

Canada (Alberta) Community Learning Campus, Olds College

Supplementary Information

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CLC Program
 Development

LEARNERS

Post-secondary – Community –
 High School – Business &
 Industry

Personal

Personal includes the individual learner pathway for each member of the CLC.

▪**Planning**

- Inventory (Who am I?)
- Education & Career
- Personalized programs

•**Transition**

- Middle to high school
- High school to apprenticeship, college, university, work place
- Community members to retraining or non credit

▪**Laddering**

- Combined credits for apprenticeship, high school, college and /or university
- College to university (2 + 2)
- Community to college to university

▪**Completion**

- Learning assistance
- Literacy & Numeracy
- Upgrading

Knowledge

Knowledge includes the readiness, dexterity and application of information to a practical purpose.

▪**Academic Rigor**

- Multiple Intelligence
- Creative & Critical thinking
- Excellence

▪**Applied Research**

- Project based learning
- Assessment for learning
- Applied research projects

▪**Applied Studies**

- Work experience/mentor
- Directed field studies
- Co-op program

•**Trades Training**

- Pre-employment
- Apprenticeship
- Practical arts

Community

Community includes those who are united in a common bond of delivering and accessing the resources of the CLC.

•**Healthy Life Style**

- ❖Nutrition
- ❖Physical Fitness & Activity
- ❖Fine Arts & Recreation
- ❖Mental Wellness
- ❖Addictions Counseling & Coaching

•**Leadership Development**

- ❖Educational innovation
- ❖Strong student leaders
- ❖Leadership training

•**Senior Lifestyle**

- ❖Mentorship
- ❖Health & wellness
- ❖Elder care

•**Service Learning**

- ❖Community service
- ❖Environmental sustainability
- ❖Community connection

Global

Global includes learning expectations, process, organization and partnerships.

•**Experiential**

- Study abroad or in a rural community
- Student/teacher exchange
- International students
- Transition & Second Language

•**Cultural Diversity**

- Internationalization of curriculum
- Extension of cultural activities
- First Nations, Inuit and Métis awareness

•**Network**

- Digital world
- Video conferencing
- New technologies



LEARNING MAP

INTEREST AREAS

- Water Conservation
- Waste Management
- Equine Science
- Veterinary Services
- Horticulture
- Green House Technician
- Ecology Studies
- Earth Sciences
- Biology/Botany Studies
- Renewable Resource Projects
- Ag. Research
- GPS
- GIS
- Land Agent
- Surveying

INTEREST AREAS

- Crop Production
- Arboriculture
- Landscape Gardening
- Welding
- Veterinary Services
- Machinist
- Heavy Equipment Technician
- Groundskeeper
- Farrier
- Equine Management
- Livestock Production
- Computers Electronics
- Carpentry
- Meat Cutting
- Mechanics

LEARNERS

- Post-Secondary
- Community
- High School
- Business & Industry

INTEREST AREAS

- Art
- Media Arts
- Music
- Cosmetology
- Photography
- Landscape Design
- Fashion Production & Marketing
- Floristry
- Graphic Arts & Web Design
- Journalism

