

The Student Graduation and Transition Planner Project

Evaluation Report - Year 1



Education, Early
Learning and Culture

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Department of Education, Early Learning and Culture

October 2015



Education, Early
Learning and Culture

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Acronyms, Definitions and Link to Resources

Acronyms

CBL – Community-based Learning
CCDF – Canadian Career Development Foundation
CSLF – La Commission scolaire de langue française
CTF – Career Transition Facilitator
DEELC – Department of Education, Early Learning and Culture
ELSB – English Language School Board
PEI – Prince Edward Island

Definitions

Career Development is the lifelong process of managing learning, work and transitions in order to move toward a personally determined and evolving preferred future (Canadian Career Development Foundation).

Community-Based Learning (CBL) is a partnership involving the student, his/her family, the school, and the community, with each of the partners sharing the responsibility for the student's learning experiences. CBL courses and programs view the community as an extension of the classroom, where students are provided with real-world experiences to complement what they are learning in the classroom. CBL experiences improve students' understanding of employment requirements and the links between the knowledge, skills, and attitudes they are acquiring in school and their future plans. By exploring the labour market and expanding their potential opportunities, students are provided with a frame of reference to review or revise their education and career goals.

Link to Resources

The following resources can be found on the Student Graduation and Transition Planner Project website at: <http://www.gov.pe.ca/eecd/index.php3?number=1053967&lang=E>

- *My Plan: A Guide for Grade 9 Students*
- *My Plan: A Guide for High School Students*
- Parents as Career Coaches
- myBlueprint
- Videos on the four-step career development process
- *Student Graduation and Transition Planner Project: Evaluation Report - Year 1*

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Introduction

The purpose of the Student Graduation and Transition Planner Project (hereafter referred to as the Project) is to promote improved career futures for Prince Edward Island students by equipping them with the tools and opportunities to make informed choices in planning their high school graduation pathways, post-secondary transitions, and eventual successful entry into the labour force.

Representatives of the Department of Education Early Learning and Culture (DEELC) and the two school boards, as well as project staff, are responsible for planning, development of project components, and the implementation of all project components. The ELSB, as project sponsor, works closely with the CSLF and is accountable for achieving the project outcomes on time, administering all project finances, reporting regularly on project activity and finances, and ensuring implementation of the evaluation framework. See Appendix A for a listing of the project team.

The **project components** are as follows:

1. Professional Learning Program
 - a) In-service professional learning
 - b) School-based professional learning
2. Parents as Career Coaches Program¹
3. Student Graduation and Transition Planner electronic and print resources
 - a) myBlueprint (electronic platform)
 - b) *My Plan: A Guide for Grade 9 Students*
My Plan: A Guide for High School Students
4. Student Mentorship Program²

This four-year project includes a formative evaluation process to track the implementation and outcomes of project component activities. The work in Year 1 (June 2014 to June 2015) was a combination of planning, the development of products and programs, and the implementation of those products and programs. This report presents the results of Year 1.

¹ For the purposes of the Project and related reporting, *Parent* includes parent, legal guardian, custodian, host family, and other adult mentor.

² There is no reporting from Year 1 on the Student Mentorship Program. It will be developed in Year 2.

Professional Learning

A comprehensive, multi-pronged professional learning program was developed and implemented. The program used the face-to-face model where teachers, school administrators and/or counselors came together to participate in full-day professional learning in-services. The program also used a school-based model where trained Career Transition Facilitators worked with individual or small groups of teachers, school administrators and/or school counselors in their respective schools.

Because the Student Graduation and Transition Planner was implemented with Grade 9 students in Year 1, through the compulsory Health curriculum, the focus of the professional learning was at the Grade 9 level and included Grade 9 Health teachers, school counselors and school administrators. In the 2015-16 school year the Student Graduation and Transition Planner will move with these Grade 9 students to Grade 10 through the compulsory Career Explorations and Opportunities / Éducation à la carrière (CEO/CAR) course. The professional learning in Year 2 will continue with support to Grade 9 educators and will focus on Grade 10 CEO/CAR teachers, high school counselors and high school administrators.

In-service Professional Learning

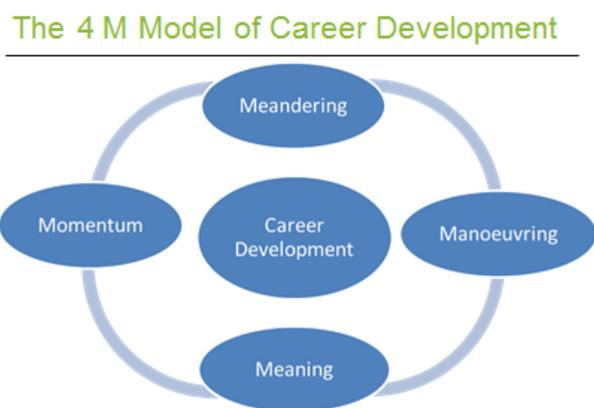
In Year 1, two professional learning in-services were developed and delivered to key groups of educators and educational leaders:

a) Career Development Foundations In-service

In partnership with the DEELC, the Canadian Career Development Foundation (CCDF) was contracted to develop and deliver a two-day Career Development Foundations Professional Learning course³. This course was customized for four educator groups: provincial education leaders; Grade 9 Health teachers and school counselors; Grade 9 school administrators (one day); and Grade 10 Career Exploration and Opportunities teachers, school counselors, and school administrators. The Executive Directors of CCDF, Lynne Bezanson and Sareena Hopkins, delivered the two-day *Career Development Foundations* professional learning to the relevant educator groups.

