employers (CACEE), a national, non-profit partnership of employer recruiters and career services professionals.</p>	<ul style="list-style-type: none"> ◆ Submit magazine article to Career Options on their website: www.cacee.com ◆ National Conference: announcement and distribution of promotional materials June, 2008 ◆ Apply to present results of the inventory at 2008 conference 	<p>Employers, students, PSE institutions, career and employment services staff</p>
<p>The Association of Sector Councils, co-ordinating body of 29 sector councils</p>	<ul style="list-style-type: none"> ◆ Communiqué about the inventory sent to TASC with a request to link from their website to the inventory www.councils.org 	<p>Business, labour, education, professional groups</p>
<p>Association of Canadian Community Colleges (ACCC) and Association of Universities and Colleges of Canada (AUCC)</p>	<ul style="list-style-type: none"> ◆ Communiqué about the inventory sent to ACCC and AUCC with a request to link from their website to the inventory www.accc.ca and www.aucc.ca ◆ Identify appropriate university and college events throughout 2007-2008 	<p>PSE institution administrators, guidance counsellors, students, career practitioners</p>
<p>Canadian Counselling Association National Career Development Chapter (CDC)</p>	<ul style="list-style-type: none"> ◆ Communiqué about the inventory sent to CDC with a request to link from their website to the inventory, in resources: www.cdcsite.net ◆ Request to send communiqué to CDC listserv ◆ Apply to present results at CCA annual conference for Spring, 2008 	<p>Career practitioners in public and private practice, career educators, career practitioner students</p>
<p>CANNEXUS, National Career Development Conference</p>	<ul style="list-style-type: none"> ◆ Distribution of promotional materials from exhibitor booth, Spring, 2008 www.ceric.ca ◆ Apply to present results of inventory at CANNEXUS annual conference for Spring, 2008 	<p>Career and employment professionals, career educators, trainers, facilitators, guidance counsellors, job developers, career practitioner students</p>
<p>NATCON, National Conference on Career Development</p>	<ul style="list-style-type: none"> ◆ Apply to present inventory at 2008 conference www.natcon.org 	<p>Human resource professionals, career/employment practitioners in public and private practice, employers</p>

Dissemination Venues	Dissemination Format	Target Audiences Reached
Canadian Association for Distance Educators (CADE)	♦ Communiqué about the inventory sent to CADE with a request to send communiqué to their listserv	Distance educators
Canadian Association for Co-operative Education (CACE)	♦ Communiqué about the inventory sent to CACE with a request to send communiqué to their listserv	Co-op teachers, parents and students
Canadian Manufacturers and Exporters	♦ Communiqué about the inventory sent to CME with a request to send the communiqué their listserv and request a link to their site http://www.cme-mec.ca/ to the inventory.	Employers
Canadian Labour Congress	♦ Communiqué about the inventory sent to CLC with a request to send communiqué to their listserv and create a link on their site http://www.clc-ctc.ca/	Labour leaders
National Association of Friendship Centres (NAFC)	♦ Communiqué about the inventory sent to NAFC with a request to send communiqué to their listserv	Aboriginal leaders and activists
Canadian Chamber of Commerce (CCC)	♦ Communiqué about the inventory sent to CCC with a request to send communiqué to their listserv	Employers
Canadian Council of Chief Executives (CCEO)	♦ Communiqué about the inventory sent to CCEO with a request to send communiqué to their listserv	Employers

There are many other avenues for **knowledge-sharing** that may result from initial communiqués. Research suggests that communication between educators and employers is needed to make better connections between education and the labour market. WLKC might want to host a forum with education and business leaders to discuss how to facilitate a better understanding between education and the labour market. Part of this forum's discussion could be to examine what education and training has value in the labour market and ways in which employers and educators could integrate this knowledge and skill development into curriculum at the high school and PSE levels. This forum also could bring in national and international representatives who have been involved with successful school-to-work transitions strategies to comment on key implementation issues.

Conclusion

Canadian youth need to have access to school-to-work transition programs to reduce high unemployment rates and the time it takes them to transition into full-time, meaningful work. The OECD in their review of 14 countries' approach to school-to-work transitions concluded that there is neither a single answer to effective transition nor is there a single problem to be addressed (2000). This makes it difficult for countries to move forward with a singular plan for improving youth transitions to the labour market. Nevertheless, a strategic multi-pronged framework is needed. Canada continues to have no national policy on school-to-work transitions despite the continued length in time it takes youth to make this transition and the number of highly qualified youth in low-skilled jobs. The research indicated a number of issues for further action:

- ▶ Governments at all levels need to have greater commitment and leadership to improve school-to-work transitions;
- ▶ The decentralized approach in Canada is not resulting in more equitable access for youth. A strategic framework and co-operation from all levels of government is needed in order to respond to local need but to also meet broader goals at a national level for improving school-to-work transitions;
- ▶ For VET to become a viable option, governments need to be more actively involved;
- ▶ Articulation and partnerships are needed between high school and PSE institutions so that there is mobility and bridges to support career changes and career advancement for youth;
- ▶ Educators need to understand the world of work and how it relates to youth transitions to the labour market;
- ▶ Work experience is vital to school-to-work transitioning and needs to be made available at the high school level;
- ▶ An evidence-base is needed to articulate how to better support student transitions. To make this happen, more funding and more attention needs to be paid to evaluating programs, policies and practices;
- ▶ Using this evidence-base, build programs, practices and policies which will be sustainable and viable for long-term application and use by all youth;
- ▶ Review measures to ensure equitable access;
- ▶ Consistent and sustained career education and career development services are needed to support youth prior to and during this transition;
- ▶ Employers and labour need to be involved at the policy and program level. The case for their involvement needs to be made in order to engage them;
- ▶ A social marketing approach is needed to address the social and cultural attitudes of parents, teachers, employers and students about the various school-to-work pathways.

The WLKC inventory is a small representation of the number of measures available in Canada to address school-to-work transitions. Research points to the need for a more consolidated and collective school-to-work strategy endorsed at all levels of government. The entries in WLKC's school-to-work inventory exemplify the ad hoc nature of school-to-work measures available in Canada, but these initiatives also highlight many innovative, effective and promising policies, programs and practices which can serve as reference for building a more unified strategy.

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Appendix A: Data Capture Template

	Definition	Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	

9. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i>	
10. Key Features / Content <ul style="list-style-type: none"> • <i>Innovative</i> • <i>Effective</i> • <i>Promising</i> 	<i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i>	
11. Funding Mechanisms	<i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i>	
12. Organizational Dimensions	<i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i>	
13. Partnerships Integral or Related	<i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i>	
14. Stakeholder Involvement	<i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i>	
15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	

16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known.</i>	
24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	

Appendix B: Survey

School-to-Work Transitions Synthesis Project Inventory Innovative, Effective or Promising Programs, Practices and Policies Template

Please fill in as much information as you can about your recommended initiatives in the templates below. There are 10 templates in this file to support many recommendations. If you need further templates, either copy the table or open up another copy of this file. For follow-up purposes, ensure that you refer us to a contact person associated with the initiative mentioned.

Working Group Member Name:

Title of Initiative	
Practice, Program or Policy <i>Check-off the appropriate item.</i>	<input type="checkbox"/> Practice <input type="checkbox"/> Program <input type="checkbox"/> Policy
Contact Details <i>Name, contact information and URL of the initiative</i>	
Implementation Date	
School Leaver Group <i>Check-off the appropriate item(s)</i>	<input type="checkbox"/> At-Risk <input type="checkbox"/> Graduating high school <input type="checkbox"/> Graduating PSE <input type="checkbox"/> Leaving high school without graduating <input type="checkbox"/> Leaving PSE without graduating
Population Targetted <i>Specify the group that the initiative targets (i.e. young women in science)</i>	
Host Organization <i>Name the organization responsible for delivery</i>	
Partners and Contributors <i>Name funders and all partners involved in the project and their respective role(s)</i>	
Geographic Location	
Overview of the Initiative <i>Briefly describe the initiative, in one or two sentences.</i>	
Key Features/ Main Activities <i>Describe the main features/ activities of the program, focusing on those aspects that are innovative, effective or promising.</i>	
Stakeholder Involvement <i>How are key stakeholders (i.e. parents, community, employers, youth and education) involved in the development, delivery or evaluation of the initiative?</i>	
Anticipated Outcomes	
Performance Indicators	
Evaluation Mechanisms <i>What evaluation mechanisms are used and how are results reported?</i>	

Appendix C: Survey Introduction and Invitation

School-to-Work Transitions Synthesis Project Inventory

Welcome

Thank you for agreeing to participate in this survey!

Background

The Work and Learning Knowledge Centre (WLKC) has contracted with the Canadian Career Development Foundation (CCDF) to create an inventory of measures aimed at improving school to work transitions for three school leaver groups. These groups include youth who are:

- ◆ At-risk;
- ◆ Graduating from high school or PSE (university or college, private vocational); and,
- ◆ Leaving high school or PSE without graduating.

We are looking for innovative, effective and promising school-to-work transition:

- ◆ **Programs:** initiatives that are formally organized, regularly delivered and/or funded by governments, non-governmental organizations, employers or unions.
- ◆ **Practices:** initiatives that are informal and that may be more ad hoc in nature, not eligible to be termed a 'program'; and,
- ◆ **Policies:** statements of principle or broad approach, most often used by governments, intended to guide the creation and operation of programs and practices.

For inclusion in the inventory, these programs, practices and policies need to be:

- ◆ **Innovative:** practices which differ from other approaches in order to achieve their objectives more effectively, more efficiently, more quickly, on a wider scale, or on a more sustainable basis.
- ◆ **Effective:** practices which have evidence, through formal/quantitative evaluations or assessments, that they reliably achieve their objectives. These may include long-standing practices which have proven their worth over time, even though they may not be termed 'innovative.'
- ◆ **Promising:** newer practices which have not been evaluated or assessed or standing practices which have been only assessed informally or qualitatively; yet, their approach is deemed to have the potential to achieve their objectives successfully.

To build the inventory, CCDF will:

- ◆ Survey the members of the of the WLKC Transitions and Access Working Groups to access their knowledge of innovative, effective and promising measures that improve school-to-work transitions for each school leaver group listed above;
- ◆ Follow-up with referrals gathered through the survey; and
- ◆ Conduct a literature review to search for supplementary information on the survey findings and provide additional programs, policies and practices that do not emerge from the survey.

- ◆ Determine which programs, practices and policies are innovative, effective and promising; and then
- ◆ Build a database of all the programs, practices and policies that meet these criteria.

We are asking members of the WLKC Transitions and Access Working Groups to:

- ◆ Review the attached School-To-Work measures template;
- ◆ Fill in as much detail as you know about the program, practice or policy you want to tell us about. We do not expect that you can provide all information requested on the template, but give us enough detail so that we can find the information to build a more detailed view.
- ◆ Use a new template for each program, practice and policy to which you want us to know about;
- ◆ Include contact information of those running the program or who know or have created the policy;
- ◆ Ensure that your name appears in the space provided at the top of each template that you fill out so that we can refer back to you if needed.
- ◆ Send each template to Donnalee Bell at d.bell@ccdf.ca by the return date.

Return Date

All surveys need to be returned to Donnalee Bell on **May 25, 2007**. To encourage Working Group Members to complete their surveys early, CCDF will host a draw for those Working Group members who send in a completed survey by **May 18, 2007**. **One participant from those who hand in their surveys by this date will receive a \$ 50.00 gift certificate to CCDF's Career Clearinghouse which can be put towards any publication in its catalogue (see www.ccdf.ca).**

Your participation will help the WLKC to create an extensive inventory of measures to improve school-to-work transitions and is greatly appreciated.

Appendix D: Inventory List

Promising
 Effective
 Innovative

Title	Region	Program, Policy, or Practice	Type	Target Audience	School Leaver Group
Aero-safe Co-op	Ontario - Fort Erie	Program	SE custom co-op	Gr. 11-12 students	SE graduates
ArtsWorks	Newfoundland Labrador	Practice	Work search & work experience	2nd and 3rd year Arts students seeking career direction	PSE graduates
AVID	British Columbia	Practice	Academic coaching	Multi-barriered average academically youth	SE graduates
CACEE Ethical Recruitment Guidelines	Canada Wide	Policy	Recruitment policy	PSE students	PSE Graduates
Career Edge	Canada Wide	Program	Internship	University and college graduates	PSE Graduates
Career Internship Programs	Manitoba – Winnipeg	Program	Internship	Gr. 9-12 high school students	SE graduates
Career Prep Internship Program	Alberta - Fort McMurray	Program	Internship	Gr. 12 students	SE graduates
Career Trek	Manitoba – Winnipeg	Program	Post-secondary learning	Elementary and high school students	At-risk
Change Your Future	Ontario-Toronto	Program	Career/academic counselling	Gr. 9 & 10 Culturally Diverse Youth	At-risk & SE graduates
College Co-op Dual Credit (Conestoga College)	Ontario – Kitchener	Practice	PSE co-op	17+ at-risk leaving high school	At-risk
Community Co-operative Apprenticeship Program	Alberta - Fort McMurray	Program	Apprenticeship	Gr. 12 students	SE graduates

Title	Region	Program, Policy, or Practice	Type	Target Audience	School Leaver Group
Connecting Learning and Work: The Career Development Strategy of Alberta	Alberta	Policy	Career development	All targets	All leaver groups
Co-op at the University of Waterloo	Ontario – Waterloo	Program	PSE co-op	SE students entering university	SE graduates
Deep River Science Academy	Ontario - Deep River	Program	SE co-op	Gr. 11 & 12 high school science students	SE graduates
Discovery Program (The)	Manitoba – Winnipeg	Practice	Work experience/experiential learning	High school students in various curricula	SE graduates
Discovery to Apprenticeship	British Columbia	Program	Apprenticeship	Youth 15-30	At-risk
Education/Sector Council Partnership Project	Ontario – Toronto	Practice	Experiential learning and skill development	Focus on students going directly to work from high school	SE Graduates
Future to Discover	Canada Wide	Program	Career development and financial planning	All high school students	SE Graduates
Guiding Circles	Canada Wide	Practice	Career planning	Aboriginal youth & high school students	All leaver groups
Health Services Internship Program	Alberta - Fort McMurray	Program	Internship	Gr. 12 students	SE graduates
Human Resources Post Graduate	Ontario – Kitchener	Program	PSE co-op	Diploma & degree grads	PSE graduates
Job Finding Club - McGill University	Quebec – Montreal	Program	Work search	Students in all disciplines	PSE graduates
Le,Nonet	British Columbia	Practice	Mentoring, financial assistance, work experience, support services	Aboriginal students	SE graduates
Local 27 Carpenters Trust Fund	Ontario - York/Durham	Program	Apprenticeship	Gr. 12 students	At-risk & SE graduates

Title	Region	Program, Policy, or Practice	Type	Target Audience	School Leaver Group
Making Education Work	Manitoba	Practice	Information sharing, academic support, mentoring, community involvement	Aboriginal high school students	SE graduates
Ontario Summer Company	Ontario	Program	Entrepreneurship & mentoring	Students 15-29	SE & PSE graduates, at-risk
PACE Program for the Advancement of Career Explorations - McGill University	Quebec - Montreal	Program	Career counselling workshop series	Students in all disciplines	PSE graduates
Passport to Prosperity	Ontario	Program	Work experience/co-op	Gr. 7-12 students	SE graduates
Real Game - Next Generation	National	Practice	Career development and experiential learning	All students	All leaver groups
Real Time Career Chat	Newfoundland Labrador	Practice	Career counselling	All students, upcoming graduates and alumni	PSE graduates
Réseau québécois des Centres de Formation en Entreprise et Récupération (CFER)	Quebec	Program	Work experience, experiential/alternative learning	16 to 18 year old who are at least 2 years behind in school	At-risk
Road to Success (College Ambassador Program)	Ontario - Ottawa	Practice	Peer mentorship & career exploration		
Sectoral Youth Career Focus	Canada Wide	Program	Internship	Youth in participating sectors	PSE graduates
Student Success/Learning to 18	Ontario	Policy	Work/Learning experience	Gr. 7-12 students	At-Risk & SE graduates
Techspolaration	Nova Scotia	Program	Career exploration	Students gr. 9-12	SE graduates
The Portfolio College	Nova Scotia	Policy	Post-secondary learning	College and university graduates	PSE graduates
Virtual Job Fair	Newfoundland Labrador	Practice	Career fair	All students, upcoming graduates and alumni	PSE graduates
Virtual Job Finding Club	Newfoundland Labrador	Practice	Work search	All students, upcoming graduates and alumni	PSE graduates

Title	Region	Program, Policy, or Practice	Type	Target Audience	School Leaver Group
WorkGo Job Readiness Program	Canada Wide	Practice	Work readiness	All students	All leaver groups
Youth Apprenticeship Program	New Brunswick	Program	Apprenticeship	Gr. 10+, 11, 12	SE graduates
Youth Connections	Alberta	Program	Career planning, work exploration and job search	Youth 16 to 24 who are unemployed or underemployed	At-risk and leaving SE without graduating
Youth Employment for Newcomers	Manitoba - Winnipeg	Practice	Career development	Recent immigrants and refugees in high school	At-risk, graduating SE
Youth Employment Strategy	National	Policy	Work experience, skill development, career planning	Youth 15-30	At-risk, Graduating SE and PSE
Youth Transition	Manitoba	Program	Work experience, career development training and education bursary	Youth 15-30	At-risk, Graduating SE

Appendix E: Data Capture Templates for Each Entry

Innovative Programs, Policies & Practices

Programs

Aero-safe High School Student Co-op

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Aero-safe high school student co-op
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Aero-safe technologies inc. and Fort Erie Secondary School
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Aero-safe technologies inc. and Fort Erie Secondary School
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	1999
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Graduating high school Gr. 11 or 12 high school students enrolled in machine shop at Fort Erie Secondary School
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Fort Erie, Ontario

<p>8. Overview of Program</p>	<p>Please give a brief description of the initiative, in one or two sentences.</p>	<p>A custom co-op program where students hand-picked by the company are given the opportunity to develop skills in the machinist trade and the company develops dedicated employees for their labour force.</p>
<p>9. Why Developed / Problems / Issues Targeted</p>	<p>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</p>	<p>Local economy not big enough to employ all young people who grow up there. The program creates high-quality home-grown career opportunities for local youth.</p>
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<p>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</p>	<ul style="list-style-type: none"> • Awarded the Landry Foundation’s Innovative Technology program Award. • a 25,000 square foot facility that houses some of the world’s most advanced machining technology and equipment. • Year 1 students spend 2 afternoons a week at the company learning on-the-job under supervision of their teacher. • Year 2 students spend all weekday afternoons at company, job shadowing and performing duties and learning about “getting the job at hand done.”
<p>11. Funding Mechanisms</p>	<p>Please describe the type of funding mechanism used for this initiative (e.g. provider’s own budget, service contract, grant, co-funding etc.)</p>	
<p>12. Organizational Dimensions</p>	<p>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</p>	
<p>13. Partnerships Integral or Related</p>	<p>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</p>	
<p>14. Stakeholder Involvement</p>	<p>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</p>	

15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	
16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	<ul style="list-style-type: none"> • High school co-op students are guaranteed a job with the company if they acquire the skills and experience the program offers. • 6-7 jobs created each year are filled by co-op students.
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Anthony Rodway, President Aero-safe technologies Sales and Marketing: Telephone: (905) 871-1663 Facsimile : (905) 871-7093 Email: sales@aerosafe.ca P.O. Box 335,1767 Pettit Road Fort Erie, Ontario

		L2A 5N1, Canada
24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	

Career Internship Program Windsor Park Collegiate

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Career Internship Program Windsor Park Collegiate (CIP)
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Windsor Park Collegiate
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Louis Riel School Division
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	1995 at River East Collegiate
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	At-risk; Graduating high school The overall target market for CIP is the 55-75% student, for whom no specialty programming exists in high school, but the program also includes both high achievers and at risk students – appears as a microcosm of the school demographic.
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Winnipeg, MB
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	A school-wide gr. 9-12 program with an emphasis on preparing students for life after high school. A Career Edge Team ensures that every student in the school participates in a wide range of developmental career activities.
9. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify</i>	To build transferable skills in youth and prepare them for an economy that demands a variety of skills and ability to move between different jobs.

	<i>what these are.</i>	
10. Key Features / Content <ul style="list-style-type: none"> • <i>Innovative</i> • <i>Effective</i> • <i>Promising</i> 	<i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i>	<p>Clearly laid out, developmental schedule each year for every student in gr. 9-12. Includes self-exploration, personal portfolios, volunteer experiences, grade level retreats, community projects, work search skills, industry presentations, gr. 11-12 mentor talks with industry partners that increase in frequency in gr. 12, 2-day job shadows, debating, improvisation, toastmasters training, and internship experiences for 25 students, counsellor/leadership training for the gr. 9-11 students.</p> <p>Many activities have an entrepreneurial focus, stretching the creativity limits of students. Kudos Program rewards students for "soft skill" growth and "extra mile" contributions in teamwork throughout the year.</p> <p>Transformed a guidance office into a Synergy Centre where CIP students act as teachers to younger grades; employers meet and mentor students and parents volunteer expertise.</p>
11. Funding Mechanisms	<i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i>	Runs on a meagre budget within the high school, which promotes the transferability of the program to other venues.
12. Organizational Dimensions	<i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i>	Includes a Program Head, and Community Liaison Officer, a school academic teaching staff, and a school administration team that supports and implements different pieces of the program.
13. Partnerships Integral or Related	<i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i>	Partnership base exceeds 100 each year with reps from every industry and field – largest, most diverse partnership of its kind in Manitoba. CIP teachers; partners; Provincial Dept. of Education, Citizenship and Youth contributed to writing the gr. 12 CIP courses.
14. Stakeholder Involvement	<i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative?</i>	<p>When program is in the gr. 12 year, there is a luncheon for stakeholders.</p> <p>Many community stakeholders are involved when the students participate in the community programs like I</p>

	<i>Which groups of stakeholders are involved?</i>	Love to Read program and Winakwa Community Club Drop-in. Logistics Industry offers essay-writing contests and cash prizes for outstanding students. Professional Associations invite students to trade shows etc.
15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	Changed from a gr. 12 only program in an affluent school to a school-wide gr. 9-12 program in a lower socio-economic school.
16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	Paradigm shift in school – increased emphasis on employability skill development and interdisciplinary activities. 7 awards from outside the school, including 2007 Canadian Council on Learning Promising Practice Award. Positive recommendations to others by students in the program (98% and 100% in 2004 and 2005).
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	Regular Surveys of students and business partners, stakeholder feedback. Presenters at 40 conferences on partnership programming, logistics, English education, and technical communication
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	98% of students in a 2001 survey of graduates were focussed on a career path. 88% of year 2000 CIP graduating class has focus for post high school life. 2005 survey showed 90% of students felt focussed on a career path.
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	Bringing the entire school on board takes education and input from many different groups. The school staff is integral to the program's success, as they deliver many of the academic courses that students take during the year. There will always be a small group of dissenters, but the group lessens each year, as teachers view the benefits to students. Scheduling students in a variety of CIP activities also takes creative scheduling and open-mindedness from both teachers and administration. Visionary leadership from the administration is a must.