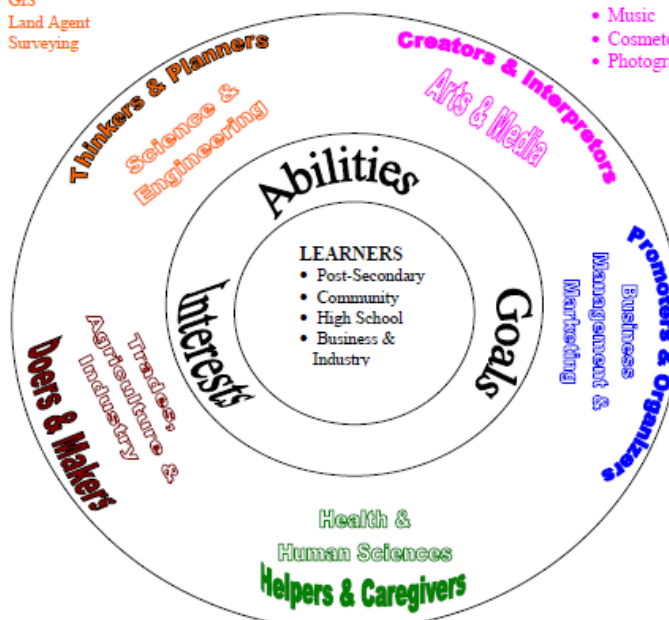
INTEREST AREAS

- Information Systems
- Commodity Marketing
- Management & Marketing
- AG Business
- Accounting & Financial Management
- Land Administration
- Legal Services
- Office Administration
- Public Relations
- Golf Course Management

INTEREST AREAS

- Career Counseling
- Social/Community Services
- Health/Medical Services
- Public Services
- Food Studies & Services
- Child Care Workers
- Police & Security Services

| | |
|-----------------|-------------------|
| Completion | Trades & Training |
| Laddering | Applied Research |
| PERSONAL | KNOWLEDGE |
| Transition | Applied Studies |
| Planning | Academic Rigor |



| | | | | | | |
|-------------------|------------------------|----------------------------|------------------------------|-----------------|------------|--------------|
| Personalized Plan | Core Education Program | Interest Ability Inventory | ESSENTIAL FOUNDATIONS | Career Pathways | Portfolios | CLC Passport |
|-------------------|------------------------|----------------------------|------------------------------|-----------------|------------|--------------|

| | | | | |
|--------------------|------------------------|------------------|--------------------|------------------|
| Healthy Life Style | Leadership Development | COMMUNITY | Senior Lifestyle | Service Learning |
| Experiential | | GLOBAL | Cultural Diversity | Network |

INTEGRATED CAREER CENTRE PLANNING MATRIX – January 17, 2008

| INPUTS (Resources) | CLIENT BASE | | PROCESSES | | | OUTCOMES (Indicators of Client Change) | EVIDENCE GATHERING TOOLS |
|--|--|--|---|---|---|---|--------------------------------|
| | WHO – are the clients you serve? | WHY are they coming to you? | HOW do you provide services? WHAT services are provided? | WHAT do clients do with the services provided? What did you do to help? | FOLLOW-UP - What happens after you have provided the service? | WHAT will success look like? | HOW will we gather data? |
| OLDS COLLEGE | | | | | | | |
| Olds College (OC) | <ul style="list-style-type: none"> High School Students Post Secondary Adults | <i>To acquire knowledge about;</i> <ul style="list-style-type: none"> Themselves Occupations Financial resources Continuing education | How; <ul style="list-style-type: none"> Career assessments One-on-one Special needs assessments What; <ul style="list-style-type: none"> Print materials AV resources Referrals | <ul style="list-style-type: none"> Change educational programming? Refocus career goals Choose appropriate continuing education Balance lifestyle Identify a career niche within existing environment | No official follow-up process followed | | |
| Olds College Career & Academic Programming (CAP) | <ul style="list-style-type: none"> Adults Non EI Clients EI Clients Apprenticeship Clients International Students | <i>To acquire knowledge about;</i> <ul style="list-style-type: none"> Employment Insurance funding Work experience programs Pre-employment programs Career and future job prospects Timetabling | How; <ul style="list-style-type: none"> Assessments Testing Career and Academic Prep What; <ul style="list-style-type: none"> Personal Counseling Facility tours Networking Post secondary tours Employment Referrals Providing Materials | <ul style="list-style-type: none"> Move on to Full time employment Ensuring that students are aware of their options Move into New Programs either at Olds College , or different post secondary institutes Assessed the situation and gave direction and positive interaction for the client to succeed Provided the Information that was requested, or made a positive referral | Follow up is required for the EI and Non EI funded Clients which I work with. There is a 90 and 180 day follow-up HR&E audits Open door policy applies whether the potential student has come into our programs, or has not. | | |
| Olds College Transition & Vocational Program (TVP) | <ul style="list-style-type: none"> Adults 18 + Students with disabilities Pre Vocational Students | <i>To acquire knowledge about;</i> <ul style="list-style-type: none"> Eligibility for Services Suitability of services School to work transition | How; <ul style="list-style-type: none"> Psychological Assessments Sourcing funding Work experience Classroom training What; | <ul style="list-style-type: none"> Use Alternate learning formats Use tutors Search out gainful employment Works to accommodations on | <ul style="list-style-type: none"> 90 and 180 day follow-up procedures No follow-up with disability students Liaison with the college on progress | | |