The *Career Development Foundations* in-service was designed to foster an in-depth, common understanding of career development process, the importance of this process for all students, and how it aligns with curriculum outcomes.

The framework used to depict the career development process is based on the 4M Model of Career Development, illustrated here.



³ According to the CCDF, career development is the lifelong process of managing learning, work and transitions in order to move toward a personally determined and evolving preferred future.

b) myBlueprint In-service

In partnership with myBlueprint, a one-day course was developed and delivered to Grade 9 Health teachers and school counselors, to introduce them to myBlueprint (electronic platform) and *My Plan*.⁴

This one-day professional learning was designed to build on the previous learning from the Career Development Foundation's in-service by supporting teachers in applying their learning through myBlueprint and *My Plan*. myBlueprint co-founder and President, Gil Silberstein, delivered much of the in-service by taking participants through the various features of myBlueprint program. With support of Project staff, Mr. Silberstein demonstrated how teachers can use the program and *My Plan: A Guide for Grade 9 Students* to facilitate career development with students.

School-based Professional Learning

Three Career Transition Facilitators (CTFs) were trained and, between March and May of 2015, were available to work with individual or small group of teachers, school administrators and/or school counselors in their respective schools, through the school-based professional learning program.

⁴ The ELSB sessions were held February 10th and 11th. The CSLF session was held April 24th.

Evaluation of In-service Professional Learning

The table below shows the chronology of the delivery of the two professional learning in-services and the educator groups who participated in them. Data collection took place on site during the various professional learning sessions and, for some educator groups, online surveys were conducted at later dates to assess the in-service outcomes over time.

Professional Learning In-services, Dates and Evaluation Methods, August 2014 to June 2015

Activity & Educator Group	Date	Data Collection Methodology
Career Development Foundations		
Provincial Education Leaders	Aug. 18-19	Attendance, Evaluation Form*
Gr. 9 Health Teacher, School Counselor	Oct. 28-29	Attendance, Evaluation Form, Anticipation Guide*
Gr. 9 Principal (ELSB)	Oct. 30	Attendance, Anticipation Guide
Gr. 9 Principal and Vice Principal (CSLF)	Nov. 26	Attendance, Anticipation Guide
*Gr. 10 CEO Teacher, School Counselor	May 20-21	Attendance, Evaluation Form, Anticipation Guide
myBlueprint		
Gr. 9 Health Teacher, School Counselor (ELSB)	Feb. 10 or 11	Attendance, Evaluation Form, Survey
Gr. 9 Health Teacher, School Counselor (CSLF)	Apr. 24	Attendance, Evaluation Form, Survey
Online Survey		
Gr. 9 Health Teacher, School Counselor	Dec. 15-19	Online survey
Gr. 9 Health Teacher, School Counselor	June 1-5	Online survey
*Note: The Career Development Foundations in-service for Grade 10 educators took place in May 2015 in preparation for the September 2015-2016 school year. Therefore, Evaluation of this professional learning will be carried out in Year 2 of the Project.		

a) Career Development Foundations for provincial education leaders

Invited Participants

ELSB and CSLF senior staff <ul style="list-style-type: none"> • Counseling Consultants • Special Education Consultants • Curriculum Directors and Leaders • Secondary Curriculum Consultant (Program Manager)
DEELC staff <ul style="list-style-type: none"> • Curriculum Directors • Curriculum Specialists • Special Education Policy Advisor • Student Success & Transition Specialist (Program Manager)
Provincial post-secondary institution representatives <ul style="list-style-type: none"> • College Acadie • UPEI • Holland College
Project staff <ul style="list-style-type: none"> • Project Manager • Career Transition Facilitators

Outcomes

- Provide a common understanding of career development;
- provide background and context for the PEI career development strategy; and
- provide an opportunity to explore roles and possibilities for innovation in promoting better career futures for PEI students.

Evaluation Form Results

The most important learnings reported by participants were:

- the 4M Model; and
- the importance of the career development process for students.

What participants reported they liked most were:

- the interactive lessons and self-reflection; and
- the tools and resources that were provided.

b) Career Development Foundations for Grade 9 educators

In-service participants received a participant workbook and facilitator guide containing all content, including several student activities aligned with curriculum outcomes.

Participants

- | | | |
|---------------------------|-----------------------------|----------------------|
| • Grade 9 Health teachers | • Grade 9 school counselors | • Grade 9 principals |
|---------------------------|-----------------------------|----------------------|

Outcomes

Grade 9 Health teachers and school counselors	Grade 9 principals
Short-term outcomes	
<ul style="list-style-type: none"> • Understand the Career Development Process; • attribute the importance of the Career Development process for all students; and • relate the career development process to curriculum outcomes (teachers only). 	<ul style="list-style-type: none"> • Understand the social, human, and economic imperative of Career Education.
Long-term outcomes	
<ul style="list-style-type: none"> • Apply the skills, knowledge, and attitudes of the career development process through their professional practice; • facilitate the career development process with students; and • ensure that career development processes are used in student high school pathway planning. 	<ul style="list-style-type: none"> • Lead the creation of a school culture that ensures that all students have opportunities to participate in career education and community-based learning curricula and programs throughout their school years.

