

# *Successful Transitions*

**...to**

## **College Postsecondary and Apprenticeship Programs**

Part of the Learner Skill Attainment  
Framework Initiative

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## Table of Contents

Acknowledgements .....	3
Background .....	3
Introduction .....	4
Methodology .....	5
Results of the Interviews with College Academic Upgrading Faculty .....	6
A) Programs For Which College AU Students Are Typically Preparing.....	6
B) Working With Students Already in College Postsecondary or Apprenticeship.....	7
C) Milestones for Successful Transition to College Postsecondary or Apprenticeship.....	7
D) Core Components of Transition .....	10
E) Additional Components That Indicate Readiness for Transition .....	11
F) Specific Assignments or Tasks Related to the Components for Transition.....	12
Summary and Next Steps .....	13
Appendix A: Interview Questions/Survey .....	15

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## Background

*Successful Transitions to College Postsecondary and Apprenticeship Programs* is a follow-up study to the 2007 report entitled, *Essential Skills for Success in College Postsecondary and Apprenticeship Programs*. Both of those projects are also companion pieces to the MTCU-sponsored *Learner Skill Attainment Validation Draft, 2008*.

The 2007 *Essential Skills for Success* study involved interviewing 25 college postsecondary and Apprenticeship faculty to gain feedback on the relative importance of HRSDC's nine Essential Skills as they pertain to student success in college programs and Apprenticeship training. The follow-up project in 2008, *Successful Transitions to College Postsecondary and Apprenticeship Programs*, elicited feedback and information from an additional 23 college faculty, but this time those were faculty members who teach in Academic Upgrading (AU) programs and who *prepare* students for transition to college programs and/or Apprenticeship training. The purpose of this project was threefold:

- to identify some “milestone” accomplishments and/or attitudes which the faculty members in AU observe to be indicative of later success when their students transition into college or Apprenticeship programs;
- to obtain feedback on a pre-determined set of core components for successful transition to college postsecondary or Apprenticeship;
- to elicit examples of effective assignments/activities being used by AU faculty members which allow students to demonstrate readiness to transition.

*Successful Transitions to College Postsecondary and Apprenticeship Programs* is an important supporting project within the larger LSA Framework because it provides a glimpse into what AU teachers know are meaningful, “milestone” accomplishments and/or behaviours which are indicative of learners’ readiness to transition from AU into either a college program or Apprenticeship training. These destinations are two of the five proposed goal pathways for learners in the *LSA Framework Validation Draft*.

## Introduction

*Successful Transitions to College Postsecondary and Apprenticeship Programs* documents the data from interviews with 23 college Academic Upgrading faculty members. Interviewees responded to questions directed at eliciting information about the skills and attitudes demonstrated by AU students when they are close to the point of transitioning successfully to college or Apprenticeship programs. Collectively, the interviewees had a total of 304 years of experience teaching AU students, with the average length of teaching time being 12.7 years.

Since college AU faculty members typically work both with students preparing for college postsecondary programs and others preparing for Apprenticeship, those faculty members did not significantly distinguish between the indicators of successful transition for the two pathways. In other words, there was considerable overlap in comments about the milestones and core components for transition for those two pathways. For that reason, this report compiles the data from all interviewees in categories related to the questions posed, and not with respect to the goal pathway of college or Apprenticeship, except where specific examples were cited by the interviewees.

The 24 faculty members interviewed came from 11 different colleges, and those interviewees provided very consistent data in terms of identifying many “milestone” indicators for successful student transitions to college or Apprenticeship training. The feedback from the interviewees also showed considerable support for the eight “core components of transition” which were presented in the survey. Several also provided concrete examples of tasks or assignments that, if completed successfully, can be good predictors of success in the learners’ transition from AU to college or Apprenticeship.

