



Inspiring Partnerships

Ensuring
Student Success
through
Business and Industry
Education Partnerships

Inspiring Partnerships:
Ensuring Student Success through Business and Industry Education Partnerships

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This document is intended for:

Students	
Teachers	✓
Administrators	✓
Parents	✓
Community Partners	✓

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Forward

*“Through
shared
commitment,
partners
engage to
enhance
learning that
will prepare
students for
success in the
21st century.”*

*(Inspiring
Education: A
Dialogue with
Albertans)*



**Alberta
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Forward

A relationship between business and education facilitates community engagement and demonstrates a mutual investment in enriching the future of our youth and communities.

This relationship is called a partnership. All partnerships are unique. Each entity in the partnership reflects collaboration towards common goals.

Inspiring Partnerships: Ensuring Student Success through Business and Industry Education Partnerships captures best practices. It outlines how to create, develop and build sustainable partnerships that will offer opportunities for students, teachers, administrators, businesses and community agencies. These partnerships will enhance students' experiences, provide more knowledgeable future employees, consumers and citizens and build bridges of understanding as well as positive working relationships between the business and education communities.

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needs to
understand
what is best for
students and
school districts
in order to
achieve the
vision that
meets the
needs of all
stakeholders.
We hope the
CASS research
project shapes
that
understanding
"*

*(Ken Gibson,
Executive Director,*



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Association**



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Overview

“...to achieve their full potential as expressed in the vision, children must be the center of all decisions related to learning and the overall education system... supported as individuals – emotionally, intellectually, physically, socially and spiritually... personal interests, curiosities, and strengths... taken into account.”
(*Inspiring Education: A*



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OVERVIEW

Partnerships establish a framework for collaboration between business and education communities that will provide rich opportunities for learning. Community engagement partners create and realize visions for a common future.

Community Engagement Partnership Rationale - The New Educational Context

Alberta Education values and promotes business and education partnerships. *Inspiring Education*, a new transformative vision for education provides the framework for the development of policy and governance, values and principles.

It provides direction for new practices, instructional arrangement and human interactions. It recognizes that technology, **community partnerships** and post-secondary institutions can enable interactions between learners, experts, advisors and mentors, wherever they may be. In so doing, it transforms the way we think about possible learning experiences and the way we address the learning needs of tomorrow.

Through a consultative process involving students, parents, educators, business and community members, it was determined that Albertans want their education system to prepare our youth to meet the challenges and embrace the opportunities of the future. It is recognized that knowledge, attained through inquiry, discovery, innovation, and technology will facilitate transferable skills that will be important to their success as lifelong learners. In the vision, Albertans have identified three qualities and abilities for the 21st century learner:

- **“Engaged Thinker** – Alberta must cultivate students with an inquisitive, engaged mind. Students that are prepared to ask “why?” and think critically about the answers they receive.
- **Ethical Citizen** - Knowing the answer is not enough. They must be ethical, compassionate and respectful to truly grow and thrive.
- **Entrepreneurial Spirit** – To shape innovative ideas into real-world solutions, our education system should develop motivated, resourceful and resilient citizens who are bold, embrace leadership and actively seek new opportunities.” (*Inspiring Education: A Dialogue with Albertans. p.6, 14*)

Further, towards this desired future, during Education Week 2013, Minister Jeff Johnson signed the new *Ministerial Order on Student Learning* (#001/2013), which is a key milestone toward achieving the vision of *Inspiring Education*. Of particular relevance to this handbook are:

- (4) discover, develop and apply competencies across subject and discipline areas for learning, work and life to enable students to:
 - (i) demonstrate global and cultural understanding, considering the economy and sustainable development; and
 - (j) identify and apply career and life skills through personal growth and well-being.
(<http://education.alberta.ca/department/policy/standards/goals.aspx>)

Inspiring Partnerships: Ensuring Student Success through Business and Industry Education Partnerships infuses the policy shifts identified within *Inspiring Education Steering Committee Report: Summary Policy Shifts*. The four policy shifts identified within Alberta's education transformation that facilitate the achievement of the vision are:

- "Alberta's education system must make four policy shifts to make this vision possible. First, our concept of education should expand beyond the traditional school and make the community a true partner.
- Secondly, to achieve their full potential as expressed in the vision, children must be the centre of **all** decisions related to learning and the overall education system. Children and youth of all ages must be supported as individuals – emotionally, intellectually, physically, socially and spiritually.
- Thirdly, the educated Albertan of 2030 should develop and demonstrate the attributes, skills, knowledge and values required for life-long learning. A focus on competencies would move education to a process of inquiry and discovery, not just the dissemination of information and the recall of facts.
- Finally, technology should play a broader role in the classroom. Its power should be harnessed in support of students' innovation and discovery and seamlessly integrated into the learning environment." (*Inspiring Education: A dialogue with Albertans – The Steering Committee Report Summary*, p.2)

For more information, go to,

<http://education.alberta.ca/media/7145083/inspiring%20education%20steering%20committee%20report.pdf>

Letter of Support - College of Alberta School Superintendents



An old African proverb states *"it takes a village to raise a child."*

As the Executive Director for the College of Alberta School Superintendents (CASS), I am pleased and proud that CASS has collaborated with the Alberta Construction Association (AA) to develop this handbook, *"Inspiring Partnerships: Ensuring Student Success through Business and Industry Education Partnerships."* It is through this type of cooperation between all parties in our global 'village' that young people of today and tomorrow will be afforded the best opportunities to realize their goals and ambitions while in school, and upon leaving formal education.

The handbook is a testimony to the vision of Ken Gibson, Executive Director of the ACA, and to the vast network of contacts the primary writer, Debbie Vance, has in the education community and amongst business & industry leaders. It provides strategies, proven in the field, which will assist with the creation of partnerships between education and business & industry. The handbook will also be a valuable tool to ensure that once established, the partnerships will flourish and become entrenched in the operations of the parties involved.

The first goal of CASS' Strategic Plan is 'Advocacy for students is ongoing and courageous.' This handbook is but one example of how CASS members support the growth of each individual student in our province. By providing a resource that will be beneficial to teachers, school administrators, system leaders, community agencies and leaders in business & industry, the handbook will 'make a difference' in the lives of students across Alberta.

In closing I want to extend appreciation to the members of the Advisory Committee who provided guidance and oversight during the development of the handbook.

Barry Litun
Executive Director, College of Alberta School Superintendents (CASS)

Letter of Support - Alberta Construction Association



Alberta Construction Association

July 2014

Inspiring Partnerships: Ensuring Student Success through Business and Industry Education Partnerships

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The Alberta Construction Association is proud to partner with the College of Alberta School Superintendents to develop **Inspiring Partnerships** as a guide to best practices for relationships between industry and education.

Inspiring Education is a compelling vision that Alberta's education system prepares every student to be an ethical citizen, an engaged thinker embracing life-long learning, with an entrepreneurial spirit. All Albertans, individuals, communities, and industry can embrace and support this vision. In a skills short world in which Canadians increasingly experience "jobs without people and people without jobs" greater emphasis on career focused education is essential.