Attendance Results

- 43 Health teachers and 16 school counselors attended during the 2 days
- 22 schools were represented by a Health teacher and 20 represented by a school counselor; Grade 9 Health teachers and school counselors were invited from each of the 24 ELSB and CSLF schools that have Grade 9
- 3 Health teachers attended from Alternative Education schools

- 15 ELSB principals attended; ELSB principals were invited from each of the 18 ELSB schools that have Grade 9
- 5 CSLF principals and 6 vice principals attended⁵; CSLF principals and vice principals were invited from each of the 6 CSLF schools that have Grade 9
- 3 senior staff members of the CSLF attended

Anticipation Guide results⁶

The purpose of the anticipation guide exercise is to activate participants' prior knowledge and beliefs about concepts related to career development and to respond to the statements by indicating their level of agreement⁷. This tool was used to get an indication of the change in participants' understanding of career development processes, concepts and applications. Participants completed the exercise at the beginning of day one and again at the end of day two.

At the end of the in-service:

- the rate of teachers and school counselors who strongly disagreed that, **“the terms *job, occupation, and career* are interchangeable,”** increased by 45% (from 23% to 68%).
- 98% of teachers and school counselors and 93% of principals strongly agreed that, **“career development is a lifelong process.”**
- 75% of teachers and school counselors and 93% of principals strongly agreed that, **“students should participate in multiple community-based learning experiences as part of their high school course plan.”** These rates had increased by 20% and 79% respectively.
- 72% of teachers and school counselors and 86% of principals strongly agreed that, **“student exploration of multiple career paths should be encouraged.”**
- the rate of those who strongly disagreed that, **“in today’s labour market, career advancement is a linear process,”** had increased by 40% for teachers and school counselors and 50% for principals.

Evaluation Form results⁸

The most important learnings reported by participants were:

- the 4M Model (50%);
- the self-reflection experiences;
- that career development is a changing, life-long process; and
- the importance of the career development process for students

What participants reported they liked most were:

- the interactive lessons and self-reflection;
- the tools and resources that were provided;
- the discussions and group interactions; and
- the knowledge and expertise of the presenters.

⁵ Professional Learning for CSLF Principals and Vice Principals took place on November 26th.

⁶ Results for Principals reflect ELSB Principals only.

⁷ Participants indicated their response along a 4 point scale: strongly agree; agree; disagree; and strongly disagree.

⁸ Evaluation Form results reflect Teachers and School Counselors only (not Principals)

Steps participants reported they would take to enhance their professional practice in supporting students along their career development journey included:

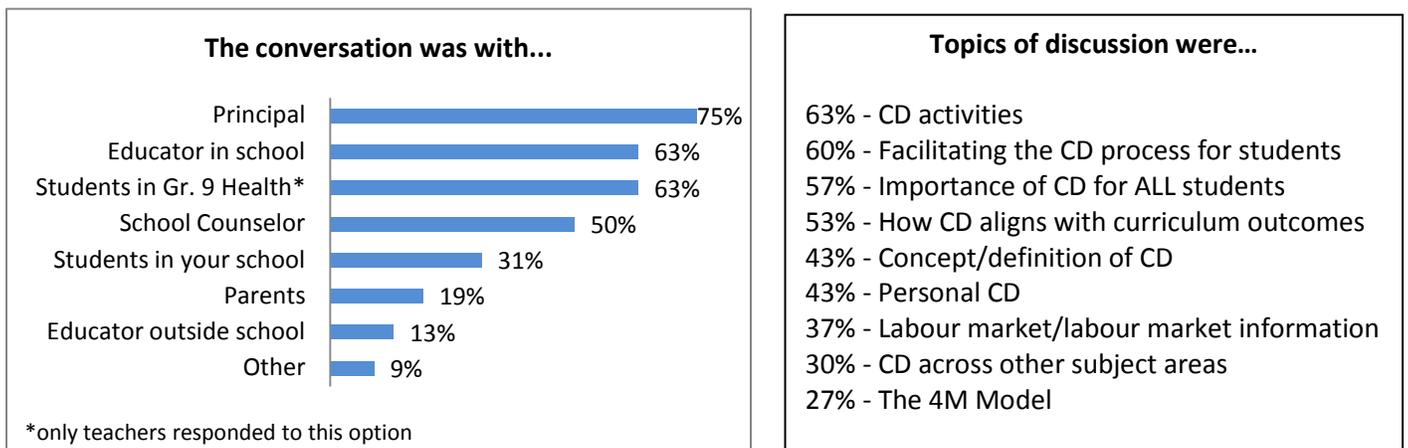
- using the activities, 4M Model and workbook with students (83%); and
- talking to/working with their principal and other educators on career development (35%).

With respect to how best the Project can support them, participants indicated:

- provide additional resources and information (50%);
- be available to provide support and answer questions;
- provide further training;
- ensure the time and opportunity to plan and teach career development; and
- sustain the momentum and priority of the project.