It is important to note at this point that the annual CSC publication, *Prepared for Success* documents the successful transition of college AU learners who proceed into college

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postsecondary programs. Success is measured in terms of the students' first-semester grade point average as well as retention in their chosen college program. Therefore, when AU programs compile this annual data for the *Prepared for Success* report, they have a strong sense of the number and profile of students who transitioned successfully into that next step of education, and they can readily reflect on the attitudes and skills of those successful learners in terms of what the learners exhibited and accomplished while in Academic Upgrading. Also, AU faculty have the added benefit of often seeing past AU students on campus when those students continue into their postsecondary studies, so this provides anecdotal evidence of successful (and not so successful) transitions for learners from AU programs.

The following pages contain the interview methodology followed by a compilation of the results and information obtained in the interviews. Appendix A contains a copy of the survey tool itself.

## Methodology

In the winter 2008, college Academic Upgrading managers were contacted by the two project workers and given a brief outline of the project and the interview process. Managers were asked to forward this information to faculty members to elicit volunteer participation in the interview/survey process. Names of interested participants were forwarded to the project workers, who then followed up with each prospective participant to arrange a time for a telephone interview. Participants were provided with the interview questions ahead of time, and they were also provided with an Internet link to access the related project *Essential Skills for Success in College Postsecondary and Apprenticeship Programs*, with a suggestion that they may want to familiarize themselves with that project, in order to access some related background information for the current project and interviews.

Through a 30 to 45 minute telephone interview, participants provided direct information to one of the two project workers in response to the survey questions. The results from all interviews were recorded and have been compiled into this report.

## Results of the Interviews with College Academic Upgrading Faculty

### A) Programs For Which College AU Students Are Typically Preparing

As was expected when the survey was undertaken, the Academic Upgrading (AU) faculty members interviewed are involved in preparing adult students for a wide variety of college postsecondary and Apprenticeship programs. The list below is not exhaustive but illustrates the wide variety of programs into which AU students are transitioning.

#### Apprenticeship

- Construction Trades (various)
- Electrician (Construction/Industrial)
- Industrial Millwright

#### Pre-Apprenticeship

- Construction Trades (various)
- Automotive Service Technician
- Welder/Fitter

#### Business, Hospitality and Communication Arts

- Business Management
- Business Administration
- Business - Accounting
- Advertising/Marketing
- Operations Management
- Hotel, Restaurant, and Resort Management
- Journalism
- Graphic Design

#### Health and Environmental Sciences

- Personal Support Worker
- Practical Nursing
- Paramedic
- Pharmacy Technician
- Dental Assisting
- Dental Hygiene
- Veterinary Technician
- Environmental Technician

#### Human Services and Law/Justice

- Social Service Worker
- Addictions Worker
- Developmental Service Worker
- Early Childhood Education
- Community and Justice Worker
- Police Foundations
- Customs Worker

#### Preparatory Programs

- General Arts and Science – College Preparation
- General Arts and Science – University Preparation
- Preparatory Health Sciences

#### Technology and Skilled Trades\*

- Mechanical Engineering Tech
- Construction Engineering Tech
- Electrical Engineering Tech
- Civil Engineering Tech
- Alternative Energy Tech
- Architectural Tech
- Drafting Tech
- Motive Power Tech
- Process Control Tech
- Instrumentation
- Electrical Techniques
- Plumbing Techniques
- Welder/Fitter
- Industrial Maintenance Mechanic (Millwright)
- Photonics
- Machinist
- Heavy Equipment Operator
- Computer Programmer/Analyst

\*Tech may refer to "Technician" (2-year) or "Technologist" (3-year) programs

## B) Working With Students Already in College Postsecondary or Apprenticeship

In addition to preparing learners for college or Apprenticeship, a very small number of faculty members indicated that they provide remedial assistance to students who are already in postsecondary programs or who are registered apprentices working on their in-school training. Specific examples include the following:

- math and communications assistance for Practical Nursing and Pharmacy Technician students
- reading/math help for some apprentices attending evening classes
- math support for skilled trades students
- math assistance for Tool and Die apprentices
- math remediation in the summer after first-year for Electrical/Mechanical Tech students, in preparation for second year
- math “brush-up” for Law and Justice students preparing for their provincial exams