20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	Presentations at conferences, newspapers, website, trade and school periodicals and magazines.
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	<p>Establishment of a CIP Student Advisory Council based on Aboriginal Circle Sharing Principles will increase the voice of the students.</p> <p>Better inclusion of WPC Aboriginal students into program.</p> <p>Length of internship and job shadow experiences to be analyzed for changes to better meet needs.</p>
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	<p>Adriano Magnifico (204) 256-7316 adriano.magnifico@lrsd.net Windsor Park Collegiate 1015 Cottonwood Road Winnipeg MB R2J 1G3 Canada</p>
24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	www.lrsd.net offers synopsis of program

Career Prep Internship

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Career Prep Internship Program
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Partners In Education Council (Fort McMurray) Alberta Operating locally as the Community Careers Co-operative
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	The Community Careers Cooperative (CCC) is an industry-driven private/public partnership within the Regional Municipality of Wood Buffalo in support of education, lifelong learning and workforce development. CCC is dedicated to the career development of local youth in order to provide a continuous supply of skilled and motivated people to meet industry needs today and in the future. Financial supporters include Alberta Employment Immigration and Industry, Albion Sands Energy Inc., Fort McMurray Public Schools, Suncor Energy Inc., Syncrude Canada Ltd., CAREERS; The Next Generation, Fort McMurray Catholic Schools, Keyano College, North American Construction Group, L Robert Enterprises, Northland Schools Division, TransAlta Corporation, Canadian Natural Resources Ltd., Clearwater Welding, Enbridge, Regional Municipality of Wood Buffalo, Willbros MSI, Casca Electric, Finning, H. Wilson Industries.
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	1994
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Graduating High School Students in Grade 11 and Grade 12

<p>7. Location</p>	<p><i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i></p>	<p>Local – Fort McMurray, AB</p>
<p>8. Overview of Program</p>	<p><i>Please give a brief description of the initiative, in one or two sentences.</i></p>	<p>This two year Summer Internship Program trains grade 11 and 12 students to work in a variety of areas including safety, teamwork, and relationship building. Students complete a career related work experience for six weeks, or more, in engineering, technology, power engineering, government, science, research, business, law, education, tourism, etc.</p>
<p>9. Why Developed / Problems / Issues Targeted</p>	<p><i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i></p>	<ul style="list-style-type: none"> • Promote the workplace as an extension of the classroom learning experience; • Provide youth with the opportunity to enroll in career programs, which provide a smooth transition to post-secondary education and/or employment; • Increase awareness and improving attitudes towards career alternatives in the local region; and, • Reduce or remove barriers and improve access to career experiences.
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<p><i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i></p>	<p>Students are given the chance to experience what it would be like to work in career related employment and at the same time receive high school credits for the hours worked. Students are paired with mentors in their area of interest and as integrated members of their departmental teams, have a direct opportunity to discover the many rewards this profession has to offer. Grade 11 students have the opportunity to participate in a second summer internship after their grade 12 year.</p> <p>CCC's Career Programs are intended to help students in grades 10 to 12 develop career direction, increase their employability potential, and promote a smooth transition from school to the workplace.</p> <p>The programs have been designed in two parts –</p> <ul style="list-style-type: none"> • Part 1 Job Readiness and Career Exploration and • Part 2 Career Related Work Experience. <p>Part 1 must be completed before a student is eligible for Part 2. Students will be selected for this program by meeting eligibility criteria. This helps teach the student about the importance of preparing for the goals you want to achieve. The Programs prepare students for employment, with specific attention to Registered Apprenticeship Program (RAP), Health Services, and Academic Technical/Professional opportunities. Job</p>

		<p>readiness and career exploration are key elements of this program. Resume Writing, Portfolio Building, Interview Skills and Mock Interviews are important highlights that, along with the use of career inventories, encourage students to identify their interests, values, aptitudes and abilities and relate them to the world of work.</p> <p>The selection process for RAP, Health Services and Academic Technical/Professional employment opportunities is a competitive activity. Applicants are screened and go through an interview process. Therefore, students interested in exploring these career opportunities must participate in the Careers Programs. Students meet one lunch period per week to research their career selections, complete and present a skills portfolio and prepare for the selection interview process</p> <p><i>Eligibility for Career Preparation Programs</i></p> <ul style="list-style-type: none"> • Completion of CTR 1010 • Good standing and continuous improvement in Math, Science, English • 65% average in core subjects and passing all electives • Excellent attendance- 98% or better • On track to complete diploma • Career portfolio prepared and presented • Demonstrated career exploration and interest (ie. Attend career conference, interview career related specialist) • Extensive application form, including 2 references • Good citizenship in school and community • Interview and screening by school guidance counsellors, CCC, and prospective employers
<p>11. Funding Mechanisms</p>	<p><i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i></p>	<p>The Community Careers Cooperative (CCC) is an industry-driven private/public partnership within the Regional Municipality of Wood Buffalo.</p>
<p>12. Organizational Dimensions</p>	<p><i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i></p>	<p>The selection process for RAP, Health Services and Academic Technical/Professional employment opportunities is a competitive activity. Applicants are screened and go through an interview process. Therefore, students interested in exploring these career opportunities must participate in the Careers Programs at their high school. Students meet one lunch period per week to research their career</p>

		<p>selections, complete and present a skills portfolio and prepare for the selection interview process.</p>
<p>13. Partnerships Integral or Related</p>	<p><i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i></p>	<p>The Career Prep Program is a local initiative delivered on behalf of CCC in the local high schools and surrounding communities of Fort Chipewyan and Janvier.</p> <p>School off-campus coordinators ensure that students complete the following before submitting an application for Part II: Work Experience:</p> <ul style="list-style-type: none"> • Research personal Career Suitability through CHOICES software or similar product • Career information researched through ALIS or other sources on at least two careers of interest to them • Student must interview a mentor in their chosen field • Student must attend a career presentation related to their chosen field through professional associations, trades camps, career fairs or expert talks • Student must complete CSTS • Student must have a minimum of 8 additional hours of safety training which could be accomplished through CTR 1210 or attendance at another safety training course • Student must develop and present their career portfolio • Student must complete Standard First Aid Once students have completed Part 1, they may apply for a 6 week career related work experience summer internship. This may be paid or unpaid. RAP students will complete a three week unpaid internship and then proceed to paid work term.
<p>14. Stakeholder Involvement</p>	<p><i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i></p>	<p>On-going assessment and feedback is essential. The same company standards and performance expectations as for normal employees determine intern performance evaluations. In addition, a performance evaluation is required for each intern. Each work-site completes a end-term performance appraisal. The appraisal is reviewed and signed off by both the intern and employer with a copy forwarded by the employer to the Regional Coordinator's office for file.</p>

15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	Grade 12 students who did not participate in grade 11 may enter into a 6 week internship.
16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	Annual Investor/Employer visits Continued enrolment
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	Statistical Data compilation
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	Graduates of program are able to make informed career decisions. Graduates have become mentors of interns currently in program.
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	The work experience terms are predominantly set for 6 weeks during the months of July and August. Students do not participate in the work experience internship due to summer school enrolment, vacations, and other commitments.
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	Marketing tools including community information sessions, brochures, and high school visits Advertising includes, brochures, school posters, community posters, newspaper advertisements, and website
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	The Career Prep program guidelines are revisited annually to ensure that they meet the needs of the community.
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	The role of the CCC will be to: <ul style="list-style-type: none"> • make presentations to organizations to determine interest and suitability as a potential career prep employer; • create a list of employers who are willing to take a career-related work experience student in the summer; • create a list of employers who are willing to take a career-related work experience student during the school year; • create a list of organizations who are willing to take a career-related work experience student on a volunteer basis; • screen student applicants and arrange interviews;

		<p>and,</p> <ul style="list-style-type: none"> • evaluate the work placement with the student, off-campus coordinator and the employer.
23. Key Contact Details	<p><i>Name and title of senior contact or other information point, with address, telephone and email details if known</i></p>	<p>Denise Highfield, Regional Director Community Careers Cooperative, Fort McMurray, Alberta Box 72, 8115 Franklin Avenue Fort McMurray, Alberta T9H 2H7 780-791-4893 (office) 780-881-2212 (cell) 866.378.1714 (fax) Email: DHighfield@communitycareerscoop.org</p> <p>Leigh Agozzino, Regional Coordinator, Health Services and Career Prep Programs Community Careers Cooperative, Fort McMurray, AB Box 72, 8115 Franklin Avenue Fort McMurray, AB T9H 2H7 780.791.4947 (office) 780.881.3935 (cell) Email: LAgozzino@communitycareerscoop.org</p>
24. Website or Other Information Source	<p><i>url, publication reference or other information source.</i></p>	<p>www.nextgen.org/communitycareerscooperative</p>

Career Trek

		Definition	Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>		Career Trek
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>		Career Trek Inc. partnering organizations include the University of Manitoba, Red River College, and the University of Winnipeg, 5 school divisions, 59 schools and various institutional, non-profit and corporate organizations.
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>		Career Trek is an independent, non-profit corporation. Contributors include Government of Manitoba, school divisions, foundations, post-secondary institutions (in-kind), etc.
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>		August 1996
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>		
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>		<p>Youth At-risk</p> <p>Phase I: 10 and 11-year-old students with identified barriers to going onto post-secondary. The individual has, in the estimation of the sponsoring school or organization, the potential for going on and completing a post-secondary education, while recognizing that the young person in question is in danger of not doing so. The nominee may be at-risk of not pursuing a post-secondary education for any number of reasons, including such factors as socio-economic status, gender, disability, lifestyle, transiency, or attitude towards school.</p> <p>Phase II Intensive Projects: Past graduates of the program who are now in grade 8.</p> <p>Phase III Junior Staff Volunteer Program: Past graduates of the program who are now in grade 10.</p> <p>Phase IV Graduates as Paid Staff: Past graduates who are enrolled in post-secondary studies.</p>

		Apinochek Pasaquok ("Children Rising") Project: Youth and families from Skownan First Nation.
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Winnipeg (inner city, suburban), as well as rural Manitoba (Labroquerie, Richer, Ste. Anne, Lorette, Iles de Chene, Ste. Adolphe, St. Norbert). Skownan First Nation.
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	Career Trek provides youth with hands-on career education starting in grade 5 & 6, allowing participants to experience 80 different careers in 17 fields at three post-secondary institutions. Graduates of Career Trek also have an opportunity to experience Phase II Projects in grade 8 (intensive and intimate career focused projects in a field of their choice). Career Trek's Junior Staff Program in grade 10 (volunteerism at the core program is eligible for high school credit) and can work as a paid staff member once they are enrolled in post-secondary studies. Apinocheck Pasaquok Project is an eight year intervention undertaken with Skownan First Nation youth and families to improve the educational outcomes and the skill capacity of the community.
9. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i>	<ul style="list-style-type: none"> • To help young people understand the relevancy of gaining a formal education. • To help young people to aspire to post-secondary education. • To assist various social systems (ie. education, post-secondary education, business, government) on how to best engage young people in regards to educational attainment. • For Apinochek Pasaquok Project: to improve educational outcomes, to give Skownan youth and families rich experiences inside and outside the community to create cultural ownership and self-esteem.
10. Key Features / Content <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i>	The Career Trek core program runs for 20 Saturdays, October to April. Each group starts at one of the three participating institutions: the University of Manitoba, the University of Winnipeg, and Red River College where it remains for five Saturdays (one "term"). At the conclusion of five weeks, each group rotates to a new set of departments/faculties. In total, the participants receive 80 hours of direct programming. At each institution, participants spend four hours a day in hands-on programming. These four hours are divided equally between four select departments, programs or faculties. Participating departments, programs and faculties are chosen on the basis of their enthusiasm for the program and its client group, as well as their

		<p>ability to provide an excellent curriculum. Activities are designed and modified to meet the needs of the individual age groups and lecturing is kept to a minimum. Classes are engaging, hands-on and innovative and are designed to increase participants' awareness about a particular field, and its associated careers. All activities are structured to maximize those skills generally accepted to be vital to the changing workforce. "Family Days" allow parents and other family members to come and <i>experience</i> the program (no watching allowed) for four Saturdays throughout the year. The cost to each participant is \$20, an amount that is carried over each term. If a family is unable to pay this fee, then an object of sentimental value is accepted and will be returned at graduation. Bus transportation is provided as well as an "Information Day" for parents on planning for their child's post-secondary education and the resources available. A graduation ceremony happens at the end of the year, where participants receive diplomas and awards such as \$1000 RESP Scholarships. Career Trek is a "homework-free" zone.</p> <p>Phase II: The Phase II projects are opportunities for Career Trek graduates, now in grade 8, to embark on highly specialized projects in a career of their choice. The projects are intense and intimate, consisting of a maximum of 6 participants and will be taught by a post-secondary student of that field. The participants will have opportunities to work with and as professionals in that particular field. The project will culminate in a realistic hands-on project that a person in that career would encounter. "Family Nights" allow family members to be involved in their child's Phase II experience. Some examples of past projects are Aerospace, Engineering, Radiation Therapy, Theatre and Sport Event Management.</p> <p>Phase III Junior Staff Program: Career Trek graduates in grade 10 have the opportunity to volunteer for the core program as a junior instructor, junior group leader or junior campus coordinator. Junior staff can be eligible for a high school credit for hours logged with Career Trek.</p> <p>Phase IV: Career Trek graduates are recruited and prioritized when hiring new part-time staff.</p> <p>Apinochek Pasaquok ("Children Rising") Project: This project is an eight year intervention with the youth and families of Skownan First Nation. The community was chosen because members recognized and were committed to combatting low graduation rates and unemployment. This</p>
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		<p>program model takes into account the transience of aboriginal families. If a family moves from the reserve to Winnipeg, they are still able to participate in the program. Once a month, participants and their families travel to Winnipeg to engage in hands-on career education at post-secondary institutions (as per the core program). As of 2006-2007, older participants had the opportunity to experience "Phase II Projects" in the field of their choice while in Winnipeg. Youth participants can only travel to Winnipeg if their attendance is more than 85% for that particular month. Trips to Winnipeg take place from October to May and summer camps are held to engage the youth in the community in hands-on educational activities during the summer months. Career Trek staff travel to Skownan First Nation once a month in order to maintain regular contact, monitor the progress of youth and families, and to meet with the community. Other initiatives are undertaken to reinforce and compliment existing programming. For example, an exchange opportunity with a non-Aboriginal community from Cambridge, Ontario, development of a sustainable coaching program in the community and encouraging the participation of community elders at events in Winnipeg.</p>
11. Funding Mechanisms	<p><i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i></p>	<p>Provider's own budget (donations, fundraising, awards, etc.), grants, sponsorships.</p>
12. Organizational Dimensions	<p><i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i></p>	<p>Not-for-profit organization, registered charity, Board of Directors with various board committees oversee the Executive Director, Program Managers (2 full-time, 1 part-time), 70 Part-time Staff (Post-secondary students), 10-15 Junior Staff (past graduates in grade 10).</p>
13. Partnerships Integral or Related	<p><i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i></p>	<ul style="list-style-type: none"> • University of Manitoba, Red River College, the University of Winnipeg and their participating departments and faculties (17). • Seven Oaks School Division, Winnipeg School Division, Louis Riel School Division, River East Transcona School Division, Seine River School Division (59 schools). • Provincial Government, various non-profit and

		<ul style="list-style-type: none"> corporate organizations. Women in Science and Engineering, NSERC, Skownan First Nation, Vision Seekers, University of Manitoba Women's Basketball Team, Sevec.
14. Stakeholder Involvement	<p><i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i></p>	<p>Families and participants sign a commitment contract. Education institutes host parts of the program. Departments are involved in developing program curriculum and provide in-kind space and supplies.</p>
15. Key Changes Over Time	<p><i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i></p>	<p>Moved from mixed age groups to early intervention and expansion.</p>
16. Performance Indicators	<p><i>What indicators are used, if any, to measure the performance of this program?</i></p>	<p>Short term: Participant and parent feedback, educator feedback.</p> <p>Long term: High school graduation rates, post-secondary enrolment rates.</p>
17. Monitoring and Evaluation Mechanisms; Reporting	<p><i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i></p>	<p>The role of the research committee (est. 2003) is to examine issues related to improving the career development programming for families and their children. To date the committee has examined the impact of the Career Trek Program on children's school motivation and self-esteem. Findings from these studies suggested that Career Trek has a positive affect on participant's transition from elementary to middle school.</p>
18. Key Results or Outcomes	<p><i>What have been the main achievements or outcomes of this program to date?</i></p>	<p>The core program is designed to educate these Winnipeg and area students about the importance of post-secondary education and career options. 49% of the graduates of the first four years went directly to post-secondary.</p> <p>50% of our part-time staff is Career Trek graduates. In 2006, the Board welcomed its first Career Trek graduate.</p> <p>In the 2006-2007 program year, the general graduation rate was 91% and the aboriginal graduation rate was 77%.</p> <p>We have had several parents/guardians return to post-secondary schooling after experiencing the program with their children.</p> <p>Apinochek Pasaquok: Increased school attendance, increased commitment to academics and family</p>

		members returning to school.
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	Project funding (instead of program funding), lack of core funding, jurisdictions, request for outcomes but no funding for research/evaluation to demonstrate outcomes, staff turn-over, under-staffed and under resourced management team, social systems' resistance to change.
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	Career Trek has very extensive waiting lists. As a result, promotion is selective.
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	Expansion to other First Nations Communities, other provincial post-secondary institutions, expansion on existing core program, Career Trek for adults, newcomers, young mothers.
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	After 11 years, long-term sustainability is becoming a serious question due to a lack of core funding.
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Darrell Cole (204)474-6568 dcole@cc.umanitoba.ca
24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	http://xnet.rrc.mb.ca/careertrek/

Community Co-operative Apprenticeship Program

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Community Co-operative Apprenticeship Program (CCAP)
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Partners In Education Council (Fort McMurray) Alberta Operating locally as the Community Careers Co-operative (CCC)
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	The Community Careers Cooperative (CCC) is an industry-driven private/public partnership within the Regional Municipality of Wood Buffalo in support of education, lifelong learning and workforce development. CCC is dedicated to the career development of local youth in order to provide a continuous supply of skilled and motivated people to meet industry needs today and in the future. Financial supporters include Alberta Employment Immigration and Industry, Albian Sands Energy Inc., Fort McMurray Public Schools, Suncor Energy Inc., Syncrude Canada Ltd., CAREERS; The Next Generation, Fort McMurray Catholic Schools, Keyano College, North American Construction Group, L Robert Enterprises, Northland Schools Division, TransAlta Corporation, Canadian Natural Resources Ltd., Clearwater Welding, Enbridge, Regional Municipality of Wood Buffalo, Willbros MSI, Casca Electric, Finning, H. Wilson Industries.
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	1994
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Adults 18+ who have attained a high school diploma or GED where accepted by specific trade entrance requirements

<p>7. Location</p>	<p><i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i></p>	<p>Local – Fort McMurray, Alberta</p>
<p>8. Overview of Program</p>	<p><i>Please give a brief description of the initiative, in one or two sentences.</i></p>	<p>The Community Cooperative Apprenticeship Program provides the practical and academic requirements required to develop a strong local resource of skilled trades people, namely the best of the best. This initiative is an industry-driven education partnership with a strict screening process, which provides training of high quality with community and industrial interaction through annual rotating work placements. Our focus, is to develop high caliber, well-trained journey people ready to assume productive careers in a dynamic and demanding work market. All parties benefit!</p>
<p>9. Why Developed / Problems / Issues Targeted</p>	<p><i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i></p>	<ul style="list-style-type: none"> • Develop a highly qualified source of skilled trades workforce to meet our future needs; • Provide further education and employability skills for local residents; and, • Promote the trades as an attractive and rewarding career.
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<p><i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i></p>	<p>Successful candidates are indentured into an apprenticeship by their respective employers and follow the normal progression and requirements for apprenticeship. Successful completion of technical training and satisfaction of employer performance standards are required to maintain good standing with the CCAP program.</p>
<p>11. Funding Mechanisms</p>	<p><i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i></p>	<p>The Community Careers Cooperative (CCC) is an industry-driven private/public partnership within the Regional Municipality of Wood Buffalo. Applicants are required to submit a non-refundable application fee of \$40.00.</p>
<p>12. Organizational Dimensions</p>	<p><i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of</i></p>	<p>CCAP apprentice's work placement rotates annually amongst participating work-sites. Terms and conditions of employment are specific to each employer. The Regional Coordinator will determine the apprentice's next placement. Please note that</p>

	<i>trainers, reporting structure etc.</i>	<p>apprentices may be required to move from union to non-union placements or vice-versa.</p> <p>Within the last two months prior to the anniversary date for completion of the third year of apprenticeship or second year for 3-year trades, an employer may offer permanent employment to a CCAP apprentice. If accepted, the rotation schedule will be adjusted to place the apprentice with the employer for their last year of apprenticeship. Rotation assignments for other apprentices and employers impacted by this change will be adjusted accordingly. Permanent employment will not come into affect until their third year assignment has been completed.</p>
13. Partnerships Integral or Related	<i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i>	
14. Stakeholder Involvement	<i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i>	<p>On-going assessment and feedback is essential. The same company standards and performance expectations as for normal employees determine CCAP apprentice performance evaluations. In addition to Apprenticeship Branch procedures and administration, a performance evaluation is required for each CCAP apprentice. Each work-site completes a three-month, six-month and year-end short-form performance appraisal. The appraisal is reviewed and signed off by both apprentices and employer with a copy forwarded by the employer to the Regional Coordinator's office for file.</p>
15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	
16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	<p>Annual Investor/Employer visits Continued enrollment</p>
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	<p>Statistical Data compilation</p>

18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	Graduates of program are highly skilled and valued journeypersons in trades workforce. Graduates have become mentors of apprentices currently in program.
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	Shortage of journeyperson mentors
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	Marketing tools including community information sessions, brochures, and high school visits. Advertising includes, brochures, school posters, community posters, newspaper advertisements, and website.
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	The CCAP program guidelines are revisited annually to ensure that they meet the needs of the community.
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	<p><i>All applicants must meet the following requirements:</i></p> <ul style="list-style-type: none"> • Priority given to applicants who have been residents on or before January 1st of application year • Priority will be given to applicants who have been a full-time student (high school or post secondary) within the last five years. Each publicly-funded Institution will give a description of what they consider to be a full-time student. It is the applicant's responsibility to request this confirmation of eligibility from their school. • Must possess Grade 12 High School Diploma or must be on track to graduate. Must have achieved minimum course and grade requirements for the Apprenticeship Trade they are applying for as set by Alberta Apprenticeship and Industry Training. GED is accepted ONLY where accepted by trade requirements. • Candidates must pass the CCAP benchmark on the Differential Aptitude Test (DAT) • This is an entry-level apprenticeship program; priority will be given to applicants with no previous trade experience (excluding RAP) <p>***Competition is also open to RAP Apprentices who have completed first year hours with no more than 450 hours past first year contract completion date and have or are scheduled to complete first year technical training.</p>

<p>23. Key Contact Details</p>	<p><i>Name and title of senior contact or other information point, with address, telephone and email details if known</i></p>	<p>Denise Highfield, Regional Director Community Careers Cooperative, Fort McMurray, Alberta Box 72, 8115 Franklin Avenue Fort McMurray, Alberta T9H 2H7 780-791-4893 (office) 780-881-2212 (cell) 866.378.1714 (fax) Email: dhhighfield@communitycareerscoop.org</p> <p>Najwa Karamujic, Regional Coordinator, Trades Program Community Careers Cooperative, Fort McMurray, AB Box 72, 8115 Franklin Avenue Fort McMurray, AB T9H 2H7 780.792.5636 (office) 780.799.0999 (cell) Email: NKaramujic@communitycareerscoop.org</p>
<p>24. Website or Other Information Source</p>	<p><i>url, publication reference or other information source.</i></p>	<p>www.nextgen.org/communitycareerscooperative</p>

Discovery to Apprenticeship

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Discovery to Apprenticeship (DTA)
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	UFCW - LOCAL 247 TRAINING & EDUCATION CENTRE SOCIETY 544 COLUMBIA STREET NEW WESTMINSTER, BC Canada V3L 1B1
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	In conjunction with the federal government for wage subsidy funds Service Canada
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	1992
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	At-risk * Youth, 15-30, in need of assistance to overcome employment barriers (eg. lack of experience and/or information regarding the trades & available opportunities) * Non-graduates of high school * Out of school & unemployed
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Greater Vancouver Regional District, B.C.
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	This 21-week program will provide 48 at-risk youth, ages 15 to 30, the opportunity to learn employability skills and to experience trades-related occupations in both workshop & classroom settings, and also through work experience. There is a program intake every 10 weeks and 16 people are chosen from an average of 50 to 60 candidates.

9. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i>	For people who are trying to discover what they want to do within the trades sector.
10. Key Features / Content <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i>	<p>For the first ten weeks applicants research trades: speakers, tours, hands-on chance to try out various trades skills.</p> <p>\$8 an hour both for their research and their working time.</p> <p>The UFCW 247 program covers a range of apprenticeships, from aviation and cooking to pipefitting and oil and gas jobs.</p> <p>Participants also receive certification & related Safety Awareness information in:</p> <ul style="list-style-type: none"> ~ WHMIS, ~ Level 1 First Aid, ~ Effective Workplace Communications ~ Forklift Operators Certification <p>After an 11-week work stint, the program negotiates a job and/or apprenticeship position with the employer if both the apprenticeship candidate and the employer find it has worked out.</p> <p>Featured in BC Skills Competition 2007 with a Race Car Project.</p> <p>Offer projects to at-risk youth to give back to community – learn trades with supervision while working on projects for the needy.</p> <p>The program goes out of its way to find placements that meet the needs of the applicants i.e. work in the trade they are interested in.</p>
11. Funding Mechanisms	<i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i>	

12. Organizational Dimensions	<i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i>	
13. Partnerships Integral or Related	<i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i>	New Westminster Downtown Business Association New Westminster Chamber of Commerce Vancouver Community College - Automotive Collision Piping Industry Apprenticeship Board UA 170 Habitat for Humanity- Burnaby District Council 38 - Painters and Allied Trades Trowel Trades Training Association 24/7 Towing
14. Stakeholder Involvement	<i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i>	
15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	Program adjusts to cover labour market, trade-related shortages e.g. forklift operator began because of need for operators
16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	Rate of employment for program participants Rate of apprenticeships for program participants Project completions
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	Feedback forms for employers, facilitators and for participants.
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	80 per cent of the 16 people who go through the program end up with jobs and 60 per cent go straight into apprenticeships. 48 participants per year (3 rounds of 16 per year)
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	Increased multi-barriered participants due to a shrinking unemployment rate in BC.

