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## **BACKGROUND**

This document is the result of telephone interviews conducted with College Academic Upgrading Managers during August and September, 2005. The purpose of this report is to promote awareness of college initiatives with the broader literacy community. It is also to provide colleges with examples of innovative practice and contact information to facilitate further development and implementation across the system.

I would like to thank all those individuals who participated so generously in the interview process. The interviews took much longer than the originally planned half hour. I would also like to thank everyone for returning the draft Individual College Profiles so quickly. I know that this initiative was yet another deadline at the busiest time of the year, and I appreciate the high priority which you all put on responding.

All colleges participated in the Train Ontario 2 workshops. A careful reading of the materials provided at these workshops reveals that while they were comprehensive and well organized, they did not capture the on-going or planned activity in the College Sector. Very few examples of college workforce best practice were included in the materials. In addition, many of the examples from the other sectors were most applicable at LBS Levels 1 – 3.

## **PROCESS**

Managers were asked to book an interview time. They received a memo explaining the purpose of the interview as well as a discussion guide. (Appendix A)

Following the interview, College Profiles were written and returned to the managers for their input. Colleges could add or delete information.

The final step was to analyze each of the profiles to identify initiatives about which other colleges might be interested in getting more information.

## **DOCUMENT ORGANIZATION**

### **OVERVIEW OF COLLEGE DELIVERY**

During the interviews, a number of principles were identified repeatedly by the managers. It also became evident that many practices were common to all colleges. These principles and commonalities are outlined in the first part of the document

### **INDIVIDUAL COLLEGE PROFILES**

The content of these profiles is based on the interviews. These profiles describe only those initiatives which were discussed during the interviews and definitely do not describe everything happening at each college

Information is grouped according to the categories identified in Train Ontario 2. All colleges have very similar Program Evaluation Strategies and Policies and Procedures fully in place. These are described in the first section of the report; no further description is provided in the profiles.

Following each profile is a point form listing of program highlights in which other colleges might be interested.

The summaries are followed by manager contact information to facilitate follow up.

## **LINKAGES**

The final section of the document is a consolidation of the program highlights.

## **APPENDIX A**

Appendix A is the memo distributed to all the colleges to start the data collection

## **APPENDIX B**

Appendix B is an explanation of college classroom delivery prepared by Barbara Glass of Canadore College for the an Adult Literacy Educators module.

**OVER VIEW OF COLLEGE DELIVERY  
REALITIES & COMMONALITIES**

## OVERVIEW

This report is not intended as an in depth description of on-going and planned activity in the college sector in the areas of workforce and essential skills delivery. The recent Train Ontario 2 workshops and materials did not include many college examples of workforce delivery. This summary is, therefore, intended only as a brief overview to introduce other deliverers to the college environment and the types of workforce activities which are currently on-going. It is also intended to make colleges more aware of activities currently taking place at other colleges to encourage communication and sharing of strategies and materials.

The information was gathered from phone interviews with program staff at each college in August and September, 2005. The categories are based on those headings identified in the recent Train Ontario 2 workshops and materials: Strategic Planning, Marketing and Partnerships, Supporting Practitioners, Program Evaluation and Policies and Procedures. Workforce materials development, including curriculum, learning materials and demonstrations, is a major category not identified as a separate heading in Train Ontario 2. It is embedded in the Strategic Planning and Program Evaluation categories.

During these interviews, staff from all colleges repeated that a number of realities concerning college delivery needed to be stressed. This Overview will try to capture these concerns.

## COLLEGE REALITIES

1. For colleges the separation of the Employment goal from the Further Training goal is highly artificial. All post secondary programming is focused on specific employment sectors. Students enroll in post secondary programs to secure employment. Preparing for further education at a college is preparing for the workplace. There is a difference between entry level jobs that do not require further education to be considered for employment and those that can only be accessed with sector specific training at the post secondary level. There are a few students in college programming who will never be able to handle the rigours of post secondary programming (plateaued learners). Colleges have strategies in place to assist these plateaued learners to enter the workforce directly. The college focus is on the majority of students they train - those able to master the more advanced skills requiring post secondary education.

College aggregate activity for 2004-2005 for LBS/OBS levels is as follows:

LBS 1	less than 1%
LBS 2	7%
LBS 3	23%
LBS 4	24%
LBS 5	21%
OBS	25%

2. While LBS deliverers in other sectors are able to contact employers directly and negotiate service provision contracts, most colleges have a specific department mandated to make these connections: Contract Training. Colleges are heavily involved in corporate training locally through Contract Training and provincially through CON\*NECT, and ACAATO. Individual college departments or programs do not normally contact employers directly with offers to provide services without the involvement of Contract Training. On the other hand, Academic Upgrading programs have extensive linkages with all parts of the college including Contract Training, and their expertise and materials are frequently included in negotiated contracts with employers. Employers are also frequently advised about upgrading opportunities and encouraged to make their employees aware of this training. It is important that Academic Upgrading operate in partnership with other college departments – not in competition.
3. The profile of the LBS/OBS student is carefully examined provincially, regionally and at individual college sites. The largest and fastest growing segment of college LBS/OBS funded students is those who are employed or recently unemployed: LBS 38%; OBS 52%. These students have already demonstrated the skills necessary to find and maintain employment and are very aware of the self management skills required by employers. A minority of these students are seeking to improve their literacy and numeracy skills or secure a credential, ACE, GED or TOWES, to advance with their current employer. Eighty-six percent of OBS students identify further education as their goal; 78% of LBS students identify further education. In some cases this post secondary program may be related to their current occupation, but for most it is totally unrelated. These people already have the workplace essential skills; they are seeking the sector specific skills provided in post secondary.

This large number of employed students has had a dramatic effect on college programming. Colleges are increasingly accommodating their needs by offering part time evening classes, noon hour tutorials, weekend programming, swing shift scheduling and flexible individualized timetabling. Teachers routinely encourage employed students to bring reading materials and job assignments like report writing and mathematical calculations to the classroom to work on and share with others. Although most are informal workforce activities, some have resulted in forming the basis for learning activities and demonstrations that can be used by other students as part of demonstrations banks. (One college has expressed the reality that not all employers are pleased with having their workplace materials taken from the job site and have not allowed given permission for such activities)

Many employed students seeking to change careers do not see their current jobs as having any literacy or numeracy tasks related to their future goals. These students have made great personal sacrifices to upgrade their academic skills and do not want to participate in any learning activities which they do not perceive to be related to their goal of entering post secondary. Workforce activities and demonstrations must be optional for these students

An examination of Exit Outcomes indicates that 45% of college LBS students and 35% of OBS students go to employment when they leave programming. This would seem to support the idea that workforce preparation should be provided to a large number of college upgrading students. However a number of factors must be taken into consideration. Many exit in the months prior to a post secondary start up, and, like the traditional high school graduate, work in the intervening months to get money for their upcoming academic year. Many must “stop out” for financial reasons before moving on to their post secondary training which they may also pursue on a part time basis. Many continue working at the jobs which they had when they entered the program. A large number of those exiting for employment are OW recipients for whom employment is the preferred outcome. Tracking of students at the 3 and 6 month points shows a significant shift in statistics. At three months 30% of LBS students are employed and 35% are in further education. For OBS students the percentages are 26% employed and 52% in further education. These proportions remain constant at six months.

4. Colleges have recently become involved in a province wide College Sector workforce assessment initiative: TOWES, Test of Workplace Essential Skills. The lead department at each college may be Contract Training, Job Connect or Academic Upgrading. Colleges across the province have participated in a one year pilot that included the volunteer assessment of current employees, job seekers and upgrading students. This is a major linkage with employers which will result in increased referrals to upgrading programs in all sectors and has already resulted in changes to programming especially the identification and development of materials to prepare students for Document Use. Essential Skills materials are increasingly being incorporated into college upgrading classrooms. These are materials which are both purchased and developed in house. A number of colleges are also involved nationally in a sector specific initiative with the Trucking Industry.
5. Just as student profiles vary; college profiles vary. There is no one delivery model which works for every college. Colleges with multiple sites also have significant variance. Students at main college sites tend to have a post secondary goal. Often the percentage of students at smaller satellite sites having employment goals is greater e.g. Haliburton and Parry Sound. Teachers at these sites have incorporated much more workforce oriented material in their classroom delivery. It is not so much that there are different programs, rather the proportions of workforce preparation and post secondary preparation are different.
6. A major focus during the past two years at colleges has been the updating of the former Level 4 Basic Training for Skills Development (BTSD) program. Now called ACE, this program prepares people for post secondary and provides an alternate credential. ACE maths and sciences are broken down according to post secondary career paths: Business, Technology, Health Sciences and Apprenticeship. There is also an option for those seeking ACE for employment.

The College Sector Committee has been facilitating the sharing of materials as well as developing new materials. The Media Studies unit, part of ACE Communications, was developed for use by all colleges. It is worth noting that employed students are encouraged to use materials available at their workplaces to demonstrate their skills in this module.

7. Much of the workforce and sector specific training which colleges have provided to students over the years has been discontinued primarily as a result of shrinking dollars. Colleges have had to dedicate their dollars to their core business of preparing students for post secondary. Employability skills programs which included field placements with employers were common at most colleges. Now only a few have been able to retain such initiatives primarily as workshops. Through their Continuing Education divisions and Tuition Short funding streams, colleges have, over the years, developed some sector specific programming like Call Centre Training and Personal Support Worker. At many of the colleges which developed and delivered this programming, it has been discontinued as other deliverers in the community have been able to offer it free of charge. The materials developed are still being used as appropriate with upgrading students.

## **COMMONALITIES**

A brief summary of activities at each college is provided in this snapshot. However it became clear in the interviews that much of the information provided was the same for all colleges. Rather than repeat information, commonalities have been summarized according to the Train Ontario 2 headings.

### **PROGRAM STRATEGIC. PLANNING**

#### **Analysis of Program Statistics**

Colleges analyze their stats on a regular basis primarily to track activity levels and progress toward their contracted contact hours. This is done on a site by site basis and appropriate strategies (e.g. outreach, timetabling adjustments, retention strategies) are identified to address problem areas. Colleges also track learner demographics and goals and make adjustments accordingly. The most significant response has been the increased provision of part time learning opportunities for employed students including evening programming and the piloting of weekend delivery. Accommodations for shift workers including: swing shift schedules, noon hour and after work tutorials, one to one appointments and weekly timetabling have been made.

Colleges also conduct a larger analysis of program stats annually at a minimum and often up to three times a year with all staff. The CSC provides a provincial, regional and individual college stats summary as well as a guide to using the stats each spring. Colleges look at student goals, participant demographics and exit outcomes and have made changes to programming based on this analysis. For example some colleges are

focusing on Essential Skills; others are developing strategies to address the increasing number of youth.

The CSC collects stats each year from all colleges about students who have moved on to post secondary. The “Prepared for Success” report is published annually and is available on the CSC web site: [www.collegeupgradingon.ca](http://www.collegeupgradingon.ca). It tracks the number of students enrolled in first semester programming, which programs they have enrolled in, their Grade Point Average and their second semester enrollment status. In addition to clearly confirming that college upgrading students are well prepared, it has also provided a clear picture of which programs students move on to. This along with the analysis of student goals has resulted in an expansion of the delivery of sciences and math.

### **Scheduling**

As previously mentioned, most colleges deliver fulltime, part time, days and evenings on a year round basis to accommodate the needs of all students. Numbers of classrooms and numbers of evenings for delivery varies throughout the year based on demand. What is offered may also vary. For example there is increased ACE science and math during the summer for students accessing post secondary. In the fall, there is increased lower level delivery for new students who may still be identifying goals.

### **Delivery Modes**

Colleges deliver primarily individualized, one-to-one, self paced programming. Workshops identified as being of interest to students are offered on a small group basis. Often computers and self management courses are offered in interactive teacher guided classrooms. Lectures are also a limited teaching strategy to prepare people for post secondary. The individualized continuous intake and part time participation of increasing numbers of students makes scheduling of group activities increasingly complicated. All colleges are interested in both distance and blended learning and have the equipment, materials and staff expertise in place to move forward.

A description of college classroom delivery prepared by Barbara Glass of Canadore College is attached as Appendix B.

## **MARKETING AND PARTNERSHIPS**

### **Internal**

College Upgrading Programs have extensive partnerships within their colleges. These include Student Services, Special Needs, Registrars, Liaison, Employment Centres, Contract Training, Continuing Education, Marketing, Job Connect, Pre Apprenticeship and Apprenticeship and above all Post Secondary. At the 6 colleges where the Academic Upgrading manager is also responsible for Job Connect links between these two programs are particularly strong. All colleges are currently working on strategies to link Upgrading, Job Connect and Apprenticeship more closely in preparation for One Stop.

Upgrading students are college students and can access all college services. This is often referred to as the “value added” of college programming.

These internal partnerships may be referral partnerships. Students not having the necessary subjects to access post secondary are referred in their rejection letters to Academic Upgrading by Registrars. Students struggling in post secondary are increasingly being referred to Academic Upgrading by PS program coordinators. Student Services counsellors also refer clients.

These may also be partnerships in which clients are shared; for example, Academic Upgrading provides the literacy and numeracy skills, Job Connect the employment skills and placement and Pre Apprenticeship the hands-on skills.

There may also be volunteer partnerships in which PS faculty provide input on curriculum and required learning outcomes for a particular program. PS staff may also provide group and one-to-one information sessions and tours to interested students. Many colleges also have negotiated arrangements with post secondary which provide transfer credit for Academic Upgrading courses or preferred consideration for admission.

Upgrading programs are publicized in all college calendars and Continuing Education brochures and flyers, and, at many colleges, Academic Upgrading opportunities are included in all media initiatives.

TOWES is providing a major opportunity for internal linkages as well as linkages with employers. The lead may be Upgrading, Job Connect or Contract Training at a particular college, but all are involved in either assessment or subsequent literacy and numeracy training of clients. The CSC was responsible for developing a Provincial Referral Protocol and an Essential Skills Materials Bibliography for use by all colleges.

### **External**

Colleges have partnerships in place with OW, WSIB, Service Canada, Community Employment and Counselling Agencies, other literacy deliverers as well as with employers.

These maybe also be referral arrangements or joint delivery agreements. Often the partnership is the result of a co location arrangement especially in smaller communities. Employers often volunteer to provide information sessions or job shadowing opportunities to students.

### **SUPPORTING PRACTITIONERS**

All colleges have Professional Development strategies in place for all fulltime employees and often for part time as well. These strategies include funds which staff can access to attend conferences or take courses. Colleges also offer college-wide workshops to staff throughout the year on topics as diverse as instructional design, computer skills, cultural

awareness and conflict management. As part of each teacher's workload agreement, time is allocated for curriculum and materials development.

All staff are able to participate in external training events organized regionally often by the local network or by other colleges as well as provincial events – especially the annual CSC conference. Based on faculty input, this provincial event always includes time for faculty to gather in subject working groups to share materials and delivery strategies including workforce materials.

Staffs at all colleges determine what materials and texts are purchased and have significant influence on delivery approaches and hours. When funding allows, faculty are released from classroom duties to do development work or are compensated for additional work taken on.

The College Sector has an extensive front line communications network linking staff from across each region and provincially. This includes support staff as well as faculty.

Colleges have not had much opportunity to hire or select fulltime staff. Those who have been able to hire, primarily part time and sessional teachers, are looking for a combination of expertise in a particular subject area as well as experience teaching and awareness of essential skills. Many use the “Teachers for Tomorrow” list of essential skills to screen applicants and base interview questions on the suggestions presented in this document. New managers and faculty are also referred to the two workbooks which the CSC has developed to familiarize new staff. These workbooks include an orientation to workforce and essential skills initiatives.

## **PROGRAM EVALUATION**

All programs have formal and informal program evaluation procedures in place as required by MTCU and by their colleges. In response to Core Quality Standards some years ago, colleges developed questionnaires, student focus group processes as well as external evaluations by referring agencies, employers and post secondary. Students have an opportunity to evaluate the program through the Student Satisfaction Survey conducted at exit, as well as, numerous opportunities throughout the year to provide program input. College teachers are evaluated regularly through student questionnaires as part of overall college policy. All colleges must conduct Key Performance Indicator (KPI) evaluations which are published on college web sites. Academic Upgrading Programs are included in the KPI process. All colleges were able to provide concrete examples of changes they had made in response to these numerous program evaluation strategies.