Some barriers associated with providing this kind of remedial assistance were also identified by interviewees:

- scheduling conflicts between postsecondary (or apprenticeship) and upgrading classes
- stigma for students attached to attending “upgrading” or remedial classes
- lack of motivation for postsecondary students to attend remedial classes

## C) Milestones for Successful Transition to College Postsecondary or Apprenticeship

This section of the survey asked respondents to identify some of the “milestones” or achievements which indicate to them as teachers that their AU learners will very likely make a successful transition into the next step of training or education, i.e. a college program or an Apprenticeship. The wording of the question did not suggest that these milestones should be focused on any particular domain or area, but rather left the question open to a variety of responses. Although some academic skills were identified, the interviewees consistently identified many milestones related primarily to Self-Management/Self-Direction skills and attitudes. Those milestones are summarized below.

### Self-Management Milestones

- meets attendance expectations
- shows commitment to the program
- demonstrates motivation
- shows determination
- stays on task
- multi-tasks

### Self-Management Milestones (con'd)

- shows a level of maturity appropriate for adult learning
- has well-defined, realistic goals
- sets short-term goals and follows through
- meets both program and self-imposed deadlines
- demonstrates time management, in and out of class
- manages workload with outside commitments
- demonstrates ownership of learning needs
- shows willingness to spend time getting help outside of class
- shows self-reliance
- has self-confidence, especially to grasp new concepts
- demonstrates self-discipline
- possesses self-awareness related to readiness for next steps of learning, testing, etc.
- demonstrates initiative
- works independently
- works with distractions
- “ask the right questions” - a willingness to take ownership and request assistance when they are stuck on a problem or task
- shows curiosity; ask questions
- shows persistence
- strives for constant improvement
- has a positive attitude; see things as a positive challenge
- works both independently and as a team member
- demonstrates interpersonal skills with peers, i.e. group support
- uses organizational skills
- has familiarity with college services
- uses good study skills

### Academic Milestones

- reads, interprets and proceeds with minimal support
- asks questions which are based on higher cognitive thinking
- uses quantitative thinking
- masters math skills over and above Essential Skills numeracy
- masters the LBS 3 and 4 fractions modules – if they can get this, they are usually successful later, and this also often links to success in communications
- demonstrates good algebra skills in pre-ACE and ACE level
- tackles postsecondary-type math questions successfully
- grasps formula manipulation – this demonstrates cognitive ability
- demonstrates reading comprehension – e.g. read instructions and following through instructions to successful completion of the task
- follows and carries out instructions especially from several sources – able to synthesize and integrate
- reads a several page article or text with no clear organization; then demonstrate understanding

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## Academic Milestones (con'd)

- reads and extracts information, and comments on that information
- uses proper grammar in oral and written work
- uses correct sentence structure
- demonstrates high level of organization, coherence, and unity in writing
- demonstrates essay writing skills
- uses correct documentation skills
- writes technical report or essay, proofreads and submits first draft without questions
- locates, organizes, analyzes and documents information for essays/reports
- synthesizes information from various sources
- delivers oral presentations by effectively summarizing text and sources, paraphrasing, and quoting sources
- goes “above and beyond”, i.e. asks questions to take learning further
- uses critical thinking skills
- demonstrates problem solving skills
- grasps abstract concepts
- achieves success on unit tests
- answers the question being asked
- completes demonstration activities with minimal or no support
- achieves 70% mastery throughout
- applies learning to own life, i.e. transfer skills and knowledge
- demonstrates technological proficiency in order to survive in a technology-based learning environment, e.g. MS Office applications

## Related Comments

- We meet with students every three months to review goal and necessary adaptations; we are now implementing a retention plan which includes a questionnaire, meeting with advisor, etc.
- We can tell by the end of LBS 5 if they are likely to be successful.
- Students need to realize that they can not write the way they talk.
- Completing the first essay seems to create an “aha!” moment for most students, and this provides confidence.
- Generally, it’s an attitude.
- Difficulty with lower level math is often an indicator of not being successful later.
- Health issues must be under control.
- The student’s personal life must be in order so that there are fewer barriers to success.
- The student demonstrates “growth” both personally and academically.
- Students need a “want to” rather than a “have to” attitude.
- Practical supports must in place if required for special needs e.g. software, note takers, etc. (availability of college resources are a big factor in this).
- If the student is excited about her/his goal, the likelihood of success is much greater.