Survey Results

By December, 90% of teachers and school counselors (survey respondents) indicated that they had engaged in a conversation about career development as follows:



By December, teachers and school counselors (survey respondents) indicated that the professional learning had helped them in their professional practice as follows:

	Feel a lot or somewhat		
	supported	confident	inspired
Teachers	90%	90%	90%
School Counselors	70%	100%	90%

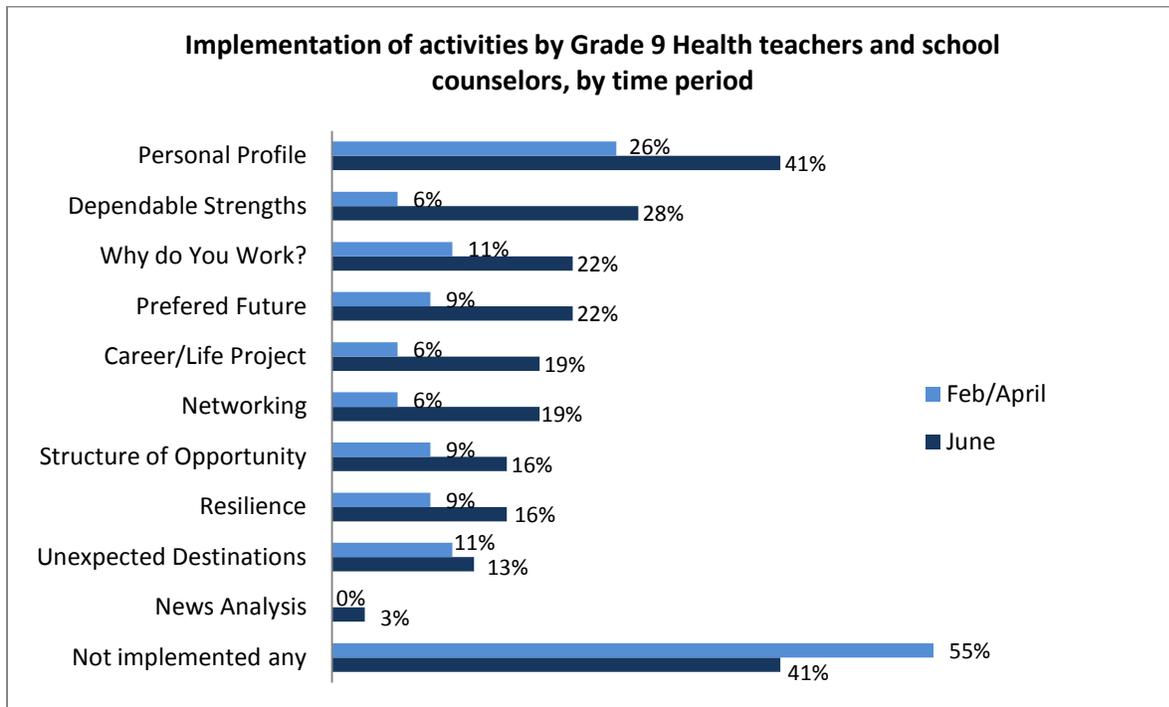
During the in-service, participants were introduced to and participated in a variety of career development activities. These activities and supporting facilitator notes were outlined in the participant workbook and facilitator guide that all Grade 9 Health teachers and school counselors received. The activities were reinforced during the My Plan in-service.

CCDF Activities of the 4M Model

Meandering: <ul style="list-style-type: none"> • 10 Things You Love to Do • Personal Profile • Unexpected Destinations 	Maneuvering: <ul style="list-style-type: none"> • Structure of Opportunity • Dependable Strengths • Networking • News Analysis 	Meaning: <ul style="list-style-type: none"> • Why do you work? • Career/Life Project 	Momentum: <ul style="list-style-type: none"> • Resilience • Preferred Future
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Following the in-service in October, the 3 month and 7 month follow-up survey results indicated that:

- 55% of respondents had not implemented any of the activities by February/April; this rate decreased to 41% by June
- of the 45% who did implement one or more activity, the results are in the graph below



Note: February results are based on a census; June results are based on a 59% sample. June rates reflect ELSB only.

- In February/April, 91% of all respondents indicated that they planned to implement one or more activities by the end of the school year

Survey results indicated that:

- For those in ELSB who opted to comment on why they had not implemented any activities, two key reasons for not implementing centered on: i) school scheduling-related challenges (e.g., health not offered over full school year, teachers not currently teaching Health); ii) respondent did not attend the October session.

c) My Plan for Grade 9 Health teachers and school counselors

Participants

- | |
|--|
| <ul style="list-style-type: none"> • Grade 9 Health teachers • Grade 9 school counselors |
|--|