Under new legislation for colleges, a compulsory six year program evaluation cycle has been initiated. In the course of this six year cycle, every college program must conduct two evaluations – one informal and the second one formal. Each year individual colleges identify the programs which must conduct the extensive formal evaluation. By the end of

the six year cycle all college programs, including Academic Upgrading, will have done both an informal and formal evaluation according to the provincial criteria.

### **POLICIES AND PROCEDURES**

All colleges have well developed student policies in place. The majority of these policies are college wide; for example, behaviour, plagiarism, and ethical use of computers. In addition, all college upgrading programs have developed program specific policies to cover the distribution of Training Support dollars as well as attendance and progress. The CSC, as part of a project, researched attendance and progress policy practices and developed a guide to developing such policies including documentation which can be used.

As one of the managers described it: “ We see the classroom as a workplace. Students must exhibit all the behaviors there required by an employer. They must attend regularly, be punctual, inform the college when they will be absent, behave with respect towards others and produce results.”

# **INDIVIDUAL COLLEGE PROFILES**

## **ALGONQUIN**

### **PROGRAM STRATEGIC PLANNING**

Algonquin has an annual spring strategic planning meeting with all staff. The Program statistics form the basis of the in-depth discussion with special emphasis on student activity numbers, distribution of activity over LBS/OBS levels, as well as curriculum and delivery improvement needs. Based on this annual discussion, some of the changes which have occurred are as follows: introduction of a new lock-step Reading Course (formerly it was embedded in Communications); ACE curriculum has been mapped; LBS 3 -5 communication curriculum has been made more flexible, class sizes have been modified ( smaller for lower levels and larger for upper levels), and the computer course has been modified to include familiarization with Blackboard – the online course management system used at Algonquin. A major change has been to designate a fulltime faculty as the anchor person for each level. This has stabilized programming which was formerly delivered primarily by part time and sessional faculty.

Plateaued students are referred to Algonquin's Academic Referral Centre and subsequently to Focus for Change (FFC), Job Readiness Training (JRT) or other local delivery agencies based on client needs and goals.

JRT curriculum and delivery has been revised to line up more closely with LBS levels. FFC and JRT are workforce focused programs. Students in these two programs do an unpaid workplace observation. Some upgrading students have been referred to Job Connect. A major focus this year is to further develop the linkage with Job Connect

Programming is offered full and part-time, days and evenings. Daytime blocks are from 8:00 a.m to noon and from noon to 4:00 p.m.; the evening block is from 6:00 to 9:00 p.m. This has accommodated the needs of the many employed students. Evening delivery is primarily math, science and communications. Employed students are able to attend a minimum number of hours to focus on writing tests.

Delivery is primarily individualized and self paced with some teacher led delivery. Algonquin provides PLATO programming for reading and computer courses. Science and computers are hands-on in labs.

Algonquin is expanding blended learning opportunities and is prepared in terms of expertise and equipment for distance delivery.

### **MARKETING AND PARTNERSHIPS**

The primary internal partnership is with post secondary. Post secondary programs have provided considerable input on the upgrading curriculum required to succeed in post-secondary. Transfer credits may be granted for the LBS Self Management course for the post-secondary Strategies for Success course. Upgrading students can participate in program shadowing. Post secondary staff provide group and individual information sessions.

The Registrar's Office regularly refers students seeking post secondary admission to Academic Upgrading to complete specifically required courses. Post-secondary students not succeeding in their courses are referred to upgrading for remedial assistance. Continuing Education students with weak reading skills are also referred to upgrading. Staff has placed an emphasis this year on forming closer linkages with Job Connect and Apprenticeship programming for the benefit of students in all program streams.

Externally the primary partner is OW which refers students to Academic Upgrading, Focus for Change and Job Readiness Training.

## **SUPPORTING PRACTITIONERS**

Algonquin has a PD policy in place for all staff. The primary annual activity is Kaleidoscope which includes workshops and training of interest to all staff. Algonquin staff are encouraged and enabled to attend all relevant local, regional and provincial training. Faculty are fully consulted on the selection of in-class materials.

Workforce learning materials and demonstrations are available through JRT and FFC programming. Self Management materials are under development. Critical Thinking and Problem Solving are available through the Preparation for Health Sciences program as well as integrated in the Academic Upgrading Study Skills course.

Informal and formal recognition of achievement is a major focus. Biannually there is a student recognition ceremony. This year 50 students were recognized.

## **PROGRAM EVALUATION**

Algonquin, like all other colleges, is part of the system-wide program evaluation initiative which is in the first year of a six year cycle. Algonquin also uses the KPI surveys annually to determine student satisfaction and to evaluate courses.

## **POLICIES AND PROCEDURES**

As with all colleges, both college and program policies are fully in place.

## **SPECIAL INTEREST FOR FOLLOW UP**

### **Curriculum**

Reading Course

Computer Course

PLATO

Critical Thinking and Problem Solving

Blackboard

Computers, Reading

### **Links with Post Secondary**

Transfer Credit for Self Management

Strategies for Success

### **Plateaued Learner Strategies**

Links with Job Connect

Job Readiness Training

Focus for Change

### **Student Recognition**

Recognition Ceremony

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## **BOREAL**

### **PROGRAM STRATEGIC PLANNING**

Boreal has 12 sites; 9 in Northern Ontario, 1 in Toronto and 2 in South Western Ontario. This presents some unique challenges in strategic planning. A priority this year has been streamlining the delivery of ACE for all 12 sites including a more rigorous evaluation of delivery, curriculum and students. Boreal works highly collaboratively with La Cite on all curriculum initiatives; for example, La Cite developed ACE level mathematics curriculum; Boreal validated the curriculum. Working together curriculum gaps are quickly being addressed.

Scheduling at all sites is designed for maximum flexibility for employed students. Delivery of evening programming is not available at all sites and is based on demand. At some sites (Timmins) students can call and make individual appointments with the program coordinator to come in the evening for help.

Program stats are examined on a monthly basis to determine progress towards activity targets especially at sites which are new and/or not meeting projected activity levels. In addition to the Provincial Stats provided by the CSC, the stats for francophones provided by La Coalition are taken into consideration in program planning. Currently Boreal is tracking the age of students and employment stats to identify trends. More students under 25 are accessing programming, and the number of employed students is increasing. Both trends have an impact on what is delivered as well as when and how. Addressing the French language skills of francophones who have lost proficiency in their first language as a result of working in an English environment is a challenge given current program guidelines.

Plateaued learners are also a challenge. A partnership with Student Support Services has been developed. These learners are referred to counsellors and may receive tutoring until they have acquired the skills and independence required to succeed in the self paced classrooms.

There is some small group delivery each month based on student requests for workshops. In the past year, there was a lot of demand for job preparation seminars. Experts from the community were brought in to talk to students.

A lot of the curriculum is available on line through the Boreal portal for students who would like to access learning activities from home. Boreal is prepared in terms of curriculum and equipment to offer blended learning.

There is some hands-on delivery available; for example, chemistry kits in classrooms. There is a plan in place to communicate directly with employers through the Mid North Network. Students can shadow post secondary programs and attend Boreal open hour activities. They can also take one post secondary course per semester for credit while in upgrading.

Boreal is working on the development of a program called Fast Tracks which will be a model for an employment stream which includes self/management and self/direction components of Job Connect and curriculum from LBS, Academic Upgrading and Tuition Short Programming. The model includes existing resources and will result in some materials development.

### **MARKETING AND PARTNERSHIPS**

The Academic Upgrading Program is included in all Continuing Education calendars and brochures. It is also included in advertising purchased by the college with Cable, radio and local newspapers. A brochure highlighting Boreal upgrading has been distributed across the North.

There is a strong partnership in place with Job Connect and Apprenticeship. Job Connect provides field

placement for qualifying upgrading students. Apprenticeship as it recruits students refers those who do not have an OSSD or equivalent to grade 12 for purposes of College admission to Academic Upgrading for targeted remediation. Upgrading hours are built into Pre Apprenticeship programs such as Teachers Aid in Windsor and Timmins and Parts Person in Sudbury.

## **SUPPORTING PRACTITIONERS**

In the fall, a teacher training component developed by la Coalition and delivered online through Centra will be available to all staff.

Any Boreal employee can take any Boreal course for \$20.00. They can also access all Boreal workshops and PD opportunities.

There are regular audio conferences linking all 12 sites to discuss program issues and share information. Staff also stay linked through email and access to Boreal's portal.

Sites also work collaboratively on initiatives and share materials that have been developed; for example, Timmins developed materials related to Essential Skills in the Workplace; New Liskard developed a program evaluation model; Sudbury is developing Fast Tracks.

## **PROGRAM EVALUATION**

Fully in place, as per Skills Investment and Colleges Branch requirements.

## **POLICIES AND PROCEDURES**

As with all colleges, both college and program policies are fully in place.

## **SPECIAL INTEREST FOR FOLLOW UP**

### **Curriculum**

Chemistry Kits  
Fast Tracks                      Employment Focus  
Job Preparation Seminars

### **Plateaued Learners**

Links with Job Connect/Apprenticeship  
Links with Student Services

### **Distance Delivery**

On Line Curriculum

### **Linking Satellite Sites**

Task Sharing  
Audio Conferencing

### **Links with Post Secondary**

Courses for Credit

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## **CAMBRIAN**

### **PROGRAM STRATEGIC PLANNING**

Staff at Cambrian analyze statistics on a monthly basis. As a result of this analysis, it was recognized that a large number of students were starting the program at LBS 4. In order to improve success rates, a pilot math class, delivered in a fast track, teacher-led delivery mode will be offered during the 2005-06 academic year. Program staff will work closely with the College's Research Department in order to assess the effectiveness of this delivery mode.

Examination of program exit statistics has also increased understanding of student profiles. There is increased participation of younger students who are more motivated and involved by teacher-led classes in subject areas such as Speaking and Listening. Younger students are also required to conduct up front research into careers. They must interview someone in the field in which they are interested. These discussions have also resulted in the development of strategies to better integrate students into classrooms. To improve bonding, new students are being matched with longer-term students in a combination mentor/buddy system.

Based on the analysis of student goals, specialized Personal Support Worker curriculum has been developed in communications and biology. Faculty energy has been concentrated on ensuring that upgrading courses mesh more closely with post secondary to ensure students can move more quickly to the next stage of their training.

Like other colleges, timetabling is flexible, and Cambrian has expertise and equipment to move forward with Distance and Blended learning.

### **MARKETING AND PARTNERSHIPS**

Qualified upgrading students can take one post-secondary course per semester for credit. Post-secondary faculty frequently make presentations and have one-to-one discussions with interested upgrading students. Students can also participate in program shadowing. Upgrading students who have moved on to post-secondary return to talk to students during Orientation and have acted as tutors during the summer.

The Registrar's office considers upgrading students on a par with high school graduates. Program staff work closely with Admissions personnel during key points in the admission's cycle to ensure that upgrading applications are walked through the acceptance and admission process.

Externally, Cambrian upgrading has an agreement in place with Falconbridge Nickel Mines to provide test specific remediation for individuals preparing to write the tests Falconbridge requires for promotion. Cambrian also provides on-site classes at Falconbridge as required. Faculty at Cambrian also participated in an initiative to interview local employers from all sectors about the academic requirements of new hires.

### **SUPPORTING PRACTITIONERS**

As at other colleges, there is a college wide PD strategy. Workshops on universal instructional design were available to all faculty last year. In March faculty decide as a group the priorities for the 10 days of non contact time. The group decides who will be responsible for each part of the identified work.

The most recent hire was a person with both subject expertise as well as experience in developing and delivering workforce materials. This will enhance Cambrian's ability to integrate authentic workplace materials into the existing curriculum and to design new learning experiences around workplace materials.

## **PROGRAM EVALUATION**

Student feedback at the completion of each LBS level is gathered on scanner sheets. Evaluation is linked to Core Quality Standards. Students also do course and faculty feedback surveys as well as the MTCU exit surveys.

## **POLICIES AND PROCEDURES**

As with other colleges, all required policies are in place and reviewed regularly.

## **SPECIAL INTEREST FOR FOLLOW UP**

### **Curriculum**

Teacher-led Delivery Math Pilot  
PSW Materials in Communications and Biology  
Self Management/Self Direction Course

### **Youth Strategies**

Intake and Orientation  
On-going Support

### **Links with Employers**

Employer Interviews  
Falconbridge Links

### **Links with Post Secondary**

Transfer Credits  
Courses for Credit

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## **CANADORE**

### **PROGRAM STRATEGIC PLANNING**

The program at all sites is offered full and part time days . Evening programming was tried but has been discontinued as a result of insufficient demand. Individual timetables are designed to accommodate individual student needs. Evening Academic Upgrading is being piloted during 2005 in Parry Sound. Programming is year round with the emphasis in the summer on supporting those entering post secondary in the fall. Summer programming is also designed to accommodate the needs of referring agencies as well as students.

Canadore does a monthly analysis of IMS stats comparing them to the past 2 years, as well as an annual analysis using CSC prepared provincial and regional stats. Focus is on activity and student demographics e.g. LBS vs OBS funded clients. Canadore also tracks status at exit to improve achievement of goals. Delivery is constantly being adjusted based on this analysis e.g. more lower level math than communications is delivered and more ACE level communications. Science was reintroduced as a result of this analysis.

Canadore's philosophy is to provide the most positive outcomes possible for plateaued learners. They are counselled and may be advised to concentrate on one subject where they are still making progress or may be redirected to counselling services. Unfortunately there are few employment referral agencies in North Bay. Most LBS students are too old for Job Connect services, the only free service in town. The plateaued learner is a major concern.

Delivery is flexible, primarily individualized and small group as required. Canadore students do have the opportunity for computer mediated activities. Some of the communications programming is available from home computers through the Canadore Internet portal.

Canadore students can program shadow, and job shadowing is arranged as requested. There is an exit demonstration in the ACE Communications course which is a career report. Students can present the results of their program or job shadowing. There are also workforce related module hand outs.

### **MARKETING AND PARTNERSHIPS**

Internally there are agreements in place with Counselling, Special Needs and the Registrar's office to refer students to upgrading who require Academic Upgrading to succeed in post secondary. Recently a formal process has been created to address the needs of students who are unsuccessful in gaining admission to post secondary programs via the Mature Student Test.

Post secondary coordinators and faculty provide group and one-to-one sessions with interested upgrading students to raise awareness about PS programming. Canadore also has a plan in place for PS faculty to review and comment on upgrading curriculum. For example technology staff have reviewed the physics curriculum and identified what specific outcomes and skills are required for specific programs. This year PS will be asked to comment on the math offerings.

Upgrading students have access to all student services especially the Test Centre, Student Life activities and services and the gym and health centre. Canadore is inclusive of all students.

Externally the primary linkages are with OW and WSIB. They provide referrals, participate in the LSP and formally and informally provide feedback on programming. They have expressed satisfaction with Canadore's programming and identified that it meets client and agency needs.

As a result of the TOWES initiative, Canadore has facilitated the testing of a large number of prospective employees for ONR through Continuing Education and Contract Training. Unsuccessful test takers are encouraged to contact upgrading. The numerous call centres in town are another TOWES interested sector which may generate training opportunities for LBS funded students. Canadore has also been able to

accommodate a student employed at Falconbridge who required specific math and communication skills in order to write tests required to receive a promotion.

## **SUPPORTING PRACTITIONERS**

There are weekly staff meetings to address student concerns and progress as well as program issues. The program coordinator is always available to help staff. Fulltime staff can access college PD funds to attend conferences and to subsidize courses. Faculty are responsible for selecting materials and purchasing texts.

Satellite sites have very different student profiles and needs which are accommodated. In Parry Sound there are more students wanting to move directly to employment. Consequently the teacher has a lot of employment focused curriculum available.

## **PROGRAM EVALUATION**

Students are surveyed annually. The survey is both objective and anecdotal. Changes are on-going as a result of these evaluations. For example students identified that they did not have adequate opportunity to discuss their progress reports with teachers. The process has now been adjusted to allow more discussion.