The degree to which faculty members identified self-management skills as milestones for readiness to transition to the next step speaks to the enormously significant role that these skills and attitudes play in helping Academic Upgrading students achieve success in further training. And while academic skills can be measured quantitatively in a variety of ways, self-management and self-direction skills are much less quantifiable but equally (if not more important) for success.

While one intention of the Learner Skill Attainment Framework is to measure and report skills gains for the funder's corporate reporting purposes, we must keep in mind that student success in college postsecondary and Apprenticeship training (and in other pathways as well) depends on much more diverse and less easily measured criteria.

## D) Core Components of Transition

Through research, the LSA Framework project identified eight elements that support (or facilitate) transition from Academic Upgrading to Apprenticeship or college postsecondary programming. Faculty interviewees were asked to rate each component based on their agreement with its validity. Ratings were done on a scale of one to five, with one being "strongly disagree", and five being "strongly agree". Below is a list of the eight core components for transition and the mean rating score each one received.

(When viewing the mean values for the ratings of the core components, it must be remembered that the sample was small but representative of the college Academic Upgrading faculty members across Ontario.)

<b>Core Components of Transition</b>	<b>Mean Rating (out of 5)</b>
Identification of a realistic, achievable goal based on research and/or career exploration	<b>4.75</b>
Strong academic skills especially in Communications and Math (required ACE subjects)	<b>4.75</b>
Ability to apply academic skills in carrying out goal-related tasks	<b>4.70</b>
Demonstrated commitment to program	<b>4.70</b>
Proven self-management/self-direction skills, especially time and stress management skills	<b>4.50</b>
Study skills/ learning strategies/ test-taking strategies	<b>4.55</b>
Familiarity with the college environment, next step expectations and available supports	<b>4.20</b>
Facility with technology	<b>4.25</b>

It is not at all surprising that there was significant agreement from interviewees on the validity of the core components for transition because each component echoed the skills and/or attitudes that the interviewees identified as the “milestones” for successful transition that they have themselves observed with learners over many years.

## **E) Additional Components That Indicate Readiness for Transition**

After completing the rating scale of the core components for transition, interviewees were asked if there were any other components that would indicate readiness for transition to Apprenticeship training or college postsecondary programming. This was, in some ways, a refinement of the question regarding the identification of milestones that faculty view as indicators of successful transition. Not surprisingly, many comments in the responses to this question were consistent with the responses to the “milestones” question but often worded more specifically in terms of necessary conditions or elements that must be in place to support successful transition. Below is a summary of the additional comments.

- attendance: regular, consistent, punctual
- goals are set and students accomplish them
- commitment to the program and to their goals
- ownership for their goals, set timelines and benchmarks to determine/assess progress
- commitment to results; success in the trades requires that apprentices develop a genuine sense of care for the work they do; they need to be passionate about what they do; otherwise they will find reasons not to continue along on their journey
- participation in class
- group work: successfully getting the project completed, dealing with non-contributing members
- strong reading comprehension skills
- personal life management – ability to manage both personal and academic life
- proactive problem solving, following through to resolution
- achievement of academic levels beyond the necessary Essential Skill levels for the chosen profession
- social, housing and financial supports in place (Ontario Works, OSAP, EI, etc.)
- personal life is stable and managed including health, child care, transportation, finances
- transportation issues resolved
- criminal records clean
- familiarity with college systems, database, and facilities
- excitement about their “next step”

One interviewee summed it up very nicely: “If there is upheaval in the student’s life, nothing works! But at least they can come back at another time.”