<p>20. Promotion / Publication Channels</p>	<p><i>How is information about the program or initiative publicised or promoted to potential participants?</i></p>	<p>Skills Competition magazine article Well linked to local community Local press covers projects that help community Power Point presentations to Service Canada case management offices</p>
<p>21. Future Plans</p>	<p><i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i></p>	<p>Roofing a local battered women's shelter Refurbishing a local landmark</p>
<p>22. Other Relevant Info</p>	<p><i>Please provide any other important information about this initiative which is not covered in your previous responses.</i></p>	
<p>23. Key Contact Details</p>	<p><i>Name and title of senior contact or other information point, with address, telephone and email details if known</i></p>	<p>SHAYNE WILLIAMS & WESLEY EVERAARS, Program Coordinators 604-523-5410 Voice 604-520-7376 Fax shaynewilliams@telus.net dtabc@telus.net</p>
<p>24. Website or Other Information Source</p>	<p><i>url, publication reference or other information source.</i></p>	<p>http://www.ufcw247trainingcentre.com/</p>

Health Services Internship Program

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Health Services Internship Program
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Partners In Education Council (Fort McMurray) Alberta Operating locally as the Community Careers Co-operative
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	<p>The Community Careers Cooperative (CCC) is an industry-driven private/public partnership within the Regional Municipality of Wood Buffalo in support of education, lifelong learning and workforce development. CCC is dedicated to the career development of local youth in order to provide a continuous supply of skilled and motivated people to meet industry needs today and in the future. Financial supporters include Alberta Employment Immigration and Industry, Albian Sands Energy Inc., Fort McMurray Public Schools, Suncor Energy Inc., Syncrude Canada Ltd., CAREERS; The Next Generation, Fort McMurray Catholic Schools, Keyano College, North American Construction Group, L Robert Enterprises, Northland Schools Division, TransAlta Corporation, Canadian Natural Resources Ltd., Clearwater Welding, Enbridge, Regional Municipality of Wood Buffalo, Willbros MSI, Casca Electric, Finning, H. Wilson Industries.</p> <p>The Health Internship Provincial Program is delivered locally by CCC on behalf of CAREERS: The Next Generation</p>
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	1994
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	<p>Graduating High School</p> <p>Students in Grade 11 and Grade 12</p>

<p>7. Location</p>	<p><i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i></p>	<p>Provincial - Alberta</p>
<p>8. Overview of Program</p>	<p><i>Please give a brief description of the initiative, in one or two sentences.</i></p>	<p>The Health Services Summer Internship program was designed through a partnership between Alberta Health and Wellness and CAREERS: The Next Generation. Students in Grade 11 and/or 12 are introduced to the many careers available in the health services sector through career research and exploration.</p>
<p>9. Why Developed / Problems / Issues Targeted</p>	<p><i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i></p>	<ul style="list-style-type: none"> • Promote the workplace as an extension of the classroom learning experience; • Provide youth with the opportunity to enroll in career programs, which provide a smooth transition to post-secondary education and/or employment; • Increase awareness and improve attitudes towards career alternatives in the local region; and, • Reduce or remove barriers and improve access to career experiences.
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<p><i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i></p>	<p>The Health Services Summer Internship Program is a two-year program that places high school students with a health services provider for a period of six weeks, or more, to assist in Health Services career exploration and to develop employability skills. This career exploration is intended to help students make informed choices about health careers.</p> <p>Students who have completed grade 11 are given the chance to experience what it would be like to work in the health sector and at the same time receive high school credits for the hours worked. Students are paired with mentors in their area of interest and as integrated members of their departmental teams, have a direct opportunity to discover the many rewards a career in health care has to offer.</p> <p>CCC's Career Programs are intended to help students in grades 10 to 12 develop career direction, increase their employability potential, and promote a smooth transition from school to the workplace.</p> <p>The programs have been designed in two parts –</p> <ul style="list-style-type: none"> • Part 1 Job Readiness and Career Exploration and • Part 2 Career Related Work Experience. <p>Part 1 must be completed before a student is eligible for Part 2. Students will be selected for this program by</p>

		<p>meeting eligibility criteria. This helps teach the student about the importance of preparing for the goals you want to achieve. The Programs prepare students for employment, with specific attention to Registered Apprenticeship Program (RAP), Health Services, and Academic Technical/Professional opportunities. Job readiness and career exploration are key elements of this program. Resume Writing, Portfolio Building, Interview Skills and Mock Interviews are important highlights that, along with the use of career inventories, encourage students to identify their interests, values, aptitudes and abilities and relate them to the world of work.</p> <p>The selection process for RAP, Health Services and Academic Technical/Professional employment opportunities is a competitive activity. Applicants are screened and go through an interview process. Therefore, students interested in exploring these career opportunities must participate in the Careers Programs. Students meet one lunch period per week to research their career selections, complete and present a skills portfolio and prepare for the selection interview process</p> <p><i>Eligibility for Career Preparation Programs</i></p> <ul style="list-style-type: none"> • Completion of CTR 1010 • Good standing and continuous improvement in Math, Science, English • 65% average in core subjects and passing all electives • Excellent attendance- 98% or better • On track to complete diploma • Career portfolio prepared and presented • Demonstrated career exploration and interest (ie. Attend career conference, interview career related specialist) • Extensive application form, including 2 references • Good citizenship in school and community • Interview and screening by school guidance counsellors, CCC, and prospective employers
<p>11. Funding Mechanisms</p>	<p><i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i></p>	<p>The Community Careers Cooperative (CCC) is an industry-driven private/public partnership within the Regional Municipality of Wood Buffalo.</p>

<p>12. Organizational Dimensions</p>	<p><i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i></p>	<p>The selection process for RAP, Health Services and Academic Technical/Professional employment opportunities is a competitive activity. Applicants are screened and go through an interview process. Therefore, students interested in exploring these career opportunities must participate in the Careers Programs at their high school. Students meet one lunch period per week to research their career selections, complete and present a skills portfolio and prepare for the selection interview process.</p>
<p>13. Partnerships Integral or Related</p>	<p><i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i></p>	<p>The Health Services Program is delivered on behalf of CCC/CAREERS in the local high schools and surrounding communities of Fort Chipewyan and Janvier.</p> <p>School off-campus coordinators ensure that students complete the following before submitting an application for Part II: Work Experience:</p> <ul style="list-style-type: none"> • Research personal Career Suitability through CHOICES software or similar product • Career information researched through ALIS or other sources on at least two careers of interest to them • Student must interview a mentor in their chosen field • Student must attend a career presentation related to their chosen field through professional associations, trades camps, career fairs or expert talks • Student must complete CSTS • Student must have a minimum of 8 additional hours of safety training which could be accomplished through CTR 1210 or attendance at another safety training course • Student must develop and present their career portfolio • Student must complete Standard First Aid <p>Once students have completed Part 1, they may apply for a 6 week career related work experience summer internship. This may be paid or un-paid. RAP students will complete a three week unpaid internship and then proceed to paid work term.</p>

14. Stakeholder Involvement	<i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i>	On-going assessment and feedback is essential. The same company standards and performance expectations as for normal employees determine intern performance evaluations. In addition, a performance evaluation is required for each intern. Each work-site completes a end-term performance appraisal. The appraisal is reviewed and signed off by both the intern and employer with a copy forwarded by the employer to the Regional Coordinator's office for file.
15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	Grade 12 students who did not participate in grade 11 may enter into a 6 week internship, only after grade 12 2nd year students and grade 11 first year students have been selected.
16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	Annual Investor/Employer visits Continued enrollment
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	Statistical Data compilation
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	Graduates of program are able to make informed career decisions. Graduates have become mentors of interns currently in program.
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	The work experience terms are predominantly set for 6 weeks during the months of July and August. Students do not participate in the work experience internship due to summer school enrolment, vacations, and other commitments.
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	Marketing tools including community information sessions, brochures, and high school visits Advertising includes, brochures, school posters, community posters, newspaper advertisements, and website
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	The Health Services program guidelines are revisited annually to ensure that they meet the needs of the community.

<p>22. Other Relevant Info</p>	<p><i>Please provide any other important information about this initiative which is not covered in your previous responses.</i></p>	<p>The role of the Community Careers Cooperative will be to:</p> <ul style="list-style-type: none"> • make presentations to organizations to determine interest and suitability as a potential career prep employer; • create a list of employers who are willing to take a career-related work experience student in the summer; • create a list of employers who are willing to take a career-related work experience student during the school year; • create a list of organizations who are willing to take a career-related work experience student on a volunteer basis; • screen student applicants and arrange interviews; and, • evaluate the work placement with the student, off-campus coordinator and the employer.
<p>23. Key Contact Details</p>	<p><i>Name and title of senior contact or other information point, with address, telephone and email details if known</i></p>	<p>Denise Highfield, Regional Director Community Careers Cooperative, Fort McMurray, Alberta Box 72, 8115 Franklin Avenue Fort McMurray, Alberta T9H 2H7 780-791-4893 (office) 780-881-2212 (cell) 866.378.1714 (fax) Email: DHighfield@communitycareerscoop.org</p> <p>Leigh Agozzino, Regional Coordinator, Health Services and Career Prep Programs Community Careers Cooperative, Fort McMurray, AB Box 72, 8115 Franklin Avenue Fort McMurray, AB T9H 2H7 780.791.4947 (office) 780.881.3935 (cell) Email: LAgozzino@communitycareerscoop.org</p>
<p>24. Website or Other Information Source</p>	<p><i>url, publication reference or other information source.</i></p>	<p>www.nextgen.org/communitycareerscooperative</p>

Human Resources Post-Grad

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Human Resources Post-Grad
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Conestoga College Institute of Learning and Advanced Technology
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Conestoga College Institute of Learning and Advanced Technology
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	1999
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Graduating PSE University and college graduates
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Ontario and across Canada All courses are delivered online with an optional in-class component for extra skill development.
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	A four-month term co-operative program for post-graduate students in their field.
9. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify</i>	Shortage of HR professionals. Provides all courses necessary for the CHRP designation.

	<i>what these are.</i>	
10. Key Features / Content <ul style="list-style-type: none"> • <i>Innovative</i> • <i>Effective</i> • <i>Promising</i> 	<i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i>	<p>On-line instruction and classes to accommodate any schedule. In-class sessions facilitated by real-life senior level practitioners and academics, competency tests to allow for fast tracking through specific modules, and portions of work accomplished both independently and in the team environment are features of this interdisciplinary program.</p> <p>Delivered primarily on the Internet in combination with some class instructor contact time. Program is designed so that courses provide credit towards professional designations (CHRP, CEBS, CCA and CTDP).</p> <p>Jobs are posted or students can find their own. Several Start Dates: September, January, May.</p>
11. Funding Mechanisms	<i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i>	
12. Organizational Dimensions	<i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i>	
13. Partnerships Integral or Related	<i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i>	
14. Stakeholder Involvement	<i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i>	<p>There is a strong connection to the Human Resources Professional Association whose members are involved in the program development. Employers give donations and feedback. Students give feedback.</p>

15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	The program is now two semesters of class instruction with one semester of co-op. Courses are designed for accelerated learning.
16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	95%- 100% of students receive a co-op placement each term. In 2003-4 61% received work in their field and 87% got work. Number of students that receive a designation CHRP, CEBS, CCA and CTDP
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	Self-evaluation, co-op advisor and employer/supervisor evaluation. There's one site visit by the co-op advisor.
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	Almost all graduates obtain the CHRP designation. Graduates receive employment. Students set performance goals. Many are hired permanent full-time.
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	Materials sent out, e-mailed, advertise at the Chamber of Commerce, website, participation in Professional Association related to placements, in-person cold calls to recruit employers.
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	In the future, a more focused on-line program will be launched across country and around the world.
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details</i>	Mary Wright Manager of Co-op and Career Services mwright@conestogac.on.ca

	<i>if known</i>	Anna Bortolon Program Co-ordinator abortolon@conestogac.on.ca
24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	

Ontario Summer Company

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Ontario Summer Company
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Entrepreneurship Branch of the Ministry of Small Business and Entrepreneurship
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Ministry of Training, Colleges and Universities
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	2001
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Graduating PSE; graduating high school Students aged 15 to 29 who are returning to school are eligible.
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Ontario-wide
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	Student entrepreneurs are matched with local business leaders, who provide support and advice to the students about running their summer businesses. Businesses may operate between April 1 and December 31. If an applicant is approved into the program they receive:

		<ul style="list-style-type: none"> • An award of up to \$1,500 in early summer to help with business start-up costs, and an additional \$1,500 award in fall upon the successful completion of their Summer Company business and proof of returning to school; • A minimum of 12 hours of business training; and • An opportunity to meet every 2 weeks with a local business mentoring group for support and advice on operating their summer business.
9. Why Developed / Problems / Issues Targeted	<p><i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i></p>	The labour market requires all current and future workers to be more entrepreneurial. This program supports entrepreneurial skill development and allows youth to explore entrepreneurship as a viable career option.
10. Key Features / Content <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<p><i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i></p>	Provides students aged 15-29 with up to \$3,000.00 start-up money as well as hands-on business training and mentoring. The minimum time to run the business is 8 weeks.
11. Funding Mechanisms	<p><i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i></p>	The Ontario government provides seed money for accepted students. Students are awarded up to \$ 3000.00 plus they make profits from their businesses.
12. Organizational Dimensions	<p><i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i></p>	
13. Partnerships Integral or Related	<p><i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i></p>	Local Small Business Enterprise Centres
14. Stakeholder Involvement	<p><i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of</i></p>	

	<i>stakeholders are involved?</i>	
15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	In 2006 program expanded to hard-to-reach youth – including multi-cultural, at-risk and rural youth – through agencies such as Employment Services Toronto and Perth Community Futures Development Corporation.
16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	Participant revenues Number of applications Longevity of business operation
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	Students must keep a journal and an accounting record. Student reports bi-weekly to their mentor. At end of program they must prepare a report and have an exit interview.
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	\$5.7 million in revenues for participants between 2001 and 2006. 700 applications submitted in 2006 50% of participants are in high school Longest business in 2006 operated 152 days.
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	Web site, newspapers and magazine articles
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	

<p>23. Key Contact Details</p>	<p><i>Name and title of senior contact or other information point, with address, telephone and email details if known</i></p>	<p>Call: 1-800-387-5656 or (416) 326-5656 Summer.company@ontario.ca</p>
<p>24. Website or Other Information Source</p>	<p><i>url, publication reference or other information source.</i></p>	<p>www.sbe.gov.on.ca/ontcan/sbe/en/youth_summercon.jsp</p>

Passport to Prosperity

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Passport to Prosperity
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	The Learning Partnership (TLP) is a national not-for-profit organization, the only one in Canada dedicated to bringing together business, education, government, labour, policy makers and the community to develop partnerships that strengthen public education in Canada.
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Ontario Ministry Education The program is Ontario-wide – provided by different organizations in each jurisdiction e.g. OCRI in Ottawa
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	Program began in 1999, has been funded annually for 8 years
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Students in gr. 7-12
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Delivered by The Learning Partnership in Toronto & Greater Toronto Area. Available throughout Ontario.
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	Passport to Prosperity is a program aimed at students in Grades 7 to 12 offering career information and experiential learning opportunities with local employers It is an employer outreach program designed to increase employer involvement and partnerships in career education and school-work opportunities for students in Grades 7 to 12.

<p>9. Why Developed / Problems / Issues Targeted</p>	<p><i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i></p>	<p>It was developed in response to the need for a National Skills Strategy that would produce the number of highly skilled graduates needed to replace an aging workforce and strengthen Canada's competitive position.</p>
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<p><i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i></p>	<p>Passport to Prosperity provides school-work learning opportunities for students which include career talks, job shadowing, short-term work experience, workplace tours, cooperative education placements and apprenticeships.</p> <p>As part of the features of this program, TLP has developed new online resources for high school Careers and Guidance courses on the class2careers website and has a video tour of the hospitality industry in English and French.</p> <p>www.Class2careers.com is an on-line opportunity for exchange among employers, teachers and students for school-work opportunities offered to secondary school students.</p> <p>The program supports the organization of events – job fairs, teacher forums, Fast track to the workplace for gr. 12 students, employer forums, graduates come back to do an internship for a semester</p> <p>The program came about as a result of stakeholder consultations.</p>
<p>11. Funding Mechanisms</p>	<p><i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i></p>	<p>The program is funded by the Ontario Ministry of Education.</p>
<p>12. Organizational Dimensions</p>	<p><i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i></p>	<p>TLP sends reports to liaison person at the ministry who compiles assessment data.</p>
<p>13. Partnerships Integral or Related</p>	<p><i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i></p>	<p>TLP has a Steering Committee comprised of over 20 members from the community, local employers and the 10 Greater Toronto Area (GTA) School Boards. The Steering Committee meets quarterly throughout the year and provides guidance and direction.</p>

14. Stakeholder Involvement	<i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i>	Employer events: job conferences, employer breakfasts, employer resource forum Teachers and principals evening events professional development, dialogue and dinner: • to offer support to principals and teachers in the development of quality career education programs for their students and • to receive input into future directions for program improvements Student events: Apprenticeship employer information session
15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	The program has evolved to include offering career information to students in Grades 7 and 8. Support with employer partnerships is now offered to schools and School Boards offering Specialist High Skills Major pilot programs. Passport to Prosperity supports the Learning to 18 initiative by providing short-term work experiences for students and identifying and recruiting employers to attend Employment Fairs for Grade 12 students entering the workforce after secondary school.
16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	Website hits, teacher registrations and number of work experience opportunities offered each year on the class2careers website. Number of events and numbers of participants attending, the number of presentations made and number of meetings, number of new employers recruited each year.
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	An outside evaluation report is produced annually. Interim and end-of-year reports are provided to the Ministry of Education.
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	Thousands of new employers are involved in offering work experiences in the GTA. There is increased awareness of opportunities for involvement among all participants including employers, teachers, schools, students and parents. More students are benefiting from experiential learning; there is increased awareness among students and teachers of the wide variety of careers available to young people.
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	Raising awareness among all GTA teachers of the resources available to them and their students, raising awareness among employers about the ways they can partner with local schools, explaining the short and long term benefits to employers of their organization's involvement
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	TLP has telemarketing drives among employers, partnering with local chambers of commerce and other community organizations. They hold resource forums and other events for employers, make presentations to teacher groups about the resources offered and attend career fairs and workshops. They

		attend employer events and follow-up with phone contact and face-to-face meetings. They publish a regular e-newsletter for all stakeholders.
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	TLP will continue to deliver the program to schools and students; they will support the Specialist High Skills Major programs in the GTA, as needed; they will continue to work with School Boards to support end-of-year Employment Fairs for Grade 12 students planning to enter the workforce; they will continue ongoing recruitment efforts to increase the number of employers actively involved in the program.
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Shelagh Taber Walsh, Program Manager The Learning Partnership 4211 Yonge Street, Suite 301 Toronto, ON M2P 2A9 Tel. 416-440-5113 swalsh@thelearningpartnership.ca
24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	http://www.thelearningpartnership.ca/

Réseau québécois des Centres de Formation en Entreprise et Récupération (CFER)

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Réseau québécois des Centres de Formation en Entreprise et Récupération (CFER)
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	CFER
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Réseau québécois des CFER
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	1990
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	At-risk Students between 15 and 18 years old who are at least two years behind on regular academic curriculum
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	22 organizations situated in different regions of Quebec (as of September 2007)
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	The program focussed on: <ul style="list-style-type: none"> - personal development - social skills - general knowledge (language, math and social sciences) and - employment readiness. <p>Each CFER specializes in a different industrial or commercial aspect of recycling. The school and the factory are one entity. The reference to "Centre" is</p>

		<p>important for participants as it eschews the notion that CFER is simply another form of school.</p> <p>The 2700-hour curriculum is divided into four types of training: general, personal, social and labour-market. The general knowledge training includes the study of language, maths and social sciences. Personal development training focuses on the students self-awareness and his or her role in a community and the wider society. Social skills training focuses on developing skills related to working in an organization and career management and life skills. Labour market training prepares students for their entry into the workforce.</p> <p>Recognized as educational institutions by the Department of Education, the 22 centres vary in setting and size. The program, which includes academic subjects and hands-on training in a workshop, generally lasts three years and the students obtain a CFER certificate (issued by the Department of Education) that is not equivalent to a high school diploma.</p>
<p>9. Why Developed / Problems / Issues Targeted</p>	<p><i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i></p>	<p>In the 1980s, educator, Normand Maurice, became increasingly concerned about the environment and the fate of school dropouts. His concerns brought about the development of CFER -- an alternative environmentally-focussed learning program for students 16 and older. He believed that to have "happy life and a good standard of living one must be autonomous, an engaged citizen and a productive worker. These things were more important than obtaining a diploma."</p>
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<p><i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i></p>	<p>The academic tools used in the CFER are original and reflect its founding principles. Reading materials come from information that participants need and can put to use. Students read the local /national newspaper every morning and maintain a vocabulary file of new terms encountered. They discuss the content of what they have read, sharing their new knowledge with classmates and teachers. Information is also communicated beyond the CFER.</p> <p>To promote environmental awareness, the students participate in a "caravan," presenting environmental and recycling information to elementary school students. The students develop a presentation and</p>

		<p>present at conferences.</p> <p>To develop organizational skills and discipline, they are responsible for keeping and updating all material related to schoolwork and other activities in a specially designated binder.</p> <p>The CFERs help 15 to 18-year-olds acquire skills that are clearly in demand in the job market. Knowledgeable, productive and engaged in environmental protection, the students are contributing directly toward concrete solutions to the problem of waste. In each centre the aim is to develop useful skills in the expanding environmental and recycling sector. Students are taught - and learn to live by - basic workplace skills and attitudes (the five key ones are discipline, respect, autonomy, effort and commitment). Academic courses are seen as means of entry into the real world rather than as an activity useful only in school. This is what makes the CFER valuable for students is doing hands on work during class hours, applying in-class learning directly to the work being done, breaking up academic work by alternating class and manual work.</p>
11. Funding Mechanisms	<i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i>	<p>Each CFER is responsible to its business.</p> <p>Teachers use these organizations to prepare the young persons for labour market.</p> <p>Each CFER is governed by a board of directors.</p>
12. Organizational Dimensions	<i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i>	<p>Ideally, a CFER is organized into two groups of students with 15 students and 3 teachers each.</p>
13. Partnerships Integral or Related	<i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i>	<p>Private Companies: Rona, SAQ Government: Recyc-Québec, Ministère de l'Environnement, Québec and Environment Canada, SOGHU, Éco-Peinture, Desjardins, Hydro-Québec.</p>

14. Stakeholder Involvement	<i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i>	CFER employs a Collective Task teaching concept whereby a group of teachers are responsible for a group of students' entire training process, both in class and in the workplace.
15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	From 2007-2008, CFER will work on developing a new course on work preparation training.
16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	The number of students who complete the program and find work.
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	Research Chair Normand-Maurice at the Université du Québec à Trois-Rivières researched and evaluated the program.
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	85 % of the pupils complete their training and head for job market. Yearly, 50 000 persons attend the presentations (called caravans) on sustainable development presented by CFER students.
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	Difficulties in choosing volunteers of teachers and not chosen by the scholastic Commission.
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	Web site, self produced newspaper
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	Increase the number of CFERs in each region of Quebec Better support for new CFERs
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous</i>	

	<i>responses.</i>	
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	<p>Réseau québécois des CFER</p> <p>3, avenue du Couvent Saint-Raphaël (Québec) G0R 4C0</p> <p>tél.: (418) 243-2176 télécopieur: (418) 243-3645 courriel: cfer@cscotesud.qc.ca</p>
24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	<p>http://www.reseaucfer.ca</p> <p>Source: Inroads – Integrating high school dropouts: The experience of Quebec’s CFER work/study program</p>

Techsploration

		Definition	Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>		Techsploration
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>		Techsploration is a joint initiative of the Nova Scotia Community College, Apprenticeship Training and Skill Development Division, Nova Scotia Department of Education, WITT NS (Women in Trades and Technology), and the founding corporate sponsor, ExxonMobil Canada.
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>		Techsploration is a not for profit organization.
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>		Techsploration began as a pilot project in 1998 with one employee and a small Steering Committee
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>		
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>		Graduating High School Young women from grades 9 to 12
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>		22 public schools in Nova Scotia Techsploration was also piloted in Newfoundland in 2001 where it continues to operate successfully.
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>		Techsploration provides young women from grades nine to twelve with opportunities to explore science, trades, and technology occupations, while creating awareness about the critical role of work in their lives. It also helps them understand the significance of high school math and science for their future careers. Techsploration is inclusive of all girls, including those functioning at various levels of academic achievement

		<p>and from diverse backgrounds.</p> <p>In addition to the targeted goals, young women also benefit as they enhance their public relations, presentations and report writing skills; work on communication, leadership, and teamwork abilities; and gain IT knowledge. After participating in Techsploration, the students realize increased levels of confidence, self-esteem, and cultural awareness.</p> <p>Techsploration affects the entire school culture and the community. It acts as a catalyst for ongoing community partnerships between teachers, parents, female role models, training providers, educators, school boards, aboriginal boards of education, industry, government, unions, and professional associations.</p>
<p>9. Why Developed / Problems / Issues Targeted</p>	<p><i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i></p>	<p>Skilled workers in science, trades and technology are in demand worldwide. It is a challenge for employers that try to diversify, as the fact is there are so few graduates from the designated groups and women in the targeted fields.</p>
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<p><i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i></p>	<p>The overall goal of the Techsploration program is to increase the number of women working in science, trades, technical, and technology-related occupations by assisting young women to explore a wide range of career options in these fields. The program is intended to be inclusive of all girls, including those at various levels of academic achievement and from diverse cultural backgrounds.</p> <p>The objectives of the program are to:</p> <ul style="list-style-type: none"> • introduce girls to in-demand science, trades, technical, and technology-related careers • increase girls' knowledge of how to research a career • demonstrate to girls the value of taking science, math, technology, and trades courses to keep all their career options open • highlight the importance of career planning • demonstrate how career choices affect one's future • provide positive interactions with female role models working or training in science, trades, technical, and technology-related careers • introduce girls to basic skills related to science, trades and technology work through hands-on activities • encourage teachers to use female role models in career exploration and planning programs

		<ul style="list-style-type: none"> • increase girls' knowledge of apprenticeship programs and other post-secondary training opportunities • stimulate discussion about science, trades and technology careers for girls in school, at home, and in the community • act as a catalyst for ongoing community partnerships between teachers, parents, female role models, training providers, educators, school boards, Aboriginal boards of education, businesses, unions, government, and associations <p>The program consists of:</p> <ul style="list-style-type: none"> • Techsploration Career Research Model <p>Each school team, which includes six grade nine girls, a teacher and a female role model, are assigned a science, trades, or technology occupation to research. The girls are introduced to an innovative career planning model, meet with their assigned role model and participate in worksite tours.</p> <ul style="list-style-type: none"> • Techsploration Goes To School <p>Each school team shares their experiences and research with students at their home school by making presentations to students at their school. The school team role model, along with other guest female role models, delivers presentations on their careers at this event. Girls and boys, staff, and other invited guests, are introduced to in-demand careers and role models working in science, trades, and technology careers.</p> <ul style="list-style-type: none"> • Techsplorers Events <p>During the two-day Techsplorers Event, girls from across Nova Scotia gather together with their teachers, role models, volunteers, and invited guests to participate in exciting, interactive presentations and workshops. This event expands upon and reinforces the information provided in the student presentations and presents an opportunity for each girl to meet the other role models.</p> <p>All of the girls contribute to preparing for this event and are actively involved in the actual presentations. Along with providing information on their assigned career, the students also introduce their role models and respond to questions from the floor. The teams are encouraged to use creativity in their presentation, with an emphasis on having fun and keeping their audience entertained.</p>
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		<ul style="list-style-type: none"> • Techsplorers Alumnae Activities <p>Girls in grades 10, 11, & 12 are invited together for follow-up activities which include but are not limited to:</p> <ul style="list-style-type: none"> • attending or participating in the annual Launch • aiding teachers in selecting the new school team • assisting the new school team with various aspects of the program • helping out at the Techsplorers Event • participating in the Techsplorers Alumnae Conference <p>Alumnae have further opportunities to meet role models from a wide range of careers and participate in hands-on activities.</p>
11. Funding Mechanisms	<p><i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i></p>	<p>2006-2007 sponsors include: ExxonMobil Canada, Nova Scotia Department of Energy, Black & McDonald Limited, Maritimes and Northeast Pipeline, Sheet Metal Workers' International Association, Local Union 409, Millwright & Machine Erectors Local 1178, International Association of Bridge, Structural, Ornamental and Reinforcing Iron Workers Local 752, Construction Management Bureau, International Union of Bricklayers and Allied Craftworkers, Local 1, International Association of Heat and Frost Insulators and Asbestos Workers, Local 116, United Association of Journeymen Plumbers and Pipefitters, Local 56, EnCana, Chevron, ACCENT Engineering Consultants Inc., Dexter Construction Company Ltd., Conestoga-Rovers & Associates, Halifax International Airport Authority, Association of Professional Engineers of NS, NS Advisory Council on the Status of Women, Offshore/Onshore Technologies Association of Nova Scotia, Mulgrave Machine Works Limited, EastLink and Nova Scotia Power, Inc.</p>
12. Organizational Dimensions	<p><i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i></p>	<p>The program has a Board of Directors with representation from our founding sponsors, educators, and community members. The Board also has a number of working sub-committees responsible for fundraising, finances, public relations, expansion, and the program etc. Our Program Advisory Committee is actively involved in program planning and development.</p>
13. Partnerships Integral or Related	<p><i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i></p>	<p>Techsploration is a joint initiative of the Nova Scotia Community College, Apprenticeship Training and Skill Development Division, Nova Scotia Department of Education, WITT NS (Women in Trades and Technology), and the founding corporate sponsor, ExxonMobil Canada.</p>