At the end of their first semester in post secondary, upgrading graduates are surveyed for input on how well upgrading delivery and content prepared them for post secondary. The results of this survey are shared with current students. As a result of identifying the need for more deadlines, ACE communications has identified timelines, and there is a penalty for not meeting these deadlines.

In addition to the ongoing feedback obtained from past and current students, Canadore has an annual program evaluation work plan that is specific to LBS/OBS. This plan identifies 4 to 6 manageable items that all program staff agree to review and address each year. The template for the work plan includes four components to address for each item: process for evaluation, action plan, participants, and timeline. Typically, items to be evaluated in a given year address some internal processes or issues as well as one that relates to community links.

Canadore is also evaluating the exit forms to identify realistic timelines for each level. This informs the training plan development and follow up process.

## **POLICIES AND PROCEDURES**

Canadore has a Policies Binder containing all relevant documents.

## **SPECIAL INTEREST FOR FOLLOW UP**

### **Curriculum**

Science Reintroduced; Canadore has shared with a number of colleges

PLATO No longer using but have considerable knowledge about use

ACE Communications Research and Report on Career Goal

Computer Supplement Communications

### **Links with Employers**

TOWES Testing Large Scale Ontario Northland Railroad/ Call Centres

Job Shadowing

### **Links with Post Secondary**

Interviewing of Academic Upgrading students at the end of their first PS semester

### **Program Evaluation**

Annual Work Plan

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## **CENTENNIAL**

### **PROGRAM STRATEGIC PLANNING**

During the past year, there has been a major commitment to address the learning needs of students based on the Essential Skills identified by the Conference Board of Canada and the Self Management/Self Direction learning outcomes. Everything in the program is career focused. There is a heavy emphasis in the development of the training plan on employment as well as education. The decision to focus on Essential Skills was the result of an examination of program stats which indicated that 30-50% of participants had an employment goal.

The Academic Upgrading Program is offered on a full time basis year round. Employed and job seeking students are linked to community employment resource centres and Job Connect for assistance and support. Topics such as letters of application and effective resume writing are covered in the communications program. Students go on field trips to the various employment resource centres. Students organize and put on a job fair attended by all students. In some courses, they research an occupation of interest, develop a presentation and present it to other students. This is evaluated as an exit demonstration.

Students who are employed are encouraged to bring materials from work to the classroom for use as learning activities and in demonstrations. This is especially the case in the health care and hospitality sectors. Activity banks with work appropriate materials to use as learning activities and exit demonstrations have been developed.

### **MARKETING AND PARTNERSHIPS**

The Academic Upgrading program has formed partnerships with Job Connect, Service Canada employment agencies and other community agencies addressing especially the needs of new immigrants. These partnerships assist in the appropriate referral of students.

Based on an identified need in Scarborough, LBS in conjunction with Job Connect, developed a very successful specialized program to encourage youth to return to education and training through the college. There are cross referrals of students and a joint out reach strategy. A video done by students in the program was presented at the CSC provincial conference.

Internally there are links with Apprenticeship and Post Secondary. Students are able to tour other areas, attend information sessions and link with program coordinators for information and guidance. Students are also assisted in linking with PS staff at other colleges.

There is a partnership with Contract Training to use and promote TOWES. There has been outreach to employers and to OW.

### **SUPPORTING PRACTITIONERS**

Faculty have reduced classroom loads during the spring to develop curriculum addressing essential skills. Last year, some faculty were given release time to research essential skills and to develop a Resource Kit for faculty.

### **PROGRAM EVALUATION**

Fully in place as per Skills Investment and Colleges Branch requirements.

## **POLICIES AND PROCEDURES**

As with other colleges, all required policies are in place and reviewed regularly

## **SPECIAL INTEREST FOR FOLLOW UP**

### **Curriculum**

Essential Skills	Resource Kit for Faculty
Communications	Job Fair
Workforce	Activity Banks

### **Service to New Canadians**

Partnership with Job Connect and Service Canada Programs

### **Program for Youth**

Specialized Program	Video Presented at CSC Conference
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### **Links with Employers**

TOWES Testing

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## **CONESTOGA**

### **PROGRAM STRATEGIC PLANNING**

Program is offered to LBS students days and limited evenings (in Stratford only) on a full and part-time basis. Academic Upgrading courses are offered to fee paying students in the evenings through the Continuing Education Department for adults who can only attend evenings because of employment commitments. Recently a daytime section has been offered to accommodate shift workers. There are also fee payers (largely sponsored by WSIB) who attend full-time days. Identification of times for delivery is based on monitoring activity and requests.

All Conestoga catalogues list the Academic Upgrading courses required for admission to specific post secondary programs. Courses are described not in terms of LBS levels but refer to the post secondary program they are preparation for e.g. Prep Math for Health Sciences. There is on-going refining of course materials with the input of post secondary faculty. A continuing strategy is to develop demonstrations specific to employment sectors.

Conestoga conducts a monthly examination of stats by site to determine if they are on target, to identify trends and to act as a communication tool between sites. The first page of the spread sheet highlights what is being done; the second the commitment made. (Spreadsheet is available electronically from Andrea Leis or the CSC.)

Conestoga has also developed a Program Evaluation Plan which identifies priorities for action for both LBS and fee paying programming on a yearly basis. It is reviewed by all staff quarterly. It is closely integrated with the Business Plan and monthly stats. It also informs the monthly coordinators' meetings which are held in the week following the publishing of the monthly stats. The monthly stats analysis and coordinators' (there is one coordinator at each of four campuses) meetings are to ensure Conestoga achieves stated objectives.

For a copy of the evaluation plan template, contact Andrea Leis. A major commitment this year is to integrate Essential Skills language in all course outlines.

### **MARKETING AND PARTNERSHIPS**

Two block intake programs have been developed: Focus for Change and Employment/Training Readiness. Focus for Change is for women on social assistance. Initially Focus for Change was funded by Social Services; it is now funded through MTCU LBS funding, but referrals still come primarily from Social Assistance case workers. There are 3 primary modules or stages: Career Building, Employment Strategies and Personal Management. Curriculum is fully in place. There is a work shadowing component which includes an inventory identifying each client's work interest and values, and academic assessment in math and communications. Students conduct an employment information interview. They participate in one week of job shadowing, and on their return do presentations for fellow students. Students have observed in such areas as Personal Support Worker, dentist's office, women's shelter, Rogers Communications and a hairdresser.

Each Region or county in the Conestoga catchment area has an Employment Training Committee (outside LSP activity). It is comprised of delivery agencies and referring agencies. They meet to discuss the most effective way of using the multiple funding sources to provide the best services possible for all their clients; for example, a need to provide job mentoring/coaching was identified. Committee members identified a plan to access retired people to volunteer services to fill this gap.

Currently emphasis is on effectively linking with/getting closer to employers. A variety of approaches have been tried including holding employer recognition events, developing closer links with Job Connect and conducting employer surveys to identify entry level skills required as well as asking employers to provide input on self management demonstrations.

LBS programming has links with Continuing Education, Contract Training (including TOWES), Job Connect, Pre Apprenticeship and Apprenticeship programming as well as post secondary. Planned annually and implemented monthly, a post secondary person (faculty, dean, program coordinator) is invited to attend the monthly coordinators' meeting to learn more about Academic Upgrading, to identify needs and provide comments on how AU graduates are doing in post secondary programs. *Prepared for Success* stats are shared with management. Manager examines PS convocation programs identifying former upgrading students who are graduates and award winners and distributes summary to VP Academic and College Chairs.

GED preparation is an identified need in this catchment area. Some employers are increasingly recognizing it as a viable alternative to the traditional grade 12 diploma. Employment services (EI, OW) support academic preparation to assist their clients in acquiring the GED. Academic Upgrading supports this goal by identifying the outcomes required for candidates to be successful in writing this high school equivalency test.

A letter from the Registrar's office is sent to unsuccessful post secondary program applicants advising them that the necessary academic remediation is available through Academic Upgrading. The Registrar has also provided a mailing list of unsuccessful applicants for follow up. (Last year this was followed up with a successful post card campaign.) Work is currently on-going with post secondary. PS chairs identify individuals who are not succeeding for referral to upgrading. This is seen as part of the larger college retention strategy. Transfer credit is given for some courses completed in upgrading. Clients flow between Post Secondary and Academic Upgrading.

Preparatory Programs are part of the local School-College-Work initiative and have provided resources, including staff and promotional materials as requested.

### **SUPPORT FOR PRACTITIONERS**

Periodically, Conestoga's Preparatory Programs organize PD days based on need. Some topics have been suicide awareness, incident reporting, employment standards, and using the Delta Screener to help identify learning disabilities. There is also an annual PD day for all Preparatory Program staff, including Job Connect and Service Canada-funded career counselling programs. Each year there is a theme or focus which serves to enhance the synergy of these programs by providing information and a chance to link services by getting to know each other better. Last year the focus was on a case management approach or how programs can interact to serve clients/students better. The year before, a presentation by the Conference Board of Canada on Essential Skills was offered. This year the theme is "Open Doors" (for ourselves and our clients/students). There will be a presentation on Generation X; Generation Y - values and how this affects communications and interaction in the workplace.

There are on-going subject working groups for teachers in the science, mathematics, communications, computer and employment preparation areas. All staff participate in the provincial CSC conference as well as western region college PD days. There is also a shared drive for curriculum and other resource materials.

### **PROGRAM EVALUATION**

Fully in place, as per Skills Investment and Colleges Branch requirements.

### **POLICIES AND PROCEDURES**

As with other colleges, all required policies are in place and reviewed regularly

## **SPECIAL INTEREST FOR FOLLOW UP**

### **Curriculum**

Focus for Change  
Employment/Training Readiness Program  
GED Preparation

### **Strategic Planning**

Monthly Analysis of Stats on a Spreadsheet  
Annual Program Evaluation Plan

Available from CSC and Conestoga  
Available from CSC and Conestoga

### **Links with Employers**

Employer contacts and surveys

### **Professional Development**

Annual Department PD Event

### **Links with Post Secondary**

Transfer Credits

### **Linking Satellites**

Monthly Coordinators' meeting  
Shared PD Activities

### **Recruitment**

Post Card Campaign

Post Card Available from CSC and Conestoga

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## **CONFEDERATION**

### **PROGRAM STRATEGIC PLANNING**

There is a Program Strategic Planning Committee which meets twice a year on pre determined dates. All staff participate. They consider the input of the student committees. (Each class has student reps that meet regularly.) They review and address student concerns. They consider issues of curriculum, the budget and hiring practice. All decisions are made as a team. Changes such as the restructuring of the delivery schedule are made. (This summer to address budget concerns 3 of 4 classrooms were closed for 3 weeks.) The current focus of this committee is the development and delivery of computer and workforce outcomes.

Confederation has tried evening delivery and repeatedly advertised, but to date there has been no interest from students. Employed students can attend part time.

Plateaued learners of all ages are referred to Job Connect services for career counselling and job placement. Individuals over the age of 25 are admitted as part of the 10% exception. Students have immediate access to a program counsellor.

Based on student demand a major focus was to develop the ACE Business Math curriculum including 3 final unit tests.

Delivery is individualized continuous intake. There is scheduled group delivery for biology, chemistry, physics and computers.

Confederation is part of two Distance Delivery Projects. The first is through Contact North to deliver ACE curriculum at Contact North sites. Students gather, and a teacher is available on-line. The second is the Alpha Blended Learning Pilot originally 18 months now extended for another 18. The Alpha project enables students to access a teacher from home through a new Confederation portal on a one-to-one basis as required. Low level LBS students do not have the necessary literacy and personal skills to succeed in this environment. Careful selection of students is essential to success. A determination of applicable contact hours which recognizes student time commitment is necessary for wider implementation. Students in both the Alpha and the Contact North projects have made approximately the same progress as students in class.

Confederation has a separate fee paying twelve week Personal and Career Development Program which includes academic upgrading as well as a field placement. Many graduates move on to LBS programming.

Each year as part of their learner recognition strategy the most successful upgrading student receives free tuition for their first year in a post secondary program.

### **MARKETING AND PARTNERSHIPS**

The primary internal partnership is with post secondary. There is a College Access Committee intended to clarify the requirements for admission to specific programs. The upgrading counsellor works with the PS program coordinators and the Registrar to ensure students have the correct preparation for admission to PS.

Upgrading has partnered with Contract Training and Job Connect on the TOWES initiative. Job Connect and LBS students have been tested as part of the pilot.

### **SUPPORTING PRACTITIONERS**

Faculty participate in college PD initiatives. They receive release time for larger curriculum development initiatives. The program manager visits all delivery sites, and teachers are also brought in to main campus site.

## **PROGRAM EVALUATION**

Fully in place as per Skills Investment and Colleges Branch requirements.

## **POLICIES AND PROCEDURES**

As with all colleges, both college and program policies are fully in place.

## **SPECIAL INTEREST FOR FOLLOW UP**

### **Curriculum**

ACE Business Math

Personal and Career Development Program

### **Links with Employers**

TOWES Testing

### **Distance Delivery**

ACE Curriculum Delivery

Alpha Blended Learning Project

Contact North

Alpha Plus

### **Program Evaluation**

Student Committees

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## **DURHAM**

### **PROGRAM STRATEGIC PLANNING**

Stats are analyzed monthly and shared with all staff. Particular emphasis is on client profiles, especially employment status. The most significant change has been the dramatic increase of employed students resulting in an increased demand for part time programming. As a result of this analysis, the intake process has been modified to reduce paperwork; student registration packages have been created at one site.

The orientation process which was minimal has been expanded to a full first week with follow up self management/self direction sessions for 6 additional weeks. This analysis also determined that the computer class was too short. It has subsequently been expanded to a ten week course. Durham also conducts monthly student focus groups to secure student feedback on program issues. Services to evening students has been expanded with the provision of an evening staff person one night a week to assist with career planning and academic counselling and logistical issues. In response to student feedback regarding the night program, Durham has reduced intake to once every two weeks as opposed to weekly to provide one “calmer” week for the teachers and students. The Math and Communication classes have been separated into two separate rooms to reduce volume (seat availability) and noise. Science is taught in the math classroom to increase student support. This has shown significant positive results. Workshops, as required, have been made available as well as science on an on-going basis. An on-line career planning workshop is available to evening students. All students receive a Student Handbook which includes the email addresses of all faculty to facilitate ongoing communication.

Durham offers days ( 9:00 a.m – 2:30 pm) programming and evenings ( 6:30 – 9:30) Tuesdays and Thursdays. Students have individualized days, evening, floating or swing schedules. Course availability is modified to meet student needs.

Plateaued learners are identified by faculty and referred to career/academic counsellors who address their needs individually. Clients are referred to Job Connect, Rehabilitation Services, and/or Unemployed HELP Centers for resume development, job search and job placement as appropriate. A major advantage at Durham is the Career Shop. This is a college funded service unique to Durham College to assist individuals in transition in the community to address career planning, academic planning, or job search assistance. An extensive number of resources are available from this centre.

Computers and Science are delivered in both hands on and virtual labs. Durham is currently working on “kitchen labs” for science. Students can also participate in PS program audits as well as participate in post secondary courses at no charge.

### **MARKETING AND PARTNERSHIPS**

Post Secondary is the primary partner. They have provided extensive input on academic upgrading outcomes and courses to ensure effective linkages with post secondary which has resulted in admissions providing equal weighting of upgrading students to secondary school counterparts. Upgrading applicants to PS are judged as meeting or exceeding the requirements necessary for admission. Students in the University Preparatory Stream who achieve a 70% meet UOIT admission requirements. ( This is not OBS programming and is a separate stream. U Prep has 2 streams – full time structured – and PT more unstructured which OBS-funded students can access.)

PS (both Durham College and UOIT) refers students missing admission criteria to academic upgrading. Upgrading does considerable internal marketing especially at department meetings. Each of the Durham schools has a Student Liaison Officer in place through whom upgrading can link to address student and program issues.