## F) Specific Assignments or Tasks Related to the Components for Transition

The intention of the final interview question was to elicit examples of tasks or assignments related to the “milestones” of successful transition which Academic Upgrading faculty identified. In other words, the interviewer was looking for examples of activities completed by Academic Upgrading students which, if done successfully, are good predictors of a positive transition to college postsecondary or Apprenticeship training. In asking this question, it was hoped that faculty would be willing to share some of those tasks or assignments with the project, in an effort to collect sample tasks which could inform the development of additional transition tasks at later stages of the LSA Framework project. The majority of tasks identified did, in fact, relate very closely to both the milestones for successful transition identified by interviewees as well as the core components of transition. Below is a list of the tasks/activities/assignments identified.

- goal-related math demonstration in LBS Level 5
- ACE Apprenticeship math has goal-related practical tasks, e.g. plumbing
- graphing assignment – demonstrates understanding of abstract concepts
- math tests (mid-term and final) are generally good predictors, though some students suffer from test anxiety, so we give them a review modelled on the tests
- physics: uses and builds on skills learned in early modules; students who use these skills with ease and can transfer math (algebra) skills are good indicators
- oral presentation
- argumentative essay
- analyzing text
- formal report writing
- incorporating use of media (mostly computer-based) in task completion
- reading to find/locate information in support of assignments
- career research and oral presentation, which sometimes confirms readiness
- long-term goal/career research project
- data base research project (using the college’s database system)
- ACE Communications research essay
- ACE Communications project (major one) is goal-specific, e.g. Health, Business, etc.
- demonstrations created individually depending on the student’s goal, e.g. for paramedic program, student may research blood pressure, write a report, develop a permission form for students to participate in study, develop a chart to record data collected, take blood pressure and pulse of students before and after eating and record results, analyze results (ratio, graphing, conclusion)
- ACE Media Unit: assessing/analyzing an article/advertisement; support views and think critically
- participation in self-management workshops (self-identified)
- time-management skills
- primarily, readiness to transition is addressed through training plan discussions and daily contact
- running the student café: a real-life application of learned skills and creates “real experience” for job-searching
- TOWES can be incorporated into upgrading to identify skills gaps based on Essential Skills profiles; use appropriate programming to address skill gaps

- written self-reflection exercise (daily) but optional, i.e. what I learned today, why it was significant, how it can be applied to school, life, etc. Overall, the comments of stronger students are more detailed and thoughtful. After 6 weeks of using it, there appears to be an early correlation between the depth and type of comments and the commitment to the program, which will likely correlate to later success.
- portfolio development for Academic Upgrading students could be a good retention tool and a transition tool to help students validate and value their learning and work experience.

One interviewee who works primarily with students on the Apprenticeship pathway described an approach that promotes successful transition:

- I developed curriculum for exploring the skilled trades using the resource *Building for the Future*, created by Preparatory Training Program (PTP - a community-based LBS agency in Toronto). The resource assists the would-be apprentice in his/her exploration of the trades available in Ontario. It guides the student through the trades and uses a series of self-directed inventories to narrow down the trade[s] which are the best fit for him/her. The resource also identifies tasks and exercises for the student to do – using the nine Essential Skills. As part of my “Filling the Gap” research for the Office of Learning and Essential Skills, I broke the ‘BFF’ resource into an 8-week trades exploration program, complimenting ACE Math and Communications programming.

Needless to say, there was significant overlap in some of the tasks that faculty identified as good indicators for successful transition. ACE level research, report writing, and essay writing tasks were identified several times. Another theme was goal-related math tasks which involve application and/or abstract thinking. Finally, a number of interviewees again referred to self-management skills as being critical to success in postsecondary or Apprenticeship. However, these skills were not necessarily related to specific tasks but rather to overall attitudes and self-management that students demonstrate throughout the program, which seems to be a very solid predictor of success in transition.