We encourage industry and Alberta's school districts and schools to use **Inspiring Partnerships** as your tool for successful engagement and partnership. ACA and CASS welcome continued dialogue to expand and inspire partners in education, industry, community and government to help enrich the learning experiences of our students and the prosperity of our great Province of Alberta.

Ken Gibson
Executive Director

The Alberta Construction Association Partnership Context

“Creative solutions and a synergistic approach to implementing initiatives work best when stakeholders come together to work in partnership.”
(A Workforce Strategy for Alberta’s Construction Industry)



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The Alberta Construction Association Partnership Context

Executive Summary

Inspiring Partnerships: Ensuring Student Success through Business and Industry Education Partnerships outlines a process to actualize the potential of establishing collaborative partnerships between the Alberta Construction Association and its membership with school jurisdictions and their schools. This partnership proposes to provide opportunities and valuable community resources that will benefit our youth as they consider pathways and prepare for transitions to further education or directly to employment in the construction sector.

The Alberta Construction Context


A *Workforce Strategy for Alberta’s Construction Industry* document (<http://work.alberta.ca/documents/workforce-strategy-construction-industry.pdf>) identifies Alberta as a leader in economic growth in Canada and the world. Like many other successful entities, Alberta is also facing labour and skill shortages that will directly impact our continued economic growth and prosperity.

A labour-force development strategy identified in *Building and Educating Tomorrow’s Workforce* (BETW) outlines government-led priority actions across several industry sectors that seek to ensure Alberta has more workers, better-trained people and innovative workplaces.

Profile of Alberta’s Construction Industry

The four categories of construction work are defined as (<http://work.alberta.ca/documents/workforce-strategy-construction-industry.pdf>):

- **New Home Building and Renovation:** the construction, remodeling and/or renovation of single-family and multi-family residential buildings;

- 
- **Heavy Industrial:** the construction of large industrial projects such as oil refineries, petrochemical plants and power plants;
 - **Institutional and Commercial:** the construction of commercial (i.e. strip malls, shopping centers, office buildings) and institutional buildings (i.e. schools, hospitals) and related structures such as stadiums, grain elevators and indoor swimming pools; and
 - **Civil Engineering:** the construction of entire engineering projects such as highways, dams, water and sewer lines, and bridges.

Meeting Alberta's labour and skill shortage challenges requires ongoing, targeted, collaborative interdependent partnerships between government and various stakeholder groups including industry, labour groups, professional organizations, volunteer and community agencies, education and training providers, Aboriginal groups and where appropriate, other orders of government.


A Workforce Strategy for Alberta's Construction Industry states that creative solutions and a synergistic approach to implementing initiatives work best when stakeholders come together to work in partnership.... to work on common projects and initiatives.

A Workforce Strategy for Alberta's Construction Industry is this industry's commitment to play a lead role in building and educating their workforce over the next decade. This handbook has been developed to facilitate the industry's commitment to partner with education.

Informing and Implementing the Strategy

A collaborative partnership between the Alberta Construction Association and its membership with school jurisdictions and their schools provides a process for informing and implementing the construction industry strategy. It has been established in the strategy that multiple communication formats will be used to publicize information that supports informed decision-making on the part of employers, workers, youth entering the workforce, and individuals considering employment in Alberta's Construction industry. Of particular significance to this joint initiative are the following strategies that align philosophically with the direction identified in the *Inspiring Education* and *Inspiring Action* documentation of Alberta Education:

- 1.1 Continue to inform Albertans about the:
 - importance of the overall economic growth of Alberta's construction industry and its segments
 - (i.e. residential, commercial, institutional, and industrial);
 - industry's labour force challenges, and
 - rationale for actions being taken to address labour needs.

- 
- 1.3 Create an inventory of existing career information and promotional resources that encourage Albertans to pursue training and employment in construction-related fields (i.e. Career Pathways, Trade Up, Skills Canada, CAREERS – the Next Generation, etc.). Use these resources as part of integrated industry promotional initiatives targeted at the potential employee groups (p.10).
 - 1.4 Develop career promotional campaigns targeted at youth (including recent high school graduates and aboriginal youth) and career influencers such as parents and career counsellors to increase awareness of construction career opportunities and to counter negative perceptions about construction as a career (p.10).
 - 1.5 Expand opportunities for students to get exposure to and gain work experience in Alberta's construction industry and become familiar with the nature of construction work (i.e. high school vocational training, post-secondary co-op placements, internships, high school work experience placements, WorldSkills, etc.) (p.10).
 - 1.9 Inform potential new apprentices of available funding options and effective practices for handling personal finances during apprenticeship training.
 - 1.10 Inform potential and new apprentices of available funding options and effective practices for handling personal finances during apprenticeship training.
 - 3.1 Support training (i.e. pre-employment and pre-apprenticeship training) aimed at increasing the participation of under-represented groups in Alberta's construction industry (i.e. Aboriginal peoples, immigrants, Albertans with disabilities, underemployed persons and women) and encourage the incorporation of generic safety training in these programs.
 - 3.2 Partner with educational institutions and government to expand and improve access to pre-employment and pre-apprenticeship training opportunities and provide support to those individuals interested in the construction trades.
 - 3.4 Advocate with Alberta Education for expansion and strengthening of vocational training programs in high schools to expose youth to construction trades and help youth develop relevant industry skills.
 - 3.4 Encourage more employers in the construction industry to provide apprenticeship-training opportunities and support apprentices in completing their programs (i.e. business case illustrating the return on investment for hiring and training apprentices) (p.13).
 - 3.5 Encourage more employers to hire first and second period apprentices (p.13).

- 3.6 Encourage employers to support apprentices in completing their apprenticeship training. Develop and distribute information resources on effective practices for apprenticeship utilization, available supports for apprentices, and workforce scheduling to accommodate apprentices' attendance at training courses (p.13).
- 4.5 Develop strategies and additional supports for apprentices to complete their apprenticeship training. Identify and encourage the application of best practices in apprentice training and support to improve retention (p.16).

Inspiring Partnerships: Ensuring Student Success through Business and Industry Education Partnerships is relevant to the construction industry in that it will establish:

- a process to develop effective and sustainable partnerships between school staff and industry representatives;
- ways that industry can impact careers, employment readiness and skills development through enhanced school programs;
- ways that skills priorities for various construction sectors can be aligned with provincial curriculum, policy mandates and business plans;
- demonstrated authentic learning opportunities for students; and
- new opportunities and increased labour market awareness to facilitate transitions to post-secondary studies and/or the world of work.

Together, it is hoped that Alberta Construction Association, on behalf of its membership will negotiate partnerships with school jurisdictions. These groups are seeking to collaborate with the jurisdiction to link schools with local construction employers so that students have an opportunity to link essential and appropriate skills learned in construction experiences to making informed decisions about their personal career paths are developed for further education and employment.