Job Connect and Academic Upgrading do numerous cross referrals depending on client needs. A recent joint activity with Apprenticeship faculty was the development of a Carpentry Course. Job Connect was responsible for recruitment, intake, assessment and the placement component at the end of the program. As

part of the screening, process potential students received academic screening. Those who were unsuccessful were referred to upgrading where they received specialized preparation as LBS funded students. Upon successful completion of the remedial work, they were able to take the Carpentry Program, and LBS remained involved in addressing their academic needs. Curriculum focus in skills program is on communications, math and self management. At the end of the skills program, participants not only receive documentation of their skills achievement but also an ACE certificate.

Durham has partnerships with three major employers, General Motors, Gerdeau (steel manufacturing) and Patheon (pharmaceuticals) Once a year GM accepts both internal and external applications for apprenticeship positions. Career Shop provides a 3 hour workshop to assist external applicants in preparing for the screening tests. During this workshop they are informed about upgrading opportunities. Internal applicants access union sponsored 2 day workshops on the weekends in which upgrading participates. All unsuccessful applicants are referred to upgrading to prepare for the next year's testing. If a candidate is unsuccessful, they are encouraged to participate in academic upgrading to improve their chances for the next year. Both Union and Management are very supportive of this initiative. GM also accepts ACE as equivalent to a Grade XII.

Arrangements with the other two employers are less formal. Staff identified as having weak skills are referred to Durham's Academic Upgrading program.

Durham is also partnering with LiNDR through a Trillium grant to examine the feasibility of introducing Wrap Around case management to the social services operating within Durham region. The Wrap Around Process is a dynamic community model that aims to assist families and individuals deal with complex social problems by building teams of professionals, community members, friends and family who identify and provide the most helpful supports and services. The team is guided by a trained facilitator who helps to create an individualized plan based on the client's strengths.

Wrap around is achieved through community partnerships with (service) consumer groups, professional and community agencies, health and education services, local neighbourhood leaders, clergy and faith community members, law enforcement services and others. Representatives from these groups form a Community Team that manages the process. Individuals in need who are accepted into the process are assisted by a trained facilitator. The facilitator works with the individual and their family (natural supports) and determines their strengths and needs and then helps in the selection of an individual team made up of those people (professional and informal) who know the person best and can be of the most help. "The facilitator then gathers the team together to develop a plan of action that is: strength-based; culturally relevant; respectful of the desires of the individual; a blending of professional, non-professional and community/family resources; captured in plain English and owned by the individual." (Excerpt from Wraparound Niagara website: [www.ncyc.com](http://www.ncyc.com).)

The Wraparound model has been expanded across 20 communities in Ontario and is supported by current and ongoing evaluative data. The model has been adapted to meet the needs of various populations including residential treatment clients, the disabled community, street-involved youth, young mothers, children, youth at risk and the mental health field.

LiNDR and Durham College propose to review the Wraparound model and its potential application specifically to highly barriered clients already involved or interested in becoming involved with assorted local services. A review of the model will include current evaluation data, an introduction of the concept to service providers and a cost benefit proposal. Following community information sessions, LiNDR and Durham will facilitate a decision making strategy session with interested community agencies to identify interest in implementation. It is important to note that should insufficient interest be expressed to implement the model, the results of the evaluation review and information sessions will produce information to enhance high barriered clients' participation in local services. This information will allow local agencies to work more cooperatively together to introduce changes to their interactions with clients to provide better services.

Durham staff sit on the LEAP committee with Ontario Works. The group meets every two months with representatives from various health, child care, and educational services interested in supporting the success of young parents under the age of 21. Staff also participate in DREN (Durham Region Employment Network) meetings to network and address the employment and support needs of at risk citizens of Durham.

## **SUPPORTING PRACTITIONERS**

Durham has a very comprehensive and active PD policy for all staff. Throughout the year there are PD sessions offered which culminate in May/June with a concentrated three week PD offering called “Our Turn to Learn” for all full and part time employees. The Innovation Centre also runs regular PD sessions on IT needs for staff and faculty which are available on-line, on disk, or in workshop format. There are also numerous ‘Learn at Lunch’ (TALL) sessions each month which profile teaching techniques, and UOIT consistently runs lectures on various subjects related to UOIT program offerings which all DC/UOIT members are invited to attend. The PD Committee also actively promotes, and funds, conferences for DC staff including Focus On Learning, Celebrating Great Teaching, Aligning & Building Curriculum, Eastern Region Support Staff Conference, and other provincial and national PD initiatives. There is an icon on every staff member’s desktop to make linking and booking into PD opportunities easy and convenient.

Human Resources actively supports people upgrading their PS credentials by paying 50% of the tuition. For those unable to pay the other 50%, Durham pays the full amount and then arranges pay roll deductions.

Monthly there are staff meetings for all staff. Information is shared; identified problems are addressed. The focus is on improvement of program quality. A monthly report form based on the Conestoga template is distributed and discussed. Through an annual spring strategic planning session and a fall quality improvement meeting, action items are addressed, and staff are assigned. These items are reviewed at regular meetings to update actions taken and identify effectiveness, concerns, and opportunities.

Durham is developing workforce materials. A major focus is integrating the TOWES materials (all have been purchased) in the appropriate courses. ACE math is under continued development. Communications has been divided into Core and Specialized. The first half focuses on skills everyone must have; the second half is specialized according to goal. Math demonstrations focused on carpentry tasks are used as appropriate.

## **PROGRAM EVALUAYION**

Durham Upgrading is developing a Program Review Model. There is an internal college department responsible for providing direction and assistance with this initiative. Student focus groups are held monthly to secure student feedback.

## **POLICIES AND PROCEDURES**

As with all colleges, both college and program policies are fully in place.

## **SPECIAL INTEREST FOR FOLLOW UP**

### **Curriculum**

Modified Orientation

Computer Course

On-line Career Planning

Science

Hands On and Virtual Labs

Kitchen Labs

**Links with Employers**

TOWES Testing

General Motors

Gerdeau and Patheon

Formal Training Agreement

Training Agreement

**Links with Post Secondary**

Participate in PS for Credit at No Charge

Preferred Admission Status for Academic Upgrading Graduates

**Links with Job Connect and Apprenticeship**

Carpentry Course

**Program Evaluation**

Monthly Student Focus Groups

Program Review Model

**Special Initiatives**

Career Shop

Wrap Around Case Management Project with LiNDR

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## FANSHAWE

### PROGRAM STRATEGIC PLANNING

Scheduling is based on the examination of monthly and yearly stats. Currently programming is offered days and evenings on a full and part time basis. The increasing number of employed learners in programming may result in weekend delivery. Development of the Essential Skills Resource Centres was in response to an identified need. Content of courses also depends on student goals and prior experience.

Because each location has distinct client groups and needs, the program delivered varies from site to site. In Alymer, the program is seasonal based on the Mexican Mennonite client base. In Simcoe, there is a large number of individuals referred by the Employment Resource Centre and the Ontario Works offices. The LBS program provides intake, assessment and referral services for Ontario Works. In London, because OW recipients are the largest group, an LBS staff person is at OW one day a week to provide information and referrals.

Fanshawe analyzes stats monthly and also uses CSC Provincial and Regional analysis in the planning cycle. These reports serve to alert administrators to changes or confirm current activity.

For younger learners who have plateaued, LBS provides help in conjunction with Job Connect. For older students, a similar arrangement has been made with the Unemployed Help Centre.

Essential Skills and NOC are playing an increasing role in Training Plan Development. In the past, Fanshawe had a job shadowing initiative (2 week placement) but had to discontinue as a result of inadequate funding. With appropriate funding, Fanshawe would reintroduce job shadowing.

In addition to the stats available through the LSP process, Fanshawe subscribes to a number of other sources for labour market information especially Sector Council newsletters, community and local stats available through OW, Services Canada, and the LTAB. A major focus is to identify local employment opportunities then go to national profiles to develop meaningful learning activities and demonstrations for the classroom. All this local labour market information informs how the delivery is to be tailored, how students should be grouped, and helps determine partnerships required ( e.g. Call Centre training)

LSP identifies training needs and materials and approaches for sharing. This year the Network is hosting training in October. Fanshawe will provide an Essential Skills workshop.

Hands-on opportunities have been provided in conjunction with other college divisions. The hospitality division provided upgrading students with an occupational overview and practice activities in math and communications; for example, costing of items for a menu. Students interested in this occupational sector return for a second more in depth day. There are plans to expand this activity to other divisions especially technology, apprenticeship and health.

### MARKETING AND PARTNERSHIPS

Fanshawe partners with local employers through the London Economic Development Corporation, an organization mandated to support local industry by helping maintain current activity and by introducing new industry. The results of the Experienced Worker Project will shortly be available on their web site. This committee is particularly promoting older workers as one strategy to address skills shortage, and includes Essential Skills. Fanshawe also partnered with 2 of the local Call Centres to develop curriculum. Graduates were linked to employers. Employers provided feedback on curriculum. Similarly CCAC assisted with development of the PSW course and provided space for the training. In Simcoe, a partnership has been formed with a trucking company in which they will deliver trade specific skills, and the College will provide upgrading opportunities as required. (This will link specifically with the TOWES Trucking Sector National Project and the potential to pilot Bow Valley's higher end activities.) Participation on these committees takes considerable time, but the information gathered is ultimately of benefit to students.

Fanshawe partners with other community based Employment Agencies. In St Thomas, the program is colocated with the Services Canada funded Employment Resource Centre/LBS outreach/Job Connect/Services Canada and OW. In London, it is colocated with Job Connect. In Simcoe, there is LBS Information and Referral at the Employment Resource Centre, and in Alymer, the program is located in the Mennonite Central Committee Office.

Internally there are linkages with the Registrar's Office which has resulted in ACE graduates being placed on the point grid for Post Secondary admission equal to Grade XII new curriculum graduates for all college level programs. There is an agreement with post secondary technology programs that ACE graduates with a 3.0 GPA and no failures are guaranteed admission to technology programs. PS refers students who do not have adequate academic preparation to LBS.

Counselling and Student Services provide access to expertise and technology to upgrading students including assessment, counselling and technical support to students with learning difficulties.

There is a formal arrangement with Pre Apprentice programs that remediation for Pre Apprentice students is provided through upgrading. Learning materials and demonstrations are tailored to the trade. Apprentice trades include Truck and Coach Mechanic, Auto Service Technician and Carpentry.

Upgrading shares clients with Job Connect. Fanshawe upgrading is doing Essential Skills workshops for all Job Connect Programs (provincially) as well as for Training and Support agencies regionally.

Fanshawe is playing a leading role in bringing Essential Skills and TOWES to Ontario Colleges

## **SUPPORTING PRACTITIONERS**

All staff participate regionally in Western Region College PD events as well as at the annual CSC conference. *Teachers for Tomorrow* project materials and guidelines are used in hiring new staff. Special emphasis has been placed on enabling faculty to develop workforce demonstrations especially Automotive Trades, Call Centre, PSW, Industrial Maintenance Mechanic and Developmental Services Worker. (Development depends on PS program offered at each site.) Students' work experience regularly informs and provides impetus for use of materials from their job sites. Students are encouraged to research job profiles and share with other students, which promotes class discussion. They research occupational sectors and do class presentations using Essential Skills and NOC web sites extensively.

Faculty members provide input on the selection and purchase of materials especially Essential Skills. Research has been done on national and internationally available materials for classroom use. Fanshawe prepared the Bibliography which accompanied the TOWES Referral Protocol.

Simcoe Campus has piloted the on-line delivery of Essential Skills materials through a partnership with Bow Valley College. Fanshawe has also piloted the on line assessment initiative led by Alpha

Twice a year an Adult Achievement Award is presented to an upgrading student. This event is separate from graduation. It acknowledges academic achievement as well as participation in the college community and support to fellow students. Students receive a Certificate of Participation.

## **PROGRAM EVALUATION**

Twice a year there is an all campus meeting focusing on issues of importance identified by the group; currently ACE and Essential Skills. Town Halls are held regularly with the students. Specific issues are identified for feedback followed by an open discussion period. OW provides feedback formally. Feedback from employers and post secondary results in on going program changes and development.

Annually there is a formal program evaluation process which leads to a strategic plan for the following year which includes establishing priorities. This year establishing the Essential Skills Resources Centres has been the major emphasis.

## **POLICIES AND PROCEDURES**

As with all colleges, both college and program policies are fully in place.

## **SPECIAL INTEREST FOR FOLLOW UP**

### **Curriculum**

Essential Skills	Materials and Training
Trade Specific Workforce Demonstrations	
ACE Curriculum in All Subject Areas	

### **Links with Employers**

TOWES Testing	
London Economic Development Corporation	Experienced Worker Project
Call Centre Curriculum	
PSW Curriculum	
Trucking Company	
Provincial Leader in Essential Skills and TOWES Implementation	

### **Special Initiatives**

Essential Skills Resource Centres	
On-line Delivery of Essential Skills Materials	Partnership with Bow Valley

### **Links with Post Secondary**

Hands-on Opportunities and Career Focused Learning Activities  
Preferred Admission Status for Graduates

### **Student Recognition**

Adult Achievement Award	Full Tuition
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### **Program Evaluation**

Town Hall Meetings for Students

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## **FLEMING COLLEGE**

### **PROGRAM STRATEGIC PLANNING**

To meet the needs of employed students as well as students with specific child care needs, programming is offered days/evenings/full and part time, and arrangements are made for those on shift work.

The workforce demonstrations which were developed at Fleming College with project funding have been fully incorporated into the LBS 4,5 and ACE curriculum at all sites. Students can choose from a number of demonstrations including workforce. For example to demonstrate reading comprehension, a student interested in a travel counsellor career can prepare a letter from a travel agent laying out an itinerary for a client. This demonstration includes research on the internet. Potential truck drivers do reading comprehension based on the legislation regarding the handling of dangerous goods.

Strategies for College and Work is delivered as a series of workshops covering 11 features. Students can demonstrate skills in such topics as time management in a variety of contexts including school, work and future occupations. They are able to bring in materials from work and their personal lives, for example, letters of application or complaint. This course was originally a pass/fail course, but it is currently being revised to provide a grade as a result of the ACE initiative and the need for more rigorous evaluation. Students will develop a portfolio of activities which will be evaluated. Community involvement is one of the 11 components. One student seeking a career in the police force is volunteering at a local facility for young offenders. Her portfolio includes letters she had to write, her resume, interview preparation, letters of reference and all processes she had to meet to qualify for this volunteer position.

### **MARKETING AND PARTNERSHIPS**

In Coburg, a partnership with Ontario Works is being explored to deliver the Strategies for College and Work curriculum collaboratively to sole support women next spring. Both college and agency staff will deliver the program. Delivery will be based on the availability of funding.

At the larger sites ( Peterborough), there are partnerships with post secondary including note taking exercises in PS lectures, tours (technology, nursing , massage therapy ) on an *ad hoc* basis based on student interest. PS recruiters actively connect with upgrading students. Former upgrading students who have moved on to post secondary return to talk to current upgrading students on a planned and spontaneous basis. Similar arrangements for students who have moved on to employment are being considered. At larger sites, upgrading students are also able to take advantage of job boards and employment services. Upgrading activity is included in all college publications (e.g. calendars, graduate placement reports).

Fleming is signatory to TOWES and has provided workshops for agency trainers and local employers.

Job Connect/Apprenticeship/Upgrading departments have a joint meeting planned for the fall. In Coburg, Job Connect and Upgrading, which are collocated, share some clients. Job Connect assisted an upgrading student in securing a part time job (resume assistance and counselling), and the student continues upgrading on a part time basis.

Upgrading is also co-located in the same building as the Help Centre and Legal Clinic agencies. As a result, there is considerable cross referral of clients. The Help Centre assists with resumes and job search. The Community Legal Clinic has assisted upgrading students with legal issues e.g. ODSP.

### **SUPPORTING PRACTITIONERS**

Fleming has an agreement that every fourth year, all full time faculty take 2 months for renewing workplace skills. For example ECE professors work in schools as Educational Assistants; law professors work in a lawyer's office. The agreement is currently in its second year. An upgrading chemistry teacher has already participated in this PD opportunity.

