

## EDMONTON PUBLIC SCHOOLS

June 19, 2001

TO: Board of Trustees

FROM: E. Dossall, Superintendent of Schools

SUBJECT: School to Work Transitions Programming

ORIGINATOR: M. de Man, Department Head Designate

RESOURCE

STAFF: Jan Anderson, Wilma Bayko, Ray Cimolini, Mack Fysh, Noel Kunst, Sheri-Lee Langlois, Brian McWilliam, Carol Suddards, Karen St. Cyr, Stephen Wright, Stuart Wachowicz

### INFORMATION

Over the past two years work has been in progress to develop a means by which the district would enhance its ability to meet the needs of students interested in entering trades and technology careers, as well as the students who require offerings at the Integrated Occupational Program (IOP) level. It is the goal of this work to facilitate such programming to be available to students in schools as close as possible to the communities in which they reside.

Many considerations need to be taken into account in developing a **School to Work Transitions** strategy for Edmonton Public Schools. Industry in Alberta is now seriously short of trades people of all descriptions. Students are not entering the trades at the same rate as in the past for a variety of reasons. These range from the change in high school programming of a number of years ago and a societal perception that the goal of nearly every student should be a university education.

An approach is needed that will encourage and facilitate students to experience the trades, provide expanded opportunities for apprenticeships while still keeping a range of career and educational options open. Additionally there is a need to serve a group of students who can benefit from programming at an IOP level, while assisting them to make a successful transition into meaningful, lasting and satisfying employment.

For these reasons the district will begin development and implementation of a **School to Work Transitions** strategy which will focus on three areas:

1. develop a strong Registered Apprenticeship Program (RAP)
2. facilitate the offerings of programs to help students needing IOP level programming across the district
3. develop and implement a communications plan to disseminate correct information about the **School to Work Transitions** programming and promote the concept among stakeholders.

The work will be guided by a district **School to Work Transitions** committee, whose composition will include high school administrators, work experience coordinators, central services staff, representatives from appropriate business and post-secondary institutions and from **Careers: The Next Generation**. The committee will be chaired by a representative from the curriculum unit.

The committee will help schools become aware of ways in which they can provide access to programming and career placement opportunities for students on and off their site. The committee will also work with the district's communications and marketing services to develop and execute a communication plan in which career pathway opportunities can be promoted to all stakeholders in the community.

### **The RAP Plan:**

#### Proposed Model of RAP Delivery for Edmonton Public Schools

The model for delivery of RAP in Edmonton Public Schools will consist of a centralized delivery of RAP:

- Metro Community College being identified as the provider of RAP for the district.
- High schools prior to February 1 of a given year having the option to declare if they also wish to offer RAP to their own students, for at least a three year commitment, which will be reflected in their school educational plan. This allows for planned multiple providers. (If a school should need to discontinue as a RAP site and still has students registered in the program, those students would then be served through Metro Community College.)

#### Background:

The Registered Apprenticeship Program represents a valuable educational opportunity for a growing number of district students. About 100 students are currently enrolled in this program. Based on information from previous years, 88 per cent of RAP students were successfully indentured into their chosen career pathway at the conclusion of the program.

To date the success of the program is in large measure a credit to the screening, supervision and counselling services provided by the district, mainly through Metro Community College. For the program to grow and reach its potential, a formal district model of RAP delivery must be developed, one that demonstrates a strong partnership between the program's stakeholders.

The model presented will deal with issues of recruiting, selecting and screening, program delivery, funding, the preferred relationship between **Careers the Next Generation** and Edmonton Public Schools in program delivery and administration, as well as clarity respecting the district's secondment to **Careers the Next Generation**. It also addresses the roles of district high schools and Metro Community College (Appendix I).

The RAP model will be one part in the creation of an overall district **School to Work Transitions** strategy which will enhance the number of qualified students considering the trades as a career path. Other enhancements will include a communication plan for creating a wider awareness of the significance of the career opportunities available in the trades, and the provision of a district service to facilitate course articulations, advanced placement and career pathways between high schools and post-secondary institutions.

#### Costs:

Metro Community College and the schools that choose to operate as RAP sites apart from Metro, will share in the cost of any district secondment to **Careers: The Next Generation**. Initial funding for the secondment will be provided through central services (curriculum unit), with the cost shared by RAP sites, pro-rated in terms of the number of students being served. An annual decision will be made by Metro and participating school principals with regard to the continuance of the secondment position.