The construction industry will determine the overall success of their actions based on the following outcomes, including:

- stronger cooperation between industry stakeholders and ongoing sharing of best practices;
- youth continuing to choose careers in the construction sector;
- youth completing their apprenticeships;

(<http://work.alberta.ca/documents/workforce-strategy-construction-industry.pdf>)

The community construction businesses and industry have strong links within the community and are actively seeking new partnerships with the local educational system. They have a common interest in student success and education as these impact choices relating to further education and transitions to employment.

The Partnership Invitation and Opportunity

The Alberta Construction Association on behalf of its membership is prepared to provide information and assist with the initial steps and considerations in developing education-industry partnerships that will facilitate connections to the construction industry. While the partnerships will be personalized to the local school, a number of steps will be initiated at the jurisdiction level as follows:

- Identify key education leaders for initial consultation and agreement for further exploration of a partnership;
- Meet with key school board and selected school representatives to outline partnerships with the construction industry;
- Facilitate an initial meeting between a school administration teams and an Alberta Construction Association representative to explore a local partnership; and
- Share the best practices of a business - industry education partnership.

It is acknowledged that any partnership with a community business or industry must ensure approval of the Board and/or Superintendent and compliance with respect to the rules, regulations or policies within that district or a school, particularly ensuring:

- The partnering business or industry has a provided a written statement of commitment to the partnership and intent to support education.
- Development of a formal agreement through a collaborative process that is signed by partner jurisdictions.
- The partnership agreement should contain, but is not limited to, the following:
 - Vision statement
 - Mission statement
 - Goals and objectives
 - Term of the partnership – formal: longer than one year; informal: shorter than one year
 - Identified roles and responsibilities acknowledging that some members may change depending upon events and/or activities that occur
 - Liability clause protecting partners
 - Maintain records
 - Evaluation of the partnership

Partnerships will vary between stakeholders. A partnership recognizes and respects the individual stakeholders. The importance of common understanding, agreement and involvement in the partnership is crucial to the success of the partnership.

Guiding Questions for Partnership

The following represents fundamental questions for consideration between partnership stakeholders:

- What is the purpose of partnering?
- What will occur as a result of the partnership?
- What is a shared vision?
- How can you collaborate to achieve a shared vision?
- Will it help engage students?
- Will it provide learning opportunities that cannot be found within the school?
- Will it build good relationships within the community?
- Will it be mutually beneficial to both partners?
- What are the key factors that you believe will make a partnership success?
- What is the anticipated timeline for the partnership?
- What strengths do you and/or your organization bring to the partnership?
- What is my motivation for partnership involvement?
- Do I have the time it will take to be a productive partnership member?
- What skills and resources do I bring to the group?
- Does your organization have any partnerships or other associations that may support this partnership?

To build capacity, increase opportunities for sharing knowledge, resources, and expertise within the educational context of Alberta youth and promote a successful collaborative partnership between the school jurisdiction and the construction industry it is essential that there be consistent communication, direction and leadership. *Inspiring Partnerships: Ensuring Student Success through Business and Industry Education Partnerships* will provide the framework for establishing and maintaining that relationship.

Developing the Partnership Context

**“Successful
partnerships
build
successful
relationships.”**



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Developing the Partnership Context

Program Goals

The Canadian Chamber of Commerce defines a Business Education Partnership as follows:

A **business–education partnership** is involvement between schools and business-industry, unions, governments and community organizations. These partnerships are established by agreement between two or more parties to establish goals, and to construct a plan of action for achievement of those goals.

Business partnerships provide opportunities to both parties. Business partners benefit through career development and education partners are strengthened from an enriched educational experience due to collaboration with business. Coordination of partnerships serves to enhance and uniquely tailor these benefits to all involved.
(http://en.wikipedia.org/wiki/Business-education_partnerships)

Types of business-education partnerships

Based on why the partnership was formed and the process employed, Frank and Smith (1997) have categorized business-education partnerships into four classifications as follows:

- **“Consultative partnerships** are for the purpose of receiving public input around change or to gather ideas for policies.
- **Contributory partnerships** are formed to benefit an organization or the community.
- **Operational partnerships** are work-sharing arrangements in which the components of a given task are delegated to specific parties.
- **Collaborative partnerships** are set up to share resources, risks and decision-making.” (http://en.wikipedia.org/wiki/Business-education_partnerships)

Alberta Construction Association's Partnership Vision

Alberta Construction Association's vision of partnership reaches all students:

- raising awareness of the workings of Alberta's economy, the contributions of industry's to Albertan's well-being and prosperity, career possibilities. Possible initiatives to demonstrate how numerous occupations contribute to a building project
- for those students most interested in technical occupations, raising awareness and ensuring responsive pathways between related occupations (e.g. electrician, electrical technologist, and electrical engineer). Possible initiatives such as *Try-A-Trade®*.
- for those students who would like to formally pursue trades, partnerships to support dual credit pathways, work experience (Ken Gibson, Executive Director, Alberta Construction Association)

In summary, industry values input and collaboration and can make meaningful contributions to education by facilitating authentic learning experiences for students through career pathway alignment with learner outcomes.

Employability Skills for the 21st Century Workplace

By 2025, trades workers will demonstrate the following:

- **Hard Skills** – have all of the tool skills of their 2010 predecessors.
- **Digital Skills** – be adept at electronically accessing needed information (e.g. standard installation procedures, welding procedures, wiring diagrams, as well as accessing just-in-time training for any non-standard procedures)
- **Autonomy** – accept broad direction, in the form of project schedule and work packages, then plan, organize and coordinate with other teams as necessary (i.e. more autonomy and more accountability for achieving results at planned time)
- **Accountability** – embrace measurable quality and productivity goals as integral parts of the work, and as integral to the pay package
- **Working with others** – work in cross-trade teams which stay together through multiple work packages or even multiple projects
- **Cross-training** – be cross-trained within the team. Able to lead or assist on a variety of tasks

- **Continuous learning** – invest significant hours per year, throughout their career, in self-initiated learning about trade skills, supervisory skills and/or business skills
(COAA 2011. *Construction Owners Association of Alberta*)

The Alberta Construction Association aligns the intent to partner with education most closely with the collaborative partnership classification, where business and industry share resources, risks and decision-making with jurisdiction and school partners. Moving forward, it is important to establish goals, and to construct a plan of action for achievement of those goals. Business industry education partners need to identify and clarify their motivations and needs for partnering to all stakeholders. What are the benefits for all involved?

Benefits of Partnerships to Stakeholders


Across Canada, employers and educators support a variety of diverse business–education partnerships. Most business–education partnerships are collaborative relationships in which partners share values, objectives, human, material or financial resources, roles and responsibilities in order to achieve desired learning outcomes. For more information on Canadian partnerships, see Appendix 1 - Business Education Partnerships: Canadian Overview.