During the spring PD period, teachers gather to discuss courses. At that time, program stats are analyzed on a campus by campus basis. Stats are compared to provincial and regional averages. ( CSC provides these stats.) This activity tends to confirm practices e.g. Haliburton tends to have more students with employment goals and students place in lower levels. College is prepared to make adjustments should numbers indicate change is necessary.

### **PROGRAM EVALUATION**

Fully in place as per Skills Investment and Colleges Branch requirements.

### **POLICIES AND PROCEDURES**

As with all colleges, both college and program policies are fully in place.

### **SPECIAL INTEREST FOR FOLLOW UP**

#### **Curriculum**

Workforce Demonstrations  
Strategies for College and Work

Extensive Bank of Materials  
Self Management Course including Volunteer Component

#### **Links with Employers**

TOWES

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## **GEORGE BROWN**

### **PROGRAM STRATEGIC PLANNING**

George Brown is unique in the college system in regards to the provision of employment preparation and job development opportunities for students. Other colleges have a Job Connect and/or a Service Canada funded Employment Resource Centre responsible for outreach to employers. This is not the case for GBC. Each of the Schools (e.g. School of Business, Hospitality or Health Sciences) outreaches directly to employers for cooperative education and employment opportunities. Each of these schools provides sector specific employment counselling to students.

GBC Student Affairs has implemented a consultative and research-based initiative to establish the priorities for the delivery of centralized generic employment preparation services. Implementation of the centralized employment counselling and career coaching model is anticipated in the coming year.

GBC is also moving away from an extended intake, academic assessment and orientation process to provide resources for standardized academic testing supported by on site program assessment and career pathway counselling. The student demographic is changing as higher numbers of younger students access programming. These students require more up front assistance in goal setting with on going support for effective career pathway decision making.

Based on an examination of intake stats, GBC tailors its orientation process to accommodate diverse learner needs that are identified initially and as they progress through the program. Formerly counsellors concentrated their activities on the up front orientation of students and the completion of career pathway and long-term academic decision-making. Now the focus will be more on streamlining the academic assessment process and maintaining on-going contact with students to provide progressive career counseling, employment preparation and when appropriate assistance in bridging to advanced education and training in apprenticeships and other college programs. The focus is on supporting academic and work-entry goals.

Resources have been set aside for subject experts to develop curriculum for workforce/workplace outcomes. Program faculty as well as student focus groups provide input. Important considerations are the role of the outcomes and evaluation of student demonstration of skill attainment. The focus for the past year was on developing LBS 4 and 5 mathematics curriculum.

As a result of the monthly and annual analysis of program stats, GBC provides programming year round on a full and part time basis. ACE sciences are taught Monday to Thursday evenings to accommodate people who are employed. The day program consists of LBS Levels 4 and 5 math and communications and ACE communications.

GBC provides LBS Deaf programming for Level 3 and 4 Communications and Math. Interpreter and note taking support is offered to students who graduate to the LBS Anglo program. The GBC LBS Deaf web-site has been developed using American Sign Language as the first language for communicating program content and key messages. GBC is the first college to provide access to web-based information services using ASL as the first language of communication. There will soon be an official launch of the site.

As part of a hands-on workplace (event-management) experience, students volunteered to assist with the planning and delivery of a conference on Diabetes prevention in the African Caribbean population. They worked with the project manager, planning the conference and ensuring the smooth operation of all components of the event. Student work assignments included food preparation in an industrial standard kitchen, on-site serving of food, registration services, display booth assembly and dismantling, provision of information booth services for numerous agencies including the college, audio visual support and workshop assistants. This fulfilled the need as part of their post secondary application to demonstrate volunteer work and provide letters of reference.

George Brown College has introduced a celebration of learning for LBS students. LBS students, along with faculty advisors, planned and delivered a celebration of learning and achievement that brought together over 200 currently enrolled students for games, prizes, dancing, singing and food from many different cultures. Honorary guests presented awards to student ambassadors who volunteered for a community event that by all accounts was a resounding success. Future plans include student presentations, invitations to graduates, creating an event planning manual, web site promotion and celebration of the event.

GBC has initiated program renewal of a Consumer Survival program designed to assist people with mental health issues and/or recovering from substance abuse and trauma. This is an integrated service model with clients receiving ongoing counselling and subsequent literacy programming initially part time and later on a full-time basis.

GBC has the equipment and expertise to move forward with Distance and Blended delivery. On-line learning has been incorporated into programming especially the use of virtual labs for chemistry and biology.

### **MARKETING AND PARTNERSHIPS**

The primary partnership is with community-based literacy service providers who refer graduate students. Formal agreements are in place to recognize upgrading achievement and “fast-track” placement in GBC upgrading programs as well as to award a college certificate in recognition of learning outcomes. There are a number of internal to the college agreements which are in process of being formalized into articulation agreements to facilitate the movement of upgrading students into post secondary. PS is especially interested not only in intake test results but also in how people perform in upgrading programming i.e. how they handle the workload.

GBC Pre Business, Community Services, Health and Hospitality Programs identify “at risk” students for “fast track” entry to LBS programs. There are strong linkages with Pre Apprenticeship and Apprenticeship programs. LBS students receive upgrading specific to the specific requirements of the trade.

### **SUPPORTING PRACTITIONERS**

As previously mentioned, both internal and external experts are hired to revise curriculum. Faculty provide input, and material is tested in the classrooms. Developers must do revisions and use real life workforce examples as part of their contracts.

Every GBC staff member is allocated PD dollars to off set costs for attending conferences. Staff may also pool dollars to enable one person to attend and report on training events of interest to everyone.

### **PROGRAM EVALAUATION**

At GBC the Academic Excellence Centre is responsible for the evaluation of all programs. Evaluation is based on identified program learning outcomes. They evaluate the relationship of the skills taught to the identified program outcomes and the appropriateness of evaluation methods. Program evaluations are completed on a regular basis.

### **POLICIES AND PROCEDURES**

As with all colleges, both college and program policies are fully in place.

## **SPECIAL INTEREST FOR FOLLOW UP**

### **Curriculum**

LBS 4 and 5 Mathematics

Planning and Delivery of a Conference

Chemistry

Virtual Lab

### **Special Initiatives**

Centralized Employment Preparation Services

Progressive Career Counselling

Deaf Web-site

Consumer Survival Program

### **Programming for Youth**

Adjustment of Program Delivery

### **Student Recognition**

Celebration of Learning

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## **GEORGIAN**

### **PROGRAM STRATEGIC PLANNING**

Georgian conducts a monthly analysis of stats from all 7 sites and based on this tracking makes adjustments to delivery. For example, at Midland, because of the large number of students working part time a noon hour tutoring session has been initiated. Work is assigned, assistance provided, and students return 2 days later for individualized follow up. These are individuals who are upgrading to be able to handle their jobs more effectively or to secure a promotion. Programming is available full and part time at least 3 evenings per week. Initially Georgian looked to focus on math for local industry but was advised there was no interest from employers. The emphasis has switched to sciences for the health care sector especially in Midland and Collingwood.

Pathways to Employment has been initiated in Owen Sound and Midland. This is an eight week program which concentrates on workforce skills especially business math and communications, job search skills, and essential skills. It includes field placements with local employers. Placements have included a dentist's office, Canadian Tire, small offices, and health care providers. It is a combination of LBS and Job Connect services. Pathways is using TOWES as one assessment tool. Fifteen students are accepted twice a year.

In addition to the noon hour tutoring program, most programming is individualized self paced with small groups as required. Occasionally at the larger centres ( Barrie, Orillia) a lecture format is used. Georgian is using Alpha Route with some students and is prepared to implement a blended learning delivery format.

TOWES was piloted with students at all 7 sites. Test scores were compared with traditional intake testing and while there was a high correlation in Math and Document Reading a gap in Document Use was identified. Consequently materials for Document Use have been added to the curriculum. There were already some materials available which are now being used more effectively. Staff are currently collecting additional materials.

### **MARKETING AND PARTNERSHIPS**

Internally the primary partnerships are with Job Connect, Career Centres, Counselling, Student Access and Post Secondary. PS students who are under prepared or struggling are referred to Academic Upgrading. An arrangement has also been negotiated with PS to give upgrading graduates preferred admission status. They must still meet all requirements, but their application gets full consideration. At the main campus, there is program shadowing, and interested students from other sites participate in organized field trips to see programs.

At Georgian, LBS is the lead program for TOWES. TOWES is being promoted with employers through the Corporate Marketing Department.

Externally students can participate in job shadowing and field placements. A contract person was also hired to interview employers about skills required of employees and hours when Georgian should offer programming to meet employee needs. In Midland, classes are colocated with the Reading Counsel.

### **SUPPORTING PRACTITIONERS**

A great deal of planning has gone into coordinating the 7 sites. There are curriculum committees for math, science and communications. They determine text and material selection and develop learning materials and demonstrations which are shared at all sites. There is also an all campus steering committee which meets 3 times per year. Membership is open to all staff. This group sets the direction for the year, shares information, and analyzes stats. Georgian has 2 PD days per year for all staff which combine guest presentations and subject working groups activities. All full and part time staff are included. They can also attend all network and CSC organized activities, access on-line training and participate in broader college workshops and events. Most curriculum development is done as part of regular workload, but teachers are released if funds or special project dollars are available.

## **PROGRAM EVALUATION**

The Steering Committee designed a questionnaire based on the Core Quality Standards which is administered at all sites every second year. Teachers are evaluated by students yearly. Changes are made to programming as a result of these evaluations. For example the Mission Statement is now included on every training plan. Students requested more guest speakers and field trips. To improve retention more social activities have been incorporated e.g. lucky draws for attendance, Bar B Q's, Christmas, Easter and Valentine events and raffles.

Students participate in community events as a group; for example, attend an art exhibition or display. One of the most popular was an exhibition about prohibition. These events are tied back to curriculum and result in analysis, writing assignments, or a math exercise; e.g. costing the price of putting on such a show. The prohibition session about the era of the rum runners elicited writing from students for weeks!! Students are encouraged to bring reading and writing materials from their workplaces.

## **POLICIES AND PROCEDURES**

There are policies in place for the program as well as overall Georgian College policies for all students. Essentially these policies provide back up in situations where all else has failed. Treating students as adults is more effective.

## **SPECIAL INTEREST FOR FOLLOW UP**

### **Curriculum**

Sciences for Health Care Sector  
Pathways to Employment  
Document Use

### **Links with Employers**

TOWES  
Job Shadowing  
Employer Interviews

### **Special Initiatives**

Noon Hour Tutorials  
Participation in Community Events

### **Links with Post Secondary**

Preferred Admission Status

### **Linking Satellites**

PD Events  
All Campus Steering Committee

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## **HUMBER**

### **PROGRAM STRATEGIC PLANNING**

Intake figures and attendance are analyzed monthly to track activity and client profiles. This results in on-going adjustments to programming including enhanced recruitment and outreach and provision of information sessions. As a result of this analysis, Humber has significantly shifted activity to LBS levels 2 -4. Courses have also been reorganized. Math has been split into 2 streams – academic and applied. Self management, previously part of communications, has been developed as a separate course with students split into 4 groups each of which participates in a 3 hour class once a week with a teacher hired specifically to deliver training relevant to the group. This same teacher is responsible for all training plan related activities. There is extensive ongoing communication between teachers. There has been a major impact on programming. Classes are split according to LBS levels, 2-3, 3-4, 5-OBS to minimize disruption to students and accelerate their progress.

A majority of students are employed part time. Classes are scheduled from 9:00 a.m. to 2:30 p.m. which has been successful in accommodating employed students. Students may attend part time (taking either math or communications) or fulltime taking both subjects. Evening delivery is currently under discussion and will depend on interest and availability of space. There is a fee based evening program which uses LBS/ACE curriculum.

Students are encouraged to bring materials from their workplace and classroom activities are designed around these materials. It is primarily communications activities especially WIMIS and Government Health and Safety documents. There has been little math e.g. spread sheets or graphing. Most students are employed in warehousing, retail, fast foods and some factory work. In the Self Management course topics such as resume writing, job applications and interview techniques are covered.

There are a lot of options for plateaued learners in this area outside of the college. Students not making progress are referred to a wide range of community based employment focused programs particularly PTP. Students are also referred to School Board programs offering enhanced activities for lower level students. Humber has initiated a 30 day probation period to assist in the rapid identification of students for whom the pace and workload of a PS program may not be appropriate.

Math is delivered on an individualized basis. Communications is a blend of teacher led, individualized and some lecture (for PS preparation). Self management is teacher led and group work. Computers are taught in a lab and additional computer time is made available to communications classes on an as required basis.

### **MARKETING AND PARTNERSHIPS**

The primary partnership is with post secondary. PS faculty provide individual and group information sessions; students can program shadow. Students can also participate in PS for credit free of charge. (This is primarily communications in the evening.) There has also been a joint venture to address the needs of at risk youth many of whom are gang members. PS faculty have also provided considerable input on the development of curriculum. All math outcomes are linked to specific PS programs. There is a particularly strong cross referral link with GAS. Unsuccessful GAS students are referred to upgrading at the end of the semester. There is an articulation agreement with GAS, which is the pathway to health sciences especially PSW and BScN. The spring rejection letters from the Registrar include a flyer on upgrading. Successful students automatically have space in PS. Students successful in completing ACE can move to the PS university stream programming.

The strongest external link is through the regional network and with the YMCA, Legal Aid, Women's Shelter and OW.

## **SUPPORTING PRACTITIONERS**

While Humber realizes that teachers with workforce skills are important, in their catchment area linguistic training and ethnic awareness are more significant. Communications teachers with formal linguistics and language backgrounds have been hired. The recently added Self Management teacher has a background in linguistics and women's studies. She is herself East Indian and has spent considerable time in South America. She is involved in all recruitment and information session initiatives.

Humber has well developed college wide PD opportunities. There is extensive web based training available as well as a college wide initiative called Showcase. This is a day set aside annually for faculty across the college to be released from class to share best practice, hear guest speakers and participate in break out sessions.

Humber has moved away from formal staff meetings as all teachers share one office and discussion and problem solving has become ongoing. "The more organic problem solving and program development is the more engaged everyone is." There are regular student progress meetings. Other sites are run separately but there is weekly contact on matters of concern. Last year one teacher had a reduced workload to develop the communications course. One of the satellite locations is primarily for those with physical disabilities. The focus at this location is on workforce preparation.

## **PROGRAM EVALUATION**

As with other colleges, Humber is part of the 6 year evaluation process. Exit surveys (MTCU's and program developed) are the primary source of information. Self management teacher does run regular student focus groups where concerns are identified and addressed where feasible.

## **POLICIES AND PROCEDURES**

All are fully in place – both program and college. A Humber task force has just completed a review of college wide policies and academic procedures to ensure they are common. There is a separate LBS manual addressing issues of concern specific to this program as well as a student handbook.

## **SPECIAL INTEREST FOR FOLLOW UP**

### **Curriculum**

Math Course Reorganization  
Self Management/Self Direction

### **Special Initiatives**

Youth Program

### **Links with Post Secondary**

PS Courses for Credit  
Articulation Agreements

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## LA CITE

### PROGRAM STRATEGIC PLANNING

La Cite offers programming two nights a week (Tuesday and Thursday) in mathematics and francais to accommodate individuals who are working or are sharing child care responsibilities with an employed partner. Delivery is primarily individualized with small group delivery for computers, self management, science labs and francais. Program curriculum links primarily with post secondary programming,, and the development of more workforce materials has been identified as a growing need.

### MARKETING AND PARTNERSHIP

The primary external partnership is with OW. An orientation meeting is planned for the fall with the new OW manager in Ottawa. La Cite links regularly with other deliverers in the community.

Internally there is excellent coordination with Job Connect, Apprenticeship, and Post Secondary. Teachers from these areas regularly speak to upgrading students about admission requirements, work environments and employment opportunities.

This year la Cite developed promotional materials and advertised in *Le Droit*. They were very please with the responses and received 3-5 calls per day in the month following each advertisement.

### SUPPORTING PRACTITIONERS

Each year La Cite offers workshops for teachers as part of their in-house professional development activity. This year the focus was on dealing with students from different cultures, conflict management and developing more effective evaluation materials and strategies.