Annex 3 Matrix

| INPUTS (Resources) | CLIENT BASE | | PROCESSES | | | OUTCOMES (Indicators of Client Change) | EVIDENCE GATHERING TOOLS |
|---|---|---|--|--|--|---|--------------------------------|
| | WHO – are the clients you serve? | WHY are they coming to you? | HOW do you provide services? WHAT services are provided? | WHAT do clients do with the services provided? What did you do to help? | FOLLOW-UP - What happens after you have provided the service? | WHAT will success look like? | HOW will we gather data? |
| | | | <ul style="list-style-type: none"> Integration into existing programs Client Support Systems Collaboration with faculty and instructors | Gov't exams in the apprenticeship program | | | |
| ALBERTA EMPLOYMENT, IMMIGRATION & INDUSTRY | | | | | | | |
| Employment Immigration & Industry (EII) | <ul style="list-style-type: none"> All Albertans | <i>To acquire knowledge about:</i> <ul style="list-style-type: none"> Themselves The world of work Financial resources Educational and skill training programs Social support resources | How: <ul style="list-style-type: none"> Assessment Goal setting/planning Workshops Resource materials Contracted services Case Management Referrals What: <ul style="list-style-type: none"> Career counseling Job bank/job boards Income Support Student funding Disability related employment supports Business/Industry liaison Child Support Services Occupational Health and Safety info Support to employers to find and keep employees Specialized Assessments | <ul style="list-style-type: none"> Set career goals Find jobs Receive financial assistance Receive required training Implement Change Apply information to the worksite | <ul style="list-style-type: none"> Case management and support 90 and 180 Day follow up | | |
| CHINOOK'S EDGE SCHOOL DIVISION | | | | | | | |
| Chinook's Edge School Division (CESD) | <ul style="list-style-type: none"> Career Counselors High school students High School alumni Exchange students Teachers Administrators Parents | <i>To acquire knowledge about;</i> <ul style="list-style-type: none"> Learner Pathway and portfolio development Post-secondary (applications and visits) Career exploration (Job shadowing, volunteering) Courses for High School graduation. Academic Programming | How; <ul style="list-style-type: none"> Newsletters Parent/student individual and group meetings and workshops Print material and electronic media School website Newspapers What; <ul style="list-style-type: none"> Learner Pathways planning and coordination | <ul style="list-style-type: none"> Develop a Learner pathway explore and set career goals, complete application forms, explore and research career and educational options Obtain scholarships. High school graduation | <ul style="list-style-type: none"> Continue career pathway development after high school graduation Follow-up surveys , where are graduates , and what they are doing and what their intentions are. | | |