### Advantages:

This model provides a number of advantages to district students:

- improved access for students because more schools choose to offer RAP, while still ensuring there is a designated site for students to access the program if their home high school does not
- provides stability and consistency in the offering of RAP, ensuring the program will always be available on a planned basis with experienced staff
- allows for program growth consistent with district desire to increase overall enrolment
- allows schools, who desire to do so, to build RAP into their offerings as part of a **School to Work Transitions** strategy.

### School to Work Transitions Committee:

A committee will be established, chaired by a representative of the curriculum unit, and composed of stakeholder representatives from high schools, Metro Community College, program distribution and **Careers: The Next Generation**. Its role will be to identify the standards that RAP sites will have to meet as well as to monitor the overall needs and viability of the program. The committee will also have as one of its functions, the development of a communication plan, which will include increasing awareness and knowledge about the program to parents, teachers and other community stakeholders.

### Role of Careers: the Next Generation:

RAP sites will work with **Careers: The Next Generation** and will agree to provide services according to district standards as identified in the responsibilities section below. A **School to Work Transitions** committee will be established, chaired by the curriculum unit, to articulate standards for RAP delivery, and the components of the RAP program that will be expected to be delivered by all sites.

Both Metro and schools operating as RAP sites apart from Metro, will work in partnership with **Careers: The Next Generation**. The aforementioned committee, will identify a person to serve as the district liaison to **Careers: The Next Generation**. The committee will oversee the establishment of a formal district partnership with **Careers: The Next Generation**.

### Communication Plan:

High schools, Metro Community College, communications and the curriculum unit will work together to build a communication plan as part of the **School to Work Transitions** strategy, to actively promote RAP to both students and parents as a highly desirable program for students. There are currently a large number of terms that refer to various career development programs in Alberta. One of the roles of this initiative will be to communicate definition of the various programs to stakeholders in the community (Appendix II).

### Other:

It is strongly recommended that students entering the RAP participate in **Job Safety Training**. It should be noted that RAP students are paid lower wages than regular first year apprentices, and Workman's Compensation is paid by Alberta Learning.

### **THE IOP PLAN:**

It is recognized that a number of students in the district require programming that can provide a special focus, helping them learn vital knowledge and employability skills necessary for the workplace and productivity following their public education. Integrated Occupational Program (IOP) level courses are designed to help these students.

To assist high schools in providing programming to meet the needs of these students, and to provide where appropriate, IOP level courses and workplace training, the following will be put into place:

1. the **DRAFT** Administrative Regulation (Appendix III) once created, will provide guidelines in:
  - facilitating availability of IOP level programming
  - program administration
  - identification of IOP students
  - career counselling
  - parental consent
2. provision of an IOP level employability skills course, to be available to all IOP students who engage in occupational clusters or the new RAP-like career placement
3. in close partnership with **Careers: The Next Generation**, the district will work to make RAP-like career placements available to IOP students who successfully apply for those positions. The positions will be in vocational occupations such as roofing, tiling and landscaping to name a few.

Background:

For a number of years the district has not formally utilized IOP, which was created by Alberta Learning for the purpose of providing programming to a small but needy group of students. There have been legitimate concerns raised about IOP, but careful selection of students based on criteria like those in the Draft Administrative Regulation, have made a big difference at the district high schools that are now using the program.

One of the issues has been the challenges around the use of the occupational clusters. If IOP populations are very low at some high schools, using the occupational clusters has proven to be very difficult. To help rectify this problem, the district, in partnership with **Careers: The Next Generation**, will make available opportunities for students who successfully apply, to acquire work placements that lead to apprenticeship like arrangements with employers in a wide range of appropriate occupations. Thus a school may offer the IOP academic courses at the 16/26/36 level, and use the RAP like program along with the employability skills course to give the student a good career opportunity. The key to success in the IOP program is ensuring that the program is reserved for those for whom it was intended, those who meet the profile.

Two years ago the district began considering ways in which IOP could be expanded to provide opportunities for more students. The process was delayed, waiting for the new provincial IOP program to be announced. In late April of this year it was learned that the implementation of the new program will be delayed until 2005, thus the district will proceed with this component of the **School to Work Transitions** strategy. It is felt that the approach described in this report will enable all high schools to provide programming for IOP level students, without requiring the development of IOP centres.