La Cite has been working on developing ACE curriculum materials. Particularly in the computer course workforce activities and demonstrations have been developed.

Posters in classrooms list student who have successfully completed an LBS level. In an internal newsletter, upgrading students who were winners of prizes and awards in their subsequent post secondary studies as well as upgrading students who have graduated from post secondary are identified. This encourages current students and promotes the recognition of upgrading with the broader college community.

### PROGRAM EVALUATION

La Cite is examining a process to efficiently examine stats on a monthly basis to evaluate current practice and make modifications to more efficiently address student needs.

### POLICIES AND PROCEDURES

Like all colleges La Cite has both program specific and college policies and procedures in place.

### SPECIAL INTEREST FOR FOLLOW UP

#### Curriculum

ACE Computers  
Collaboration with Boreal

#### Advertising

Newspapers

#### Student Recognition

Classroom Posters  
In House Newsletter

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## LAMBTON

### PROGRAM STRATEGIC PLANNING

LBS levels 3 to 5 and ACE are delivered in each classroom from Monday to Thursday from 9:00 a.m. to 3:00 p.m. Classes are divided into Math/ Science and Communications/Computers. Lambton offered evening programming one evening a week in the spring to accommodate employed and job seeking students. Based on the overwhelming response, it will be offered from September until May this year. It is co-located with Job Connect in the downtown core. This arrangement addresses the needs of a different type of student as well as geographic barriers. Programming is full time from September until mid June and part time for the summer depending on available funding.

All students with an employment goal meet during orientation. They are provided with one-on-one Support Employment bound students are linked with the appropriate employment agency e.g. Job Connect Or federally funded employment agencies. Employability Skills workshops are delivered in academic classrooms on a monthly basis. A referral form for other agencies which was developed to facilitate immediate connection has significantly improved outcomes. The program maintains linkages with students whose long term goal is employment after post secondary in case they decide to “step out” before proceeding to post secondary

### MARKETING AND PARTNERSHIPS

Call Centre training is provided as part of LBS 3 three times per year. It is a four week program based on the curriculum provided by Fanshawe which was developed as a result of research conducted in partnership with employers. There is a partnership with 4 local call centres to provide employment to graduates. Curriculum includes academic assessment and remediation specific to the employment tests used by the employers. Clear attendance, punctuality and keyboarding bench marks must be met to receive the certificate. Students also have workplace tours, math assessment and meet with employer HR staff. It is delivered at the Job Conect site.

A partnership has been formed with OW to deliver the FOCUS Program at the OW location downtown 4 times a year for 5 week blocks. Clients are direct referrals from OW. They are clients who have been on OW for more than 18 months and are over 30 years of age. There is always an OW staff person and an LBS faculty on site. FOCUS is very employment related stressing life and employment management essential skills like punctuality, goal setting as well as front end academic assessment. The program is based on principles identified in *Understanding Poverty* by Ruby Payne. (Book is required reading for all faculty.) OW has expressed satisfaction with initiative.

### SUPPORTING PRACTITIONERS

All faculty participate in college, local network and western colleges organized activities. Staff from all Lambton college sites meet monthly to share information, develop curriculum, modify delivery and participate in team building. There are also informal pot luck gatherings, Christmas and year end events which include all staff. Selection of classroom materials is decided by teachers. Western region college staff share materials and ideas and assist each other.

College, school board and community based LBS managers meet informally in addition to LSP meetings to share information and materials.

### PROGRAM EVALUATION

For the past 2 years, Lambton has had a formal program evaluation plan in place. All staff meet twice a year for half a day. Changes are based on learner, faculty and support staff input. There are two basic questions “What are we doing?” and “How well are we doing?” Changes are very much bottom up; not top down. Lambton has discontinued Level 2 delivery and is shifting to higher level learners.

## **POLICIES AND PROCEDURES**

As with all colleges, both college and program policies are fully in place.

## **SPECIAL INTEREST FOR FOLLOW UP**

### **Curriculum**

Call Centre Training

FOCUS Program with OW

### **Links with Employers**

Call Centre Training

### **Links with Job Connect**

Employability Skills Workshops

Colocation

### **Linking Satellites**

Formal and Informal Gatherings

Program Evaluation

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## **LOYALIST**

### **PROGRAM STRATEGIC PLANNING**

Program stats are analyzed quarterly and discussed with staff on an ongoing basis informally and formally twice a year. The focus is on what education or training programs or employment positions students moved on to. Every 2 years, post secondary faculty are asked to provide feedback on the upgrading curriculum. This has resulted in such changes as moving from Corel to Microsoft in the computer program and modifying the methods used to document sources in report writing.

Classes run from 9:00 to 2:00, and students can attend either full or part time. This timetable has accommodated the requirements of most of the learners who have inquired about the program. Currently there is insufficient demand to launch an evening program.

Plateaued learners are counseled out to other programs such as the local literacy program which has a shop training element, to Quinte Literacy which provides workshops, Job Connect for job placements, or to Employment Placement and Help Centres. There has been some assistance from OW on an individual counsellor basis.

Delivery is largely done in a classroom setting with subject matter being taught by teachers. Learner training plans are individualized to meet individual learner needs and move them towards their education and employment goals.

### **MARKETING AND PARTNERSHIPS**

Post Secondary is the program's primary partner with both informal and formal input on curriculum. Students can audit courses or take courses for credit or be a "student for a day" in a program. Upgrading teachers also arrange for PS faculty to speak to groups of students. For example the PS faculty who teaches the Architectural Technology program talks to students taking trigonometry to explain the fit with PS and the workplace. The Placement Office assists with resumes as required.

Students successful in upgrading are guaranteed seats in post secondary programs at the college. Many students are exempt from portions of the PS curriculum especially in the communications and computer courses. Students successfully completing the ACE Business Math course received transfer credit in the Business Program. Struggling PS students receive letters at mid term advising them about upgrading and many transition to upgrading to more fully prepare. Upgrading provides considerable remedial assistance to PS students.

One day a week, one of the college's student services counsellors comes and spends a day with the students in the program. S/he focuses on helping upgrading students to establish career (employment) and educational goals as well as assisting with a multitude of other counselling issues. The college has been providing this service for 10 years, and it is invaluable. The counsellors are available to students the rest of the week.

There are referral partnerships with Job Connect, Quinte Literacy, Quinte Adult Day School and various public and separate school board guidance offices.

Loyalist has a program Advisory Committee comprised of employers from the retail, health care, and call centre sectors as well as the Labour Council. This committee provides informed advice on curriculum and delivery.

## **SUPPORTING PRACTITIONERS**

As with other colleges, there are PD dollars to support both full and part time staff activities. Last year a support staff person was hired to liaise with post secondary and do community outreach and promotion.

Every 2 months there is a formal staff meeting, but the staff is so small communication is on-going. The satellite operation is independent but all main campus resources are available to them.

## **PROGRAM EVALUATION**

The Advisory Committee plays a major role. In addition, there are learner and PS faculty evaluations of the program through surveys. Loyalist also surveys employers to determine the level of awareness and acceptance of the ACE credential and satisfaction with employees who have participated in upgrading. Loyalist has played a key role in the on-going discussions with the Canadian Armed Forces to move forward the acceptance of the ACE credential

## **POLICIES AND PROCEDURES**

As with all colleges, both college and program policies are fully in place.

## **SPECIAL INTEREST FOR FOLLOW UP**

### **Links with Employers**

Program Advisory Committee  
Armed Forces

Retail, Health Care, Call Centre, Labour Council

### **Links with Post Secondary**

Courses for Credit  
Student Services Counsellors  
Guaranteed Admission  
Course Exemptions  
Transfer Credit

Computers, Communications  
ACE Business Math

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## **MOHAWK**

### **PROGRAM STRATEGIC PLANNING**

Mohawk tracks the stats monthly and conducts a full analysis annually. Emphasis recently has been on determining trends in student profiles as there has been a noticeable drop in starting levels for incoming students, and monitoring increases or decreases in OW clients, to target outreach and recruitment. This analysis has led to a number of changes; for example, changing the name of the program from LBS (attracted mainly lower level students) to College and Career Preparation, developing marketing brochures, with stronger emphasis on opportunities for Grade XII Equivalency, skilled trades and college preparation, increasing both internal and external recruitment visits, increasing the delivery of upper levels of LBS and OBS and phasing out LBS 2. Organization of classes has also been changed from dedicated level classes to mixed level classes to more evenly distribute faculty workload and provide faculty consistency for students.

Based on available resources, classes are offered full and part time days and evenings from September to mid July. A minimum of 15 hours is required, 10 for EI recipients.

Addressing the needs of “plateaued” students has been a focus. Most start with a PS goal. Those identified as unlikely to reach this goal receive a simple paper based questionnaire intended to operate as a “re orientation” tool. This questionnaire combined with an interview with the program’s life skills specialist and attendance at an employability skills workshop encourages a reexamination of career goals. Classroom teachers often work with students prior to the referral to the specialist. Often in completing the questionnaire students realize themselves PS is not a viable goal. Few are referred to Job Connect because of the age guidelines. Job Connect and C&CP staff work closely together and have a common reception area for intake. Sharing of clients and cooperation is especially successful in the area of apprenticeship preparation (Academic Scholarship/Signing Bonus) and the development of a “Part-Time/Part-Time program. Older students are referred to the Job Connect deliverer for adults in the community.

Delivery is largely individualized. The Future Directions program, designed for OW recipients, is delivered as small group. Workshops, generally career oriented, are teacher led. This year topics such as test taking, note taking, time management and Human Rights are being added to workshops. Computer Skills are taught in a lab. Currently students needing sciences are referred to specific prep courses, but Mohawk is developing the ACE sciences for delivery in 2006.

Under a “Student Success” strategy there is a strong emphasis at Mohawk on student retention in post secondary. All first year students participate in the – new to Mohawk – FIT System (Freshmen Integrations and Tracking System). The plan is to add questions for students not entering college directly from high school to identify their pathway to college (GED, LBS/OBS/ACE, ESL, Mature Student Test,, Pretech/health, Pre courses) to determine the success rate of students from these various pathways to develop preventative and/or remedial programming.

### **MARKETING AND PARTNERSHIPS**

The closest partnership is with Job Connect internally. Mohawk is in the process of reintroducing the part time/part time option. (Students in Job Connect can work part time and attend Academic Upgrading part time.) Mohawk has been able to facilitate approximately 10 LBS/OBS students accessing Apprenticeship scholarships through referrals to Job Connect. As previously described, there is the sharing of staff for intake, orientation and workplace oriented seminars for students in both programs. There is increased emphasis on the cross referral of appropriate students.

The partnership with post secondary is particularly strong in the apprentice and pre apprentice programs. The Counselling and Registrar’s departments refer students to upgrading. PS faculty provide guidance and input on the curriculum required to succeed in post secondary. Mohawk is currently developing an overall grid for math and communications topics and items organized by post secondary program to assist the development of Learning Plans and help with the acquisition of learning materials. Currently discussions

are underway with Admissions to ensure students have appropriate points when being considered for admission to post secondary.

Mohawk is signatory to the TOWES initiative and recognizes the need to have TOWES remediation available. Faculty will be provided information and training as required in the fall for winter implementation.

### **SUPPORTING PRACTITIONERS**

Staff have reduced workloads for curriculum and program development depending on the availability of funds. The current focus is on ACE science and TOWES. Mohawk staff attend local, regional and provincial training upon request. Each staff member is a subject specialist, but they work together closely as a team on all initiatives.

Staff have monthly staff meetings as well as special call meetings to address specific topics. There are working groups in place which take on specific tasks and report back to the whole group.

### **PROGRAM EVALUATION**

In addition to the numerous program evaluation strategies identified at all colleges, Mohawk holds annual focus groups with students on selected topics to provide input about established processes, to confirm that new developments have been received well and are successful, or to launch new initiatives. A faculty working group is assigned the task of organizing these focus groups. Students receive feedback on the focus group results and action is taken in response to their recommendations.

### **POLICIES AND PROCEDURES**

As with all colleges, both college and program policies are fully in place.

### **SPECIAL INTEREST FOR FOLLOW UP**

#### **Curriculum**

ACE Science

TOWES

Employability Workshop

Return to Work Services

Future Directions

Joint with Job Connect

For OW clients

#### **Plateaued Learners**

Questionnaire to Begin Process of Redirection

#### **Links with Employers**

TOWES

Common reception area

#### **Links with Job Connect**

Part Time/ Part Time

#### **Links with Post Secondary**

Identification of Pathways to Success

#### **Program Evaluation**

Annual Student Focus Groups

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## **NIAGARA**

### **PROGRAM STRATEGIC PLANNING**

As part of Niagara's College wide strategy there is increased commitment to promoting and expanding the delivery of Access programs.

Monthly Niagara analyzes delivery stats to track progress towards goals and to identify trends. The manager meets with all staff twice a year to share information on contact hours, trends and client profiles. Changes are initiated based on these discussions. This year Niagara is starting weekend and part time evening delivery to address the scheduling needs of employed students. Niagara is committed to this part time delivery for a year. The 15 hours of part time delivery is spread amongst all the delivery sites. The focus is on the delivery of math and communications. A major initiative has been to develop a Niagara database separate from the IMS to facilitate activity tracking.

Niagara subject coordinators are working on the development of workplace based demonstrations as part of a broader LSP initiative.

Students, as part of their demonstrations in computers, have to research the program and using power point develop promotional materials and information flyers. In ACE sciences, students are scheduled into demonstration labs. There are plans to provide more hands on lab activities. The science instruction has benefited significantly as a result of the Academic Upgrading science teacher working in the Health Sciences department for a year. She has been able to provide leadership in the development of the sciences program.

### **MARKETING AND PARTNERSHIPS**

At Niagara College, there is a Skills Training Council which meets once a month. Upgrading, Job Connect, Apprenticeship and Pre Apprenticeship are members. They discuss issues of mutual concern especially the promotion of Access programs. Academic Upgrading provides the academic training for all Pre Apprenticeship programming. The Upgrading manager has been asked to do presentations internally to JC staff and at the western region JC conference next spring to increase referrals.

As part of the Niagara focus on Access programming, the Marketing Department is assisting in the development and distribution of promotional materials focused on the services available through Access programming.

PS is another major partner. Qualified students can take English 1133, the first semester English course required of all post secondary students, for credit while they are in upgrading. ACE is recognized as equivalent for admission.

TOWES is being used in the Pre Apprentice Auto Service Technician Program as an assessment tool.

### **SUPPORTING PRACTITIONERS**

Regular meetings with staff are planned. Information sharing with staff is a priority.

### **PROGRAM EVALUATION**

As part of the new college charter, the Boards of Governors as part of the accountability framework have been given the task of initiating regular reviews of all programs. Every three years identified programs must either submit a report or engage in a full review. This year all Niagara Access programs including LBS/OBS have been required to prepare reports. This has required extensive examination of both the college stats as well as the regional and provincial reports prepared by the CSC.

Niagara has identified that the Access Council should be a sub committee of the Skills Training Council.

## **POLICIES AND PROCEDURES**

As with all colleges, both college and program policies are fully in place.

## **SPECIAL INTEREST FOR FOLLOW UP**

### **Curriculum**

Computer Demonstrations

### **Links with Apprenticeship and Job Connect**

Skills Training Council

TOWES Testing

Niagara Working Group

Auto Service Technician Program

### **Links with Post Secondary**

PS for Credit

English 1133

### **Program Evaluation**

Participant in Formal Niagara Accountability Framework Review

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## **NORTHERN COLLEGE**

### **PROGRAM STRATEGIC PLANNING**

Programming is offered full and part time days as well as biweekly scheduling to accommodate shift workers.

A more formal analysis of program stats is underway especially monthly to track progress towards targets. The department is especially anxious to determine data which can be extracted from the new Northern College Student Tracking System. An Action Plan Document based on Train Ontario 2 documents has also been developed to move workforce implementation forward. The need for expanded evening and weekend hours as well as additional daytime hours is being assessed.

A modified assessment package to identify students with learning disabilities has been developed in conjunction with the Special Needs Centre as a result of faculty input and close monitoring of student progress. A package to help teachers identify the signs of learning disabilities as well as a modified (less expensive) evaluation has been developed. There is no charge to referred students. This has been particularly helpful with plateaued learners. These learners are also referred to other service providers. There is also an internal college committee, College Orientation Group, which is examining issues around learning styles. Academic Upgrading is part of this committee.