<p>14. Stakeholder Involvement</p>	<p><i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i></p>	<p>Techsploration happens because of its strategic alliances with business and education.</p>
<p>15. Key Changes Over Time</p>	<p><i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i></p>	<p>Increase from eight public school participating in the program to 22.</p> <p>Techsploration was also piloted in Newfoundland in 2001 where it continues to operate successfully.</p>
<p>16. Performance Indicators</p>	<p><i>What indicators are used, if any, to measure the performance of this program?</i></p>	<p>Number of young women taking science courses and pursuing a science, trades and/or technology career</p>
<p>17. Monitoring and Evaluation Mechanisms; Reporting</p>	<p><i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i></p>	<p>A 2005 evaluation report entitled "Benefits of Techsploration" by Madeline Comeau, President, Workplace Equity Services</p>
<p>18. Key Results or Outcomes</p>	<p><i>What have been the main achievements or outcomes of this program to date?</i></p>	<p>The 2005 evaluation report confirmed the Techsploration met its five key outcomes by:</p> <ul style="list-style-type: none"> • Increasing young women’s level of interest in trades, technical, technology, and science related occupations; • Providing a useful method for the young women to continue to learn about other careers; • Enhancing their level of confidence in finding out about a wider range of career choices; • Increasing participants level of knowledge about specific careers in trades, technical, technology, and science-related occupations; • Fostering a positive attitude towards keeping their science and math in high school. <p>The girls also experienced a change in their beliefs about career choices open to them and, just as important, in their beliefs about their aptitudes and abilities. The feedback consistently indicated that Techsploration:</p> <ul style="list-style-type: none"> • Led them to question traditional stereotypes around gender roles in employment; • Increased their level of self-confidence; • Motivated them to pursue whatever employment field interested them; • Allowed them to experience and recognize the importance of teamwork; • Exposed them to unfamiliar types of work that left a

		<p>lasting impression;</p> <ul style="list-style-type: none"> • Led them to connect math and sciences with keeping their options open. <p>Team teachers felt that Techsploration had enhanced their ability to inform students about a wider range of career opportunities. They experienced additional professional benefits that they attributed to:</p> <ul style="list-style-type: none"> • Networking with female role models and other industry representatives, faculty of trades and technology programs, and teachers from other schools; • Getting to know each of the girls a lot better and carrying that knowledge over to the classroom; • Becoming aware of the diversity of talents that can emerge when students are challenged in a fun and interesting manner. <p>The feedback from parents was somewhat similar to that received from teachers. They were glad to be able to provide more informed answers to their daughters' questions about career options. They felt that they got to know their daughters better and became aware of talents that surprised them. Some attributed the careers choices made by their daughters after graduation directly to Techsploration. Parents and community elders said that the sense of pride they felt observing the accomplishments of the young women in the program spilled over into the community. (Comeau, September, 2005)</p>
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	Web site, participating schools
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	

<p>23. Key Contact Details</p>	<p><i>Name and title of senior contact or other information point, with address, telephone and email details if known</i></p>	<p>Tricia Robertson, Executive Director Phone: 902.431.0216 Fax: 902.491.4835 Email: tricia.robertson@techsploration.ca or trcontact@aol.com</p>
<p>24. Website or Other Information Source</p>	<p><i>url, publication reference or other information source.</i></p>	<p>http://www.techsploration.ca/ <i>Benefits of the Techsploration Program: A Study of Two Rural Schools in Nova Scotia, Madeline Comeau, September, 2005 found at</i> http://www.techsploration.ca/About%20Assets/Benefits%20of%20Techsploration.pdf</p>

Youth Apprenticeship Program (YAP), New Brunswick

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Youth Apprenticeship Program (New Brunswick Department of Education)
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	New Brunswick Department of Education And nine Anglophone School Districts
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	New Brunswick Department of Education and Human Resources Development Canada (seed money to start the program) And Business support
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	1993
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Graduating high school High school students from summer after gr. 10, through to summer after gr. 12.
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	New Brunswick high schools
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	Four phase apprenticeship program that takes place outside school hours. The process develops student employability skills and occupational specific skills and allows employers to participate in educational process and contribute to training the workforce.
9. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify</i>	Critical shortage of workers – program to meet demand for workers and create skilled workers.

	what these are.	
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<p>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</p>	<p>360 hours of outcome-based instruction and 360 hours of paid work experience. Instruction is delivered evenings, weekends and summers. Work experience over summer months of gr. 10, 11, 12. Students are screened for interests and aptitude and apply for posted job descriptions. Students complete letters, resumes and interviews for jobs – employers make the selections.</p> <p>Phase 1: those hired begin with a 4-day intensive residential workshop in summer after gr. 10. and then start work. Learning continues throughout the school year: New Brunswick economy, communication skills, workplace health and safety, CPR training, interpersonal skills workplace computing applications and business/technical writing.</p> <p>Phase 2: Start with a workshop after gr. 11, continue at the workplace and finish in spring of gr. 12. 2/3 time on academic, personal management and teamwork skills; 1/3 time is on occupational/career specific skills.</p> <p>Phase 3: Starts with a weekend workshop in May of gr. 12. Students work following graduation. 1/3 time building generic employability skills and communications applications. 2/3 time is occupational/career specific skills.</p> <p>Phase 4: Students enter the workforce or post-secondary training/education. They are guaranteed spots in the NB Community College and have preferred admission to the two NB universities.</p> <p>It's innovative because it's outside school hours, students in every academic area can participate, not just technical students. It provides a school-to-work transition for those who go straight to work. Provides PSE students with means to finance education and either guaranteed or preferred admission to NB PSE.</p>
11. Funding Mechanisms	<p>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</p>	<p>Dept. of Education provides funding to Districts to operate the program. Some Districts have locally developed partnerships that increase the amount of funding to allow for more developed programs.</p>

<p>12. Organizational Dimensions</p>	<p><i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i></p>	<p>All districts (9) have a key person charged with YAP delivery etc. Province holds two yearly meeting with district YAP co-coordinators. Yearly provincial report generated</p>
<p>13. Partnerships Integral or Related</p>	<p><i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i></p>	<p>Co-operation Agreement on Entrepreneurship and Human Resources Development provided other funds. NB Department of Advanced Education and Labour and the NB Chamber of Commerce provided in-kind contributions of human resources and services.</p>
<p>14. Stakeholder Involvement</p>	<p><i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i></p>	<p>Students, employers, parents, schools, community colleges, universities. In-kind contributions from sponsors, employers, and interested groups such as St. John Ambulance, Workplace Health and Safety Commission. Contributions such as instructional responsibilities.</p>
<p>15. Key Changes Over Time</p>	<p><i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i></p>	<p>1993-1997 one program model for the province's three-year student program outside of school hours 1998- 2006 two program model. One offers residential camps other offers workshops. Two-year program implemented. 2007 one-year program being piloted</p>
<p>16. Performance Indicators</p>	<p><i>What indicators are used, if any, to measure the performance of this program?</i></p>	<p>High levels of satisfaction Student employment As it is a non-credit program it is not evaluated by teachers.</p>
<p>17. Monitoring and Evaluation Mechanisms; Reporting</p>	<p><i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i></p>	<p>Surveys of graduating class, parents and employers. Students have to get competence in all curricular areas signed off. The province requires each district to submit stats on number of student-employer placements on an annual base. Province hires summer monitors to visit student workplace and monitor job placement.</p>
<p>18. Key Results or Outcomes</p>	<p><i>What have been the main achievements or outcomes of this program to date?</i></p>	<p>60% graduates were admitted to PSE training courses Essential Skills are embedded in the curriculum Employers recognize the program as value-added</p>
<p>19. Difficulties or Barriers</p>	<p><i>What difficulties or barriers to success have been experienced by this program, if any?</i></p>	<p>Retention of true apprentice seats Sustaining growth of the program Turn over of YAP co-coordinators Single source funding Current program does allow for expansion of placements</p>

<p>20. Promotion / Publication Channels</p>	<p><i>How is information about the program or initiative publicised or promoted to potential participants?</i></p>	<p>Students find out about the program in Gr. 9 and 10 career development and planning activities. Promotional pamphlets and video.</p>
<p>21. Future Plans</p>	<p><i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i></p>	<p>A provincial committee was struck to review the YAP. Representation from post secondary, apprenticeship and business sit on this committee. A one-year pilot is underway for the year 2007.</p>
<p>22. Other Relevant Info</p>	<p><i>Please provide any other important information about this initiative which is not covered in your previous responses.</i></p>	<p>This program is under provincial review at present. Intake for Phase one students will be reviewed to match with HRSDC Essential skills.</p>
<p>23. Key Contact Details</p>	<p><i>Name and title of senior contact or other information point, with address, telephone and email details if known</i></p>	<p>John Tingley, New Brunswick Department of Education Fredericton NB T: 506-453-2931 506-453-3325 John. Tingley@GNB.CA</p>
<p>24. Website or Other Information Source</p>	<p><i>url, publication reference or other information source.</i></p>	

Policy

Cdn. Association of Career Educators & Employers Ethical Recruitment Guidelines

	Definition	Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Canadian Association of Career Educators and Employers Ethical Recruitment Guidelines Lignes directrice sur la déontologie du recrutement de l'ACSEE
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Canadian Association of Career Educators and Employers (CACEE) / L'Association canadienne des spécialistes en emploi et des employeurs (ACSEE)
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Canadian Association of career Educators and Employers (CACEE) / L'Association canadienne des spécialistes en emploi et des employeurs (ACSEE)
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	Since 1992 Revision to program winter 2006 & spring 2007.
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	College/university graduates – students in their final year of study and the employers who recruit these students from post secondary institutions
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	National

<p>8. Overview of Program</p>	<p><i>Please give a brief description of the initiative, in one or two sentences.</i></p>	<p>CACEE Ethical Recruitment Guidelines offer suggested best practices on how the process of campus recruitment should function on a national basis. The Guidelines also offer recommendations for how transgressions should be managed.</p>
<p>9. Why Developed / Problems / Issues Targeted</p>	<p><i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i></p>	<p>The objective of the CACEE Ethical Recruitment Guidelines program is to provide a framework for the professional relationships between employers, students, third party recruiters and career educators. In practice they ensure that students in their final year of study have access to a full range of employment/career opportunities and offers prior to accepting an offer from a specific employer. When campus recruitment is extremely competitive, employers seeking to attract top talent may 'push' students to accept a position prior to that student receiving all potential offers. With the current war for talent and US employers recruiting at Canadian institutions, the requirement for updated Guidelines became increasingly important. The CACEE Ethical Recruitment Guidelines identify time lines for recruitment that will allow students to interview, and receive all offers of employment prior to making a decision.</p>
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<p><i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i></p>	<p>The main features of the program include a framework for the most effective timelines for campus recruitment as follows:</p> <ul style="list-style-type: none"> ○ Information sessions should begin no earlier than the first Monday following Labour Day ○ On-campus interviews should begin no earlier than the first business day in October ○ Full-time job offers to students attracted via on-campus recruitment should have a minimum of 2 weeks for an acceptance deadline or until the first business day in November, whichever is the later. ○ Job offers to summer students are not subject to any minimum acceptance day rules; however, it is recommended that a minimum of 1 week to be provided for job acceptance offer <p>Guidelines management:</p> <ul style="list-style-type: none"> ○ When scheduling on-campus recruitment activities, both employers and career educators should respect dates of religious and cultural significance. ○ Guidelines should be determined and managed locally. ○ Penalties for non-compliance should be: <ul style="list-style-type: none"> ○ Determined locally, ○ Have local jurisdiction, be relative to the associated infraction; and ○ Clearly indicated to employers, well in advance of the recruitment season.

		<ul style="list-style-type: none"> ○ In the event of an unresolved dispute between parties engaged in on-campus recruitment, CACEE members are invited to refer the matter, and any identified penalties, to the CACEE Ethics Committee for review and recommendation. <p>The innovative aspects of the program include the fact that they reflect a true collaboration between Canadian academic institutions and key employers. They have also been designed to ensure that students who have committed years to their field of study do not feel they have to accept the first job offer and can focus on identifying which position will allow them to best begin their career.</p>
11. Funding Mechanisms	<i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i>	This program is completely funded through the CACEE operating budget.
12. Organizational Dimensions	<i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i>	Delivery mechanism included introduction of the revised Guidelines at the 2007 CACEE National Conference in June; inclusion on the front page of the CACEE website; distribution of print copies to CACEE members; inclusion in the CACEE Connect Newsletter.
13. Partnerships Integral or Related	<i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i>	CACEE members
14. Stakeholder Involvement	<i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i>	The development of the revised CACEE Ethical Recruitment Guidelines began in December of 2006 with a meeting of representatives from financial institutions and career centre staff from top business schools in Ontario. Representatives at this meeting included CACEE and non-CACEE members. At this meeting current challenges were identified from both the employer and educator perspectives. This consultation process continued at the December ON Regional Conference. A specific Working Group was established by CACEE. This group identified appropriate deadlines. The deadlines were then forwarded to the CACEE Ethics Committee for input and further development. The CACEE Board of Directors then approved the final revision.

15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	The current Guidelines are a revision of existing Guidelines which were not specific enough to manage the current recruitment requirements.
16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	Feedback from educators and employers will be gathered during the fall 2007 recruitment cycle. One indicator of how well these Guidelines work will be the number of issues referred to the CACEE Ethics Committee for input.
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	CACEE Ethics Committee is available for employers or career centres, or students to contact if they believe they have been dealt with in an unethical manner.
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	Hundreds of new graduates are hired annually as a result of this program. Each of these graduates should have adequate time to consider the best position.
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	Constantly changing labour market - some years there are several positions available and some are leaner. The number of positions has different demands on the guidelines.
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	Promoted through career centres in colleges and universities to students
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	Constant monitoring, the CACEE Ethical Guidelines are a living document that will be constantly evaluated against the reality of current recruitment environments.
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	The Guidelines contain much information that has not been included in this document. For an overview of the entire process refer to CACEE's web site at www.cacee.com . The Guidelines are also available in French.
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Anne Markey Canadian Association for Career Educators and Employers T: 416.929.5156 x. 223 E: annem@cacee.com

24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	www.cacee.com
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The Portfolio College

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	The Portfolio College
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Nova Scotia Community College
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Nova Scotia Community College
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	1999
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	Continuing
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	All students attending and graduating from NSCC.
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	13 campuses through out Nova Scotia.
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	Every student at the college must have a portfolio in order to graduate, which demonstrates the learning they experienced in their program.
9. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify</i>	To respond to the needs of the knowledge economy and develop lifelong learners. <ul style="list-style-type: none"> Identify and demonstrate what a student has done and what s/he can do Highlight employability skills as well as technical

	<i>what these are.</i>	<p>skills</p> <ul style="list-style-type: none"> • Transfer skills and knowledge gained in the past to present and future settings • Establish a personal record of learning beyond the certificate, diploma and transcript.
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i>	<p>The portfolio is developed over the course of the studies. It includes not only what the student learned but reflections on how s/he learned.</p> <p>It is more than a learning portfolio that itemizes formal instructional learning. The NSCC student portfolio incorporates the centrality of self-development within the broader educational matrix that includes self-reflection, learning from experience, reasoning and performance.</p>
11. Funding Mechanisms	<i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i>	Own budget.
12. Organizational Dimensions	<i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i>	<p>An Adult Education Diploma is a requirement for all faculty and professional educators at NSCC.</p> <p>A Portfolio course is required for other employee groups such as Curriculum and Modifications. Initial staffing of a Portfolio Office to support the innovation was needed.</p>
13. Partnerships Integral or Related	<i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i>	Atlantic PLA Centre, Employers of our students and graduates through Program Advisory Committees and program work placements.
14. Stakeholder Involvement	<i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i>	The employers contribute to the experiential learning opportunities for students, which provides valuable input for their portfolios.
15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	The Portfolio College initiative has changed the teaching and learning philosophy and practices at the College.

16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	Graduation rates and employment rates after graduation.
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	Graduate Follow-up Survey gathers information on employment, satisfaction, and application of portfolio learning. It is a requirement for graduation. The portfolio is related to the student's field of study or career choice. It is assessed by the college and on the student's transcript.
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	Employers consistently report that NSCC students are some of the most articulate, creative, and well rounded people they know. They also report that NSCC grads have an edge on the competition every time.
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	Major organizational change in the way we teach and learn which impacted everyone working at the College. Therefore, many positive and challenging experiences of change in the organization.
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	An integral part of all our student recruitment and program/services information materials.
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	A new Strategic Plan approved last year re-emphasized Portfolio Learning as our cornerstone, and introduced a new focus on adding Pathways, Flexibility, and Inclusiveness to this work.
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Colin MacLean Vice President, People & Planning Nova Scotia Community College 5685 Leeds Street, PO Box 1153 Halifax, NS B3J 2X1 902-491-6702 colin.maclean@nsc.ca

24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	www.nsc.ca
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Practice

The Real Game – Next Generation

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	The Real Game – Next Generation
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	National Life/Work Centre
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Human Resources and Skills Development Canada and Canada Career Information Partnership (Provincial Ministries of Education)
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	National launch of first English edition in January, 1996 – French in 1997
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	Although federal funding ceased years ago, usage of the program continues in thousands of schools across Canada, and has expanded to 10 other countries.
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	<p>All school leaver categories</p> <p>All middle school (grade 7 & 8) students in Canada</p> <p>Other programs in The Real Game Series include:</p> <ul style="list-style-type: none"> * The Play Real Game – Grades 3 & 4 * The Make It Real Game – Grades 5 & 6 * The Be Real Game – Grades 9 & 10 * The Get Real Game – Grades 11 & 12 * Real Times, Real Life – Adults <p>Note: The Real Game and other programs in the series are also used in community agencies (boys and girls clubs, church groups, summer camps, juvenile justice and corrections, foster care, community onestops, etc.</p>
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	National. The program was developed and piloted through collaboration of careers specialists in every region of Canada, is currently used in both official languages in schools and community agencies in every region of Canada

8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	The Real Game brings “real life” into the classroom by engaging students in role-playing, over several days to several weeks, adult characters with contemporary work and life roles. They declare their career and lifestyle dreams for the future, take on a realistic work role, purchase or rent homes and cars, balance budgets, set priorities for work, life and leisure activities, deal with job loss, plan group vacations, and much, much more. – all the while learning how school subjects and Essential Skills factor into their future.
9. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i>	The program was created to help students learn for themselves how school is relevant to them (“why do I need to learn this?”), to become more motivated and engaged in school, to understand that choices they make now will impact their future, to increase their awareness of emerging career opportunities in all sectors, to explore and plan their career paths, and to learn career management skills, knowledge, attitudes and character they will need for success, lifelong.
10. Key Features / Content <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i>	Teachers and parents report that students of all ability levels enjoy and become engaged in playing The Real Game because, they say, unlike much of their school experience, they perceive The Real Game to be directly related to “real life.” They know they are learning and practicing skills and making decisions that they will encounter in their adult lives, so a safe “dress rehearsal” is both fun and makes sense to students. Teachers and counsellors enjoy facilitating The Real Game because their students are engaged, positive and motivated.
11. Funding Mechanisms	<i>Please describe the type of funding mechanism used for this initiative (e.g. provider’s own budget, service contract, grant, co-funding etc.)</i>	Initial development and piloting was funded through contribution agreements (English 1996, French 1997) with HRDC (\$6+ million over 8 years) and in-kind contributions by all provinces (departments of education and school districts). Once launched, cost-recovery, not-for-profit pricing has been in effect. Schools pay a one-time fee of about \$300 for a site license to use the program and reproduce the materials for an unlimited number of students indefinitely.
12. Organizational Dimensions	<i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i>	This program was developed through a voluntary partnership model. Coordinators within departments of education coordinated development and initial implementation in their regions because the program was deemed a priority by local authorities. In some provinces coordinators within departments of education remain active and engaged 10 years later. In others, little if any leadership and coordination is provided to local users. NLWC has no funding support

		and insufficient revenues to pay local reps.
13. Partnerships Integral or Related	<i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i>	HRDC was the key funding partner, and the Canada Career Information Partnership (CCIP) network engaged all provincial and territorial departments of education in initial development and implementation of The Real Game.
14. Stakeholder Involvement	<i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i>	NLWC provides training and promotional support to thousands of schools using The Real Game in schools and community agencies across Canada. NLWC's Canadian operations are supported by modest royalties from 10 OECD countries that have adopted, adapted and promote their own editions of The Real Game in an estimated 50,000 schools and international agencies outside Canada.
15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	The Canadian program has been revised and updated about every three years since it was initially launched. In fact, The Real Game – Next Generation, with many new enhancements (including: integration of Essential Skills and Character in all 20 learning units; inclusion of links from Real Game learning objectives to core academic curricula; new occupational Role Profiles from Sector Councils with increased emphasis on careers in the Trades and Technology; new web-based components; and more) is being piloted in 60 schools across Canada in 2007. Similar development and update (changes) cycles apply to all 6 programs in The Real Game Series.
16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	Over 100 Learning Objectives and Performance Indicators, linked to the Blueprint for Life/Work Designs, Essential Skills, Employability Skills, Character Education and core academic curricula are included in each of the 4 Units and each of the 20 Sessions (with comprehensive lesson plans) in the program. Teachers and counsellors have outstanding tools to measure students' performance, thus the program's performance.
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	Very few school districts, departments of education or community agencies make on-going monitoring, evaluation and reporting on the results in the career domain a priority, and a not-for-profit organization like NLWC does not have the resources to do so for them. However, NLWC makes monitoring, evaluation and reporting a high priority during national pilots of new editions. For example, we anticipate receiving over 5000 pages of structured feedback from teachers/counsellors, students, parents and administrators from the 60-school, three-month

		<p>national pilot of The Real Game - Next Generation by mid-July 2007. Revisions based on pilot feedback will be incorporated in the new program that will be launched in September 2007, and a National Pilot Evaluation Report will be shared with stakeholders across Canada and internationally.</p>
<p>18. Key Results or Outcomes</p>	<p><i>What have been the main achievements or outcomes of this program to date?</i></p>	<p>With no sales force, the program has been voluntarily purchased and implemented by over 50% of Canada's schools, and by over 50,000 schools in the United States, the United Kingdom, France, Australia, New Zealand, The Netherlands, Denmark, Germany, Hungary and Ireland. The 2007 edition is generating a new wave of excitement across Canada. It is projected that the majority of middle schools in Canada will implement this new program within two years of its Fall 2007 launch. Schools consistently report that attendance is better on days The Real Game is played, students become more engaged with their school work, and communications between students and their teachers and parents is enhanced. The May 2007 Final Report of a US national evaluation by the Center for School Counseling Outcome Research at the University of Massachusetts, Amherst, with control and experimental groups involving 600 students over two years in five states concludes that The Real Game produces significant increases in: students' awareness of emerging career opportunities; in students' engagement in school, in students' hope and optimism about their future, and in their sense of self-efficacy. Schools also report increased involvement and support by parents, community members and organizations in their career and school-to-work programs.</p>
<p>19. Difficulties or Barriers</p>	<p><i>What difficulties or barriers to success have been experienced by this program, if any?</i></p>	<p>Excellent support was available to create The Real Game, and the five other programs in The Real Game Series, in English and French, through massive Pan-Canadian collaborations. Effective implementation and on-going development require even more support. Canada has a tradition of creating excellent national career resources. Invariably, however, when each new program is delivered, and, like a baby, most needs nurturing and support, federal funding ceases. The federal government declares that it expects the provinces to "carry the ball." This may work with legitimate commercial applications, but The Real Game is a curriculum. Curriculum, in most academic subjects at most levels, does not make money. On-going subsidization is required. That is, in part, why transfer payments for education at all levels are so enormous. The Real Game is an unqualified success, yet it remains a best kept secret to many, and it is still merely scratching the surface of its potential, in concert with other exemplary resources, to impact school-to-work and school-to-life transitions for youth across Canada.</p>

20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	No funds are available for on-going promotion at the national or regional level. Periodic national pilots of new and upgraded editions re-ignite excitement for the program about every three years. A national website (www.realgame.ca) is supported. Otherwise, promotion is largely by word-of-mouth from enthusiastic users to potential users at the grass roots level at local professional development events, conferences, in staff rooms.
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	NLWC will work with those provinces that have or appear poised to make The Real Game – Next Generation a provincial department of education priority, even developing localized editions in-sync with new, recently announced career development or educational strategies. We will continue to support international partners committed to state or country-wide implementation of The Real Game, as this produces innovations and revenues needed in Canada.
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	NLWC partnership model has made The Real Game the most widely used experiential school-to-work and school-to-life learning program in the world. The model worked best when viable national networks that provide public good, but may never generate revenues, were encouraged and supported by the federal government.
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Phillip Jarvis Vice President, Partnership Development National Life/Work Centre Memramcook Institute 488 Centrale Street Memramcook, NB E4K 3S6 506 758-0306 psjarvis@lifework.ca
24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	www.realgame.ca www.realgame.org www.realgame.com Articles on The Real Game Series from the Canadian Education Association, the US Association of Career and Technical Educators, the American School Counsellors Association, and many others are available.

Effective Programs, Policies and Practices

Program

Career Edge

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Career Edge
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Career Edge
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Career Edge
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	1996
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	PSE and SE graduates University, high school and college graduates with little or no relevant experience.
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	National program
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	Offers 6, 9 or 12-month paid internships to university and college graduates in a variety of fields.