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- APPENDIX I: Responsibilities of RAP Sites
- APPENDIX II: Definitions of Career Related Programming
- APPENDIX III: Draft IOP Administrative Regulation

**APPENDIX I**

**RESPONSIBILITIES OF RAP SITES**

<b>MONTH</b>	<b>RESPONSIBILITY OF THE RAP SITE</b>	<b>ROLE OF CAREERS</b> (In partnership with Metro or school RAP site and the <b>School to Work Transitions Committee</b> )	<b>ROLE OF SCHOOLS</b> (Not RAP sites: <b>working with Metro</b> )
February	<ul style="list-style-type: none"> <li>-schedule semester 2 presentations for CAREERS</li> <li>-schedule and advertise Parent information evenings</li> <li>-set dates for employability skills course</li> <li>-<u>or</u> make arrangements for delivery of job safety modules</li> <li>-plan supervision for semester 2 RAP students</li> <li>-register students for semester 2 in RAP courses</li> <li>-register RAP students with Alberta Learning</li> </ul>	<ul style="list-style-type: none"> <li>-classroom presentations</li> <li>-school staff presentations</li> <li>-contact potential employers</li> <li>-work exhibits for conferences and career type of shows</li> <li>-Career Fairs</li> <li>-re “Place” students</li> <li>-check work placements</li> <li>-troubleshoot employer issues</li> </ul>	
March	<ul style="list-style-type: none"> <li>-host Parent evenings for district high school(s)</li> <li>-plan agenda for parent evenings with CAREERS</li> <li>-prepare information packages for school contacts, parents and students</li> <li>-provide follow-up information via bulk mailing to parents (optional)</li> </ul>	<ul style="list-style-type: none"> <li>-classroom presentations</li> <li>-school staff presentations</li> <li>-contact potential employers</li> <li>-participate in parent information sessions</li> <li>-presentations at conferences, career fairs, career days</li> </ul>	<ul style="list-style-type: none"> <li>-facilitate meetings with students interested in RAP</li> <li>-schedule and advertise parent evenings</li> <li>-encourage and promote the program</li> </ul>
April	<ul style="list-style-type: none"> <li>-interview and screen RAP applicants</li> <li>-collect mid-point evaluations for semester two RAP students</li> <li>-submit names of graduating students to Alberta Apprenticeship</li> </ul>	<ul style="list-style-type: none"> <li>-participate in parent information sessions</li> <li>-participate in selection interviews</li> <li>-classroom presentations</li> <li>-school staff presentations</li> <li>-contact potential employers</li> <li>-presentations at conferences, career fairs, career days</li> </ul>	<ul style="list-style-type: none"> <li>-collect applications, schedule interviews</li> <li>-recommend suitable candidates</li> <li>-advise candidates of parent follow-up</li> </ul>
May	<ul style="list-style-type: none"> <li>-deliver Employability Skills course</li> <li>-host evening call back sessions for semester 2 RAP students and parents</li> <li>-contact RAP students requiring summer supervision and liase with district summer school</li> </ul>	<ul style="list-style-type: none"> <li>-contact potential employers</li> <li>-one-on-one parent information sessions</li> </ul>	<ul style="list-style-type: none"> <li>-encourage and promote the program</li> </ul>
June	<ul style="list-style-type: none"> <li>-assist CAREERS in matching students with potential employers</li> <li>-report student marks for employability skills course</li> <li>-report marks for semester 2 RAP students</li> <li>-reconcile hours works versus course registrations for each student</li> </ul>	<ul style="list-style-type: none"> <li>-identify employers</li> <li>-contact potential employers</li> </ul>	

<b>MONTH</b>	<b>RESPONSIBILITY OF THE RAP SITE</b>	<b>ROLE OF CAREERS</b> (In partnership with Metro or school RAP site and the <b>School to Work Transitions Committee</b> )	<b>ROLE OF SCHOOLS</b> ( <b>Not RAP sites: working with Metro</b> )
July	-coordinate supervision of work experience and summer RAP students -submit summer school marks	-employer follow-up with off-campus coordinator	
August	-Facilitate signing of apprenticeship contracts between students and employers -evening call back session for RAP candidates and parents (optional)	-employer follow-up with off-campus coordinator	-facilitate timetable changes for students
September	-list of students registered in RAP sent to district high schools working with Metro -supervise year 1,2 and 3 students in the work place -verification forms submitted to Alberta Apprenticeship -register semester 1 students with Alberta Learning -register students in RAP courses	-employer follow-up -re "place" students -deal with employers issues -classroom presentations	-verify the RAP students who are with the school, check their timetables and ensure they are registered -facilitate presentations
October	-host RAP recognition ceremony with CAREERS -schedule RAP information sessions	-school staff presentations -presentations at conferences, career fairs, career days -classroom presentations -host RAP recognition ceremony with Metro	-encourage and promote the program
November	-collect mid-point evaluations for RAP students	-presentations at conferences, career fairs, career days -school staff presentations -classroom presentations	-encourage and promote the program -facilitate meetings and screening processes for RAP applicants
December	-host evening call back sessions for semester 1&2 RAP students and parents (optional)	-classroom presentations -school staff presentations	-encourage and promote the program -collect applications, schedule interviews -recommend suitable candidates
January	-report marks for semester 1 RAP students -reconcile hours worked versus course registrations for each student.	-contact potential employers -liaison with all schools involved	-encourage and promote the program