Partnerships with school jurisdictions and schools serve a multitude of purposes based on the benefits of connecting schools with local businesses. More specifically, partnerships:

- foster an opportunity for school authorities and schools to connect with local businesses within the community;
- enhance the educational continuum with authentic learning experiences incorporating a variety of curriculum and resources;
- meet labor market needs by improving the quality and quantity of workplace candidates while also providing opportunities for career exploration;
- allow interaction between business and education which fosters exchange of ideas and resources which enrich student learning and provide opportunities for mentoring and leadership within the business community.

Benefits for Students

- To improve and reinforce students' skill development with authentic learning experiences which may contribute to increased achievement and high school completion.
- To provide students with an opportunity to connect with professionals and community members to explore their options and reflect on construction as a possible career path by demonstrating the relevance of their current studies as necessary tools for their future career.
- To give students a realistic picture of the world of construction and the world and make



them aware of the range and extent of occupations through classroom experiences, job shadowing, internships, and/or a Registered Apprenticeship Program (RAP) opportunities.

- Facilitates interpersonal development, the ability to work well with others, and builds leadership and communication skills.
- To facilitate increased career pathway laddering through the acquisition of credentials and admission into post-secondary education pathways.

Benefits to the Teaching and Learning Curriculum

- Advocate for curriculum renewal that matches the goals and needs of partnership stakeholders, embedding real-world problems and applications, innovations, labour market information and industry standards.
- Align industry requirements and expectations, health and safety training and workforce development with Alberta Education.
- Aligns with the direction of *Inspiring Education* identifying the role of the teacher to that of an architect, facilitator and collaborator of learning.
- Authentic activities require new assessment practices that foster real-life indicators of learner competencies in community based learning of curriculum activities that are relevant, multi-dimensional and showcase industry best practices.
- Implement and maintain workforce and construction industry essential skills training in high school curriculum.

Benefits for Educators

- Provides opportunities to work with business partners to enhance the quality of student learning with authentic performance task activities and conversations.
- Provides networking opportunities with the business and community.
- Facilitates engagement with the business and community and across the curriculum with other colleagues to provide students with unique experiences and opportunities.
- Demonstrates to students the connections between the real world and their school curriculum.
- Supports curriculum activities, Career and Technology Studies (CTS), career days, education week, potential guest speakers for class, career fairs and demonstrations, etc.

Benefits for the School Authority and the School

- Adult role models provide expertise, industry standard skills training and assessment connecting the relevancy of academics, work ethic and employability skills otherwise not available in the classroom.

- Promotes the exchange of ideas, information and resources between schools, business and the community.
- Increases resources and services to enhance the education of students and to provide assistance to teachers and administrators.
- Formation of an partnership industry network that serves to develop a greater understanding and appreciation of the community and business world.
- Endeavors to facilitate increased achievement for students through engagement, positively enhancing school climate.
- Ensures training and assessment activities, demonstrating how industry skills are used in the work place to meet industry requirements.
- Provides real-life authentic experiences, career pathway 'exemplars in action', using business resources and expertise.

Benefits for Parents

- Improves and reinforces opportunities that highlight the positive aspects of trades and other related occupations.
- Showcases construction which contributes 10% of the GDP and is the 5th largest in demand in the world, creating many opportunities for students.
- Disseminates information to parents about construction and other occupations as career options.
- Provides parents with information about their students' skill development through authentic learning activities in the workplace.
- Facilitates conversations from this supplemented classroom curriculum that lead to support of their student's interest in construction as a possible career path.
- Fosters a positive attitude towards learning that reflects their student's unique interests and talents.
- Facilitates opportunities for parents to volunteer in the school, act as a resource, and participate in field trips or other extracurricular activities.

Benefits for the Construction Industry and the Community

- Establishes a mechanism for businesses, school authorities, schools, and post-secondary institutions to share their expertise and skills and develop mutual support and understanding with one another.
- Fosters positive public relations and recognition in the community.
- Expands students' and staffs' understanding of the world of work as a means to address societal needs, career opportunities, industry credentialing opportunities and career pathways offered by the construction industry.

- Engages students through exposure to a wide range of industry experiences, career pathways and post-secondary articulation to enable students to make more informed decisions about their future.
- Enhances Career and Technology Studies (CTS) and other programming by providing real-life experiences for students in all aspects of the construction industry.
- Provides an opportunity to showcase and share facilities in order for students and staff to gain exposure to industry standards in the latest training, tools, equipment and resources within the industry.
- Facilitates an opportunity for involvement in the education of Alberta youth.

Establishing the Partnership Process

Successful partnerships build successful relationships. There may be a number of motivations for forming a partnership between the school authority, school and the business industry partner but the overriding purpose should be to enhance student learning through authentic community learning experiences. Establishing the partnership process is a fluid, not lock-step, process involving a number of overlapping, inter-woven stages (for template, see Appendix 2 - Establishing the Partnership Process):

■ Stage 1 - Reflection: Needs Assessment

- ☐ Assess your needs and ability to be involved as a partner. Brainstorm with staff members.
- ☐ What kind of help do you need?
- ☐ What kind of help can you offer?
- ☐ What are the anticipated outcomes from a partnership?
- ☐ How does partnership align with the business/development plan?
- ☐ Are you looking for a short-term partnership or a long-term relationship?
- ☐ What does the exit strategy look like? Are there any consequences?
- ☐ What partners are under consideration?
- ☐ How will this enhance student learning?
- ☐ How will the school/students benefit?
- ☐ How will the business benefit?

■ Stage 2 - Initiating Contact – Partnership Building

- ☐ Schedule a preliminary meeting to determine if there is an interest in partnering.
- ☐ Identify the type of partnership anticipated.
- ☐ Share how the school/students will benefit.
- ☐ Share how the business will benefit.
- ☐ Schedule subsequent meetings to finalize details if the partnership is to proceed.
- ☐ Continue to communicate.

■ Stage 3 - Initiating the Partnership – Aligning Expectations

- ☐ Invite all members of both partners to a preliminary partnership meeting.
- ☐ Create a vision for the partnership.
- ☐ Create partnership goals.
- ☐ Establish clear statements of roles and responsibilities
- ☐ Identify a specific Partnership Coordinator for liaison
- ☐ Customize the partnership to utilize unique expertise and resources - Select committee members
- ☐ Establish an agreement for the partnership by completing the *Business Education Partnership Agreement*.
- ☐ Initiate a joint media release to celebrate the partnership.
- ☐ Continue to communicate.

■ Stage 4 – Collaboration

- ☐ Design an action plan that identifies:
 - activities and engagement opportunities – Community Engagement, Career Awareness/Career Preparation, Skill Development
 - roles and responsibilities,
 - timelines for completion.
- ☐ Continue to communicate.

■ Stage 5 - Implementation and Sustaining the Partnership

- ☐ Jointly share in the responsibility to implement the activity/activities and engagement opportunities.
- ☐ Provide leadership and accountability
- ☐ Maintain the partnership as a high priority
- ☐ Continue to communicate.