<p>9. Why Developed / Problems / Issues Targeted</p>	<p><i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i></p>	<p>To provide meaningful entry level work to young graduates having difficulty finding work.</p>
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<p><i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i></p>	<p>Program is completely online. Employers and graduates post and apply online. The Career Edge organization pays the graduates, saving companies hassle and making it more attractive to participate.</p>
<p>11. Funding Mechanisms</p>	<p><i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i></p>	
<p>12. Organizational Dimensions</p>	<p><i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i></p>	
<p>13. Partnerships Integral or Related</p>	<p><i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i></p>	<p>Career Edge Organization works closely with employers, prospective interns, career centres and community agencies.</p>
<p>14. Stakeholder Involvement</p>	<p><i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i></p>	<p>All parties have a section written to them on the website providing directions on how to participate, spread the word, help students, etc.</p>
<p>15. Key Changes Over Time</p>	<p><i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i></p>	<p>Career Edge has broadened to include two other specialized programs: Career Bridge for internationally qualified professionals and Career Edge for graduates with disabilities. Both programs can be found on the Career Edge site.</p>

16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	Participation in the program and employment rate after the internship.
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	Participants: 1000 businesses & 7000 students Employment rate after the internship: 80%
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	Website, brochures and posters.
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Phone: 1-888-507-3343; (416) 977-3343 info@abilityedge.ca
24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	www.careeredge.ca

Co-operative Education Waterloo University

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Co-operative Education Waterloo University
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	University of Waterloo.
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Funded by Government of Ontario and tuition.
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	50 years ago.
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Graduating PSE High achieving high school students headed to PSE.
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Waterloo, Ontario.
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	Pioneered co-op in Canada, now very popular with 50+ programs and had served to support thousands of students in the country with their school-to-work transitions.
9. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify</i>	

	<i>what these are.</i>	
10. Key Features / Content <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i>	A program that alternates 4-month periods of academic study with 4-month periods of paid work in organizations around the world; 10,000+ students.
11. Funding Mechanisms	<i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i>	
12. Organizational Dimensions	<i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i>	
13. Partnerships Integral or Related	<i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i>	3000 employers.
14. Stakeholder Involvement	<i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i>	Employers are key players.
15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	

16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	Completion rates, debt loads, starting salaries.
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	See performance indicators.
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	High rates of employment at increased starting salaries.
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	All of the University of Waterloo's channels to promote the university to high school students.
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Gary Waller, Director, WatCACE, U of Waterloo, 5-9-888-4567, ext 34411
24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	

Deep River Science Academy

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Deep River Science Academy Program Graduating high school
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Deep River Campus
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	National and provincial, private and public companies make donations to the program.
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	1987
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Science students in gr. 11 and 12 from across Canada
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Deep River, Ontario
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	A six-week summer program that lets high school students test-drive a scientific career in leading Canadian Laboratories and earn academic credits while doing it.
9. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify</i>	

	<i>what these are.</i>	
10. Key Features / Content <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i>	<p>Option A) Students work on research projects 3 days a week and are awarded a co-op credit in the workplace. The 2.5 days in the classroom provide academic credits.</p> <p>Option B) research project 5 days a week for 2 co-op credits at gr. 11 or 12 level.</p> <p>Participation in a full recreational program in rural environments with outdoor activities which take advantage of the natural settings of the campuses. Additional day-trips are organized at each campus.</p>
11. Funding Mechanisms	<i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i>	
12. Organizational Dimensions	<i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i>	
13. Partnerships Integral or Related	<i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i>	<p>Chalk River Laboratories, National Research Council, Bubble Technology Industries Inc., Petawawa Research Forest, Cosray Technology Center – research projects developed by the hosting laboratories each year.</p> <p>Research Partners open their doors to DRSA students and Research Assistants and provide them with research opportunities and the direction of professional researchers to oversee the projects. The research is conducted in government labs, universities, and private companies.</p>
14. Stakeholder Involvement	<i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i>	<p>Professional scientists or engineers and graduate or undergraduate students tutor students and direct the research projects.</p> <p>Ministry of Education inspects course work for credits and awards credits.</p>

15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	New: in Ontario the gr. 12 credits, academic or co-op, are eligible for university entrance and Ontario scholarships.
16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	Numbers of students who continue to take science in high school Number of high school credits obtained by students in the program
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	Ministry of Education inspects course work and content and decides on awarding of credits.
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	80% of (surveyed) grads reported they intended to pursue careers in science or engineering. Educational credits on successful completion of the research.
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	DRSA 20 Forest Road, PO Box 600 Deep River, ON K0J 1P0 toll-free 1-800-760-DRSA (3772)

		info@drsa.ca
24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	www.drsa.ca

Job Finding Club, McGill University

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Job Finding Club
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	McGill University and Placement Service (CAPS)
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	McGill University and Placement Service (CAPS)
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	Summer 2001
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Graduating PSE Students in all disciplines (both undergraduate and graduate students) who have just graduated from their program.
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Montreal, Quebec
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	This is a two-week full time program designed to teach job seekers the most effective means of finding work in the field in which they want to be employed.
9. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify</i>	

	<i>what these are.</i>	
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<p><i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i></p>	<p>Students must apply to be in the program. Students are considered eligible for the program if they have some career focus, and can work well in a group setting. Groups are capped at 15 students.</p> <p>In the Job Finding Club finding employment is treated as a full-time job itself. Every day during the two-week sessions, the participants are expected to immediately put into application the techniques being taught. They also discuss on a daily basis their assigned tasks and benefit from the sharing between club members. They obtain personalized help not only from the facilitators, but also from the rest of the group.</p> <p>Participants learn to target the employment market, communicate effectively with employers, customize their resume, create business cards, and prepare for interviews.</p> <p>Topics in the order they are covered:</p> <ul style="list-style-type: none"> ▪ Self-assessment ▪ Researching employers and industries ▪ Networking ▪ Resume ▪ Cold Calls ▪ Information Interviews ▪ First and Second Interviews ▪ First Year on the Job ▪ Other topics included are: recommendation letters, cover letters and follow-up letters, CACEE forms.
11. Funding Mechanisms	<p><i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i></p>	
12. Organizational Dimensions	<p><i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i></p>	

<p>13. Partnerships Integral or Related</p>	<p><i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i></p>	<p>The program was created by Janice Tester, Career Counsellor at CAPS. She is the primary facilitator, with the assistance of several other career counsellors at CAPS.</p>
<p>14. Stakeholder Involvement</p>	<p><i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i></p>	<p>Participants of the program are invited to give feedback to the facilitators.</p>
<p>15. Key Changes Over Time</p>	<p><i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i></p>	
<p>16. Performance Indicators</p>	<p><i>What indicators are used, if any, to measure the performance of this program?</i></p>	<p>The statistics collected from in-house survey conducted in November 2005 provided very promising results since its inception:</p> <ul style="list-style-type: none"> ▪ 81% of participants found a job within 4 months of participating in the Job Finding Club. ▪ From those participants, 85% found a job in their field of interest. ▪ 77% of participants felt that the CAPS Job Finding Club helped them get their job.
<p>17. Monitoring and Evaluation Mechanisms; Reporting</p>	<p><i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i></p>	<p>Feedback forms are distributed at the end of the workshop series. The results have been used to refine and reshape the program over the years.</p>
<p>18. Key Results or Outcomes</p>	<p><i>What have been the main achievements or outcomes of this program to date?</i></p>	<p>Participants obtain employment in their desired field within 4 months of graduation.</p>
<p>19. Difficulties or Barriers</p>	<p><i>What difficulties or barriers to success have been experienced by this program, if any?</i></p>	
<p>20. Promotion / Publication Channels</p>	<p><i>How is information about the program or initiative publicised or promoted to potential participants?</i></p>	<p>The program is advertised on the CAPS website, in the CAPS newsletters, on posters, and through peer educators. Additionally, students are referred to the program by advisors and counsellors.</p>

21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Janice Tester janice.testers@mcgill.ca
24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	http://caps.mcgill.ca/programs/jobfinding/

Youth Connections

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Youth Connections
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Alberta Employment, Immigration and Industry (AEII)
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Government of Alberta
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	1997
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	At-risk, Graduating PSE Young Albertans, age 16 to 24, who are unemployed or underemployed, have left school early or have not continued on to post-secondary education. Youth At-risk; Youth Leaving high school without graduating. Youth who are seeking assistance with career planning, job search and maintenance, and educational direction. Young people still in school, who want help with preparing for a career.
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Approximately 40 locations in the province of Alberta.
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	Youth Connections help young Albertans, age 16 to 24, in planning a career, finding information about furthering their education or looking for job tips and assistance.

<p>9. Why Developed / Problems / Issues Targeted</p>	<p><i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i></p>	<p>A need was determined that this age group required specific assistance in transitioning from school to work, maintaining employment and obtaining direction in career planning and education.</p>
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<p><i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i></p>	<p>Through the Youth Connections program participants have access to :</p> <ul style="list-style-type: none"> • Career counselling services • Work exploration opportunities (e.g. job shadowing, work experience, and workplace training) • Job search services (equipment to apply for work, résumé writing, job search tips and interview skills, a database of job opportunities) • Information on education options
<p>11. Funding Mechanisms</p>	<p><i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i></p>	<p>Alberta Government, AEIL, contracts with community agencies and businesses to provide services to youth.</p>
<p>12. Organizational Dimensions</p>	<p><i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i></p>	<p>Each Youth Connections contract is different. Some provide self-serve assistance while others provide a range of services including one on one counselling. Some of our Youth Connections sites operate within high schools.</p>
<p>13. Partnerships Integral or Related</p>	<p><i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i></p>	
<p>14. Stakeholder Involvement</p>	<p><i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i></p>	<p>Community, employers, youth and education institutions. Youth Connections is delivered through third party contractors.</p>
<p>15. Key Changes Over Time</p>	<p><i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i></p>	

<p>16. Performance Indicators</p>	<p><i>What indicators are used, if any, to measure the performance of this program?</i></p>	<p>Performance Indicators vary from contract to contract so this is a list of what they could be in an all service site: # of clients served # of clients developing and completing a client investment plan. # of workplace training placements # of job or education placements # of workshops, career advice sessions, etc. # of one on one supports</p>
<p>17. Monitoring and Evaluation Mechanisms; Reporting</p>	<p><i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i></p>	<p>Client satisfaction surveys. Contract Managers monitor regularly during the period of the contract. Internal and external audits are performed every three years within the Ministry.</p>
<p>18. Key Results or Outcomes</p>	<p><i>What have been the main achievements or outcomes of this program to date?</i></p>	<p>In its 2005-2006 Annual Report, Youth Connections reported that:</p> <ul style="list-style-type: none"> • 190,500 youth used the self-service programs • 23,100 youth received minimal service, i.e. help with their resumes • 4,500 received one on one counselling or a more in depth intervention <p>The expected employment outcome for those being served is 80% and the actual outcome was 85%.</p> <p>The overall satisfaction with Youth Connections' services was 85%</p>
<p>19. Difficulties or Barriers</p>	<p><i>What difficulties or barriers to success have been experienced by this program, if any?</i></p>	<p>The diversity in this age group. The issues youth bring to the Youth Connections offices such as poverty, addictions and learning issues.</p>
<p>20. Promotion / Publication Channels</p>	<p><i>How is information about the program or initiative publicised or promoted to potential participants?</i></p>	<p>Alberta Government web site. Individual Youth Connections web sites. Posters, postcards, career fairs, and media.</p>
<p>21. Future Plans</p>	<p><i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i></p>	
<p>22. Other Relevant Info</p>	<p><i>Please provide any other important information about this initiative which is not covered in your previous responses.</i></p>	

23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	<p>D'Arcy Claypool (780) 422-4293 Senior Manager, Workforce Supports, AEII</p> <p>Shirley Meakin (780) 427-3975 Program Planner, Workforce Supports, AEII</p>
24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	<p>Websites: http://employment.alberta.ca/cps/rde/xchg/hre/hs.xsl/2127.html www.youthconnections.gov.ab.ca</p>

Policy

Youth Employment Strategy

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Youth Employment Strategy: Career Focus, Skills Links and Summer Work Experience
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	<p>Government of Canada in 12 partner departments. Partner departments differ among YES's three main programs:</p> <p>Career Focus: Department of Human Resources and Social Development Canada with Service Canada. Other departments include Environment Canada, National Research Council, Natural Resources Canada, Canadian Food Inspection Agency, Agriculture and Agri-Food Canada, Industry Canada, Canadian Heritage, and the Canadian International Development Agency.</p> <p>Skills Link: Department of Human Resources and Social Development Canada with Service Canada. The Canada Mortgage and Housing Corporation, and Indian and Northern Affairs Canada also have Skills Link programming.</p> <p>Summer Work Experience: Department of Human Resources and Social Development Canada with Service Canada. Other departments include Industry Canada, Canadian Heritage, Parks Canada, and Indian and Northern Affairs Canada.</p>
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Government of Canada
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	First was introduced in 1997. On November 5, 2002, the Youth Employment Strategy was realigned to improve the responsiveness and effectiveness of federal youth programming.
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	<p>The terms and conditions for the Youth Employment Strategy are set to expire March 31, 2008. The strategy is currently up for renewal or extension.</p> <p>This is applicable to all program streams of YES.</p>

<p>6. Targeted Audience</p>	<p><i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i></p>	<p>At-risk youth, graduating high school and PSE</p> <p>Youth 15-30 years old</p> <p>Career Focus: The target audience is:</p> <ul style="list-style-type: none"> ▪ Youth between the ages of 15 and 30; ▪ Post-secondary graduates; ▪ Out-of-school; and ▪ Not in receipt of EI benefits. <p>This participant profile is usually characterized by youth who have demonstrated achievement at the post-secondary level but can benefit from assistance to successfully launch their careers.</p> <p>Skills Link: The targeted audience is youth facing barriers to employment or youth at-risk. Youth must be between the ages of 15-30 and out-of-school. The following list is used as a guide in the selection of participants;</p> <ol style="list-style-type: none"> 1. high school non-completion 2. disability 3. Aboriginal origin 4. visible or ethnic minority 5. health, drug and/or alcohol-related problems 6. residence in rural or remote location 7. lone (single) parent 8. low levels of literacy and numeracy 9. language barriers 10. street involvement 11. contact with justice, child welfare or social assistance systems 12. homeless or at-risk of becoming homeless 13. lack of social supports: family, friends or community supports 14. poor self-management and/or behaviour management abilities; or 15. other reasons (to be specified and assessed as part of the proposal approval process). <p>Summer Work Experience: The target audience is:</p> <ul style="list-style-type: none"> • Youth between the ages of 15 and 30; and • Have been registered as full-time students in the previous academic year and intend to return to school on a full-time basis in the next academic year. <p>The program targets students, who need work experience and earnings to continue their education, make career decisions and progress on their career paths.</p>
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7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	National
8. Overview of Program/Policy	<i>Please give a brief description of the initiative, in one or two sentences.</i>	<p>The Government of Canada created the YES to help young Canadians (aged 15 to 30) obtain career information, develop skills, find good jobs and stay employed. This national strategy offers a broad range of initiatives under three programs:</p> <p>Career Focus: provides post-secondary graduates with career-related work opportunities in Canada and abroad to help them acquire advanced skills and become leaders in their fields.</p> <p>Skills Link: helps at-risk youth overcome barriers to employment while helping youth develop a broad range of skills and knowledge to participate in the labour market.</p> <p>Summer Work Experience: provides students with summer work to help them acquire employment and/or career-related skills, and to support them in financing and furthering their education.</p>
9. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i>	<p>The Government of Canada introduced the Youth Employment Strategy in 1997 to help young Canadians find those important first jobs that enable them to get the work experience they need.</p> <p>In April 2003, the Government of Canada changed the Youth Employment Strategy to make it more responsive to the evolving needs of youth and employers. The Strategy continues to help youth find jobs, but places greater emphasis on helping youth develop the skills they need to get those jobs.</p> <p>The Government has also improved assistance for youth who face barriers to employment by helping them develop the skills they need to get and keep a job.</p>
10. Key Features / Content	<i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i>	<p>Each of the three main programs under YES have specific objectives to support school-to-work transitions for youth.</p> <p>Career Focus:</p>

		<p>Career Focus offers youth a range of work experience, learning and skill-building activities to help them choose careers and encourage them to pursue advanced studies.</p> <p>The program offers post-secondary graduates activities that respond to their needs, including workshops and seminars on advanced employment skills, coaching support and mentoring opportunities. These activities will:</p> <ul style="list-style-type: none"> ▪ Help post-secondary graduates acquire advanced employment skills, such as project management, entrepreneurial and leadership skills; and ▪ Help youth and future employers by ensuring that the young person’s skills and experience respond to emerging opportunities in the global marketplace. <p>Skills Link:</p> <p>Skills Link offers a range of programs and services that can be tailored to meet individual needs and provide more intensive assistance over longer periods of time.</p> <p>Through Skills Link:</p> <ul style="list-style-type: none"> ▪ Advisors help youth assess their needs and develop an employment action plan by choosing a series of activities from available programs and services; ▪ These activities can be tailored to meet individual employment needs and career goals; <p>Youth then work through their action plan until they find a job or return to school.</p> <p>Summer Work Experience:</p> <ul style="list-style-type: none"> ▪ creates jobs that would not otherwise be created; ▪ helps students who need it the most because of where they live and/or other barriers; and, ▪ provides high-quality, career-related summer jobs.
<p>11. Funding Mechanisms</p>	<p><i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i></p>	<p>Each YES program has separate funding mechanisms:</p> <p>Career Focus: recipients are funded by contribution agreements. There is no maximum contribution per recipient. The amount of the contribution is determined by the number of eligible participants who participate or are to be served.</p> <p>Skills Link: recipients are funded by contribution agreements. There is no maximum contribution per recipient. The amount of the contribution is</p>

		<p>determined by the number of eligible participants who participate or are to be served.</p> <p>Skills Link is implemented and funded through three main mechanisms:</p> <ul style="list-style-type: none"> ▪ Provision of support and financial assistance to youth directly through HRSDC; ▪ Provision of contribution funds to contribution recipients so they may provide employment services and interventions to youth; or ▪ Provision of contribution funds to Community Coordinators who redistribute the funds directly to participants or to contribution recipients so they may provide employment interventions to youth. <p>Summer Work Experience: recipients are funded by contribution agreements. There is no maximum contribution per recipient. The amount of the contribution is determined by the number of eligible participants who participate or are to be served.</p>
<p>12. Organizational Dimensions</p>	<p><i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i></p>	
<p>13. Partnerships Integral or Related</p>	<p><i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i></p>	<p>Each of the three programs have separate partner agreements and involvement:</p> <p>Career Focus: The partner departments besides HRSDC are;</p> <ul style="list-style-type: none"> ▪ Environment Canada ▪ National Research Council ▪ Natural Resources Canada ▪ Canadian Food Inspection Agency ▪ Agriculture and Agri-Food Canada ▪ Industry Canada ▪ Canadian Heritage ▪ Canadian International Development Agency <p>Eligible recipients or organizations who can receive funding for Career Focus activities are;</p> <ul style="list-style-type: none"> ▪ Businesses, and crown corporations; ▪ Organizations, including but not limited to professional associations, non-profit organizations, public health and educational institutions, band/tribal councils, Aboriginal organizations and municipal governments; ▪ Eligible participants (youth 15-30) <p>Projects intended to pilot innovative approaches designed to facilitate the transition to employment of</p>

		<p>youth facing labour market exclusion.</p> <p>Skills Link: The partner departments besides HRSDC are;</p> <ul style="list-style-type: none"> ▪ Canada Mortgage and Housing Corporation ▪ Indian and Northern Affairs Canada <p>Eligible recipients or organizations who can receive funding for Skills Link activities are;</p> <ul style="list-style-type: none"> ▪ Businesses, and crown corporations; ▪ Organizations, including but not limited to professional associations, non-profit organizations, public health and educational institutions, band/tribal councils, Aboriginal organizations and municipal governments; ▪ Eligible participants (youth 15-30) <p>Projects intended to pilot innovative approaches designed to facilitate the transition to employment of youth facing labour market exclusion.</p> <p>Summer Work Experience: The partner departments besides HRSDC are;</p> <ul style="list-style-type: none"> ▪ Industry Canada ▪ Canadian Heritage ▪ Parks Canada ▪ Indian and Northern Affairs Canada <p>Eligible recipients or organizations who can receive funding for Summer Work Experience activities are;</p> <ul style="list-style-type: none"> ▪ Businesses, and crown corporations; ▪ Organizations, including but not limited to professional associations, non-profit organizations, public health and educational institutions, band/tribal councils, Aboriginal organizations and municipal governments; ▪ Eligible participants (youth 15-30) ▪ Projects intended to pilot innovative approaches designed to facilitate the transition to employment of youth facing labour market exclusion.
<p>14. Stakeholder Involvement</p>	<p><i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i></p>	<p>The Audit and Evaluation branch of HRSDC is performing an evaluation of all YES programs for the last five years.</p> <p>The Skills Links program conducts consultations with stakeholders and service providers may provide evaluations of the services they provide.</p>
<p>15. Key Changes Over Time</p>	<p><i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i></p>	<p>In April 2003, the Government of Canada changed the Youth Employment Strategy to make it more responsive to the evolving needs of youth and employers. The Strategy continues to help youth find jobs, but places greater emphasis on helping youth develop the skills they need to get those jobs.</p>

		<p>The Government has also improved assistance for youth who face barriers to employment help them develop the skills they need to get and keep a job.</p> <p>The terms and conditions of each program will remain the same until they expire March 31, 2008.</p>
16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	<p>Each of the three main programs under YES have separate performance indicators:</p> <p>Career Focus:</p> <ul style="list-style-type: none"> ▪ Acquisition of advanced employability skills; ▪ A return to advanced level studies; ▪ Sustained employment. <p>Skills Links:</p> <ul style="list-style-type: none"> ▪ Acquisition of employability skills/enhancing of existing skills; ▪ Return to school; and ▪ Sustained employment. <p>Summer Work Experience:</p> <ul style="list-style-type: none"> ▪ Enhanced employability skills; and ▪ Increased financial sustainability to facilitate a return to school.
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	<p>Contribution recipients are responsible for reporting all data on participants to HRSDC. The agreements specify which data is to be collected.</p> <p>The Audit and Evaluation branch of HRSDC is performing an evaluation of all YES programs for the last five years.</p>
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	<p>The key results for YES among its programs are:</p> <ul style="list-style-type: none"> ▪ Skill development of participants; ▪ Increased financial capacity to continue learning; and, ▪ Work readiness and ability to remain employed
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	<p>Service Canada Centres across the country and the www.youth.gc.ca website.</p>
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned</i>	

	<i>changes.</i>	
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Michel Caron, Director, Targeted Strategies Policy and Design michel.caron@hrsdc-rhdsc.gc.ca (819) 994-4971
24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	www.youth.gc.ca

Practice

Guiding Circles

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Guiding Circles
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	The Aboriginal Human Resource Council delivers training nationally, and then the host organizations vary to include educators, employment centres, and other community groups.
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Aboriginal Human Resource Council, AHRC
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	May, 2003
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	All school leaver categories Original target group was Aboriginal people, current target group includes high school student, adults in transition or the unemployed.
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	National project that now has practitioners in nearly every province and territory delivering the program.
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	Guiding Circles is an Aboriginal approach to career planning. Booklet 1 conducts self-assessment and Booklet 2 develops skills for career exploration and decision making.

<p>9. Why Developed / Problems / Issues Targeted</p>	<p>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</p>	<ul style="list-style-type: none"> • To help clients of all ages explore the importance of self-exploration in career development. • The creation of Guiding Circles addresses three factors that may impede the full participation of Aboriginal peoples in the Canadian labour force: employment gap, self-awareness gap and cultural gap.
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<p>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</p>	<p>Guiding Circles is an interactive, easy-to-use, fun, flexible and holistic career development program designed to guide Aboriginal people toward career paths. The series of workbooks combines traditional Aboriginal worldview with contemporary career development concepts.</p> <p>Guiding Circles awakens the individual's sense of self-esteem and self-awareness to uncover personal talents that are transferable to a future career. This happens through a variety of activities that help the individual to tell their story and relate life experiences to career planning.</p> <p>Youth and adults can become (re)engaged in school or life-long learning as they discover their potential career options and see the relevance of education to job opportunities. The "rings of influence" delivered through the series gives Aboriginal youth hope for a rewarding career.</p>
<p>11. Funding Mechanisms</p>	<p>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</p>	
<p>12. Organizational Dimensions</p>	<p>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</p>	
<p>13. Partnerships Integral or Related</p>	<p>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</p>	
<p>14. Stakeholder Involvement</p>	<p>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative?</p>	<p>Career practitioners are involved in the delivery directly in their own communities. Parents, peers, coaches or others in the community also get involved to aid in the self-assessment process in an activity in Booklet 1 called Expanding the Circle where their</p>

	<i>Which groups of stakeholders are involved?</i>	perspectives help the individual to complete a self portrait. In Booklet 2 these groups are involved in the review and development of the career path to again offer perspectives the individual may not see when completing this exercise on their own.
15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	
16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	<p>Performance is measured initially by the feedback the original 11 organizations received from the participants they put through the program as well as the feedback on program implementation from the practitioners themselves.</p> <p>Currently performance is measured by the number of practitioners that get involved in the program as well as the qualifying feedback received through the evaluations forms completed at every training session.</p>
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	<p>In the original pilot there was ongoing evaluation on the implementation and “buy-in” from community groups to get involved in the program via community meetings and discussions that were reported to the project co-ordinator at regular intervals. The initial group was also brought together for a formal project debrief and brought forth recommendations.</p> <p>Today, as noted above, evaluation forms are completed for every training session, best practices are recorded and shared via the Council newsletter, and all practitioners are counted in a database.</p>
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	<p>For the students: testimonials and feedback speak to the utility of the Guiding Circles as an effective means for helping Aboriginal people develop a career vision, make decisions and take action regarding their career journey.</p> <p>For the practitioners: It is anticipated that the Aboriginal community and practitioners will continue to innovate new ways to apply to Guiding Circles and also become champions for the program outreach.</p>
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	Promotion occurs through email distribution, promotion at career development events via a booth or workshop, there are also ads and editorials that have been featured in SAY magazine.