## Summary and Next Steps

This primary research with college faculty members who prepare students for college postsecondary and Apprenticeship programs was intended to inform the LSA Framework project in three ways: the identification of milestones for successful transition; the validation of core components for successful transition; and the preliminary identification of transition tasks which seem to be especially well-suited to predicting success as students move from Academic Upgrading to college programs or Apprenticeship training. Certainly, there were significant parallels in the milestones for success identified by faculty, as well as good consensus on the validity of the eight core components for transition presented in the interview itself. Finally, the types of tasks/assignments currently in use which faculty identified as representative and

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meaningful indicators of readiness for transition were often similar from one interviewee to another, with emphasis on self-management and self-direction skills in addition to a variety of subject-specific skills.

The points summarized above indicate that there are some core skills and core components for transition that are necessary for success in the pathways of college postsecondary and Apprenticeship training. Some of these skills may overlap with those required for transition to other pathways, e.g. secondary school credit or employment, but there will also be variation in the skills required and the complexity level at which those skills are applied for the various pathways.

The milestones, core skills, and sample transition tasks identified in this project can and should be used to inform further development of the LSA Framework in terms of identifying core Essential Skills for transition. Since the LSA Framework focuses on the use of HRSDC's Essential Skills as one measure of learners' skills gains in LBS/AU programs, much work remains to be done in correlating the type of data obtained in a project such as this one with the language and complexity levels of the Essential Skills. Considerable effort will be needed to ensure that the language and intention of the LSA Framework is both useful and understandable to practitioners in LBS/AU programs in all sectors and streams. Funded professional development will be needed to ensure that Essential Skills and their role in LBS/AU programming is clear and meaningful, including the way in which those skills will be measured for corporate reporting purposes and for "learner-centred" reporting purposes.

In addition, a rigorous validation process will be necessary as the LSA Framework moves forward to ensure that learners are being fairly and accurately assessed in terms of measuring their Essential Skills gains in LBS and AU programs.

Finally, the format in which the Essential Skills are presented and their place in the five transition paths within the LSA Framework will be critical in achieving the desired outcomes of the framework for all concerned: the funder, the service providers, and the learners.

The College Sector Committee for Adult Upgrading would like to again acknowledge the participation of the college Academic Upgrading faculty interviewees who contributed to this project. Their comments and ideas speak to the experience and insights that they bring to their Academic Upgrading students and to their colleges.

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## Appendix A: Interview Questions/Survey

### Learner Skill Attainment Project

#### Transition Tasks for Entry to Apprenticeship and Postsecondary Programming

**Name:** \_\_\_\_\_

**College:** \_\_\_\_\_

**Position and Length of Time:** \_\_\_\_\_

Thank you very much for offering your time to participate in this interview! Below is some background information.

The College Sector Committee for Adult Upgrading (CSC) is providing the lead role in the Ministry's multi-year *Learner Skill Attainment* (LSA) project. This project involves all sectors (college, school board, community-based) and all streams (Anglophone, Francophone, Native, Deaf) who provide LBS/AU services.

One aspect of the LSA project for this year is to identify key tasks for college upgrading students whose goal is either Apprenticeship training or postsecondary studies. The purpose of this survey and interview is to collect information from college Academic Upgrading faculty who either

- a) prepare students who have Apprenticeship goals                      and/or
- b) provide remediation to registered Apprentices for their in-school training                      and/or
- c) prepare students who have postsecondary college goals

The information collected will be used (along with other data) to inform the identification of tasks that students could be asked to perform during and at the conclusion of their upgrading, i.e. upon completion of applicable ACE courses. These tasks could be one way of demonstrating the student's readiness to move to Apprenticeship. Such transition tasks, if they were implemented, would not exclude other forms of ongoing or exit evaluation but would provide an additional measure of student-readiness that relates closely to his/her chosen pathway: Apprenticeship training. Parallel data collection is underway for students pursuing the postsecondary pathway.

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The LSA project, under the direction of the Ministry of Training, Colleges and Universities, focuses significantly on research and practice related to three of HRSDC's nine Essential Skills: Reading Text, Document Use and Numeracy. You may be aware that last year, as part of the LSA project, the CSC conducted interviews with college Apprenticeship and postsecondary faculty to learn more about the skills required for student success in those two pathways. The CSC publication *Essential Skills for Success in College Postsecondary and Apprenticeship Programming (2007)* documents the results of those interviews, along with background information on Essential Skills and related research in other parts of Canada.