■ Stage 6 – Evaluation - assess the impact of the partnership on students

- ☐ Assess the partnership progress and achievements.
- ☐ How has the partnership enhanced student learning?
- ☐ Have students been engaged?
- ☐ Have members of the business been engaged?
- ☐ Is there anything that could be done differently to improve the partnership?
- ☐ Evaluate whether the partnership should continue or dissolve. What does the exit strategy look like? Are there any consequences?
- ☐ Continue to communicate.

Developing the Partnership Context

– Business



**“Champions
are
dedicated,
enthusiastic
and
recognize the
importance
of
the
partnership
relationship.”**



**Alberta
Construction
Association**



Developing the Partnership Context - Business

Guidelines

Partnerships with schools provide an opportunity for business and industry to enhance their community presence and become active participants in educating tomorrow's citizens. It is understood that not all businesses have a wealth of resources to donate or contribute to the partnership. Businesses seek to identify ways in which they can make a difference and significantly impact partner schools.

Alberta Construction Association Role

The Alberta Construction Association will provide leadership and continuity in a strategic context, facilitating access to other partners and resources to sustain the partnership.

Business Executive Role

The Business Executive must have a personal commitment that encompasses the corporate responsibilities within the business and the community. This individual must ensure that the corporate and community investment is well represented, maintained and supports the corporate mission, vision and goals as a result of the partnership. The Business Executive must communicate this partnership commitment to all levels of the organization, recognize the partnership publically and maintain records for tracking, reporting and evaluation of the partnership.

This Business Executive must have the level of authority within the partnership, to represent the best interests of the business and its membership within the partnership, to sign the agreement and accept or veto aspects of the partnership. This individual must be an attending member of the partnership committee or delegate authority to the Business Partnership Coordinator in his/her absence. The Business Executive and the Business Partnership Coordinator will collaborate on the formation of a partnership committee establishing clear roles and responsibilities to make use of the partner's unique expertise and resources.

Business Partnership Coordinator

The Business Partnership Coordinator is a member of the partnership industry network. In this capacity, the coordinator is the chief liaison with the school authority and/or school and is actively involved in the collaboration

and implementation of the partnership. The Business Partnership Coordinator manages the 'details' of the partnership on behalf of the Business Executive and the business partnership component specifically with respect to:

- needs assessment of the partnership
- familiarity with the school and school programs
- resource needs assessment – donations, fundraising, grants, scholarships
- obtain support and authorization for release time of staff for volunteer activities, presentations, career fairs, career development activities, workshops, conferences, tours, tutoring, classroom visits, assemblies, workplace visits, science fairs, guest speakers; seminars; presentations, off-campus programs, RAP, job shadows, mentoring, etc.
- foster an environment that is conducive to the success of the partnership and motivates staff to become involved
- use of onsite facilities, tools and/or equipment
- facilitation of communication with staff and business partner
- allocation of resources
- involvement in fundraising activities
- preparation and organization of any scheduling, publications, notices, and documentation
- confirmation of business partner relationship
- public recognition of business partner and engagement
- maintain documentation of challenges and opportunities of the outcomes for tracking. reporting and evaluation of the partnership
- business expectations about learning experiences
- shared commitment to learning experiences that enhance development of competitiveness and awareness in learning career pathways.

For template, see Appendix 3 - Business Education Agreement.

Business Resources and Needs Assessment - Training and Expertise

Every business has something different to offer the partnership. Survey your business staff. Do they have any training or expertise that they are willing to share with the school? Here are some suggestions to consider (for template, see Appendix 4 - School Resources and Needs Assessment - Partnership Activities Planning Tool and Appendix 5 - Typical School Needs List for Consideration):

- Administration
- Administrative Support
- Architect
- Athletic Coaching
- Business Site Visits
- Club Support
- Construction
- Crafts
- Drafting/CAD
- Engineering
- Estimator
- Finance
- Flooring
- Glazier
- Graphic Arts
- Health & Safety
- Hobbies
- Insulation
- Interior Design
- Internships
- Job Preparation
- Logistics
- Mentoring
- On-Site Management
- Photography
- Presentations
- Printing
- Project Management
- Technology Support

■ **OTHER:** and the 52 trades in Alberta

■

■

■

	YES	NO	UNCERTAIN
1. What sort of learning experiences would you like to offer? In classrooms? Other?			
DETAILS:			
2. Can you provide release time for employees to volunteer at the school?			
DETAILS:			
3. Can you provide release time for employees to work with teachers from the school (e.g. training)?			
DETAILS:			
4. Can you provide release time for employees to work with students from the school in an externship (e.g. training, mentor)?			
DETAILS:			
5. Could you organize a 'career fair' using the expertise and training of staff from the various departments?			
DETAILS:			
6. Could you organize career awareness programs using the expertise and training of staff from the various departments?			

DETAILS:			
7. Are you able to provide any type of incentive awards to students?			
DETAILS:			
8. Are you interested in co-sponsoring a community service project?			
DETAILS:			
9. Are you interested in sponsoring a student club or athletic team?			
DETAILS:			
10. Are you interested in sponsoring an internship?			
DETAILS:			
11. Are you interested in providing presentations to students about the business and the related professions involved?			
DETAILS:			
12. Are you interested in teaching mini-courses?			
DETAILS:			
13. Are you interested in developing an awards and recognition program for outstanding students or staff members?			
DETAILS:			
14. Can you provide your logo to the school to use in newsletters and on their webpage to recognize the partnership?			
DETAILS:			
15. Would you consider any of the following as possible learning experiences for students throughout the partnership: <input type="checkbox"/> onsite CTS course delivery <input type="checkbox"/> <i>Try-A-Trade®</i> opportunities <input type="checkbox"/> Career Expo/Career Fair <input type="checkbox"/> RAP placement?			
DETAILS:			
16. Are there some areas in which the school can help the business?			

DETAILS:

OTHER:

Business Needs Assessment - Education FAQs

As a business entity, it is sometimes difficult to know or understand all of the complexities that might be involved in partnering with a school. Educators would experience the same challenge in trying to understand the intricacies of the business. Below is a list of FAQ information that may prove helpful in navigating the educational system.