21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Trina Maher, Aboriginal Human Resource Council T: 905-451-3001 Email: tmaher@aboriginalhr.ca
24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	www.aboriginalhr.ca

Promising Programs, Policies and Practices

Program

Change Your Future

	Definition	Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Change Your Future
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	The Learning Partnership (host)
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Ontario Ministry of Education RBC Financial (partners and contributors)
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	1991 Annually
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	At-Risk; Graduating high school Culturally diverse youth, grades 9-11
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Toronto and Greater Toronto, ON
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	Change Your Future (CYF) is an innovative educational program designed to increase the odds of success in school. The program provides racially diverse students who want to succeed academically, with the necessary

		<p>support to stay in school and to plan their futures. Within the school system, CYF Program Counsellors are placed in schools 1.5 days per week and work with school staff to increase the level and quality of educational attainment among the students participating in the program.</p> <p>Participating students (grades 7-11) are encouraged to overcome barriers, make the right decisions, set goals, build confidence and engage in a self-help and self-discovery process through the intervention of a CYF Program Counsellor. In 2005-2006 CYF Program Counsellors delivered the program in 21 schools in 8 Greater Toronto school boards.</p>
<p>9. Why Developed / Problems / Issues Targeted</p>	<p><i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i></p>	<p>The overarching goal of CYF is to reduce drop-out rates among participants.</p> <p>In this school year, student participants have been referred and selected to the CYF program based on these criteria:</p> <ul style="list-style-type: none"> • students reflecting the diversity of the participating schools • recognized as students who can achieve academic success • express a desire to do well in school and develop his/her aspirations • in grades 7 to 11 who may have regular attendance and lateness difficulties • may have demonstrated poor organizational and study skills • have the ability to function within the context of a peer group • respond well to encouragement and support • would benefit from a positive adult role model • need help in accessing resources and support to achieve greater success in school • demonstrated need for help in developing their ability to access resources and support in building links with potential employers and the broader community.
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<p><i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i></p>	<p>CYF Counsellors work with a small group of at-risk students in 3 high schools. There are 8 counsellors to serve the current roster of 24 schools – group meetings with students and individual counselling are the main delivery venues.</p>

		<p>The program consists of:</p> <p>Academic development & study skills - promote successful acquisition of necessary high school credits to graduate from high school and promote interest in academic pursuits beyond the secondary level. This promotion goes hand-in-hand with helping students develop effective study skills with the end result of improving grades.</p> <p>Personal & social development - help students gain a better understanding of themselves and their relationships with each other, teachers, other school staff and parents.</p> <p>Life skills - help students develop specific skills to effectively manage everyday life challenges.</p> <p>Work & employability skills - provide students with the necessary skills to be effective at finding work - part-time and summer jobs that will lead to future full-time employment. There will be activities that deal with resumé writing, job searching, interviewing, and maintaining a job, connected to job shadowing opportunities for grade 10 students.</p> <p>Anti-racism strategies - help students to better understand systemic racism, how to deal positively with it and how to work towards its alleviation.</p> <p>Special activities that students will be given opportunities to participate in:</p> <ul style="list-style-type: none"> • job shadowing opportunities for grade 10 students during March Break • information about summer employment opportunities • connections to tutoring and mentoring programs • connections to community service opportunities • leadership camps • an end of year recognition & celebratory event in early June.
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<p>11. Funding Mechanisms</p>	<p><i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i></p>	<p>The Change Your Future program is funded with support from the following organizations:</p> <ul style="list-style-type: none"> • Ontario Ministry of Education • Participating School Boards • RBC Foundation <p><i>Gift In Kind:</i> Stock Transportation</p>
<p>12. Organizational Dimensions</p>	<p><i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i></p>	
<p>13. Integral or Related Partnerships</p>	<p><i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i></p>	<p>Ontario Ministry of Education RBC Financial (partners and contributors)</p> <p>Community Support is a key aspect of the Change Your Future program. Partners include individuals from the community organizations, boards of education, schools, businesses, government agencies and foundations. They can provide help in areas such as:</p> <ul style="list-style-type: none"> • Job shadowing opportunities • Mentoring students • Scholarships • Workshop presentations • Operational and special event funding <p>The Change Your Future is an example of how education, business and the community can collaborate by accepting the shared responsibility for ensuring the future success of young people.</p>
<p>14. Stakeholder Involvement</p>	<p><i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i></p>	<p>Students are the key clients. Communication occurs with parents and selected employers are involved. Students, parents, counsellors & principals are involved in the evaluation</p>
<p>15. Key Changes Over Time</p>	<p><i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i></p>	

16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	Tracking students to determine dropout and transfer rates, determining grades and credit accumulation, questionnaires from students and teachers, conducting focus groups with program students, and interviews with program contact persons.
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	Mixed methods (surveys, credit tracking, interviews and focused discussion) involving different stakeholders. A final report is prepared for the Ministry of Education & shared with schools.
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	(anticipated) Increased credit accumulation & eventual high school graduation. Improved attitude and commitment to learning.
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	The Learning Partnership website; Directors of Education; Principals
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Gretchen Thomas, Program Manager gthomas@thelearningpartnership.ca

24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	http://www.thelearningpartnership.ca/
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Local 27 Carpenters Trust Fund

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Local 27 Carpenters Trust Fund
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Carpenters' Local 27 Training Centre
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Local 27 Carpenters' Union and General Contractors section of the Toronto Construction Association
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	1999
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	High School Graduates High school students
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Woodbridge ON
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	A cohort of approximately 70 students in their last semester of gr. 12 goes to the training centre where they work on their Level 1 technical training in the carpentry apprenticeship. The union helps to find them their first work placement.
9. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify</i>	Established to serve the human resources development needs of Local Union 27 membership and signatory employers.

	<i>what these are.</i>	
10. Key Features / Content <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i>	Technical training while in high school. Students can obtain up to 4 high school credits and get a head-start in their apprenticeship.
11. Funding Mechanisms	<i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i>	
12. Organizational Dimensions	<i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i>	
13. Partnerships Integral or Related	<i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i>	International Brotherhood of Electrical Workers and community groups such as Native Child and Family Services, Eva's Initiatives, University Settlement Recreation Centre, Scadding Court Community Centre, Ontario Youth Apprenticeship Program (OYAP), Toronto public and separate school districts, York Catholic, Durham.
14. Stakeholder Involvement	<i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i>	Parents are involved in an orientation at the training centre. Teachers monitor students in their first placement (they get co-op credits).
15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	
16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	

17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	The training centre keeps track of completion of Level 1.
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	(anticipated) Facilitates a seamless transition from school to work. Increased completion rates
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	For the pre-apprenticeship program with at-risk youth which was run in a couple districts: the pilot was successful. However, entirely new proposals have to be submitted to do the program each time.
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	Schools market the program.
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	A couple of districts run a pre-apprenticeship course with at-risk youth to prepare participants for the training centre. Innovative partnership with Toronto Community Housing Corporation, Ontario Ministry of Training, Colleges and Universities and the YM/WCA to stimulate economic development in low-income communities. Youth work with contractors renovating TCHC residential units. Youth received a wage funded by and subsidized by various partners. Results promising: 10 of 12 participants graduated and are employed in construction sector.
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Local 27 Carpenters Trust Fund Executive Director: Eddie Thornton T: (905) 652-5507 E: ethornton@thecarpentersunion.ca
24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	url: http://www.corcc.com/training/contact.html

Program for the Advancement of Career Explorations (PACE)

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Program for the Advancement of Career Explorations (PACE)
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	McGill Career and Placement Service (CAPS) McGill Counselling Service
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	McGill University
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	Fall, 2000
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Graduating PSE Students in all disciplines – one section targeted to undergraduates and one to graduate students
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Montréal, Quebec
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	This is a series of 4 workshops designed to help students explore their interests, personality, values, and skills, as well as provide practical tools in order to help them select a major or career path.
9. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify</i>	

	what these are.	
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<p>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</p>	<p>Each workshop is two and a half hours long. The first half is facilitated by a counsellor from counselling service and the second half is facilitated by a counsellor from CAPS.</p> <p>The four workshops are spaced one week apart to allow time for vocational testing and occupational research.</p> <p>WORKSHOP 1 An introduction to a personalized strategy for decision-making and occupational information gathering.</p> <p>WORKSHOP 2 Part 1: Analysis of a personality test (Myers Briggs type Indicator) and values exercise. Part 2: Identifying skills and learn how they can be used across occupations.</p> <p>WORKSHOP 3 Part 1: Interpretation of an interest inventory (Strong Interest Inventory). Part 2: Learn about tools and resources available to help students locate and research occupations.</p> <p>WORKSHOP 4 Part 1: Review results of career decision-making Inventory to examine "internal blocks". Part 2: The creation of individualized action plans to help students establish their next steps.</p>
11. Funding Mechanisms	<p>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</p>	
12. Organizational Dimensions	<p>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</p>	
13. Partnerships Integral or Related	<p>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</p>	<p>The program was created by several counsellors from both aforementioned services.</p> <p>Two counsellors (one from each service) co-facilitate all of the workshops.</p>

<p>14. Stakeholder Involvement</p>	<p><i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i></p>	<p>Participants of the program are invited to give feedback to the facilitators.</p>
<p>15. Key Changes Over Time</p>	<p><i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i></p>	
<p>16. Performance Indicators</p>	<p><i>What indicators are used, if any, to measure the performance of this program?</i></p>	<p>The popularity of the program and the feedback from the students suggests that many find the program very helpful.</p>
<p>17. Monitoring and Evaluation Mechanisms; Reporting</p>	<p><i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i></p>	<p>Feedback forms are distributed at the end of the workshop series. The results have been used to refine and reshape the program over the years.</p>
<p>18. Key Results or Outcomes</p>	<p><i>What have been the main achievements or outcomes of this program to date?</i></p>	<p>(anticipated) Participants of the program are invited to give feedback to the facilitators.</p>
<p>19. Difficulties or Barriers</p>	<p><i>What difficulties or barriers to success have been experienced by this program, if any?</i></p>	
<p>20. Promotion / Publication Channels</p>	<p><i>How is information about the program or initiative publicised or promoted to potential participants?</i></p>	<p>The program is advertised on our website, in our newsletters, on posters, and through peer educators. Additionally, students are referred to the program by advisors and counsellors.</p>
<p>21. Future Plans</p>	<p><i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i></p>	
<p>22. Other Relevant Info</p>	<p><i>Please provide any other important information about this initiative which is not covered in your previous responses.</i></p>	

23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Cindy Mancuso (CAPS), Philip Lemieux (Counselling) cindy.mancuso@mcgill.ca philip.lemieux@mcgill.ca
24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	http://caps.mcgill.ca/programs/pace/

Sectoral Career Focus Program – National Seafood Sector Council Project

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Sectoral Career Focus Program
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	National Seafood Sector Council (NSSC)
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Human Resources Skills Development Canada
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	August, 2005
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	March 31, 2008
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Graduating PSE Recent graduates wanting to enter the food and seafood processing workplace facilities across Canada.
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Nation-wide
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	The Sectoral Youth Career Focus Program offers seafood and food processing employers an opportunity to receive a wage subsidy to hire skilled youth on a 6-12 month placement.
9. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i>	The objectives of the Sectoral Youth Career Focus Program are to: <ul style="list-style-type: none"> • Increase the supply of highly qualified people to our sector; • Promote the benefits of advanced food and seafood processing and other related studies to

		<p>youth;</p> <ul style="list-style-type: none"> • Demonstrate leadership, in partnership with Government of Canada, by investing in the skills required to meet both the professional needs of youth and the labour needs of the food and seafood processing industry in an evolving economy; and • Help highly skilled young people go from school to work in a rapidly changing labour market.
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<p>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</p>	<p>The Career Focus Program offers employers of the food and seafood processing industry the chance to access funding which in turn helps to further strengthen the sector in areas such as business, marketing, design, processing, engineering or other technical abilities.</p>
<p>11. Funding Mechanisms</p>	<p>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</p>	<p>Employers receive a wage subsidy directly from the NSSC to hire recent graduates.</p>
<p>12. Organizational Dimensions</p>	<p>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</p>	
<p>13. Partnerships Integral or Related</p>	<p>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</p>	<p>Employers in the food and seafood processing industry and educational institutions providing the recent graduates.</p>
<p>14. Stakeholder Involvement</p>	<p>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</p>	
<p>15. Key Changes Over Time</p>	<p>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</p>	

16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	Periodically, the NSSC will perform monitoring visits at the employer's facility; where the Project Manager will interview the employer as well as the intern of the program.
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	Program Assessment and evaluation by HRSDC.
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	Provide youth with valuable industry experience.
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	Brochures/Flyers/NSSC Website/Industry Conferences and Events/Regional Representatives/Various NSSC Communication Pieces
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	This is part of a federally funded program in which 14 other sector councils participate. The NSSC is an example of the Sectoral Career Focus Program sponsor by the federal government.
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Murielle Roy Project Manager mroy@nssc.ca 613-782-2391

24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	www.nssc.ca
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Youth Transition

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Youth Transition
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Government departments, private employers
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Manitoba Education, Citizenship and Youth
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	May 22, 2002
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Students graduating high school who face significant financial challenges to attending post-secondary education.
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Winnipeg, MB and participating rural communities
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	The purpose is to assist and encourage students who lack the funds to continue their education an opportunity to enrol in post-secondary education in September 2007. Students may attend monthly presentations on topics related to post-secondary education, scholarships, bursaries and student loans, budgeting, workplace safety and health, and the labour market.

<p>9. Why Developed / Problems / Issues Targeted</p>	<p><i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i></p>	<p>The program was designed to provide graduating high school youth who could not afford to pursue secondary education after high school with the opportunity to work for one-year, receive career development training and receive a \$3000 educational bursary so they continue their education.</p>
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<p><i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i></p>	<p>Youth who successfully complete their work experience (minimum 1450 hours) and enrol in a post-secondary institution will receive a \$3000.00 bursary in addition to their salaries.</p>
<p>11. Funding Mechanisms</p>	<p><i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i></p>	
<p>12. Organizational Dimensions</p>	<p><i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i></p>	
<p>13. Partnerships Integral or Related</p>	<p><i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i></p>	<p>Youth Transition is managed in partnership between STEP Services, Manitoba Education, Citizenship and Youth and Student Aid, Manitoba Advanced Education and Training.</p>
<p>14. Stakeholder Involvement</p>	<p><i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i></p>	<p>Schools – MB4Youth contacts schools with information and application forms on program, school counsellors choose candidates, collect and forward application forms to MB4Youth .</p> <p>Private and government employers – most allow students to go to training workshops through out the students work period.</p>
<p>15. Key Changes Over Time</p>	<p><i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i></p>	

16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	Number of students that complete program and enrol in post secondary education.
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	Youth complete a survey regarding the program at the completion of their placement.
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	Youth receive positive work experiences that help prepare them financially (wage and bursary) and mentally for post-secondary education. That youth learn academic life skills in the career development workshops.
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	The Youth Transition program is generally targeted to schools in lower socio economic neighbourhoods due to the limited number of positions available. Teachers and/or guidance counsellors select those students that fit the criteria.
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Nancy Buchanan, Manager 1 (204) 945-0884 Nancy.buchanan@gov.mb.ca
24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	http://www.edu.gov.mb.ca/youth/Employers/YouthTransition.html

Policy

Connecting Learning and Work: The Career Development Strategy for Alberta

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Connecting Learning and Work: The Career Development Strategy for Alberta
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Government of Alberta Departments Advanced Education and Technology, Alberta Education, Employment, Immigration and Industry
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Government of Alberta Departments Advanced Education and Technology, Alberta Education, Employment, Immigration and Industry
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	May 23, 2007
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	Consultation process until June 30 2007
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	All School Leaver Groups All Albertans
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Government of Alberta, Provincial Initiative
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	<u>Connecting Learning and Work: Alberta's Career Development Strategy</u> provides a vision for creating a coordinated, integrated learning and career development system. It outlines actions that will provide Albertans with better access to career and employment programs and services, and helps them to be more adaptable and productive workers.

<p>9. Why Developed / Problems / Issues Targeted</p>	<p><i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i></p>	<p>Connecting Learning and Work's plan of action aims to achieve the following goals:</p> <p>For individuals: Provide better access across the lifespan for individuals to engage in career and employment programs and services so they can acquire career planning and management skills.</p> <p>For the Learning and Career Development System: Create an interconnected and integrated learning and career development system.</p> <p>For the Workforce: Enable Alberta's workforce to be adaptable and productive.</p>
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<p><i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i></p>	<p>The policy's themes are:</p> <p>Personalized Learning: Help individuals make informed choices and access programs and services they need to make learning and work decisions.</p> <p>Relevance: Make connection between learning, working and living in the community and find greater meaning in all forms of learning and workplace training.</p> <p>Partnerships: Create opportunities by creating key relationships with stakeholders and with other governments and organizations who are involved with education and employment.</p> <p>Transitions: Help individuals effectively manage transitions by developing core career development skills: career literacy (knowledge, skills and attitudes to design for a preferred future); career balance (managing personal, social economic and community factors); and career gumption (the confidence to act on decisions and plans)</p> <p>Goals of the policy that support school-to-work transition of youth include:</p> <ul style="list-style-type: none"> • Ensuring that all students explore their abilities, interests and passions and develop knowledge, skills and attitudes in order to be fulfilled, productive citizens. (Lead ministry: Education) • Exploring ways that K – 12 education can be more responsive to the dynamic environment of today's world, i.e., policy, curriculum, practical work experience for students in the community, • Providing professional development, implementation support for <i>Connecting Learning and Work</i> within the K – 12 learning system, workforce planning. (Lead ministry: Education). • Ensuring that all students can manage transitions within the K – 12 learning system and when moving

		<p>into further education, training and/or workplace. (Lead ministry: Education).</p> <ul style="list-style-type: none"> • Maximizing and enhancing existing post-secondary education systems to be more responsive to the needs of all Albertans. (Lead ministry: Advanced Education and Technology). • Collaborating with other Ministries to address gaps in learner needs throughout the lifelong learning cycle. (Lead ministry: Advanced Education and Technology). • Supporting community learning opportunities that allow individuals to reach their potential. (Lead ministry: Advanced Education and Technology). • Fostering innovation and technology to enhance Albertans' abilities to participate in a global, knowledge-based society. (Lead ministry: Advanced Education and Technology). • Position the delivery of career development services to ensure a seamless, coordinated system that provides effective transition within the K–12 education system, advanced education and the workplace, for all Albertans. (Lead ministry: Employment, Immigration and Industry).
11. Funding Mechanisms	<i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i>	To be determined upon the completion of the consultation process
12. Organizational Dimensions	<i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i>	
13. Partnerships Integral or Related	<i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i>	
14. Stakeholder Involvement	<i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i>	The current consultation process provided by the Alberta Government through a public consultation process with stakeholders, face-to-face and through a web consultation.

15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	
16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	Performance measures will be established upon completion of the consultation process. Research and evaluation will be a key component to the strategy.
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	To be determined based upon feedback from the consultation process.
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	A key accomplishment to date is to create a partnership between Advanced Education and Technology; Alberta Education; and Employment, Immigration and Industry and produce a consultation document approved by three Deputy Ministers.
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	A communication plan will be a part of the role out of the Strategy
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	Outlined in the discussion document, <i>Connecting Learning and Work: Alberta's Career Development Strategy</i> , under key strategies
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	

<p>23. Key Contact Details</p>	<p><i>Name and title of senior contact or other information point, with address, telephone and email details if known</i></p>	<p>Linda Willis, Employment, Immigration and Industry linda.willis@gov.ab.ca</p> <p>Karen Fetterly, Alberta Education Karen.Fetterly@learning.gov.ab.ca</p>
<p>24. Website or Other Information Source</p>	<p><i>url, publication reference or other information source.</i></p>	<p><i>Connecting Learning and Work: Alberta's Career Development Strategy</i> http://employment.alberta.ca/apps/clw/docs/CLW_discussion.pdf</p>

Learning to 18

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Learning to 18 Strategy: Student Success
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Ontario Ministry of Education
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Ontario Ministry of Education
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	Three phases in implementation starting with phase one in 2003.
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	All gr. 7-12 students of Ontario's four publicly funded education systems.
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Ontario-wide
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	<p>Learning to 18: Student Success is a policy introduced by the Ontario Government that raised the age requirement for leaving school from 16 to 18 years of age. To support this policy, the government introduced the Learning to 18: Student Success strategy.</p> <p>At the heart of the Student Success initiative are six innovative new programs that allow students to customize their high school experience around learning that's relevant to them. These six ways include new Specialist High Skills Majors that let students</p>

		<p>bundle courses to prepare for specific careers. Students can also take advantage of dual credit programs, expanded co-operative education and innovative Lighthouse projects that could include credit recovery and alternative education. Students are also receiving better support through new Student Success Teams and a new Grade 8-9 transition plan. To learn more, visit the six ways website at www.ontario.ca/6ways.</p>
<p>9. Why Developed / Problems / Issues Targeted</p>	<p><i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i></p>	<p>The Student Success / Learning to 18 strategy has five key goals, which are:</p> <ul style="list-style-type: none"> • to increase the graduation rate and decrease the drop-out rates; • to support a good outcome for all students; • to provide students with new and relevant learning opportunities; • to build on students' strengths and interests; and • to provide students with an effective transition from elementary to secondary school, and; • to support student transition to the workplace.
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<p><i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i></p>	<ul style="list-style-type: none"> • Dual Co-op Credit: Two co-op credits earned after September 2005 can now be applied to a student's 18 compulsory credits required for graduation. Along with this change comes a move to develop stronger partnerships between education, business, and community organizations—the goal is to increase the number of co-op and job placement opportunities for students. • High Skills Major: Bundle credits to a career. Twenty-seven school boards are launching pilots this fall. The majors being offered are in construction, hospitality and tourism, manufacturing, primary industries, and arts and culture. Students who choose a major learn on the job with employers and at skills training centres, as well as in school. They can earn valuable industry certifications, including first aid and computer technology qualifications. • Dual Credit Program: high school students can earn a number of credits by participating in apprenticeship training and post-secondary courses that count towards both their high school diploma and their postsecondary diploma, degree, or apprenticeship certification. Teachers and professors participating in the pilot report that students are more engaged in their studies and have dramatically improved their academic achievement with the dual credit model.