Outcomes

Grade 9 Health teachers and school counselors
Short term outcomes
<ul style="list-style-type: none"> • Connect Career Development Foundations learning with Grade 9 Health curriculum outcomes, <i>My Plan</i>, and myBlueprint; • attribute the importance of the Career Development process for all students; • understand the relationship of the 4M model career development process with: Grade 9 Health curriculum outcomes, career development activities, <i>My Plan</i>, and myBlueprint; • know how students can document their learning in education and career life planning in myBlueprint; • know how to contact a CTF for support and understand how a CTF can support them in their facilitation of career development with students; • know how to perform basic functions of myBlueprint features and the Teacher/Counselor Account of myBlueprint; • identify and describe community –based learning (CBL) opportunities available for PEI high school students; and • understand the benefits of the various CBL opportunities and how this learning can contribute to all student pathway explorations.
Long term outcomes
<ul style="list-style-type: none"> • Integrate career development activities, <i>My Plan</i>, and myBlueprint into instructional practice to facilitate career development with students to achieve Grade 9 Health curriculum outcomes in the Life Learning Choices (L9.2 to L9.7)/ La formation personnelle et sociale (V9.2 to V9.7) unit; • access CTF support if and when needed to support with implementing career development activities, <i>My Plan</i>, and myBlueprint within their instructional practice; • support students in the use of myBlueprint to document their learning in education and career/life planning as indicated by L9.5/V9.5 in the Grade 9 Health curriculum; • use the Teacher Account to ensure that students are achieving Grade 9 Health curriculum outcomes L9.4 to L-9.6/V9.4 to V9.6 within myBlueprint; and • support all students in purposefully planning for and engaging in CBL programs and curricula as part of their high school pathway plan.

Attendance Results

- 31 health teachers and 16 school counselors attended the in-service
- 21 schools were represented by a health teacher and 19 represented by a school counselor; Grade 9 Health teachers and school counselors were invited from each of the 24 ELSB and CSLF schools that have Grade 9
- 2 health teachers attended from Alternative Education schools

Evaluation Form Results

The most important learning reported by participants was:

- the structure and potential of the myBlueprint program (50%).

What participants reported they liked most was:

- the navigation through and hands on experience of myBlueprint (53%).

Steps participants would take to enhance their professional practice in supporting students along their career development journey included:

- making time, scheduling labs and planning lessons for student use (60%); and
- practicing and incorporating the myBlueprint program on their own (51%).

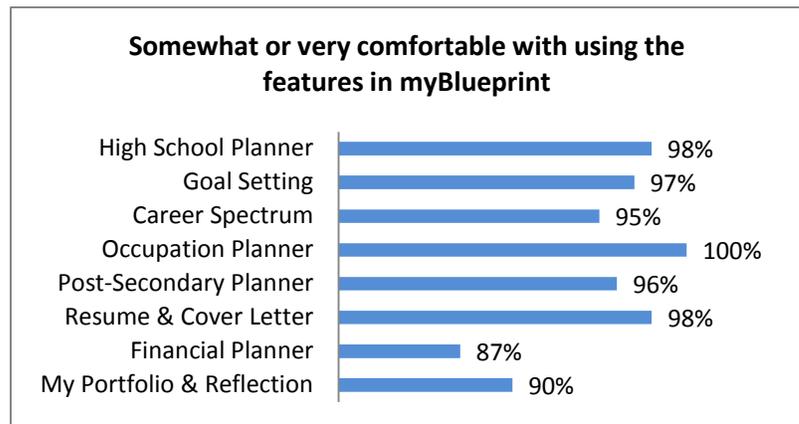
With respect to how best the Project can support them, participants indicated:

- be available to provide further support (54%).

Survey Results⁹

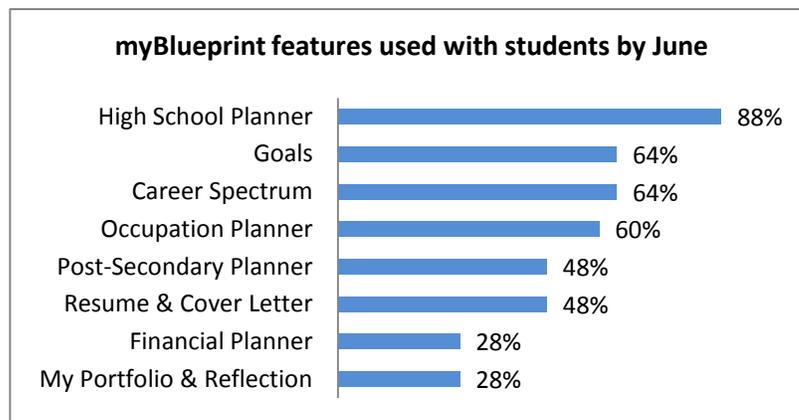
myBlueprint:

- In February, at least 87% of participants were “somewhat comfortable” or “very comfortable” with the various features of myBlueprint as shown.



- In February 96% of participants were “somewhat comfortable” or “very comfortable” facilitating the use of myBlueprint with students.

- By June, 78% of survey respondents had used the myBlueprint online tool with students as shown.



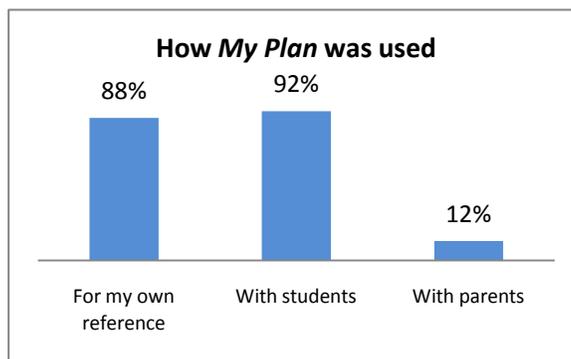
⁹ February results are based on a census; June results are based on a 59% sample. June rates reflect ELSB only.