Annex 3 Matrix

| INPUTS (Resources) | CLIENT BASE | | PROCESSES | | | OUTCOMES (Indicators of Client Change) | EVIDENCE GATHERING TOOLS |
|--|----------------------------------|--|---|--|---|---|---|
| | WHO – are the clients you serve? | WHY are they coming to you? | HOW do you provide services? WHAT services are provided? | WHAT do clients do with the services provided? What did you do to help? | FOLLOW-UP - What happens after you have provided the service? | WHAT will success look like? | HOW will we gather data? |
| | | and off campus education (RAP, Work experience) <ul style="list-style-type: none"> Orientation to high school programs Referrals Reference letters Scholarship information | <ul style="list-style-type: none"> Computer access to ALIS, Career Cruising Assessments Career exploration (Job shadowing, volunteering) Guest Speakers. Scholarship searches High school programming and graduation requirements Post Secondary information Student support services Reference letters | | | | |
| CESD Family Wellness Worker (FWW) <ul style="list-style-type: none"> Students Parents Administration Staff/teachers | | <i>To acquire knowledge about;</i> <ul style="list-style-type: none"> Prevention services Support services Referrals Issues Classroom presentations Strategies | How; <ul style="list-style-type: none"> Workshops Presentations Counseling What; <ul style="list-style-type: none"> Books and print material | <ul style="list-style-type: none"> identify life choices , learn new skills and strategies, referral to outside agency. learn new information, strategies, referral learn new skills and strategies, referral to outside agency. Coordinate grief counseling when needed for individuals and student body. | <ul style="list-style-type: none"> possible follow-up if required, referral to outside services, access additional services and supports when required. | | |
| CENTRAL ALBERTA CAREER PREP | | | | | | | |
| Central Alberta Career Prep <ul style="list-style-type: none"> Students (Grades 9-12) Educators Parents Students (RDC) | | <i>To acquire knowledge about;</i> <ul style="list-style-type: none"> Work searches Career planning Post-secondary planning The world of work | How; <ul style="list-style-type: none"> Classroom presentations Career corners LMIC tours What; <ul style="list-style-type: none"> Development of relevant materials Offer “Guiding Youth” and “Debt is a 4 Letter Word” Annual PD “SMORG” for educators Site licenses provided for Career Cruising Career portfolio panels | <ul style="list-style-type: none"> Initiate/support career planning. Support student leadership (career planning focus) in schools. Assist with career information gathering and work search techniques. Develop and present career portfolios. Assist students with | <ul style="list-style-type: none"> Presentation of additional topics may be requested or recommended. On-going support and service offered as new student populations emerge with each semester change. | <ul style="list-style-type: none"> Additional schools utilizing resources and services. More resources and services to greater numbers of parents. Increased numbers of students taking value added credentials (e.g. RAP, Green Certificate, Health Internship) | <ul style="list-style-type: none"> Comprehensive reporting on funding baselines. Independent program wide evaluation to be launched in 07/08. |

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|-------------------------------------|--|--|--|---|--|---|--|
| | | | <ul style="list-style-type: none"> • Mock interviews • Workplace safety | developing career action plans. | | <ul style="list-style-type: none"> • Increased numbers of students developing or completing career portfolios. | |
| CAREERS: THE NEXT GENERATION | | | | | | | |
| Careers: The Next Generation | <ul style="list-style-type: none"> • Junior & Senior High Students • Parents • Junior & Senior High Educators • Business & Industry • Community Groups & Associations | <i>To acquire knowledge about;</i> <ul style="list-style-type: none"> • School to work transitioning • Trades apprenticeships • Health Services occupations • Heavy Construction occupations • Petroleum Field Operations • Forestry, and Manufacturing. | How; <ul style="list-style-type: none"> • Student workshops • Parent workshops • Community workshops What; <ul style="list-style-type: none"> • Application process • Employer recruitment • Student work placements • Employability skills awareness | <p>Students make informed decisions on Career choices</p> <p>Parents are better able to support these choices when given the right information.</p> <p>Employers are more willing and able to step up to the challenges of mentoring youth in the workplace. The workplace becomes an extension of the classroom.</p> <p>Students relate better to the application of their academic studies.</p> <p>Educators realize a more motivated and applied approach to the student's classroom learning.</p> | <p>We work with Alberta Apprenticeship & Industry Training to coordinate RAP Scholarship Award Presentations.</p> <p>We engage in longitudinal studies to measure the completion success rates in various career pathways.</p> <p>We work with educators to ensure there are sufficient off-campus work placements for contingency back up.</p> <p>We maintain a continuing working relationship with current employer base.</p> <p>We continue to recruit more employers for growth and sustainability.</p> | | |