<p>11. Funding Mechanisms</p>	<p><i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i></p>	
<p>12. Organizational Dimensions</p>	<p><i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i></p>	
<p>13. Partnerships Integral or Related</p>	<p><i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i></p>	<p>The Ministry of Education is developing stronger links between high schools and post-secondary institutions, employers, training institutions and community organizations such as Business Education Councils</p>
<p>14. Stakeholder Involvement</p>	<p><i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i></p>	<p>Student Success Commission had been established to advise the Minister of Education on how to implement educational strategies, allocate resources, and set program standards for the Student Success Strategy. The Commission's membership consists of all levels of district school board management and the four teacher federations</p>
<p>15. Key Changes Over Time</p>	<p><i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i></p>	
<p>16. Performance Indicators</p>	<p><i>What indicators are used, if any, to measure the performance of this program?</i></p>	<p>Development of 10 English language student success indicators with two additional student success indicators for French language boards, for a total of 12 student success indicators for French language boards.</p> <p>The indicators are:</p> <ul style="list-style-type: none"> • Credit accumulation • Pass rates in compulsory credits • Literacy graduation requirement success rates • Workplace preparation course selections • College preparation course selections • Locally developed compulsory credit course selections • Guidance and career education: participation in "co-op related courses" • Annual school leaver rate • Grade 7 and 8 students at risk • Mark distribution • Grade 7-12 francophone students leaving to go to English-language schools

		<ul style="list-style-type: none"> • Grade 7-12 francophone students at-risk of going to English-language schools.
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	Student Success Leaders, Student Success Teachers, and Student Success Teams to monitor and track students; Student Success Annual Action Plans submitted to the Ministry by school boards; the Ministry has contracted with third party organizations to evaluate the effectiveness of the Student Success initiatives
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	The graduation rate over the past three years has climbed five percentage points to 73 per cent, from 68 per cent in 2003-04, resulting in 12,000 additional students graduating from high school.
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	Ministry website; through the Student Success Leaders, Student Success Teachers and Student Success Teams; Provincial Symposia and Regional Training; Ministry publications and resources, such as guides, webcasts, and communication and advertising materials.
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Kirsten Parker, Director Student Success/Learning to 18 Implementation, Training and Evaluation Branch, Ontario Ministry of Education Kirsten.Parker@ontario.ca
24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	http://www.edu.gov.on.ca/eng/parents/studentsuccess.html

Practice

Artworks

	Definition	Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Artworks
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Career Development and Experiential Learning & Faculty of Arts Memorial University of Newfoundland
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Career Development and Experiential Learning Faculty of Arts
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	Pilot in progress (June – July) Program to start Fall 2007
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Graduating PSE Second and Third year Arts students (i.e. Arts students with more that 30 credit hours completed) seeking career direction and the opportunity for experiential development.
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	St. John's Campus, Memorial University of Newfoundland
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	ArtsWorks will provide the information and necessary tools to foster a smooth transition from a degree to post degree. This program seeks to help students make the most of their university experience by improving access to the labour market through the enhancement of job search techniques, knowledge of programs to build success as a student and awareness of how to apply classroom theory to future work

		experiences. It will allow students to join with other students completing Arts degrees in a supportive cohort environment. The career preparation program will allow students to understand their skills; to consider the acquisition of further skills or knowledge; to prepare for the transition from university to further education, work and other opportunities; to acquire experiential development through reflective learning.
9. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i>	The career preparation program seeks to provide the following educational goals for participants: engaged citizenship, community service, and participatory involvement; career planning; ethical approaches to business, relationships and problem solving; practical leadership; emotional intelligence; critical thinking; evaluative sources of involvement; informed decision-making; working in teams and groups; conflict resolution; cultural competency and cross cultural understanding; and tolerance of ambiguity (ACPA & NASPA, 2004).
10. Key Features / Content <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i>	<p>Overview of Workshop Content</p> <p>25. Community/Cohort Building (Introduction to Staff/Faculty Mentors)/Overview of Student Support Services</p> <p>26. Skills Assessment</p> <p>27. Service Learning Introduction</p> <p>28. What Can I do with an Arts Degree</p> <p>29. Building upon an Arts Degree & Study Abroad Options</p> <p>30. Resumes/Cover Letter</p> <p>31. Job Search/Networking Interview/On-Campus Employment & Volunteer Opportunities</p> <p>32. Think like an Entrepreneur – “Getting the Message Out”</p> <p>33. Portfolio Preparation/ Arts Success</p> <p>34. Reflection/Wrap-up</p> <p>35. Experiential Development Component</p>
11. Funding Mechanisms	<i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i>	
12. Organizational Dimensions	<i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i>	

<p>13. Partnerships Integral or Related</p>	<p><i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i></p>	<p>Student Affairs and Services (including the Counselling Centre) Alumni Affairs Registrar's Office Government of NL – "Getting the Message Out" Program</p>
<p>14. Stakeholder Involvement</p>	<p><i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i></p>	<p>25. Evaluation feedback will assess the impact of the experience from the point of view of all stakeholders - students, faculty, staff, Dean of Arts, and Student Affairs and Services. It will also be critical to ensure that students continue to have a key role in the planning of the program and to identify potential obstacles. 26. The program was evaluated after a focus group of six students and will be further evaluated after pilot with 10 students.</p>
<p>15. Key Changes Over Time</p>	<p><i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i></p>	
<p>16. Performance Indicators</p>	<p><i>What indicators are used, if any, to measure the performance of this program?</i></p>	
<p>17. Monitoring and Evaluation Mechanisms; Reporting</p>	<p><i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i></p>	<p>27. Participant feedback is critical to implementation and therefore learners should be involved in this process. ArtsWorks is based on the premise of student involvement throughout all levels of program development as appropriate. 28. Following the implementation phase at the end of the 2007-2008 academic year participants will be invited to participate in an evaluation in the form of an on-line program evaluation survey as an additional method that participants can use to provide feedback. This quantitative evaluation will measure student learning outcomes to assess the group learning that resulted from the program. 29. As Phase 3 of the program involves the participation of faculty members, it will be necessary to evaluate responses from the faculty members who are involved as cohort team leaders and service-learning team leaders. Group reflection and individual interviews will be the primary qualitative methods while individual paper survey instruments and on-line surveys will be the quantitative methods. 30. An executive summary including a complete program summary of phase one to three, findings, and recommendations will accompany the data</p>

		<p>analysis. The next phase will involve a presentation to all department heads within the Faculty of Arts and the department of Career Development & Experiential Learning who will also be invited to provide feedback to program managers and the respective deans.</p> <p>31. Evaluation feedback will assess the impact of the experience from the point of view of all stakeholders - students, faculty, staff, Dean of Arts, and Student Affairs and Services. It will also be critical to ensure that students continue to have a key role in the planning of the program and to identify potential obstacles.</p> <p>32. As another method of evaluation, group cohort and individual reflection would be facilitated by the program manager near the end of the program prior to the presentation/recognition ceremony. These reflections would offer students another opportunity to reflect on their experience and realize the learning enhanced through the career preparation program.</p>
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	<p>(Anticipated)</p> <p>25. Enable participants to build, recognize, understand and apply career development skills to prepare them for the workforce</p> <p>26. Foster more active involvement in learning</p> <p>27. Reduce barriers in becoming more involved in the community</p> <p>28. Enhance student – student relations through peer groups</p> <p>29. Provide personal and professional development training and guidance</p> <p>30. Enhance service opportunities so that you learn from the volunteer experience</p> <p>31. Build bridges between classroom theory and practical application of theory through reflective volunteer experience</p> <p>32. Foster a responsibility of civic engagement to build citizens of the global community following graduation</p> <p>33. Prepare students for post graduation degree opportunities</p>
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	<p>21. Students will be contacted via email, listservs and web pages</p> <p>22. Program recruitment will involve many forms of media including paper and electronic posters and information handouts ads in the MUSE, the student newspaper of Memorial University; the Gazette, the</p>

		<p>university newspaper; Tack, an information newsletter that is distributed to all first years students; Mainsail, an information newsletter that is distributed to all high schools in the province via the guidance counsellor; ad for CHMR, the university radio station</p> <p>23. List servs including the Faculty of Arts, Academic Centre, Centre for Career Development, MUNSU (Memorial University of Newfoundland Students Union), arts clubs and societies, and residence; as well as today.mun.ca, newspost, newline, Memorial Home Page and CCD calendar of events and face books that program developers to which subscribe.</p>
24. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	
25. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	
26. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	<p>ArtsWorks Centre for Career Development and Experiential Learning & the Faculty of Arts Memorial University of Newfoundland www.mun.ca/arts/undergraduate/ArtsWorks.php</p>
27. Website or Other Information Source	<i>url, publication reference or other information source.</i>	<p>www.mun.ca</p>

Advancement Via Individual Determination (AVID)

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Advancement Via Individual Determination (AVID)
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Government of British Columbia and 15 provincial school districts
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Canada Millennium Scholarship Foundation
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	September 2005
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	June 2010
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Academically Average Students entering Grade 9 during recruitment period (fall 2005 and fall 2006)
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	British Columbia (essentially in the Lower Mainland, Vancouver Island the Fraser Valley and the Okanagan Valley)
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	AVID is a five-year project involving 1,200 students in 21 schools. AVID is an in-school academic support program for students in grades 9-12 that prepares them for post-secondary studies by placing academically average students in advanced post-secondary preparatory classes while providing them with the skills and supports to achieve success with a curriculum based on writing, inquiry, collaboration and reading (WIC-R). It seeks to level the playing field for minority, rural and low-income students, including

		those students whose families have no pattern of post-secondary attendance.
<p>9. Why Developed / Problems / Issues Targeted</p>	<p><i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i></p>	<p>AVID is trying to increase the numbers of academically average youth who do not go onto PSE; the program also tries to develop the abilities of students whose academic potential is often not recognized.</p> <p>The final report will present the impact of AVID on access to post-secondary education.</p>
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<p><i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i></p>	<p>AVID techniques aim to convert students from “passive learners” into active classroom contributors and critical thinkers.</p> <p>AVID was designed by Mary Catherine Swanson, a San Diego high school teacher who wanted to encourage her inner-city students to achieve higher academic standards and succeed at the post-secondary level. The program has been implemented in over 2,700 US high schools. The AVID Center provides a teacher training and resource facility.</p> <p>AVID was integrated within the curriculum of BC’s Chilliwack Senior Secondary School in September 2001 because of staff concerns about the rate of participation in post-secondary education of graduating students.</p> <p>Over 800 students are currently participating in the AVID elective class. About 450 students are in a comparison group, with another 160 students assigned to a wait-list. Participation in the three groups was determined by random assignment. 110 students are receiving AVID in schools that were too small to accommodate a random selection design.</p> <p>Chilliwack is playing a lead role in coordinating implementation across the province. Over 160 BC teachers received training at the AVID Institute in Summer 2005. Schools must be committed to full implementation of the AVID Program, with the AVID elective class available within the regular academic school day, and must work toward participation in annual AVID certification. Each school has a School Site Team, an active interdisciplinary team that collaborates on issues of student access to, and success in, rigorous post-secondary preparatory courses. Trained tutors are also available in the AVID class.</p>

11. Funding Mechanisms	<i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i>	Canada Millennium Scholarship Foundation provides annual funding to the BC Ministry which then delivers grants twice a year to each participating school district upon submission of a Certified Detailed Expenditures Report by the districts.
12. Organizational Dimensions	<i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i>	Each AVID site has a site team (8 people), including a District director; Project Leader Stan Watchorn (who helped to introduce AVID in Chilliwack) supports local teams; the AVID Steering Committee (Foundation, BC Government, Stan Watchorn, AVID Center and SRDC (research firm) makes policy decisions
13. Partnerships Integral or Related	<i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i>	The BC Ministry of Education supervises the administration of the project. School Districts and Schools deliver the AVID program; the Chilliwack School district has also assisted with training and implementation issues. The Social Research and Demonstration Corporation (SRDC) is responsible for the evaluation.
14. Stakeholder Involvement	<i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i>	Each site must have a team of 8 people in place, including a senior administrator, a Coordinator, a counsellor, an AVID elective teacher and 4 teachers responsible for core subject courses.
15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	AVID is a research project and thus it is important that the interventions being tested are delivered consistently across participating sites and over the time of the initiative
16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	PSE access Completion of first year of PSE program High school graduation High school attendance High school courses and marks
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	The impact of AVID will be assessed by researchers who among other things will track the progress of AVID students in comparison with those in the comparison group of graduating students
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	No data yet; anecdotal evidence suggests that AVID students are making real progress.

19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	More transiency than anticipated among students (families moving around); staff turnover greater than anticipated to declining enrolment in some school districts.
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	Presentations were made to school staff and interested parents during the recruitment phase. There is also an official Web site for the AVID program.
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	Three surveys are planned (grade 11, grade 12 and after 1 st PSE year); reports will follow.
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Jocelyn Charron – Manager, Pilot Projects jcharron@bm-ms.org
24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	http://www.millenniumscholarships.ca/en/research/pp_AVID.asp http://www.avidonline.org/ http://www.srdc.org/en_what_we_do.asp?id=1436

Conestoga College Co-op Dual Credit

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	College Co-op Dual Credit
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	School/College/Work Initiative (SCWI)
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Ministry of Training Colleges and Universities and Min. of Education Council of Ontario Directors of Education Committee of Presidents Colleges Ontario
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	February 5, 2007 (pilot)
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Youth At-risk Students at risk of leaving high school without a diploma. Eligibility: 17 years or older, 2-3 credits short of graduation, want to explore career opportunities, personal interview to determine motivation and commitment to program.
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Waterloo campus of Conestoga College, Ontario
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	Students participate in 10-week college certificate program, <i>Employment/Training Readiness</i> , to help identify training, education, or employment goals and paths to get there. Based on identified interests, students then complete an 8-week co-op placement leading to two GLN co-op credits.

<p>9. Why Developed / Problems / Issues Targeted</p>	<p><i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i></p>	
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<p><i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i></p>	<p>High school students attend college program at college campus, experiencing adult learning environment and opportunity to complete OSSD off-site. Training leading to certificates in WHMIS, Service Excellence and Safety Training is offered during first 10-week portion to enhance employability. Students develop personal portfolio, resume and cover letters and identify employers for the subsequent 8 week co-op placement.</p> <p>Effective Features: (Report on Analytical Review 2005-2006 in gotocollege website)</p> <p>Champions Outstanding Teachers/Faculty Encouragement and Support Orientation Learning at their own Pace Treatment as Adult Learners Teacher/Faculty Attention Career Destination Focus Focus on Self Esteem College Environment</p>
<p>11. Funding Mechanisms</p>	<p><i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i></p>	
<p>12. Organizational Dimensions</p>	<p><i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i></p>	
<p>13. Partnerships Integral or Related</p>	<p><i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i></p>	<p>Area high schools and Conestoga College</p>

<p>14. Stakeholder Involvement</p>	<p><i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i></p>	<p>Since this is a pilot project, to be completed at the end of June, formal evaluation has not taken place yet. Project development was based on input from parents, teachers, and students.</p>
<p>15. Key Changes Over Time</p>	<p><i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i></p>	
<p>16. Performance Indicators</p>	<p><i>What indicators are used, if any, to measure the performance of this program?</i></p>	<p>Number of OSSD's earned, number of ETR certificates granted, identified paths, number employed, number going on to further education or training.</p>
<p>17. Monitoring and Evaluation Mechanisms; Reporting</p>	<p><i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i></p>	<p>Survey, follow-up statistics</p>
<p>18. Key Results or Outcomes</p>	<p><i>What have been the main achievements or outcomes of this program to date?</i></p>	<p>(anticipated) OSSD's earned by participating students. Goals identified and paths outlined, including either direct access to employment or further education or training.</p>
<p>19. Difficulties or Barriers</p>	<p><i>What difficulties or barriers to success have been experienced by this program, if any?</i></p>	
<p>20. Promotion / Publication Channels</p>	<p><i>How is information about the program or initiative publicised or promoted to potential participants?</i></p>	<p>Information to high school guidance counsellors.</p>
<p>21. Future Plans</p>	<p><i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i></p>	
<p>22. Other Relevant Info</p>	<p><i>Please provide any other important information about this initiative which is not covered in your previous responses.</i></p>	

23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Andrea Leis aleis@conestogac.on.ca
24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	www.gotocollege.ca (See project 10-7, "Transition to College")

The Discovery Program

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	The Discovery Program
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Canadian Manufactures and Exporters – Advanced Manufacturing Initiative.
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Advanced Manufacturing Initiative
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	October - 2006
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	February 22, 2007
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Graduating High School High school students in various curricula
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Manitoba initiative
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	The Discovery Program was designed to introduce high school students to the world of manufacturing and the many career opportunities available in Manitoba. A team of students, representing various curricula worked together to design a hovercraft, transfer the design to a 3D drawing, use rapid prototyping to produce a 3D model, vacuum form a body and finally assemble a working hovercraft designed to use radio

		controls to challenge a series of lift and load requirements.
9. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i>	The program is intended to create awareness with high school students of the variety of careers in various manufacturing sectors. In addition, to answer employers needs to have employees who can communicate well, work in a team atmosphere and use critical thinking skills to solve problems through innovation.
10. Key Features / Content <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i>	Students had to work together to recognize the strengths and weaknesses of their team, work together to establish a process and timeline to complete the task within budget and test systems to ensure the hovercraft could perform to specifications.
11. Funding Mechanisms	<i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i>	Funding flowed through the Advanced Manufacturing Initiative. Additional funds were secured from the Technical Vocational Initiative. A committee of volunteer stakeholders guided the process.
12. Organizational Dimensions	<i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i>	Administrators endorsed the program and engaged teachers to lead the students. However, it was a student driven initiative and teachers provided students class time, access to equipment and guidance when required.
13. Partnerships Integral or Related	<i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i>	Partnerships are integral to the programs success. These partnerships start with high schools, colleges and universities. Administrators must endorse the program first, teachers will need to collaborate to work with the student team members and industry provides mentorship.
14. Stakeholder Involvement	<i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i>	All stakeholders are represented on an advisory committee to ensure program development will be consistent with education initiatives. Stakeholders include: high school teachers and administrators, college and university department representatives, government and industry.

15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	The Discovery Program is at the pilot stage and with lessons learned, there will be changes and developments to refine the program.
16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	There were a number of surveys used to determine outcomes. Participants were surveyed, high school student tours performed an exit survey and partners were interviewed for feedback.
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	The program will continue to monitor with both interviews and surveys.
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	To date, the key outcome has been the level of interest generated from the pilot with high school students and their teachers, industry and governments.
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	Barriers tend to be access to technology based equipment and budget to underwrite costs to students.
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	There are posters and brochures and a DVD developed.
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	The next steps are to flesh out the Discovery program and to grow the number of high schools participating. We want the growth to be calculated and controlled so success can be monitored closely.
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Debbie Leiter HR Champion Canadian Manufacturers and Exporters 110 Lawson Crescent\ Winnipeg, MB R3P 2H8 204-949-1454 Debbie.leiter@cme-mec.ca

24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	www.cme-mec.ca
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Education/Sector Council Partnerships Project (ESCPP)

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Education/Sector Council Partnerships Project (ESCPP)
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Toronto District School Board (TDSB) in cooperation with the Alliance of Sector Councils (TASC)
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Human Resources and Social Development Canada's Sector Council Program Support funding from the Ontario Ministry of Education's Student Success Program and funding from TDSB
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	The initiative really started in the 2003-2004 school year with research activities, a major showcase symposium in May 2005, a memorandum of understanding with TASC in 2005, and a funding contribution agreement with HRSDC in 2006.
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	The HRSDC funding has been provided for a three years pilot project and this funding will cease in June 2009. Year one funding has just been completed as this survey is being done (June 2006).
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Graduating High School The project is designed to address more employment and transition skills and experiences for students who go directly to the work force or to other destinations. The project is based on the principle of partnering a school team with a sector council, fostering greater career awareness and employment readiness for all students, embedding sector council and industry material in school curriculum and programs, and promoting essential skills. The objective is to have an advisory committee of local employers from the selected sector work directly with the school teams.
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	This is being funded as a national pilot, testing the partnership principles with TDSB schools, developing manual, guides, prototypes of various aspects of partnership development processes which can be replicated across Canada. All pilot activities will be with TDSB schools, and outcomes and results will be shared across the country.

<p>8. Overview of Program</p>	<p><i>Please give a brief description of the initiative, in one or two sentences.</i></p>	<p>ESCPP is promoting and fostering partnerships between school teams sector councils to better advantage students with more relevant labour market connections, experience, and knowledge and employment skills to make a more successful transition from school to employment or other destinations.</p>
<p>9. Why Developed / Problems / Issues Targeted</p>	<p><i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i></p>	<p>The project is designed around 3 strategic areas of development –careers, essential skills and program development.</p>
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<p><i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i></p>	<p>The project is focussed on 9 targets:</p> <ul style="list-style-type: none"> -sustainable partnerships -nine essential skills -expanded experiential learning -new courses and program packages -career awareness for students -parental awareness of new career realities -curriculum and classroom resources with sector applications -skills recognition and industry-recognized credentials, certificates -effective transitions to work or post-secondary learning
<p>11. Funding Mechanisms</p>	<p><i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i></p>	<p>ESCPP is funded by HRSDC's Sector Council Program, by the Ontario Ministry of Education's Student Success Program, and by TDSB. HRSDC's funding is through a contribution agreement.</p>
<p>12. Organizational Dimensions</p>	<p><i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i></p>	<p>ESCPP is supported by a Toronto steering committee of superintendents, the Associate Director of Education and the Executive Director of Education; a Working Group of Sector Councils provides support and assistance from the family of sector councils; a national advisory committee of representatives from across Canada has served in the initial year of operation.</p>
<p>13. Partnerships Integral or Related</p>	<p><i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i></p>	<p>Sector Councils are partnership organizations of representatives of employer and employee groups on a national basis and focussed on the human resource and skill needs of a sector of the economy.</p>
<p>14. Stakeholder Involvement</p>	<p><i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or</i></p>	<p>Industry, education, government, and community stakeholders are involved through these partnerships.</p>

	<i>evaluation of the initiative? Which groups of stakeholders are involved?</i>	
15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	The project has just completed its first full year of operation and as such the activities to date have been more of a development and start-up nature. Actual results for students, parents, curriculum and school programs, and employer involvement will be measured and researched more as we move through the next two years of operation.
16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	ESCPP funding includes a major research component which will address – -what does it take to build and sustain workable partnerships between schools and sector councils and -to what extent do school/sector council partnerships result in positive impacts in the 9 target areas.
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	ESCPP is monitored by the various committees referenced above, by HRSDC as the major funding source, and is accountable to the Associate Director of Education for TDSB.
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	Partnerships are being developed with some 18 sector councils on 15 program models; a new approach to guidance education based on Guiding Circles of the Aboriginal Human Resources Development Council of Canada is being tested in 12 school settings, 6 schools are working on a range of experiential learning activities, 26 schools are working on essential skills projects, a major parental involvement initiative has been started in 10 schools.
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	The project is meeting with good cooperation and success in this start-up phase. Barriers can relate to both human and financial resources on both the part of schools and sector councils.
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	ESCPP organizes training and information sessions for the school teams and sector councils involved. The project fits well with education reform underway with TDSB and Ontario Ministry of Education.
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	The remaining two years of the pilot project will see more operational activities as new curriculum and programs are put into schools, all partnerships aim to have an industry advisory committee of local employers, project initiatives are being supported and monitored by senior TDSB education leaders, and already steps are being taken to sustain the new activities within TDSB.

<p>22. Other Relevant Info</p>	<p><i>Please provide any other important information about this initiative which is not covered in your previous responses.</i></p>	
<p>23. Key Contact Details</p>	<p><i>Name and title of senior contact or other information point, with address, telephone and email details if known</i></p>	<p>Vera Taylor, Consulting Manager Gary Greenman, Project Coordinator Dave Rowan, TDSB Associate Director Melanie Parrach, TDSB Executive Superintendent Dr. Lorna Earl, Consulting Researcher</p> <p>c/o ESCPP Office Toronto District School Board 140 Borough Drive, Level 2 Toronto, ON M1P 4N6 416-396-5077 Stefi.orientis@tdsb.on.ca</p>
<p>24. Website or Other Information Source</p>	<p><i>url, publication reference or other information source.</i></p>	

Future to Discover (FTD)

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Future to Discover (FTD)
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Governments of New Brunswick and Manitoba and participating school divisions/districts
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Canada Millennium Scholarship Foundation
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	April 2004
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	September 2010
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	High School Students
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Manitoba and New Brunswick
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	<p>FTD is a joint project of the Governments of New Brunswick and Manitoba and the Canada Millennium Scholarship Foundation. 4,400 randomly selected volunteer students at 30 New Brunswick high schools (15 English and 15 French) are participating in the project, as are 1,050 students in Manitoba at 21 sites.</p> <p>FTD has two components: <i>Explore Your Horizons</i> offers career education workshops including the benefits of post-secondary education and the different types of</p>

		<p>post-secondary education available (apprenticeship; community college; private vocational and university. <i>Learning Accounts</i> provides a grant of \$8,000, deposited to a trust account that can be accessed upon successful completion of high school and enrolment in an accredited post-secondary institution. This second component is being delivered only in New Brunswick and is available to students from families with incomes below the provincial median.</p> <p>The impact of the two interventions is being evaluated by a randomized controlled trial (RCT).</p>
<p>9. Why Developed / Problems / Issues Targeted</p>	<p><i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i></p>	<p>FTD was developed to address two main barriers to post-secondary education (PSE): lack of information about career and learning options and lack of financial resources to afford post-secondary education.</p> <p>The final report will present the impact of FTD on access to post-secondary education.</p>
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<p><i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i></p>	<p><i>Explore Your Horizons</i> includes four classroom based interventions:</p> <ul style="list-style-type: none"> • <i>Career Focusing</i>: an innovative process in which students explore occupational choices based on passions rather than skills (Grade 10). • <i>Lasting Gifts</i>: workshops where parents/ guardians work with their teens as career allies in exploring career options (Grade 11). • <i>Future in Focus</i>: builds students' resilience, helping them develop support networks, explore the value of community engagement, and learn how to work through unexpected challenges (Grade 12). • <i>Post-Secondary Ambassadors</i>, which introduces participants to slightly older students who are currently enrolled in a provincial post-secondary program to share information and their experiences. <p>Students are offered about 40 hours of workshops over three years dealing with career education and detailed information about the importance of post-secondary studies.</p> <p>The interventions explore all post-secondary paths – apprenticeships and vocational training as well as college and university.</p> <p>FTD participants in <i>Explore Your Horizons</i> also have access to a members-only Web site and receive bi-annual issues of a specially prepared magazine. These tools provide concise, targeted information and testimonials about opportunities in and benefits of</p>

		post-secondary education.
11. Funding Mechanisms	<i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i>	Canada Millennium Scholarship Foundation
12. Organizational Dimensions	<i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i>	In both provinces, FTD is managed by a Provincial Coordinator or a Project Manager, who oversees the work of the Facilitators. The Facilitators are educators who have been seconded to deliver the FTD workshops and to oversee the work of the Post-secondary Ambassadors.
13. Partnerships Integral or Related	<i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i>	The Governments of New Brunswick and Manitoba are responsible for FTD delivery. The Social Research and Demonstration Corporation (SRDC) is responsible for the evaluation.
14. Stakeholder Involvement	<i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i>	In order for FTD to be implemented, support was sought and obtained from superintendents, school divisions, and individual schools. A number of stakeholder groups including experts in the field and students, parents and educators were consulted in the development of the program and materials. Informed consent was obtained from participating students and their parents.
15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	FTD is a research project and thus it is important that the interventions being tested are delivered consistently across participating sites and over the time of the initiative.
16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	PSE access Completion of first year of PSE program High school graduation High school attendance High school courses and marks
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	The Social Research and Demonstration Corporation (SRDC) is conducting an experimental evaluation using random assignment to determine the impacts of FTD. Outcomes of the participants in both the program and control groups are measured and compared over a six-year period of time using surveys and administrative

		records. Over the course of the evaluation, three reports will present findings.
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	Outcomes are not yet known, but the implementation of the project was highly successful. FTD is the first and the largest project with an experimental design in the field of education to be launched in Canada. There is widespread support for the project from those in government as well as in the field. Two provinces have been able to work together to ensure there is consistent delivery of the program.
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	FTD workshops are extra-curricular, and gaining the attendance of all participating students has been challenging. Parental attendance in the second year has also been a challenge for delivery of Lasting Gifts.
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	At the start of the research project, an introductory letter and pamphlet were mailed to potential participants. Statistics Canada interviewers followed up with home visits to conduct baseline interviews and gain informed consent from students and parents. Potential participants were informed that FTD was a pilot project in which participants would be randomly selected into a program group trying out Explore Your Horizons, or Learning Accounts or both (NB only) or to a control group. Prior to recruitment, presentations were done at all participating schools to ensure that staff were aware of the project. Communication with schools, and all participating students and parents has been maintained throughout the operation of FTD.
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	Both the Governments of Manitoba and New Brunswick are eagerly awaiting the results of this research project to decide on next steps.
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	

<p>23. Key Contact Details</p>	<p><i>Name and title of senior contact or other information point, with address, telephone and email details if known</i></p>	<p>Yves Pelletier – Manager, Pilot Projects ypelletier@bm-ms.org</p>
<p>24. Website or Other Information Source</p>	<p><i>url, publication reference or other information source.</i></p>	<p>http://www.millenniumscholarships.ca/en/research/pp_FTD.asp http://www.srdc.org/en_what_we_do.asp?id=1436</p>

LE,NONET

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	LE,NONET
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	University of Victoria
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Canada Millennium Scholarship Foundation
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	Summer 2005
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	Summer 2008
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	PSE Graduating Aboriginal students enrolled at the University (priority is given to first year students and students who have transferred to UVic).
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	University of Victoria, B.C.
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	The LE,NONET project is being conducted in partnership with the University of Victoria. The project pilots a series of interventions over a four-year period designed to improve the retention of Aboriginal students registered in university programs through to graduation, including mentoring, financial assistance, community internships, research assistantships, and improved support services. About 50 students will participate in the first year of the program (2005-2006 academic year) and, over the next three years, it is