A number of sources for local labour market information are used including Service Canada (HRSDC) reports as well as data distributed by Northern's Institutional Research Department. This information is distributed to coordinators at all sites.

Northern, as a result of provincial directions and student demand, has increasingly focused on workforce preparation. New software and materials with a workforce focus have been purchased. Learning materials and demonstrations are both workforce and college entry based. Internet resources providing model workplace experiences are particularly of interest.

There is a focus this year on making the communications links between sites more effective and consistent.

### **MARKETING AND PARTNERSHIPS**

Internally, Special Needs and Advising, Learning Centre, College Orientation Group, Institutional Research, Job Connect, Post Secondary, Contract Training and Marketing are particular linkages. There has been a joint meeting with Job Connect and Academic Upgrading staff to familiarize each other with services. Northern is anxious to continue this exchange.

Post Secondary has considerable interaction with upgrading. PS Academic Program coordinators talk to groups of upgrading students about programs and job opportunities; upgrading students tour post secondary areas. While there are no formal admission preferences, no qualified upgrading student has ever been denied access to post secondary. PS provides input on ACE curriculum and requirements for admission.

Northern participation in the TOWES initiative has promoted a partnership with Contract Training. Upgrading students were tested as part of the pilot stage. The intention is to use TOWES more extensively especially as it seems to be of great interest to local employers. The integration of TOWES preparation in programming is a major focus at the moment.

Northern is a pilot site for a joint school board and college initiative called College Links. The program, located near the Academic Upgrading class, serves 20 students aged 17-21. The objective is to encourage them to complete high school and earn 2 college credits at the same time. Students who fail to complete as well as those who complete but still require more preparation will be able to access the upgrading class.

## **SUPPORTING PRACTITIONERS**

Workforce demonstrations are used daily in all classes, and continuous development of assessment materials and demonstrations continues to be a focus this year. Northern has a college wide PD policy which includes workshops for all staff on topics such as cross cultural awareness (Aboriginal focus). Full and part time can participate. Part time staff also receive a one week orientation.

## **PROGRAM EVALUATION**

Program Evaluation is done at least 3 times a year. The evaluation done as part of the lead up to the submission of the Business Plan is formal. The other two tend to be more informal with the focus varying according to that year's priorities. This takes place at all-site meetings.

Northern also conducts a formal stakeholders' satisfaction survey.

## **POLICIES AND PROCEDURES**

Northern has initiated attendance contracts this year. All learners receive handbooks outlining both program and college policies and procedures .

## **SPECIAL INTEREST FOR FOLLOW UP**

### **Curriculum**

Learning Disabilities Assessment Package  
Workforce

Software and Internet Materials

### **Links with Employers**

TOWES

### **Links with Post Secondary**

Special Needs Centre  
College Orientation Group

### **Linking with Satellites**

Special Focus this Year

### **Program Evaluation**

Stakeholders Survey

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## ST CLAIR

### PROGRAM STRATEGIC PLANNING

In the past, St Clair offered night classes, Tuesdays and Thursdays, to accommodate employed students and parents sharing child care responsibilities. It was very successful in terms of numbers. Unfortunately, staffing is no longer available to provide evening coverage.

St Clair has a unique partnership with St Michael's, an adult day high school which is located at St Clair. (Their lease with the college expires in 2006, and the future of this partnership is unknown at this time.) This spring 20-30 students who had moved from the college LBS program to St Mike's graduated with their Grade XII and will be returning to the college for post secondary training.

New LBS students are currently streamed into 2 groups. Those who have identified Credit Programming as the next step towards reaching their goal receive instruction using self-directed materials in a learning lab setting. Those whose goal is workforce entry are use a new course based approach. The first 12 week course module is being piloted using a communications curriculum that incorporates both Essential Skills and workforce materials. In both streams, teachers still integrate workforce orientation as part of the ongoing classroom activity. For example, principles of geometry are explained in the context of sheet metal fabrication, decimals in the context of auto mechanics or machining and fractions in terms of baking as appropriate based on each student's stated interests and prior knowledge. Students from both streams also receive integrated computer literacy development.

In addition, St Clair has developed and is presently offering a program called Future Links to eight students in a pilot group. Their primary interest is vocational, but they need bridging skills to prepare for entry into competitive employment.

### MARKETING AND PARTNERSHIPS

St Clair has excellent frontline participation in the LSP. St Clair staff are on the Network Board and have been very supportive of proposals to develop delivery and curriculum for agricultural workers. The needs of a significant Mexican Mennonite and Jamaican farm worker population need to be met. To date, these ongoing needs are only being met in a limited way by community based literacy providers.

Speakers from Apprenticeship programs have given presentations to upgrading students. It is hoped to organize tours and job shadowing opportunities.

### PROGRAM EVALUATION

St Clair staff have examined both their program delivery methods and the materials being used and have identified those areas requiring additional development. Further changes are dependent upon adequate funding and increased staffing.

### POLICIES AND PROCEDURES

As with all colleges, both college and program policies are fully in place.

### SPECIAL INTEREST FOR FOLLOW UP

#### Curriculum

LBS Levels 1 – 3

Communications

Future Links

12 Week Workforce/Essential Skills materials

Employment Bridging Program

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## SAINT LAWRENCE

### PROGRAM STRATEGIC PLANNING

St Lawrence analyzes stats quarterly with special emphasis on 6 month and year end results. Quarterly analysis focuses on learner profiles, contact hours and exit information. Year end focuses on exit information and follow up, goal attainment, and site comparisons. This has resulted in such changes as addressing the high number of lost contacts by ensuring consistent gathering and interpretation of data, securing multiple phone numbers and hiring bursary students to conduct follow up.

As a result of this analysis, both hours of operation and course offerings have been increased. Changes include evening activity (each campus offers evening courses e.g. Kingston: 2 nights in summer and 3 in winter); year round delivery and increased preparation for health sciences. There has been an increase in part time employed students. Evening delivery and hours are constantly reviewed to meet program needs.

Plateaued learners are referred to Job Connect for assistance. Job Connect staff also make presentations in upgrading classes about the local job market and job search strategies.

St Lawrence has strong ties with the local LSP and the 1,000 Island Training Board. They participate in annual strategic planning activities. They have been directly involved with a community survey soon to be released.

Hands-on opportunities are available at the Kingston site. Self Management is offered in workshop format as part of the communications course. There is extensive computer training. Some materials are offered on-line especially virtual science labs.

### MARKETING AND PARTNERSHIPS

The primary partner is post secondary. Students can program shadow. Upgrading also refers students to General Arts and Science, as appropriate. Students not admitted to post secondary programs are referred to Academic Upgrading to gain the knowledge and skills required to succeed. Student in post secondary who are identified as being at risk may be referred to either Academic Upgrading or GAS for remediation. Apprenticeship and Academic Upgrading faculty collaborate to provide information sessions to the community highlighting upgrading as a path to apprenticeship eligibility. Upgrading is developing closer ties with Job Connect. TOWES materials have been purchased and are in place. Some pilot activity has been undertaken to introduce TOWES to employment seekers involving academic upgrading and a local Job Connect agency (KEYS).

### SUPPORTING PRACTITIONERS

All staff receive PD time. Emphasis currently is on ACE and TOWES. Workforce activities are embedded in much of the ACE materials.

### PROGRAM EVALUATION

St Lawrence adheres to the accountability initiatives required by MTCU: business plan, year end report, LSP community plan, Program Monitoring visit, Student Satisfaction Survey as well as the *Prepared for Success* annual report. All college programs must also participate in the 6 year college evaluation cycle.

### POLICIES AND PROCEDURES

All are in place. St Lawrence is currently consolidating policies in a binder as well as developing a student handbook.



## **SAULT**

### **PROGRAM STRATEGIC PLANNING**

Quarterly Sault analyzes stats focusing especially on contact hours and exit results. As a result of the high number of employed learners, Sault is considering evening programming and a more flexible testing arrangement. The full range of courses is offered. Computers has been separated into 2 courses. Formerly it was part of the communications course. Self management has also been developed as a separate course.

Plateaued learners are referred to Job Connect for assistance in job search. Sault has also approached OW to work in partnership to assist these learners.

There are monthly coffee circles organized with the assistance of students to provide an opportunity for students to provide input on issues of concern. Students organize the menu and bring food. Students also produce a regular newsletter.

### **MARKETING AND PARTNERSHIPS**

Post Secondary and Job Connect participate with Academic Upgrading in cross referral of students. Sault also had an innovative partnership with the Native post secondary programming providing academic remediation to post secondary students. For the Aboriginal pre Apprenticeship and Apprenticeship programs upgrading has provided upgrading curriculum and materials. Currently Sault College is studying the opportunity to play a part in "Pre" programs such as Pre Business, Pre Technology *et cetera*.

The public library sponsors a display on literacy. Sault has provided brochures and posters for this display. Sault College has a full day of exposure in January in The Station Mall, where all programs feature exhibits including the Academic Upgrading program. A literacy awareness event is hosted by Sault College each academic year. Stakeholders as well as other interested groups are invited to attend.

### **SUPPORTING PRACTITIONERS**

As with all other colleges, there is a college wide PD plan in place. The hiring of staff is based on subject expertise with preference given to applicants with an educational credential focused on the key subject areas being taught. Preference is given to teachers with experience in dealing with students in transition. Staff at Sault will be participating in the employer tours being organized by Mid North Network as part of the AWOL program.

There are weekly staff meetings to address student issues like attendance and progress, information from LSP meetings, training opportunities, and ACE curriculum. Sault also participated in a Cable television program to present information on the upgrading program. It was free of charge and ran on Cable for a month.

### **PROGRAM EVALUTION**

Primary tool is the exit survey.

### **POLICIES AND PROCEDURES**

As with all colleges, both college and program policies are fully in place.

## **SPECIAL INTEREST FOR FOLLOW UP**

### **Curriculum**

Computers  
Self Management

### **Links with Post Secondary**

Native Programming  
Apprenticeship

### **Program Evaluation**

Student Coffee Circles

### **Program Outreach**

Participation in Community Events

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## **SENECA**

### **PROGRAM STRATEGIC PLANNING**

Programming is available year round at all sites and days and evenings at Newmarket and York Gate. There is flexible scheduling at Newmarket and Markham East to accommodate employed and job seeking students. Hours at Newmarket have been adjusted so that employed students can attend class directly from work - especially important to shift workers. Seneca did pilot weekend delivery at York Gate, but it was discontinued due to a lack of demand. Delivery at all sites is individualized, continuous intake. There is considerable flexibility in scheduling, and leaves of absence are available to students.

### **MARKETING AND PARTNERSHIPS**

At Newmarket, there are external linkages with YMCA/Job Connect, and internal linkages with Contract Training, Continuing Education, Apprenticeship Programming and TOWES. At Markham East the primary linkage is with Job Connect. At Newham Campus the link is with Post Secondary, Continuing Education and Apprenticeship.

Students who complete the ACE computer course receive credit for the mandatory first year computer course in post secondary. Upgrading graduates are not retested to enter post secondary unless it is a program specific requirement for all qualified applicants. PS faculty are available for presentations and to arrange tours. At Yorkgate, there is an on-going co-location agreement with the Toronto District School Board which has an LBS 1-2 class on site. There is an active campus Advisory Committee which includes representation from community organizations and educational partners. There is also collaboration with the Jane-Finch Concerned Citizens Association which is located on site. They focus on community outreach and development of youth employment initiatives especially Preapprenticeship, tutoring and mentoring. PS liaison officers are available to visit all sites and provide upgrading students with information and guidance.

Effective promotional materials, flyers and advertisements are supported by the College's Marketing and Communications Department, Continuing Education, and TOWES.

### **SUPPORTING PRACTITIONERS**

Faculty are enabled to attend all training provided by MTCU, Regional Networks and Seneca. All staff have time allocated on SWF's to attend meetings and do curriculum development work. Seneca has a college wide PD initiative. Monthly, a list of workshops is published on such topics as conflict management, instructional design and computers. Staff can participate and, if required, are released from classroom duties. Seneca has a computer coaching program for all staff. One to one support is provided to staff learning new programs and applications.

PLATO software which includes workforce demonstrations and WORKWRITE manuals have been purchased. Self Management and Communications are partnered and include career skills. TOWES assessment tools are used in Newmarket and Essential Skills curricula is disseminated.

There is one all site meeting per year for all full and part time staff and *ad hoc* meetings of subject groupings.

### **PROGRAM EVALUATION**

Introduction of evening programming in Newmarket and Yorkgate was based on student feedback and identified community need. Development of the Markham East program was based on LSP and student feedback. Blended learning with on-line instruction and/or computer software has been introduced.

## **POLICIES AND PROCEDURES**

As with all colleges, both college and program policies are fully in place.

## **SPECIAL INTEREST FOR FOLLOW UP**

### **Curriculum**

PLATO  
WORKWRITE  
TOWES  
Essential Skills  
Career Skills

### **Links with Employers**

TOWES Testing

### **Links with Post Secondary**

Transfer Credits                      ACE Computer Course  
Preferred Admission

### **Links with the Community**

Colocation with School Board Program and YMCA  
Jane-Finch Concerned Citizens Association                      Special Focus on Youth

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## **SHERIDAN COLLEGE**

### **PROGRAM STRATEGIC PLANNING**

Scheduling is fulltime and part time. Evening programming depends on student demand but is limited by available resources. Almost 100% of the evening students are employed. The core academic subjects, communications, mathematics and science, are offered evenings. There is no demand currently for weekends. Delivery is individualized self paced except for the Employability Skills and Self Management/Self Direction components. Sheridan has the resources necessary to deliver blended learning. Hands on opportunities are available for an Academic Upgrading student to program shadow a post secondary program for a day. This is arranged directly with post secondary co-ordinators or through Liaison.

Program stats are regularly analyzed with special attention to student goals (most are further training) and student profiles. Most students are employed. Sheridan also uses the provincial and regional reports prepared by the CSC. There is monthly analysis of IMS stats to determine college progress towards targets. As a result of this analysis, more evening classes were added, and science was made available days and evenings.

Plateaued learners are referred to an academic advisor by faculty for reexamination of their goals. Their needs may also be met in Sheridan's Employability Skills Course which includes resume writing, interview skills, career search on the Internet, Essential Skills and identification of transferable skills. Qualifying students are also referred to Job Connect, which is co-located, as well as to Sheridan's Career Centres.

Stats compiled by the Peel-Halton-Dufferin Training Board are also examined, but these are primarily of use for identifying post secondary programming needs. Job Connect, Apprenticeship and LBS all attended a local forum which was a good first step for coordination and development.

### **MARKETING AND PARTNERSHIPS**

Upgrading and Job Connect share students as appropriate and do cross referrals. There is joint delivery for foreign trained professionals which is part of a much larger initiative.

There is a partnership with a local school board to fast track students to their OSSD. Upgrading faculty provide the self management component and students take a college credit course. These are at risk students who don't fit well in the secondary system.

There is a partnership with Post Secondary to fast track students during the summer needing Business Math and Technology Math for fall admission. Health Sciences has a similar arrangement for biology. PS has provided specific input on the skills which must be mastered in these courses. The Registrar provides information on upgrading in applicant rejection letters, and people struggling in post secondary are referred to upgrading by PS coordinators. Although there is no preferential treatment of upgrading applicants, their applications are "walked" through the process by admissions staff. There is also liaison with Contract Training and Continuing Education.

Sheridan is very pleased with the progress of TOWES. Piloting with test takers was very successful and marketing to employers is progressing well.

### **SUPPORTING PRACTITIONERS**

The manager shares all information with staff. All faculty (ft and pt) are able to participate in all internal, regional and provincial training events. There is college wide PD funding available. In addition, Sheridan offers inhouse workshops for all staff. Staff have participated in a joint Apprenticeship/Job Connect/Academic Upgrading forum. Staff have also had a presentation on TOWES and Essential Skills.

There has been no full time hiring. Part time and sessional hires are selected based on the appropriate skill sets. The CSC document for new practitioners is used to orient new staff.