Community-based Learning (CBL):

- In February, 73% of participants felt “very prepared” or “somewhat prepared” to talk with students about CBL opportunities.
- 70% felt “very prepared” or “somewhat prepared” to support students in including CBL opportunities in their high school course plan.
- By June, 53% of survey respondents had provided an opportunity for students to learn about the CBL opportunities available to them.

My Plan: A Guide for Grade 9 Students:

- In February, 98% of participants felt “very prepared” or “somewhat prepared” to use this document as a framework to facilitate the career development process with students.
- By June, 78% of survey respondents had used *My Plan* as shown.



Evaluation of School-based Professional Learning

Outcomes

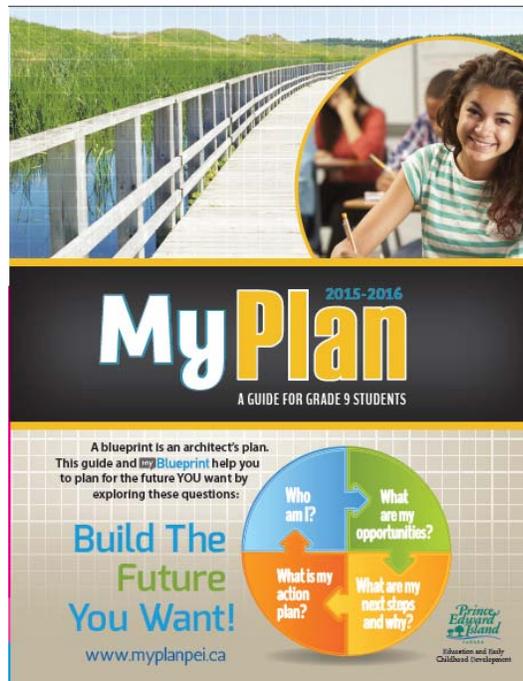
Short-term outcomes
Provide individualized support to teachers and school counselors:
<ul style="list-style-type: none"> • to have the knowledge and skills needed to integrate myBlueprint and career development activities within curriculum outcomes; and • in the areas of myBlueprint technical training, career development activities, linking activities to myBlueprint, and linking myBlueprint and career development activities to curriculum outcomes.
Long-term outcomes
Enable teachers and school counselors to:
<ul style="list-style-type: none"> • use myBlueprint and career development activities as a part of their instructional practice; and • integrate myBlueprint and career development activities to support student engagement in the career development process.

A total of 18 ELSB Grade 9 Educators (14 health teachers, 4 school counselors) received CTF support as shown:

CTF Support, March to May, 2015	
Reason for support	# of incidents
Student Accounts (set up)	6
Teacher or Counselor Account	3
Content on community-based learning	3
Lesson planning	2
MyBlueprint review/overview	4
MyBlueprint review/overview – missed training	3
Career Development Foundations content/activities	1
Total	23

Development of *My Plan: A Guide for Grade 9 Students*

A four-page document, *My Plan: A Guide for Grade 9 Students* was developed based on the 4M Model of Career Development and was aligned with the Professional Learning Program component and myBlueprint component of the Project.



My Plan was intended to support students and their parents in applying a four-step inquiry process as they relate their interest and skills, support networks, and labour market information to post-secondary education and training, financial planning, and career opportunities.

My Plan can be found at: <http://www.gov.pe.ca/eecd/index.php3?number=1053967&lang=E>



Evaluation of the Development of *My Plan: A Guide for Grade 9 Students*

In November and December, 2014, a draft of *My Plan* was introduced to stakeholder groups through a series of focus groups to get feedback on the document. The feedback was used to amend subsequent drafts and to develop a final draft. The focus groups are described below.

Focus Groups for Development of *My Plan: A Guide for Grade 9 Students*

<p><u>Grade 9 students (English)</u> Four focus groups were held with a total of 29 students. Overall composition was reflective of the diversity within the PEI Grade 9 student population.</p>	<p><u>Parents of Grade 9 students (English)</u> This focus group involved 4 parents.</p>
<p><u>Educators (French)</u> This focus group involved 15 educators from the CSLF: 6 Principals, 6 Vice Principals, and 3 senior Board staff.</p>	<p><u>Department Curriculum Specialists</u> A group of 4 curriculum specialists, who serve as a working group resource to the Project, provided feedback on the draft document.</p>

The focus group questions related to:

- Graphics
- Layout/format
- Text
- Content inclusions and omissions
- Language
- Content clarity
- Length of document
- Applicability in everyday life

Focus Group Results

The following are the themes that were raised by at least 3 of the 4 target groups and were implemented as changes to the document:

Graphics: Need more visuals, brighter colours and bolder/clearer title.

Layout: *Front page* – Need less text, shorter introduction, and catchy slogan/title/phrase. *Middle pages* – Need to better define the 4 question sections (quadrants) and the orientation and flow of the quadrants. *Back page* – Make layout less confusing; need less information and to be more fun and engaging; include more quotes.