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## DEFINITIONS OF CAREER RELATED PROGRAMMING

In order to develop a district model of delivery of a career transitions type of program using RAP, it is necessary to define a number of the terms being used to describe components of this or similar programs.

### Work Experience 15/25/35:

Work Experience is a set of approved Alberta Learning courses through which a student may earn between three to ten credits toward a high school diploma. The program requires that an **individualized** learning plan be created in accordance with guidelines found in **The Guide to Education**. The plan is produced by the supervising teacher, in consultation with the student and the employer. The requirements of the course are met through the student successfully completing outcomes at the work site during the school day.

### Career Internship:

This is a variant of Work Experience in which Internship ten credits are earned, but in conjunction with a more focused program that links other course work with the subject of the Work Experience. If successful it may lead to a RAP or other career placement. This is used in the “Tech Prep” model.

### Career Pathways:

A program in which students, early in their high school experience, select a potential career or career cluster and tailor their course load to help them prepare for this career. The program can lead to entry level placement in some career areas, or advanced placement in post-secondary institutions, whether trade and technology oriented or admission to some university faculties.

### Tech Prep:

A variant of Career Pathways in which students tailor course loads, some of which may include post-secondary courses and/or Career Internship. RAP placements are normally associated with this model. It is heavily used in Central Alberta.

### Registered Apprenticeship Program (RAP):

RAP is an approved program in the Alberta High School Program of Studies. RAP is a way for high school students to become an apprentice and gain hours toward an apprenticeship program and credits toward a high school diploma at the same time. Usually, apprenticeship includes post secondary training. The Registered Apprenticeship Program (RAP) is a special program that starts an apprenticeship during high school. RAP allows high school students the opportunity to receive post secondary job skill training while earning a salary and up to 40 high school credits towards their high school diploma.

Any student can enter the RAP program while still in high school if they have an employer who will hire them and a high school agrees to supervise the student in the workplace and report the credits earned to Alberta Learning.

Students wishing **Careers: the Next Generation** to identify potential employers on their behalf are asked to participate in an unpaid summer internship for 125 hours. Successful students are indentured as apprentices at the end of the 125 hour probationary period. The apprenticeship is ratified when both student and employer sign a contract which is submitted to Alberta Apprenticeship.

Following a selection process and some pre-training, high school students may be selected for RAP. Students continue to complete their academic courses in their high school, while they begin to apprentice in a trade of their choice. Students are able to access a sequence of eight 5 credit RAP courses, each of which requires 125 hours of learning on the job. High Schools or in the case of Edmonton Public Schools, Metro Community College, can access the services of **Careers: The Next Generation** to help find placements in industry.

### **Careers: The Next Generation:**

**Careers: The Next Generation** (CAREERS) was established to address the twin challenges of youth employability and the long-term forecast for skill shortages in Alberta. CAREERS is an industry-led, private-public partnership and a registered charity whose partners wish to create systemic change in the way Alberta youth prepare for the transition to work.

CAREERS operates primarily as a catalyst working collaboratively to link businesses, educators and communities as they create opportunities for students to participate in community-based, applied-learning internship and apprenticeship programs. The CAREERS team has a proven track record in getting employers to the table and promoting the high standards employers expect from students applying to participate in the program.

CAREERS' efforts are designed to introduce and foster the development of life-long learning and employability skills in students, while providing valuable experience and knowledge relating to a chosen career pathway. CAREERS has primarily focused on promoting trades based career pathways (RAP). CAREERS is expanding to provide opportunities in other areas as well including Health Services, Information Communication Technologies (ICT) and Financial Services. CAREERS is also modifying the program to partner with aboriginal communities.