		<p>expected that over 300 Aboriginal students will be joining these first students in <i>LE,NONET</i> project activities. Researchers based at the university will assess the impact of the interventions by studying the experience of the participants, monitoring the university's performance in accommodating the needs of Aboriginal students, and ultimately comparing the success of the participants with those of Aboriginal students enrolled at the university in the years before the project took effect.</p>
<p>9. Why Developed / Problems / Issues Targeted</p>	<p><i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i></p>	<p>The retention of Aboriginal students in PSE</p>
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • <i>Innovative</i> • <i>Effective</i> • <i>Promising</i> 	<p><i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i></p>	<p>The key features of the <i>LE,NONET</i> project are:</p> <p>Bursaries The <i>LE,NONET</i> Project will provide individual bursaries of up to \$5000 per year until 2009 to Aboriginal students demonstrating financial need.</p> <p>Student Mentoring The <i>LE,NONET</i> Student Mentoring Program matches Aboriginal, First Nations, Inuit, and Métis students who are new to UVic with returning students of a similar background.</p> <p>Preparation Seminar Each term, up to 25 Aboriginal students will take part in the <i>LE,NONET</i> Preparation Seminar. This seminar will prepare students to undertake a Research Apprenticeship or Community Internship.</p> <p>Community Internships Community Internships connect Aboriginal students with First Nations land-based communities and Aboriginal urban organizations to complete 200 hours of community service. Students receive funding and course credit for their efforts.</p> <p>Research Apprenticeships Campus-based Research Apprenticeships will give students exposure to faculty members and graduate students working in areas that are of interest to the student. Students receive funding and course credit for their efforts.</p> <p>Staff & Faculty Training The Staff/Faculty Aboriginal Cultural Awareness Training prepares UVic faculty members to act as advisors to <i>LE,NONET</i> Research Apprentices.</p>

11. Funding Mechanisms	<i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i>	Canada Millennium Scholarship Foundation Grant; the University of Victoria also provides in-kind support.
12. Organizational Dimensions	<i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i>	The University has set up a project office (the LE, <u>NON</u> ET office) that serves as the entry point for students who want to participate; the office is supervised by the office of the Associate VP Academic and Student Affairs. All major decisions are discussed with the Foundation's Pilot Project Manager.
13. Partnerships Integral or Related	<i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i>	Several Aboriginal communities are partners for the Community Internships Component; the project also has an Advisory Group that includes UVic faculty members, other PSE institutions and community members.
14. Stakeholder Involvement	<i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i>	Students as mentors from similar backgrounds as participants Several university departments Throughout the project, there will be continued discussion and partnership with Vancouver Island First Nations and Aboriginal organizations.
15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	The Bursary component has been refined to include the provision of Emergency bursaries; the Faculty training module will also include a workshop option in addition to the online module.
16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	The number of Aboriginal students who persevere and eventually graduate
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	Student retention and academic achievement will be monitored using data maintained by the UVic Registrar's office. Information will be collected for all new students who self-identify as Aboriginal or can be identified as such through data from the BC Ministry of Education. The study will seek to blend traditional measures of academic performance and program completion with success indicators important to Aboriginal communities and learners. Measures of student satisfaction and success will be developed in consultation with stakeholders and applied to all students who take part in the

		intervention. Students who decline the intervention, or who are not selected if demand is too high, will also be surveyed using the same instruments if they provide consent.
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	Difficult to say, but the number of Aboriginal students who self-identify has risen very rapidly over the last two years, indicating perhaps an increased level of comfort.
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	Web site
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	<p>Roger John Co-Principal Investigator nkyap@uvic.ca 250-472-5982</p> <p>Chris Lalonde Co-Principal Investigator xwunitum@uvic.ca 250-721-7535</p> <p>Jocelyn Charron Pilot Project Manager (Foundation) jcharron@bm-ms.org 514-284-7296</p>
24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	http://web.uvic.ca/lenonet/home.html

Making Education Work

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Making Education Work (MEW)
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Government of Manitoba, provincial school divisions and several First Nations communities
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Canada Millennium Scholarship Foundation and the Government of Manitoba
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	September 2006
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	June 2009
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	At-risk, High school students Aboriginal youth in high school
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Six communities in Manitoba (three provincial schools and three schools on reserves)
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	MEW is designed to increase the post-secondary participation rate of Aboriginal students through a comprehensive set of interventions that includes better information, academic support, mentoring, community involvement (work experience, internships, job shadowing, summer employment, community volunteerism and career exploration) and an Aboriginal curriculum (elective courses in Aboriginal Studies, Aboriginal Languages and Law). Workshops, activities and training sessions with parents and guardians are designed as part of the project to help parents better

		<p>understand and assist their children with their educational needs and objectives.</p> <p>The impact of the two interventions is being evaluated by a randomized controlled trial (RCT).</p>
<p>9. Why Developed / Problems / Issues Targeted</p>	<p><i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i></p>	<p>This project is addressing the significant numbers of Aboriginal youth who leave high school before graduating and the limited number who go on to PSE. It is felt that provided a curriculum that's better adapted and the full attention of a competent teacher familiar with the situation that Aboriginal students are facing can have a positive impact.</p>
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<p><i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i></p>	<p>The program model was developed through a two-stage consultation and validation process at all six rural, northern and First Nations sites in Manitoba. Based on the outcome of the recruitment process, the project implementation began in the autumn of 2006.</p> <p>The program focuses on building strengths and identifying talents of Aboriginal youth. The program aims to build leaders, talk about healthy choices and build self confidence.</p> <p>MEW is an elective course and can be delivered as 3 full credit or 6 half credit courses in grades 10, 11 and 12. The program offers tutoring, works with elders and role models, has internships, connects with local business and provides resources about post-secondary education.</p> <p>There are 4 major components of the curriculum:</p> <ol style="list-style-type: none"> 1. Academic/Career 2. Individual 3. Cultural 4. Community. <p>The grade 10 course focuses on: myself and my family. In grade 11 students explore: my community and my province. Then, in grade 12 students look at my country and my world. The themes move from the familiar to the unfamiliar and are based on the medicine wheel concept. The program Guiding Circles of the Aboriginal Human Resource Council is one of the resources for this program. In each course spiritual, emotional, mental and physical aspects are explored.</p>
<p>11. Funding Mechanisms</p>	<p><i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i></p>	<p>Manitoba Provincial Government funds the three provincial schools; Canada Millennium Scholarship Foundation funds three First Nations schools.</p>

12. Organizational Dimensions	<i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i>	Monthly reports from MEW Teachers to MEW Provincial Coordinator; reports to Local Advisory groups; regular training in Winnipeg for MEW teachers.
13. Partnerships Integral or Related	<i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i>	Each site has to enter into a partnership with local Aboriginal organization, typically the local Friendship Centre. The Manitoba Ministry of education provides coordination through the provincial MEW office. Johnston Research, Inc. is responsible for the evaluation.
14. Stakeholder Involvement	<i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i>	Local Advisory Groups (LAG) at each site; includes Elders, families, communities, schools.
15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	Scheduling MEW course in grades 11 and 12 could become more difficult for smaller schools; a weekend format is being developed. MEW is a research project and thus it is important that the interventions being tested are delivered consistently across participating sites and over the time of the initiative.
16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	High school graduation rate; number of Aboriginal Students moving to post-secondary education; better knowledge of one's self and culture; more positive attitude toward schooling.
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	MEW will be evaluated through an experimental research design that was approved by the schools and communities involved in the project.
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	MEW teachers have created solid ties with MEW students; at this point, it looks as though the vast majority of MEW students will be back for the second year.

19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	Upcoming Web site. Regular meetings with LAG members are planned throughout the project's life. Research results will also be presented to the communities before they are published.
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	The Government of Manitoba and participating First Nations are eagerly awaiting the results of this research project to decide on next steps.
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Jocelyn Charron – Manager, Pilot Projects jcharron@bm-ms.org
24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	http://www.millenniumscholarships.ca/en/research/ppMEW.asp

Real Time Career Chat

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Real Time Career Chat
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Memorial University of Newfoundland (MUN)
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	MUN
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	January 2007 (pilot)
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	September 2007 – expected that it will move from the pilot phase to a practice offered by MUN
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Graduating PSE Post-secondary students and alumni
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	All of Newfoundland and Labrador
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	Realtime Career Chat is a pilot project that uses instant messaging technology to connect students and alumni to MUN's career centre counsellors who can provide career-related information in a real-time setting.
9. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify</i>	MUN has a number of students who live remotely or internationally and its career centre saw the opportunity to use technology to move beyond the campus and extend their services to these students and alumni.

	<i>what these are.</i>	It also supports those students who are uncomfortable visiting the career centre and asking for career information face-to-face.
10. Key Features / Content <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i>	It is online in real time. It outreaches to students/Alumni in isolated areas and those studying/living abroad. Utilizes technology that is already popular with students to help them with their career planning.
11. Funding Mechanisms	<i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i>	Career centre funded.
12. Organizational Dimensions	<i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i>	
13. Partnerships Integral or Related	<i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i>	
14. Stakeholder Involvement	<i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i>	
15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	Changes may modify the practice after the completion of the pilot.

16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	Amount of traffic Client feedback to the helpfulness of the practice
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	Feedback elicited during "chat" Career centre tracks students and alumni information such as their degree, discipline, whether they are/were an undergrad or graduate student, year entered and graduated and current location.
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	Traffic was slow to start and there is an expectation that it will increase in the fall with better advertising. Participants have found the chats very useful. (Anticipated) Student retention Expansion of career centre services to more and difficult to serve students/alumni Students utilize career advice in making career plans
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	Sent to our list serv Promoted on our website Article written in University newspaper
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Dana Aylward The Centre for Career Development Career Development & Experiential Learning The Smallwood Centre, UC-4002 Memorial University St. John's, NL A1C 5S7

<p>24. Website or Other Information Source</p>	<p><i>url, publication reference or other information source.</i></p>	<p>http://www.mun.ca/cdel/career_dev_stu/careerchat.php</p>
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Road to Success

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Road to Success
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Algonquin College
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Ministry of Education and the Ministry of Training, Colleges and Universities
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	Pilot November 2006
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	May 2007
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Graduating high school; at-risk Students at risk and First Generation Students are the two separate groups are being tracked. Youth in grades 10-12 are participating. Participants have been identified as being at risk by the schools' guidance counsellors.
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Ottawa Valley region, Ontario
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	A near-to-peer mentoring program that brings college students into the high schools to deliver a series of career-focused learning interventions. Designed to address the needs of high school students who would benefit from additional information and coaching related to the benefits of Post-Secondary Education (PSE) and the selection of suitable PSE options.

<p>9. Why Developed / Problems / Issues Targeted</p>	<p><i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i></p>	<p>Developed to reduce drop out rates, objectives include:</p> <ul style="list-style-type: none"> • introduction to a broad range of life experiences, skills, interests and education options; • improve over-all academic performance, attendance and behaviour; and • increase self-esteem, self-confidence and motivation to attend high school and to go on to post-secondary education.
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<p><i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i></p>	<p>A series of 10, 75-minute experiential, career-focused workshops have been created. The College Ambassadors completed an extensive interview, selection and training process. All of the guidelines for the delivery of these events (teaching guidelines, ROAD Map materials for students, teaching aids, etc.) have been created. The intellectual property has been created with Ministry funds and is available for use by other colleges and school boards/schools. A roll-out support plan is also in place.</p>
<p>11. Funding Mechanisms</p>	<p><i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i></p>	
<p>12. Organizational Dimensions</p>	<p><i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i></p>	
<p>13. Partnerships Integral or Related</p>	<p><i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i></p>	<p>Big Brothers Big Sisters Ottawa; Ottawa and Renfrew Public and Catholic School Boards as well as the Catholic District School Board of Eastern Ontario</p>
<p>14. Stakeholder Involvement</p>	<p><i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i></p>	<p>Representatives from the College, private sector and each of the school boards involved in the pilot program sit as members of an Advisory Board. All program materials as well as logistics are vetted through this Board.</p>

<p>15. Key Changes Over Time</p>	<p><i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i></p>	
<p>16. Performance Indicators</p>	<p><i>What indicators are used, if any, to measure the performance of this program?</i></p>	
<p>17. Monitoring and Evaluation Mechanisms; Reporting</p>	<p><i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i></p>	<p>Pre and post student questionnaires were completed. Feedback forms were completed at the end of each workshop by students and Ambassadors (results are being used for future direction/enhancements). Parent questionnaires were distributed; however, the return rate has been lower than hoped.</p>
<p>18. Key Results or Outcomes</p>	<p><i>What have been the main achievements or outcomes of this program to date?</i></p>	<p>Students self-reported: 18% increase in desire to attend PSE. 27% increase in likelihood of attending PSE. 22% increase in desire to obtain a university degree. 32% increase in knowledge of PSE program requirements for field of interest. 84% decrease in lack of understanding of program availability. Significant increase in resources used to get career advice.</p>
<p>19. Difficulties or Barriers</p>	<p><i>What difficulties or barriers to success have been experienced by this program, if any?</i></p>	
<p>20. Promotion / Publication Channels</p>	<p><i>How is information about the program or initiative publicised or promoted to potential participants?</i></p>	<p>School Guidance Counsellors provided information packages to selected students (for pilot program). Some information can now be found on the Internet at www.nrlgroup.ca. More work needs to be done in this area. Algonquin has submitted a request for second-year funding. A permanent funding source will be required for future years. Partnerships with Sector Councils may be a potential direction. More colleges and boards need to be made aware of the program and the availability of the materials.</p>
<p>21. Future Plans</p>	<p><i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i></p>	

22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Janet Stewart-Lussier 613-299-5003 Janet.stewart-lussier@nrlgroup.ca
24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	www.nrlgroup.ca

Virtual Job Fair

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Virtual Job Fair
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	<ul style="list-style-type: none"> Department of Career Development & Experiential Learning, Memorial University of NL Career Employment Services, College of the North Atlantic.
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	<ul style="list-style-type: none"> Department of Career Development & Experiential Learning, Memorial University of NL Career Employment Services, College of the North Atlantic.
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	May, 2007 pilot program
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	<p>Graduating PSE</p> <p>Student's, upcoming graduates and alumni of all disciplines at Memorial</p>
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Virtual - Online originating in St. John's NL
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	A partnership & event to promote student/alumni job opportunities via a tailored "Virtual Job Fair" website; also provides overview of employer, resume database and ability for administrators to obtain reports of attendance.
9. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify</i>	

	<i>what these are.</i>	
10. Key Features / Content <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i>	<ul style="list-style-type: none"> • As a pilot project, attendance and interest via employers and students was impressive. • Jobs posted for 2 weeks: students/grads reviewed and learned more about the employment opportunities
11. Funding Mechanisms	<i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i>	Employers are charged a fee in order to post jobs at the Virtual Job Fair.
12. Organizational Dimensions	<i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i>	
13. Partnerships Integral or Related	<i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i>	<ul style="list-style-type: none"> • Collaboration with College of the North Atlantic <ul style="list-style-type: none"> ○ Promote registration to employers/students • Software provider for website <ul style="list-style-type: none"> ○ Provide website for job fair; tools for admin use
14. Stakeholder Involvement	<i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i>	<ul style="list-style-type: none"> • Employers have to register and upload jobs; at end of 2 weeks they download applications • They will be surveyed to inquire about hiring potential and feedback about event
15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	

16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	Have not implemented this yet
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	<p>49 employers and 2000 students/alumni took part in the pilot which was above the anticipated projections for participations.</p> <p>66% of the employers were from Atlantic Canada most were small employers who have difficulty reaching out to this population of youth.</p> <p>(anticipated)</p> <ul style="list-style-type: none"> • Increase in attendance and successful fairs • Host both graduate summer student job fair • More students/alumni learn about jobs available in the Atlantic region
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	<ul style="list-style-type: none"> • Employer contacts in CCD and provincial associations who encourage membership participation • No cost approach for promotions to both parties; used List Servs and website to promote to students.
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	<p>Tailored fairs for specific faculties (Education, Health, Social Work, etc.)</p> <p>Winter and Summer fairs held.</p>
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	<p>Lynn Walsh and Chris Hounsell phone: 709-737-2033 / email: cdel@mun.ca Kelly Jones (College of the North Atlantic) Phone: 709-758-7423 / email: kelly.jones@cna.nl.ca</p>

24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	www.mun.ca

Virtual Job Finding Club

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Virtual Job Finding Club (VJFC)
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	<ul style="list-style-type: none"> Department of Career Development & Experiential Learning, Memorial University of NL Career Employment Services, College of the North Atlantic.
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	<ul style="list-style-type: none"> Department of Career Development & Experiential Learning, Memorial University of NL Career Employment Services, College of the North Atlantic.
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	Fall, 2006
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	<p>Graduating PSE</p> <p>Student's, upcoming graduates and alumni of all disciplines at Memorial</p>
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	St. John's, Newfoundland. Facilitated on campus at Centre for Career Development, but offered to students and grads online.

8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	The Virtual Job Finding Club is aimed at reaching upcoming graduates and recent graduates who are unemployed or underemployed, within and outside the province, using the power of the Internet and Elluminate Live! presentation software.
9. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i>	
10. Key Features / Content <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i>	Comprised of a series of workshops conducted on-line throughout the week. Participants will have the opportunity to interact with the group during the session using a headset with a microphone or through the direct messaging window incorporated within the "Elluminate Live!" software.
11. Funding Mechanisms	<i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i>	
12. Organizational Dimensions	<i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i>	
13. Partnerships Integral or Related	<i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i>	
14. Stakeholder Involvement	<i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of</i>	No real stakeholder involvement but students are surveyed to determine satisfaction with, comments or suggestions about service.

	<i>stakeholders are involved?</i>	
15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	
16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	Success could be based on employment prospects or new jobs received by people participating in the VJFC
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	Email a survey to request feedback about quality of presentations and service
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	(anticipated) Growth from both institutions in terms of attendance
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	Advertised on CCD website, calendar of events, list servs at both institutions.
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	

<p>23. Key Contact Details</p>	<p><i>Name and title of senior contact or other information point, with address, telephone and email details if known</i></p>	<p>Lynn Walsh and Chris Hounsell (Memorial University) phone: 709-737-2033 / email: cdel@mun.ca Kelly Jones (College of the North Atlantic) Phone: 709-758-7423 / email: kelly.jones@cna.nl.ca</p>
<p>24. Website or Other Information Source</p>	<p><i>url, publication reference or other information source.</i></p>	<p>www.mun.ca</p>

WorkGo Job Readiness

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	WorkGo Job Readiness Program
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	WorkStart Inc – private organization
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	WorkStart Inc - Private Investment
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	Jan 1 st 2007
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	Ongoing
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Targeted at youth and entry level employment seekers
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Web based available nationally
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	<p>WorkGo is a web-based animated video series that explores the workplace essential skills that employers expect in new employees. It was developed to increase awareness of youth of workplace attitudes behaviours and skills expected by employers.</p> <p>Each video segment presents animated “youth” characters in work settings faced with work situations where they make choices how to handle work issues. It shows the probable consequences of different</p>

		approaches.
<p>9. Why Developed / Problems / Issues Targeted</p>	<p><i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i></p>	<p>It was developed to address the gap in “essential” or “employability” skills between what young new employees are demonstrating and what employers say they need. WorkStart spent six months trying to find engaging programs which addressed these skill gap issues and made the decision to develop their own when their research could not find adequate resources.</p> <p>These “essential skill” areas were recently highlighted as areas of continuing concern by the Honourable Perrin Beatty in a speech to the Canadian Bureau of Education’s annual conference in November of last year.</p>
<p>10. Key Features / Content</p> <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<p><i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i></p>	<p>WorkGo shows a number of entry level work scenarios. Animated characters are faced with situations where they need to decide on the best approach to specific work issues or problems. The consequences of their actions are also explored in the video. Viewers watch the characters in a variety of work situations and can choose various actions for the characters to take and see the result of their choice. Commentary on these choices is provided by a narrator. Viewers then have an opportunity to build on the skills demonstrated in the video through workbook exercises.</p> <p>The objective of the program is to make youth aware of the importance and impact of work attitudes and behaviours. WorkGo uses an interactive, engaging and non lecturing approach.</p> <p>WorkGo has two modules; Attitude & Service. The Attitude module covers the following topics: a positive approach, being on time, keeping focus on work, doing your best, accepting guidance and instruction, being flexible, keeping emotions under control, staying substance abuse free, being honest. The Service module covers: doing more than expected, putting in extra effort, treating other well, handling difficult situations, effective communication, dealing with customers, being professional, putting customers needs first, learning to listen, ask questions and make suggestions.</p>
<p>11. Funding Mechanisms</p>	<p><i>Please describe the type of funding mechanism used for this initiative (e.g. provider’s own budget, service contract, grant, co-funding etc.)</i></p>	<p>WorkStart Inc. – Private Company</p>

12. Organizational Dimensions	<i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i>	WorkGo uses multi media web-based delivery requiring a high speed internet connection. It can be individualized with the help of the teacher's guide, student workbook and quizzes. The program can be integrated into a classroom model for areas such as co-op preparation, career prep., school-to-work programs, youth employment agency programs. The program is licensed to organizations on a per use or site fee basis.
13. Partnerships Integral or Related	<i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i>	Currently licensed to two youth agencies in Ontario and trials underway with several school boards.
14. Stakeholder Involvement	<i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i>	The creators used numerous surveys and already published "Essential Skills" profiles such as the Conference Board of Canada's Employability Skills Profiles and HRSDC's (Service Canada's) Essential Skills to determine skills and topics to be covered. Used youth focus groups to test approaches and character profiles. Presently working with several School Boards and Youth Agencies in initial delivery and feedback.
15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	Results are not available as the program is new.
16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	In terms of youth users of the program performance will be judged on the level of youth engagement: i.e. how many scenes are viewed, how many exercises are completed, participant performance on exercises and quizzes at the end of each module and the perceived relevance of the program by youth. At the organization level, indicators are the integration of WorkGo into already existing programs and number of licensing renewals.
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	Each initial delivery collects student or youth user feedback on the program. In addition teacher and facilitators will provide feedback on ease of use, applicability, results and observations on youth taking the program.
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	No data available

19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	Website and direct contact.
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	Depending on the success of the initial two modules, four more modules are planned to cover: Communication, Teamwork, Productivity and Problem Solving & Initiative.
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Grant Burson M.Ed. President WorkStart Inc 1829 Ferndale Road Victoria, B.C. V8N 2X9 Ph: 250 477 8809
24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	www.workgo.net

Youth Employment for Newcomers

Definition		Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Youth Employment for Newcomers
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Newcomer Employment Education & Development Services Centre (NEEDS)
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Manitoba Ministry of Labour and Immigration
4. Date Commenced	<i>Month and year (if known) when the initiative first came into operation</i>	Feb, 2007
5. Date ended	<i>If this initiative is not longer in operation, please give the month and year when it came to an end, if known.</i>	Aug, 2007 (possible extension)
6. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	At-Risk Recent immigrants and refugees in high school.
7. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Winnipeg, MB
8. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	To help recent immigrant and refugee students develop the essential skills required to enter and successfully participate in the Canadian labour market.
9. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify</i>	The project is designed to help immigrant and refugee students understand the Canadian labour market and learn about, enter and successfully attain and retain jobs. Issues identified by students, families and the schools in employment areas are addressed through

	<i>what these are.</i>	the tailoring of special career development workshops and when on the job, students have personal contact with the program coordinator to discuss career related issues.
10. Key Features / Content <ul style="list-style-type: none"> • Innovative • Effective • Promising 	<i>Please describe the main features of the program, focusing in particular on those aspects that are particularly innovative, effective or promising.</i>	There are seven career development workshops (i.e. resume preparation, interview skills, business language, Canadian workplace, etc). Sessions are on Saturdays so students do not miss school. They receive assistance in searching for a summer job and workplace support when they obtain a job. A program coordinator also recruits employers for the program.
11. Funding Mechanisms	<i>Please describe the type of funding mechanism used for this initiative (e.g. provider's own budget, service contract, grant, co-funding etc.)</i>	
12. Organizational Dimensions	<i>Please describe any key organizational dimensions of this initiative, e.g. delivery mechanisms, number of trainers, reporting structure etc.</i>	
13. Partnerships Integral or Related	<i>Are there any partner organizations involved in the delivery of the initiative? If so, please provide brief details of the partnership arrangements.</i>	MB4Youth – Partner Labour and Immigration – Funder Sisler High School – Partner (pilot school in project)
14. Stakeholder Involvement	<i>What mechanisms are used, if any, to involve key stakeholders involved in the development, delivery or evaluation of the initiative? Which groups of stakeholders are involved?</i>	To help develop the program, focus groups with the families, students and host school in the program were held. There is a project steering committee composed of MB4Youth, Manitoba Labour and Immigration and the program coordinator hired by NEEDS that oversee and evaluate the program.
15. Key Changes Over Time	<i>Have there been any major changes in the content or delivery of this initiative over time? If yes, please give brief details.</i>	

16. Performance Indicators	<i>What indicators are used, if any, to measure the performance of this program?</i>	Students learn about the Canadian labour market and find / successfully participate in summer employment.
17. Monitoring and Evaluation Mechanisms; Reporting	<i>What arrangements are there, if any, for the monitoring and evaluation of this program and for reporting on the results?</i>	The Project Steering Committee receives regular progress development reports from the program coordinator (i.e. participating employer list, participant progress, next steps, etc.). There is no formal evaluation of the program as of yet.
18. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	Anticipated that all 15 student participants find summer jobs.
19. Difficulties or Barriers	<i>What difficulties or barriers to success have been experienced by this program, if any?</i>	
20. Promotion / Publication Channels	<i>How is information about the program or initiative publicised or promoted to potential participants?</i>	This is a pilot program and a local high school was selected to participate. Teachers invited students who were recent new immigrants or refugees to the program.
21. Future Plans	<i>Please give brief details of any future plans for this initiative, especially key objectives or planned changes.</i>	
22. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	
23. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Allyson Henry, Program Manager 1 (204) 945-3755 allyson.henry@gov.mb.ca
24. Website or Other Information Source	<i>url, publication reference or other information source.</i>	No reference or web site available yet.