Content clarity: More explanation needed on some of the definitions/concepts.

Text: Need larger text, less text and uniform font sizes for headings.

Language: Need more simple language and student-friendly language.

Final drafting and printing of the English version of *My Plan* was done in March. The French version of *My Plan* was printed in May. Two versions of the document exist to reflect ELSB and CSLF programs and are available in both French and English.

Distribution and Implementation of *My Plan: A Guide for Grade 9 Students*

In February, *My Plan: A Guide for Grade 9 Students* was introduced to ELSB Grade 9 Health teachers and school counselors during the My Plan professional learning in-services. In March, printed copies of the English version were distributed, by Project staff, to all Grade 9 Health teachers and school counselors to distribute to students in the ELSB. In May, the French version was distributed to CSLF Grade 9 Health teachers and school counselors and to ELSB Grade 9 French immersion Health teachers to be distributed to Grade 9 students. See page 11 for evaluation results on preliminary use of *My Plan* by educators.

Parents as Career Coaches Program¹⁰

Parents have the most significant impact on their children’s decision regarding their plans following high school. Results of the May, 2014 survey of PEI Grade 12 students¹¹ showed that, for 84% of students, parents had some impact (38%) or a big impact (46%) on the student’s plans for the fall of 2014. In this regard, parents were the most influential group, followed by “other family” and “friends” each at 53%.

Parents as Career Coaches is a series of workshops offered free to all parents/guardians of grade 9 and 10 students. The workshops help parents understand how they can guide and support their children as they move from intermediate school to high school and from high school to post-secondary education, apprenticeship, or into the workforce. Parents as Career Coaches gives parents practical information and strategies regarding high school pathways, community-based learning opportunities, and ways to engage in career conversations with their children.

The Project held a series of workshops for parents called *Parents as Career Coaches: How to Help your Child Navigate High School*. These took the form of two-hour evening sessions held at locations across the province in April and May. Facilitators were the three Project CTFs, the Project’s ELSB representative, and Dean Getson, Career Practitioner of Career Development Services Inc., PEI.

Participants were provided with workshop materials and resource materials to take with them. At the end of the session, participants were asked to complete a workshop evaluation form and a short survey.

Evaluation of the Parents as Career Coaches Program

Outcomes

Short-term outcomes
Provide opportunities for parents/guardians to: <ul style="list-style-type: none">• become informed about the information and tools provided in <i>My Plan: A Guide for Grade 9 Students</i> and myBlueprint to support their child in the career development process;• develop confidence in their abilities to engage in career conversations with their children;• become informed about the various high school pathways and opportunities available to their child.• become informed about the various CBL opportunities available to their child during high school; and• understand the importance of participating in CBL opportunities and how this learning can contribute to their child’s pathway exploration.
Long-term outcomes
Parents will: <ul style="list-style-type: none">• use information and tools provided in <i>My Plan: A Guide for Grade 9 Students</i> and myBlueprint to support their child in the career development process;• engage in career conversations with their child, and assist their child in moving through the four step career development process;• encourage their child to make informed course selection decisions as they navigate high school; and• support their child in purposefully planning for and engaging in CBL programs and curricula as part of

¹⁰ For the purposes of the Project and related reporting, *Parent* includes parent, legal guardian, custodian, host family, and other adult mentor.

¹¹ This is a survey of the Maritime Provinces Higher Education Commission (MPHEC) entitled, *Expectations and Transitions to Postsecondary Education: Survey of Grade 12 Maritime High School Students, May 2014*.

their high school pathway plan.

Attendance Results

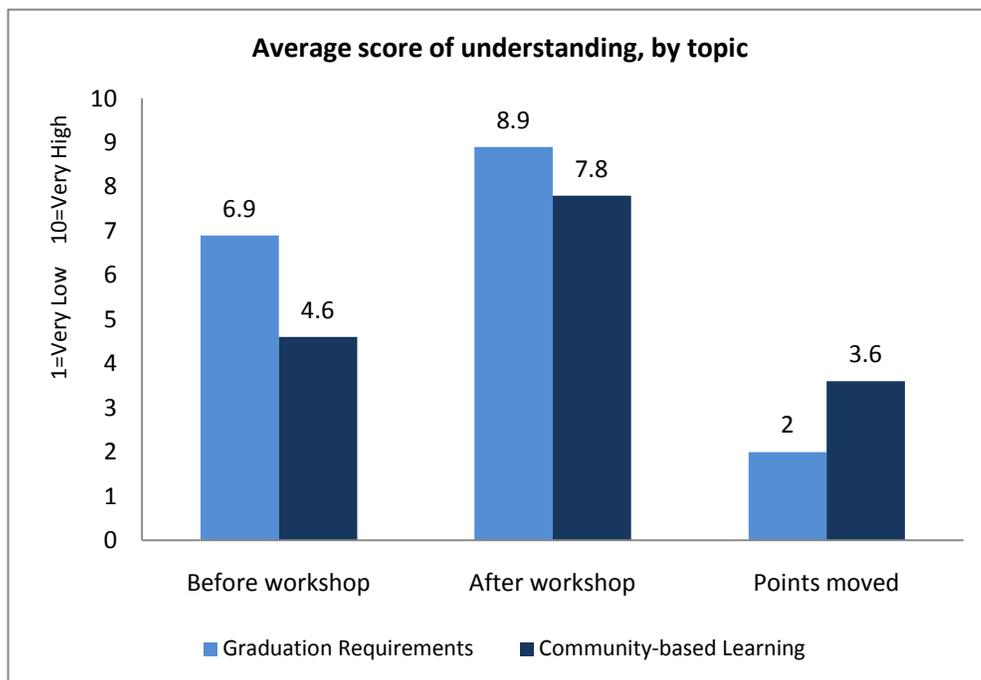
- All parents/guardians of grade 9 students of the ELSB were invited to attend a Parent Workshop.
- 12 workshops were carried out across the province representing 17 of the 18 ELSB schools with Grade 9 and Lennox Island.
- 115 parents attended ranging from 4 to 20 participants, with an average attendance of 10.4 participants per workshop.