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## DRAFT IOP ADMINISTRATIVE REGULATION

CODE: \_\_\_\_\_ EFFECTIVE DATE: **DRAFT** \_\_\_\_\_TOPIC: New Integrated Occupational Program (IOP)\* ISSUE DATE: \_\_\_\_\_

REVIEW DATE: \_\_\_\_\_

\*N.B. The name of the new program is not yet known, thus it will be known in this draft administrative regulation as the “new IOP”.

## 1. Schools and Availability:

- a) Schools are encouraged to offer in their neighbourhood, or in association with neighbouring high schools, an IOP program by providing both core courses and occupational courses to enable specifically identified students to be able to acquire the Certificate of Achievement, and the new Career Diploma. The occupational courses will be provided for students who are registered in IOP or the new IOP.
- b) Schools may offer portions of IOP, or new IOP, core or occupational courses, to ensure the needs of students are satisfied.
- c) Neighbouring schools will collaborate to ensure suitable programs are available in the catchment areas.

## 2. Program Administration:

- a) Schools will identify an individual with responsibility for IOP coordination, for students involved with IOP programming, and will be the students’ program advisor within the school.
- b) IOP courses offered will be listed in the school’s program booklet.
- c) For district planning purposes only, the IOP population will be predicted at four per cent of the district high school population.

## 3. Core Courses: (Senior High)

- a) IOP or new IOP courses will be offered for 125 hours of instruction per five credit course (new IOP) or for three credit course (old IOP).
- b) The core will include Physical Education 10 and CALM 20.
- c) Alberta Learning recommended maximum teacher-pupil ratio in core IOP subjects is 1 to 20.
- d) While the new IOP may be structured thematically, consideration should be given to offering discrete new IOP courses, thus enabling the program not only to be an end in itself, but allowing it to serve as a bridge to higher level programming.

## 4. Occupational Courses: (Senior High)

- a) Over a three year period the student must acquire 40 credits and 1000 hours of instruction and experience in the occupational (or career) component, if he/she is to acquire an IOP Career Diploma.
- b) Courses selected from the following occupational clusters: Agribusiness; Business and Office Operations; Construction and Fabrication; Creative Arts; Natural Resources; Personal and Public Services; Tourism and Hospitality; Transportation.
- c) The Community Partnership component should make up 20 per cent of the grade 10 program, 30 per cent of the grade 11 and 40 per cent of the grade 12 programs (limited and governed by HAA.AR Off Campus Education).

- d) It is recommended that students acquire a minimum of 23 credits in a given occupational cluster, including 10 credits at the 36 level (subject to changes in new IOP).
- e) The Alberta Learning recommended teacher to student ratio for the occupational area is 1 to 15.

5. Student Profile:

- a) The student must be a minimum age of 14 years 0 months or older on September 1.
- b) The student has experienced difficulty with abstract learning experiences and is presently working three or more years below grade level, especially in English and mathematics.
- c) The student may be an adaptation or higher achieving opportunity student, but IOP is not limited to coded students. IPP's must be in place for coded students taking IOP courses.
- d) Student referral and placement should be by application and recommendation based upon previous schooling.
- e) Final placement should ensure students have suitable program selection, career counseling regarding the new IOP Career Diploma and informed parental consent.
- f) Where success is demonstrated, students shall be encouraged to add to their program to enable them to achieve a regular high school diploma.
- g) IOP students should NOT include:
  - students with severe cognitive delays
  - students whose needs for remediation can be addressed through the elective components of regular courses or through remedial classes
  - students whose sole criterion for entry is excessively disruptive behavior
  - students whose academic delays are a result of either attendance problems or English as a second language.

6. Career Counseling:

- a) Students who successfully complete the program will earn the Certificate of Achievement (80 credits) and when implemented, the new IOP Career Diploma (100 credits) and based on annual counselling, should be well aware of the kind of job opportunities that result from this qualification.

7. Parental Consent:

- a) Written informed consent is required annually.
- b) At the interview prior to acquiring parental consent, parents (or guardians) and students must clearly understand the nature of the program and the limited range of opportunities provided by the new IOP Career Diploma.

Reference(s): Policy 1.4.2 Integrated Occupational Policy  
Policy, Regulations and Forms Manual, Alberta Learning, February 1997  
Integrated Occupational Program, Guide to Education, Alberta Learning, Sept. 1999, pp 50-52  
HAA.AR Off Campus Education

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