Education Information	
FAQ	Source – for more information visit the website
■ Where is the curriculum located?	<ul style="list-style-type: none"> □ The K-12 curriculum is located within the Alberta Education website. □ http://education.alberta.ca/home.aspx
■ What is an Off-Campus education program?	<ul style="list-style-type: none"> □ Off-campus education provides opportunities for junior and senior high school students to explore and expand their career interests, skills and knowledge related to work and other life roles. □ The <i>Off-campus Education Handbook</i> provides guidance for school authorities to offer off-campus education programming for their students and covers work-related activities that take place outside the school classroom environment. The <i>Off-campus Education Handbook</i> represents updates to legislation regarding workplace health and safety, and incorporates recommendations to support a meaningful and safe educational experience for students. □ Prerequisite safety courses specified in the <i>Off-campus Education Handbook</i> for senior high students include: <ul style="list-style-type: none"> □ HCS3000 Workplace Safety Systems – prerequisite course for the first off-campus learning experience □ HCS3010 Workplace Safety Practices – recommended prerequisite course for students enrolling in the Registered Apprenticeship Program (RAP) □ AGR3000 Agriculture Safety – prerequisite course for students enrolling in the Green Certificate Program □ http://education.alberta.ca/teachers/program/off-campus.aspx □ http://www.education.alberta.ca/media/6719891/guidetoed2012.pdf (p.56)
■ What is RAP?	<ul style="list-style-type: none"> □ The Registered Apprenticeship Program (RAP) is an apprenticeship program for senior high school students 15 years of age or older. RAP students are both full-time students and registered apprentices, and must be actively working toward the completion of senior high school. RAP students take courses such as English language arts, social studies, science, mathematics and other complementary courses to meet the requirements for either an Alberta High School Diploma or a Certificate of High School Achievement. □ http://education.alberta.ca/media/616821/offcampus.pdf (p.107) □ http://tradesecrets.alberta.ca/learn-on-the-job/who-can-learn-a-trade/ □ http://www.education.alberta.ca/media/6719891/guidetoed2012.pdf (p.44)
■ What is CTS?	<ul style="list-style-type: none"> □ Career and Technology Studies (CTS) is a complementary program designed for Alberta's secondary school students. As a program of choice, CTS offers all students important learning opportunities to: <ul style="list-style-type: none"> □ develop skills that can be applied in their daily lives, now and in the future □ refine career-planning skills

	<ul style="list-style-type: none"> <input type="checkbox"/> develop technology-related skills <input type="checkbox"/> enhance employability skills <input type="checkbox"/> apply and reinforce learnings developed in other subject areas <input type="checkbox"/> prepare for transition into adult roles in the family, community, workplace and/or further education. <input type="checkbox"/> The course structure of CTS enables schools to design unique programs that meet the needs of students and take advantage of community resources. <input type="checkbox"/> Developed across levels rather than grades, CTS has multiple entry points and provides secondary students with access to a common curriculum. As a competency-based curriculum, CTS recognizes prior learning from formal schooling and personal initiatives. <input type="checkbox"/> http://education.alberta.ca/teachers/program/cts.aspx <input type="checkbox"/> http://www.education.alberta.ca/media/6719891/guidetoed2012.pdf (p.47) 																														
<p>■ What is a CTS Pathway?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A pathway is a selection of courses to give students the opportunity to explore and acquire the attitudes, skills and knowledge for a career that is relevant to their interests. <input type="checkbox"/> Pathways support goals that may include university, college, apprentice training, or moving directly into the workforce. Teachers and students can select and combine CTS courses to create pathways for exploration, specialization and credentialing. <input type="checkbox"/> http://education.alberta.ca/teachers/program/cts/resources/pathways.aspx 																														
<p>■ What is a Specialized Skill Pathway?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Specialized Skill Pathways are a collection of courses selected to address student interest in a field of study. <input type="checkbox"/> There is no limit to the possible combinations of courses that could be compiled to create specialized skill pathways. <input type="checkbox"/> For example, students interested in a construction pathway might combine the following CTS courses: <p>Green Building Design and Construction</p> <table border="1"> <thead> <tr> <th colspan="2">CTS courses suggested</th></tr> </thead> <tbody> <tr> <td>CON1010: Construction Tools & Materials</td><td>CON2070: Electrical Systems</td></tr> <tr> <td>CON1070: Building Construction</td><td>CON2080: Plumbing Systems</td></tr> <tr> <td>CTR1010: Job Preparation</td><td>CON2090: Climate Control Systems</td></tr> <tr> <td>DES1020: Design Process</td><td>DES2055: CAD 2</td></tr> <tr> <td>DES1050: CAD 1</td><td>ENS2210: Sustainable Building Design & Construction</td></tr> <tr> <td>ENS1020: Fostering Stewardship</td><td>ENS2220: Energy Conservation Principles</td></tr> <tr> <td>ENS1040: Living with the Environment</td><td>CON3080: Energy-efficient Housing</td></tr> <tr> <td>CON2010: Site Preparation</td><td>CON3090: Renovations/Restorations</td></tr> <tr> <td>CON2020: Concrete Forming</td><td>DES3095: Architectural Design</td></tr> <tr> <td>CON2030: Alternative Foundations</td><td>DES3125: Interior Design</td></tr> <tr> <td>CON2035: Framing Systems - Floor</td><td>DES3135: Landscape Design</td></tr> <tr> <td>CON2045: Framing Systems - Wall</td><td>ENS3220: Energy Conservation Applications</td></tr> <tr> <td>CON2050: Roof Structures 1</td><td></td></tr> <tr> <td>CON2060: Door, Windows & Siding</td><td></td></tr> </tbody> </table>	CTS courses suggested		CON1010: Construction Tools & Materials	CON2070: Electrical Systems	CON1070: Building Construction	CON2080: Plumbing Systems	CTR1010: Job Preparation	CON2090: Climate Control Systems	DES1020: Design Process	DES2055: CAD 2	DES1050: CAD 1	ENS2210: Sustainable Building Design & Construction	ENS1020: Fostering Stewardship	ENS2220: Energy Conservation Principles	ENS1040: Living with the Environment	CON3080: Energy-efficient Housing	CON2010: Site Preparation	CON3090: Renovations/Restorations	CON2020: Concrete Forming	DES3095: Architectural Design	CON2030: Alternative Foundations	DES3125: Interior Design	CON2035: Framing Systems - Floor	DES3135: Landscape Design	CON2045: Framing Systems - Wall	ENS3220: Energy Conservation Applications	CON2050: Roof Structures 1		CON2060: Door, Windows & Siding	
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<p>■ What is a Credentialed Pathway?</p>	<p> <input type="checkbox"/> Credentialed Pathways are a series of specific courses selected to provide opportunities for students to achieve a credential or credit awarded by a recognized community or industry organization or post-secondary institution; e.g., Welder, A+ Certification Computer Repair Technician. </p> <p> <input type="checkbox"/> Note: All credential/journeyperson opportunities are external to Alberta Education, and it is the responsibility of the student/teacher/school to ensure that the requirements of the credentialing organization have been addressed. </p> <p> <input type="checkbox"/> http://education.alberta.ca/media/1238954/pathways.pdf </p> <p> <input type="checkbox"/> www.tradesecrets.gov.ab.ca </p>																
<p>■ Is there a Credentialed Pathway in construction?</p>	<p> <input type="checkbox"/> Yes, the Trades, Manufacturing and Transportation (TMT) Credentialed Pathway is Carpenter First Period Apprenticeship </p> <p> <input type="checkbox"/> Note: All credential/journeyperson opportunities are external to Alberta Education, and it is the responsibility of the student/teacher/school to ensure that the requirements of the credentialing organization have been addressed. </p> <p> <input type="checkbox"/> http://education.alberta.ca/media/1238954/pathways.pdf </p> <p> <input type="checkbox"/> www.tradesecrets.gov.ab.ca </p>																
<p>■ What are the roles of post-secondary partners?</p>	<p> <input type="checkbox"/> Post-secondary partners partner to create focused, articulated programming with schools and/or school jurisdictions. </p> <p> <input type="checkbox"/> Articulations may take many forms depending upon the partners involved. </p> <p> <input type="checkbox"/> K-12 curriculum has been designed with input from the post-secondary that reflects the knowledge, skills and attributes for successful transitions. </p> <p> <input type="checkbox"/> School authorities are encouraged to work in cooperation with local post-secondary institutions and employers to develop high school programming that is articulated with a variety of programs in colleges and technical institutes, as well as meeting the requirements of the Alberta High School Diploma. </p> <p> <input type="checkbox"/> This programming combines a selection of interrelated CTS courses with related courses and off-campus learning. Alberta Education encourages these types of local initiatives. </p> <p> <input type="checkbox"/> http://www.education.alberta.ca/media/6719891/guidetoed2012.pdf (p.43) </p> <p> <input type="checkbox"/> The Government of Alberta has identified education and entrepreneurship as cornerstones of a dynamic Alberta economy. The Provincial Dual Credit Strategy contributes to, and aligns with, the Premier's mandate and creates more opportunities for students to earn credits in high school and post-secondary institutions at the same time. </p> <p> <input type="checkbox"/> The Strategy assists school jurisdictions, post-secondary institutions and business and industry in expanding or creating dual credit opportunities in their communities. </p> <p> <input type="checkbox"/> The Provincial Dual Credit Strategy provides opportunities that: engage </p>																