Survey Results

The survey was completed at the end of the sessions by 86% of participants. Responses were based on a scale of 1 (very low) to 10 (very high).

The average level of participants' understanding:

- had increased by 2 points for PEI High School Graduation Requirements
- had increased by 3.6 points for Community-based Learning



With respect to the importance of their child taking part in CBL:

- Responses ranged from 3 to 10 points with an average score of 8.5
- 71% indicated 8 to 10 and 21% indicated 6 or 7

With respect to having conversations with their child about planning for high school:

- Participants found the tips for having a conversation very helpful with an average score of 8.5
- Participants were very likely to have a conversation with their child with an average score of 9.6 and 73% indicating a 10

With respect to the likelihood of using *My Plan: A Guide for Grade 9 Students*:

- Responses ranged from 6 to 10 points with an average score of 9.2
- 58% indicated a 10

With respect to the likelihood of using myBlueprint:

- Responses ranged from 5 to 10 points with an average score of 9.2
- 59% indicated a 10

Workshop Evaluation Results

The evaluation form was completed at the end of the sessions by 86% (99) of participants.

- 100% rated the facilitators as “excellent” (71%) or “good” (29%)
- 97% found the information easy to understand
- 98% rated the workshop overall as “excellent” (60%) or “good” (38%)

What participants liked best were:

- the mix of information, interaction and examples;
- that the sessions were professional, organized and well-explained; and
- the opportunity to be introduced to the myBlueprint program

Conclusion

In keeping with the purpose of the Project, in Year 1, the work has been to develop tools and resources and to provide information and support to key groups of people. This work lays the foundation for supporting students to, "...make informed choices in planning their high school graduation pathways, post-secondary transitions, and eventual successful entry into the labour force."

Work in Year 1 involved the initial implementation of the *My Plan* document that had been prepared for Grade 9 students, educators and parents, and of the myBlueprint electronic platform. Results from educators and parents indicated a high receptivity to the ideas, guidance and framework laid out in the application of these two resources. As well, results showed a high rate of intention to further explore these resources and use them with students.

Within the Professional Learning Program component, results showed that the content of the in-services was well-received and equipped educators with an enhanced understanding of career development concepts and practical products and processes they can use with students. The evaluation process will continue to monitor the extent to which teachers and school counselors use the information, activities and resources with students. As well, evaluation will continue on the school-based professional learning to monitor the types of support requested by educators and the effectiveness of the on-going delivery of information and strategies by the Career Transition Facilitators.

The Parents as Career Coaches Program in Year 1 was implemented as a preliminary series of workshops. Results indicated that the format, content and resources were very informative and useful for participants. Evaluation will continue to capture parent participation and feedback as workshops continue to be delivered in Year 2.

Appendix A

Project Team, Year 1 – Student Graduation and Transition Planner Project

Project Staff		
Roxanne Hall Keith Belbin, Karla Love-Hickey Ellen Mullally		Project Manager Career Transition Facilitator Career Transition Facilitator Career Transition Facilitator
School Board Representatives		
Mitch Murphy Paul Cyr	Secondary Curriculum Specialist, ELSB Director of Instruction, CSLF	Program Co-Manager (on behalf of ELSB and CSLF) CSLF Contact
Department of Education, Early Learning and Culture Staff and Representatives		
Kathy McDonald Robin Phillips Lori Fletcher	Student Success and Transition Specialist Manager, Research and Corporate Services Information Management Assistant	Program Co-Manager Project Evaluator Project Assistant Evaluator
Kieran Hennessey René Hurtubise Shelley MacLean-Ellis John Stephens Cheryl Tanton	Secondary Business Curriculum Specialist (English) Director of French Programs (French) Career Education Curriculum Specialist (English) Career Technical Education Curriculum Specialist (English) Health & Physical Education Curriculum Specialist (English)	Working Group Working Group Working Group Working Group Working Group
Partners on Contract		
Lynne Bezanson Sareena Hopkins	Executive Directors of the Canadian Career Development Foundation	Developers and facilitators of the <i>Career Development Foundations</i> in-service
Dean Getson	Career Practitioner/Site Leader, Career Development Services Inc., PEI	Co-facilitator in the Parents as Career Coaches workshops

Note: The role of the Working Group is to ensure alignment between the Project and programs/curricula.