All new materials purchased are based on faculty input.

## **PROGRAM EVALUATION**

Stats are examined monthly to determine if all sites are on target. There is an annual evaluation using program and provincial stats. The feedback from students is examined at the end of each semester; there are student focus groups and town halls as well as a very active Upgrading Student Council all of which impact on program delivery. Post Secondary has provided very positive feedback on upgrading graduates who have moved on to post secondary.

## **POLICIES AND PROCEDURES**

As with all colleges, both college and program policies are fully in place.

## **SPECIAL INTEREST FOR FOLLOW UP**

### **Curriculum**

Employability Skills  
Self Management  
Essential Skills

### **Links with Post Secondary**

Fast Track Programming

### **Links with Job Connect**

Cross Referrals

Special Emphasis on Foreign Trained Professionals

### **Links with Employers**

TOWES

### **Program Evaluation**

Student Involvement

Town Halls, Focus Groups, Student Council

## **CONTACT**

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# **LINKAGES**

## EDITOR'S COMMENT

The following were identified from the information provided by colleges for the profiles. There is no doubt these lists are not fully complete and many colleges are engaged in relevant activities not reflected here.

## CURRICULUM

### COMMUNICATIONS

Reading Course	Algonquin
PSW Activity Units	Cambrian
Research and Report on Career goal	Canadore
Computer Supplement	Canadore
Job Fair Demonstration	Centennial
Document Use	Georgian
12 Week Workforce/ES Materials	St Clair
WORKWRITE	Seneca

### SCIENCE

ACE Materials Development	Canadore
	Sheridan
	Mohawk
Hands On and Virtual Labs	Durham
Virtual Labs	St Lawrence
Chemistry Virtual Lab	George Brown
Kitchen Labs	Durham
Chemistry Kits	Boreal
Sciences for Health Care Sector	Georgian
PSW Activity Units (Biology)	Cambrian

### MATHEMATICS

Teacher-led pilot	Cambrian
ACE Business Math	Confederation
LBS 4 & 5 Math	George Brown
Reorganization of Math Courses	Humber

### COMPUTERS

Blackboard	Algonquin
Computer Course Development	Durham
	La Cite
	Niagara
	St Lawrence
	Sault

### EMPLOYMENT PREPARATION COURSES

Fast Tracks	Boreal
Job Preparation Seminars	Boreal
Future Links	St Clair
	Employment Bridging Program
Employment Training Readiness	Conestoga
Employability Workshop	Mohawk
	Sheridan
Pathways to Employment	Georgian

**SELF MANAGEMENT/SELF DIRECTION**

Critical Thinking and Problem Solving  
 Self Management/Self Direction

Algonquin  
 Cambrian  
 Humber  
 Sault  
 Sheridan  
 George Brown  
 Conestoga  
 Lambton  
 Mohawk  
 Confederation  
 Durham  
 Durham  
 Fleming

Planning and Delivery of a Conference  
 Focus for Change  
 Focus for Change for OW Clients  
 Future Directions for OW Clients  
 Personal and Career Development Program  
 Modified Orientation  
 Career Planning  
 Strategies for College and Work

On Line

**ESSENTIAL SKILLS**

Kits for Faculty  
 Materials & Training

Centennial  
 Fanshawe  
 Seneca  
 Fanshawe

Provincial Leader in TOWES and Essential Skills

**WORKFORCE ACTIVITIES**

Activity Banks  
 Trade Specific Demonstrations  
 Activity Banks

Centennial  
 Fanshawe  
 Fleming  
 Seneca  
 Northern

Software and Internet Resources

**PLATO**

Computers, Reading  
 No longer using but has considerable experience  
 Implementing

Algonquin  
 Canadore  
 Seneca

**MISCELLANEOUS CURRICULUM INITIATIVES**

GED Preparation  
 Call Centre Curriculum  
 Call Centre Training  
 PSW Curriculum  
 Learning Disabilities Assessment Package  
 LBS Levels 1 – 3

Conestoga  
 Fanshawe  
 Lambton  
 Fanshawe  
 Northern  
 St Clair

**PLATEAUED LEARNER STRATEGIES**

Linked to Academic Referral Centre  
 Links with Job Connect

Algonquin  
 Algonquin  
 Boreal  
 Durham  
 Sheridan  
 Durham  
 Boreal  
 Boreal  
 Algonquin  
 Algonquin  
 Mohawk

Links with Career Shop  
 Links with Apprenticeship  
 Links with Student Services  
 Job Readiness Training  
 Focus for Change  
 Questionnaire to Begin Redirection Process



**LINKS WITH EMPLOYERS**

Employer Interviews		Cambrian
Falconbridge Links		Cambrian
TOWES Testing (Large Scale)	Ontario Northern Railroad/ Call Centres	Canadore
Job Shadowing		Canadore
		Georgian
		Centennial
		Confederation
		Durham
		Fanshawe
		Fleming
		Georgian
		Mohawk
		Northern
		St Lawrence
		Seneca
		Sheridan
London Economic Develop. Corp	Experienced Worker Project	Fanshawe
Employer Contacts and Surveys		Conestoga
		Georgian
Employee Assessment	General Motors/Pathon/Gerdeau	Durham
Transportation Specialists		Fanshawe
Program Advisory Committee		Loyalist
Armed Forces		Loyalist

**LINKING SATELLITE SITES**

Task Sharing		Boreal
Audio Conferencing		Boreal
Co Ordinators' Meetings and Shared PD		Conestoga
All Campus PD Events		Georgian
All Campus Steering Committee		Georgian
Formal and Informal Special Events		Lambton
Joint Program Evaluation		Lambton
Special Focus this Year		Northern

**STUDENT RECOGNITION**

Recognition Ceremony		Algonquin
Adult Achievement Award	Full Tuition	Fanshawe
Celebration of Learning		George Brown
Classroom Posters		La Cite
In House Newsletter		La Cite

**OUTREACH**

Newspaper Ads		la Cite
Post Card Campaign		Conestoga
Community Events		Sault

**STRATEGIC PLANNING**

Monthly Analysis of Stats		Conestoga
		Durham
Annual Program Evaluation Plan		Conestoga
		Durham

**PROGRAM EVALUATION**

Annual Work Plan  
Student Committees  
Monthly Student Focus Groups  
Program Review Model  
Student Town Hall Meetings  
Annual Student Focus Groups  
Student Involvement      Focus Groups, Town Halls, Student Council  
Participation in Formal College Accountability Framework Review  
Stakeholders Survey  
Monthly Student Coffee Circles  
Program Advisory Committee

Conestoga  
Confederation  
Durham  
Durham  
Fanshawe  
Mohawk  
Sheridan  
Niagara  
Northern  
Sault  
Loyalist

**SPECIAL INITIATIVES**

Career Shop  
Wrap Around Case Management Project  
Essential Skills Resource Centres  
Centralized Employment Prep Services (College Wide)  
Deaf Web Site  
Consumer Survival Program  
Noon Hour Tutorials  
Participation in Community Events  
Cross College Course Development and Validation  
Colocation with School Board Programs

Durham  
Durham  
Fanshawe  
George Brown  
George Brown  
George Brown  
Georgian  
Georgian  
Boreal & la Cite  
St Clair  
Seneca

## APPENDIX A

### COLLEGE SECTOR COMMITTEE FOR ADULT UPGRADING

#### MEMORANDUM

**MEMO TO:** College Upgrading Managers and Program Coordinators

**MEMO FROM:** Lynne Wallace

**DATE** July 25, 2005

**SUBJECT:** Colleges and Workforce/Essential Skills Delivery

#### BACKGROUND

All colleges participated in the recent Train Ontario 2 workshops. A careful reading of the materials provided at these workshops reveals that while they were comprehensive and well researched, they did not capture the on-going or planned activity in the college sector. Very few examples of college workforce best practice (4) were included in the Train Ontario 2 materials. In addition, most of the examples from the other sectors were most applicable at LBS Levels 1 – 3.

#### CURRENT SITUATION

Recent discussions at the “What’s Gnu?” provincial conference indicated there has been considerable college sector workforce delivery and curriculum development across the province. Many managers and practitioners expressed interest in finding and sharing workforce and essential skills development ideas appropriate for college students and delivery environments. The panel discussion also initiated a desire to promote communication between Upgrading, Job Connect and Apprenticeship Programs within colleges.

Train Ontario 2 has now moved into the Follow-Up Support phase. There is an opportunity for colleges to visit other colleges and delivery agencies to observe good practice. There are honoraria available for both the host and visiting programs. Unfortunately, to date, no exemplary models of college initiatives have been identified.

#### CSC ACTION PLAN

The CSC is committing resources over the summer to identify best practices in college workforce delivery and to compile and report on this activity. The purpose is to promote awareness of college initiatives. It is also to provide examples and contact information to facilitate further development and implementation.

I want to make this as easy and time efficient for you as possible. **So I am asking you to do nothing** except identify a time from the following schedule when I can call and interview you. I anticipate the call will take no more than 30 minutes. I will be asking for **brief** descriptions of any activities currently on-going or planned at your college including contact information. . The CSC would like at least one example from each college, but please do not limit yourself to one – the more the better.

#### YOUR TO DO LIST

1. To prepare for the call you may want to read and consider the following to help you organize your thoughts.
2. Select a time for your interview call
3. Email me with the time you have selected

Train Ontario 2 identified the following key components:

- Program Strategic Planning
- Marketing and Partnerships
- Supporting Practitioners
- Program Evaluation
- Policies and Procedures

The CSC report will be structured around the same headings. I have identified some possible examples under each of these headings. These are just possible starting points. Chances are you are doing much more including things not mentioned here.

**Program Strategic Planning:** Scheduling (Day/Evening/Swing Shift/Weekends/Year Round i.e. Accommodate Employed and Job Seeking Students)  
Analysis of Program Stats (especially client profile)  
Meeting Needs of Clients with Employment Goals/Plateaued Learners  
Analysis of Community Stats to Assess Local Employment Market (Employment Opportunities, Skills Required)  
Participation in LSP initiatives  
Delivery Modes (Individualized, Group, Independent, Distance, Blended)  
Hands-on Opportunities

**Marketing and Partnerships:** External College Linkages e.g. Employers, Other Deliverers ( Job Shadowing/Tours/Interviews/Presentations)  
Internal Linkages Communication or Joint Delivery with other college programs e.g. Job Connect, Post Secondary, Pre Apprenticeship Programming, Contract Training, Continuing Ed etc.  
Faculty Connections with Other Colleges Regionally/Provincially  
Effective Promotional Materials/Outreach Strategies  
TOWES Linkages/Activities

**Supporting Practitioners:** Professional Development Initiatives  
Hiring/Staff Selection  
Faculty Needs Assessment  
Curriculum Development Arrangements/Results  
Workforce Demonstrations Developed/Under Development  
Integration of Student Employment Experience in Programming/  
Materials Development/Demonstrations  
College/Regional/Provincial Faculty Working Groups  
Materials Purchase and Selection  
Classroom Environment Adjustments  
Innovative Classroom Delivery  
Formal and Informal Recognition of Excellence  
Supportive Environment  
Effective Communications and Sharing of Information and Resources

**Program Evaluation:** Evaluation of Workforce Initiatives – Learning Materials, Demonstrations, Delivery (by faculty, students, employers, other deliverers as appropriate)  
On-going Changes Based on Feedback  
Evaluation Strategic Plan in Place

**Policies and Procedures:** Appropriate policies to support workforce delivery and students whose goal is employment (Attendance/Leaves/Scheduling Flexibility etc)

## APPENDIX B

### COLLEGE DELIVERY ENVIRONMENT

#### **Applied Strategies Module – Adult Literacy Educators Certificate**

*Lesson planning in college LBS programs is based on the same sound principles of lesson planning that were described earlier in this unit. But, the realities and logistics of college delivery have a big effect on the way lessons are planned. The most important parameters that affect college lesson planning are class size, multi-level classes, multi-subject classes, continuous intake, individualized delivery, classroom management, flexible pacing, learning styles, and pre-set academic criteria.*

#### **Class Size, Multiple Levels and Multiple Subjects**

*In college programs, classes typically have up to 25 learners working at various LBS levels (usually 3, 4 and 5). At larger sites the classes are often devoted to one domain, i.e. communications or numeracy/mathematics. At smaller sites the class usually has learners working not only at multiple levels but also multiple subject areas: math, communications, sciences, computer applications, etc. There are often Academic Upgrading level learners in the class as well.*

#### **Continuous Intake**

*Intake is continuous (usually weekly, biweekly or monthly), so new learners are constantly being added to the class. Other learners are continuously exiting.*

#### **Individualized Delivery**

*In order to accommodate this continuous intake model of multi-level, multi-subject delivery, lesson planning generally revolves around creating learner-friendly materials for individualized delivery that meet the outcomes of the various levels and domains (subjects). These materials have to be consistent with the associated reading level; they must contain a good balance of background information and examples; they must be adult-oriented; they must provide some level of practice in the skill or concept being addressed, and they must build in opportunities for one-on-one consultation with the teacher. They must also be cost-effective to produce, which can be a challenge at higher levels when the learning outcomes become increasingly complex. And, interestingly, these features are really not so different from the features of traditional lesson planning for adults; it's just that the delivery of the lessons occurs in an individualized format instead of group delivery.*

#### **Classroom Management**

*Given the wide variety of levels (and subjects) that the learners are working on, it is imperative that the individualized materials promote sound classroom management while also addressing the relevant learning outcomes. The learning materials must be planned, developed and presented in such a way that they promote self-directed learning. This is so important because the teacher is constantly "on the move" and working one-on-one with learners in the class. Lower level learners usually take up more of the teacher's time, so it is especially important to ensure that the learning activities and assignments allow learners to work with a degree of autonomy while the teacher is helping others. Naturally, this doesn't work for every learner, but keeping the materials clear, manageable and accessible definitely helps the teacher to manage her/his time in terms of assisting all class members. As much as college teachers try to be proactive in their development of materials, there is a significant "reactive" component to the job. Teachers are constantly reacting to a variety of difficulties that learners may encounter on any given day, and within one classroom these difficulties can range from regrouping in subtraction to solving quadratic equations to developing a good thesis sentence to balancing a chemical equation. Good planning means that teachers have a readily available "bag of tricks" that can be accessed at any time to support the levels and subjects of their learners. .*

### **Flexible Pacing**

*In planning and developing the learning packages, the sequence in which the materials are made available to the learners must be logical (as it is with traditional lesson planning), and it should allow learners to progress at a flexible pace. Expecting learners to proceed at a "flexible pace" is not the same as progressing "at their own pace". Flexible pacing recognizes that not every learner will complete a given set of learning activities in the same length of time, but it also recognizes that the teacher will monitor the time the learner is taking for various activities and assignments to ensure that adequate progress is being made. Working "at their own pace" often implies that there are no timelines attached to the learning, which may be quite appropriate for some learners in some situations. The planning and delivery of college LBS is based on flexible pacing for the learners, which is especially important for the large number of learners in college programs who have post secondary or employment goals but who have very limited experience with time management as it relates to completing school work or employment-related tasks.*

### **Learning Styles**

*The individualized packages of resources that colleges use often integrate various media: print-based, audio visual, and computer-mediated. To some degree this allows teachers to address various learning styles, but it is always difficult to plan and create all resources to address all learning styles. This is true of any classroom, not just a college LBS classroom. Some materials used in colleges are commercially produced and purchased, but often they are produced "in-house" to accommodate the parameters of the program and the goal paths of the learners in the program.*

### **Pre-Determined Academic Criteria**

*One other challenge in lesson planning in college LBS programs is that teachers who develop learning materials for learners with further training goals (which is the largest goal path in the college sector) must often integrate the outcomes of the LBS levels and domains with pre-determined academic criteria for direct entrance into further training or for movement into an Academic Upgrading program such as ACE (Academic and Career Entrance).*

*Overall, what it really comes down to is that college LBS teachers take what would normally be delivered in a "stand-up" lesson and find alternate ways to facilitate the delivery of the same information on an individualized, continuous intake basis in large classes that accommodate multiple LBS levels and subjects at the same time.*