	<p>students in their learning through pathways that open their possible futures; motivate students to finish high school; inspire students to learn, work and live in the local community; and give students the confidence to transition from high school to post-secondary and/or the workplace.</p> <p><input type="checkbox"/> http://education.alberta.ca/departments/ipr/dualcredit.aspx</p>
<p>■ What is a high school completion credential?</p>	<p><input type="checkbox"/> There are a number of ways that a student might earn a high school credential. These are the most common:</p> <p><input type="checkbox"/> High School Diploma</p> <p><input type="checkbox"/> Certificate of High School Achievement</p> <p><input type="checkbox"/> http://www.education.alberta.ca/media/6719891/guidetoed2012.pdf (p.97)</p> <p><input type="checkbox"/> Other pathways to high school completion can be found at:</p> <p><input type="checkbox"/> http://ideas.education.alberta.ca/hsc/parent-info/pathways</p>
<p>■ How are insurance and WCB involved in student placements?</p>	<p><input type="checkbox"/> As a result of Workers' Compensation Regulation AR 325/2002, Section 7(1)(e), the Workers' Compensation Act applies to students registered in off-campus education programs. Section 153(3) of the Act states that, for the purposes of insurance coverage, these students will be considered to be workers employed by the Government of Alberta. This may be important for employers to consider prior to becoming involved in off-campus education programs, since it does affect procedures for reporting student injuries.</p> <p><input type="checkbox"/> 2. Off-campus coordinators must understand Workers' Compensation Board (WCB) procedures and make their students aware of what to do should they be injured.</p> <p><input type="checkbox"/> 3. All students in off-campus education activities need to understand that all injuries, major or minor, must be reported immediately to the supervisor and also to the off-campus coordinator.</p> <p><input type="checkbox"/> http://education.alberta.ca/media/616821/offcampus.pdf (p.99)</p>
<p>■ What are the school's criteria for volunteers to ensure the safety and security of students?</p>	<p><input type="checkbox"/> Each school will have documentation requiring a criminal records check.</p> <p><input type="checkbox"/> The volunteer application will request the nature of the volunteer activity/activities.</p> <p><input type="checkbox"/> Volunteers and visitors are expected to sign in a book to acknowledge the time they entered the school and sign out again when they leave</p> <p><input type="checkbox"/> Volunteers and visitors are expected to wear school badges/lanyards or some other such identification.</p> <p><input type="checkbox"/> Volunteers and visitors are expected to identify the reason that they are visiting the school.</p> <p><input type="checkbox"/> Volunteers and visitors are expected to identify who they are visiting in the school.</p>
OTHER:	
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Developing the Partnership Context

- School

*“We’re
shifting our
focus;
investing in
our students
to empower
them
and bring out
their
potential.
We are
emphasizing
the
development
of key
competencies
in our
students,
cultivating
engaged
thinkers,
ethical
citizens
and
entrepre-
neurial spirits
(Inspiring
Education).”*



Alberta
Construction
Association



Developing the Partnership Context - School

Guidelines

The Business Education partnership provides an opportunity for the learning goals and the community engagement goals to align to allow for authentic learning activities and experiences for students. In keeping with school authority policies and guidelines, the partnership must foster an enhancement in the teaching and learning environment.

Principal's Role

Not unlike the Business Executive, the Principal must have a personal commitment to the partnership. He/she must provide sustainable leadership and administer the partnership to ensure alignment of policies, decisions and activities to the goals of the school and school authority. There must be a clear vision of the potential impact of the partnership on the students. The Principal must communicate this partnership commitment to all levels of the organization, the parent council, and the parents. He/she must recognize the partnership publically. The Principal must maintain records for tracking, reporting and evaluation of the partnership and an assessment of the impact of the partnership on the students.

This Principal has the power and authority within the partnership, representing the best interests of the school and its staff and students, to sign the agreement and accept or veto aspects of the partnership. The Principal must be an attending member of the partnership industry network or delegate authority to the School Partnership Coordinator.

School Authority Role

The school district provides direction and leadership to the principal. Any policies, decisions and activities of the partnership must align with those of the school district. Senior leadership must be assured that any potential impact of the partnership on the students is positive and will enhance learning.

School Partnership Coordinator

The School Partnership Coordinator is a member of the Partnership Committee who volunteers for the role or is appointed by the principal. In his/her capacity, the school coordinator liaises with the Business Coordinator. Similarly, he/she is also actively involved in the collaboration and implementation of the partnership. The School Partnership Coordinator manages the 'details' of the partnership on behalf of the principal and the school with respect to:

- needs assessment of the partnership
- resource needs assessment – allocation of any donations, fundraising monies, grants, scholarships
- become familiar with the business mandate and values
- obtain support and authorization for release time of staff for volunteer activities, presentations, career fairs, career development activities, workshops, conferences, tours, tutoring, classroom visits, assemblies, workplace visits, science fairs, guest speakers; seminars; presentations, off-campus programs, RAP, job shadows, mentoring, etc.
- foster an environment that is conducive to the success of the partnership and motivates staff to become involved
- use of onsite facilities, tools and/or equipment
- facilitation of communication with staff and business partner
- allocation of resources
- involvement in fundraising activities
- preparation and organization of any scheduling, publications, notices, and documentation
- confirmation of business partner relationship
- public recognition of business partner and engagement
- maintain documentation of challenges and opportunities of the outcomes for tracking, reporting and evaluation of the partnership

Off-Campus Coordinator Role

The off-campus coordinator is responsible for the selection of students who have the potential to achieve the maximum benefit from being placed in an off-campus learning situation. It is recommended that students who wish to participate in off-campus education should proceed through a review process prior to being accepted or commencing the program. The off-campus coordinator must practise "due diligence"; i.e., do everything reasonably possible to ensure the health and safety of students in off-campus programs.