The current LSA research in which you have offered to participate builds on last year's research with Apprenticeship and postsecondary faculty. The main purpose, as mentioned above, is to get feedback from Academic Upgrading faculty about the kinds of tasks that facilitate transition to Apprenticeship and/or postsecondary training. The tasks identified will involve one or more of the three Essential Skills on which the project is focusing (Reading Text, Document Use, and Numeracy).

In other words, your knowledge of preparing upgrading students for entrance to Apprenticeship and/or postsecondary will assist the CSC in making some recommendations about how to incorporate those three Essential Skills into a selection of tasks (assignments, projects, tests, etc.) for our students.

To help you focus on the information we are seeking, the working definition of "transition task" for the purpose of this research is as follows:

***Key Transition Tasks:*** Significant, authentic learning activities, assignments and assessments related to learners' goals that comprise one component of the overall learner assessment strategy of LBS/AU programs. Successful performance of these tasks demonstrates learners' ability to apply three Essential Skills (Reading Text, Document Use and Numeracy) in planning and preparing for transition to the next step in their goal path.

Again, on behalf of the CSC, thank you very much for agreeing to participate in this important project.

1. Please indicate the subjects and levels in which you have significant teaching experience.

Level	LBS 1	LBS 2	LBS 3	LBS4	LBS 5	ACE/OBS
Communications						
Mathematics						
Self-Management						
Computer Apps						
Biology						
Chemistry						

2. Do your students have a goal of entering Apprenticeship or postsecondary programming? If yes, which programs are they typically preparing for?

3. Do you work with registered Apprentices or postsecondary students who are experiencing academic difficulties with their in-school training? If so, which Apprenticeships or postsecondary programs do those students typically come from?

4. You indicated that you have experience teaching ACE-level \_\_\_\_\_. Based on your experience, what are some program 'milestones' that indicate students can make the successful transition to Apprenticeship or postsecondary programs?

5. Below is a list of eight components which we think support (or facilitate) transition from Academic Upgrading to Apprenticeship or postsecondary. Please rate each component based on your agreement with its validity.

- |  |                          |          |          |          |                       |
|--|--------------------------|----------|----------|----------|-----------------------|
| a) Identification of a realistic, achievable apprenticeship goal based on research and/or career exploration | <i>strongly disagree</i> |          |          |          | <i>strongly agree</i> |
|  | <b>1</b>                 | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b>              |
| b) Strong academic skills especially in Communications and Math (required ACE subjects)                      | <i>strongly disagree</i> |          |          |          | <i>strongly agree</i> |
|  | <b>1</b>                 | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b>              |
| c) Ability to apply academic skills in carrying out goal-related tasks                                       | <i>strongly disagree</i> |          |          |          | <i>strongly agree</i> |
|  | <b>1</b>                 | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b>              |
| d) Demonstrated commitment to program  | <i>strongly disagree</i> |          |          |          | <i>strongly agree</i> |
|  | <b>1</b>                 | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b>              |
| e) Proven Self-Management/Self-Direction Skills, especially time and stress management skills                | <i>strongly disagree</i> |          |          |          | <i>strongly agree</i> |
|  | <b>1</b>                 | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b>              |

f) Study skills/ learning strategies/ test-taking strategies

*strongly disagree*                      *strongly agree*  
 1      2                      3                      4                      5

g) Familiarity with the college environment, next step expectations and available supports

*strongly disagree*                      *strongly agree*  
 1      2                      3                      4                      5

h) Facility with technology

*strongly disagree*                      *strongly agree*  
 1      2                      3                      4                      5

6. Are there other components that you think would indicate readiness for transition to Apprenticeship or postsecondary programming?

7. Have you developed any specific assignments, demonstrations, tasks, based on/ related to any of the above components (or additional components you've identified)? If so, please describe. Would you be willing to share these with the project?

*Thank you again for participating in this project!*