The off-campus coordinator is responsible for preparation, orientation, monitoring, evaluation;

documentation; and record keeping with respect to work sites and work stations. It is necessary to ensure that each provides a positive, safe and caring learning experience for the student and allow for progressive development of occupation-related knowledge and skills. (*Off-Campus Education Handbook*, <http://education.alberta.ca/media/616821/offcampus.pdf> p.25-27)

School Resources and Needs Assessment - Suggestions for Partnership Activities

Depending on the time, interests, needs and resources of each partnership, a variety of projects can be undertaken. Generally, business partnerships evolve into three main categories:

- Community Engagement
- Career Awareness/Career Preparation
- Skill Development

While there are many more suggestions for engagement, this list may begin to foster ideas that will allow the business education partnership to personalize the investment in the relationship. It is also possible that the suggestions may serve more than one type of engagement opportunity or give way to ideas for others.

Community Engagement

- Announce the partnership in school and business newsletters – share logos.
- Assist in the design of school publications and newsletters.
- Assist with school fundraising activities.
- Assist with staff recognition, celebrations and ‘Thank-you’ lunches and events.
- Assist with student recognition, celebrations and ‘Thank-you’ lunches and events.
- Collaborate to design a plaque and/or ‘Certificate of Appreciation’ to recognize individual involvement or exemplary actions.
- Collaborate to give back to the community through community involvement projects (e.g. United Way, food hampers, etc.).
- Donate gift cards, coupons or tickets for incentives, awards and recognition.
- Establish “Recognition Days” that recognize the business education partnership.
- Establish mentorships between students and employees.
- Host a parent council meeting onsite.
- Host a school lunch.
- Host lunch with outstanding students.
- Host meetings onsite.
- Host teacher professional development opportunities.
- Introduce business partners to meet the staff and parent teacher councils as the school’s new educational partner.

- Invite business representatives to lunch, to tour the school and classes or to special events that showcase the school culture and talents of the students.
- Invite students and staff to spend time in the business, attend meetings, a business luncheon or other events that showcase the business culture and talents of the employees.
- Organize business representatives to be students for a day, attending classes and other events to gain a better understanding of the school partner.
- Organize entertainment opportunities for students to participate in community events and activities.
- Organize opportunities for teachers to gain training or skill development through the business.
- Participate in school events.
- Promote the school through the business.
- Provide employees with an opportunity to train or tutor students.
- Provide incentives for students who have improved in performance in attendance, academics, behavior, attitude, leadership, community spirit, citizenship, etc.
- Provide on-the-job training or mentorships for teachers.
- Provide printing or technology services, if appropriate, for Agendas, school newsletters, publications, posters, etc.
- Provide recognition or awards for students.
- Showcase student projects, demonstrations, art exhibits or musical performances at your business.
- Sponsor contests in art, writing, math, science, projects, models, etc.
- Sponsor families and students at risk at holiday times.
- Sponsor joint ventures for school beautification projects.
- Students and businesses identify a community service project to work on together.
- Volunteer for field trips and school activities.
- Volunteer on a school advisory council committee.
- Volunteer to coach or sponsor clubs or after-school programs.
- Volunteer to judge at science fairs, skill competitions, debates, etc.

■ Other specific ideas that would be appropriate for the Partnership are:

■

■

■

Career Awareness / Career Preparation

- Arrange educator, student and parent tours of the business facility.
- Arrange field trips to the business, specific business divisions or sites.
- Assist with developing staff or student workshops and training at the school or onsite.
- Conduct mock interviews so students can practice their interviewing skills.
- Display brochures and posters about the business in the school.
- Display student artwork, projects and other student artifacts at the business.
- Embark on establishing mentorships with students as potential future interns or employees.
- Encourage parental involvement for employees through worksite displays and/or publications.
- Establish opportunities for facility sharing between the partners.
- Facilitate, where possible, acquisition of industry credentials and admission into post-secondary education pathways.
- Help facilitate curriculum delivery to ensure it meets industry standards.
- Help students prepare resumes, and applications.
- Mentor or tutor in particular subjects or classes to relate knowledge to business expectations across curriculums.
- Offer services to the school that may be unique to your organization.
- Organize a career fair for students and parents at either the school or business partner facility.
- Organize opportunities for students to shadow employees in the business divisions to become familiar with the various career pathways available.
- Participate in career fair presentations that showcase career, training and post-secondary pathways.
- Promote the business through the school.
- Provide 'consultant experts' to students initiating innovative projects or small businesses enterprises.
- Provide scholarships or apprenticeship opportunities.
- Provide seminars for students, parents, faculties, administrators.
- Provide speakers on a variety of specific work related topics for this particular business.
- Provide tours of the worksite.
- Volunteer as guest speakers, with special presentations, career fairs and demonstrations.

■ Other specific ideas that would be appropriate for the Partnership are:

■

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Skill Development

- Donate gently used tools, equipment, furniture or supplies.
- Have students interview or observe workers to see how basic skills taught in school are used in the work place. Use as a basis for an oral or written report to the class.
- Invite business representatives to take part in discussions with students on major current events.
- Invite the school to help celebrate business success.
- Organize opportunities for students to learn and work in the business through classroom experiences, job shadowing, internships, summer school off-campus and/or a Registered Apprenticeship Program (RAP).
- Organize projects that include skill development through the use of math, language arts, creative and critical thinking and leadership skills.
- Provide students with opportunities to use technology that is utilized in your business.
- Provide information to students concerning money and how to handle it, checking accounts, credit and installment buying, investments, and setting up accounting systems.
- Provide on the job training or mentorships, for students.
- Provide opportunities for students and staff to experience authentic activities using business resources and expertise.
- Provide students with opportunities to use technology that is utilized in your business.
- Show students' new "state of the art" technology, what it has replaced and how it is used.
- Work with staff to design authentic learning activities for students.
- Other specific ideas that would be appropriate for the Partnership are:

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Suggestions for Recognizing Your Business Partner

There are many opportunities to recognize and celebrate the business education partnership:

- Design a contest that encourages students to suggest unique ways to show appreciation of the partnership.
- Encourage students to write an article about the partnership for the website, newspaper or yearbook.

- Engage with your partner in a collaborative community service project.
- Host an assembly or event to recognize your business partner/partners.
- Initiate a time capsule, journal, or yearbook to showcase partnership events.
- Invite business partners to access the school facilities where possible.
- Invite business partners to volunteer appreciation activities.
- Invite partners to a staff meeting and/or parent council meeting.
- Invite your partner to school for your 'Back to School' celebration.
- Offer student art work to the business for their display.
- Organize a 'Business Partner Day'
- Organize awards or recognition assemblies or luncheons to honor your partner.
- Patronize your partner business whenever possible.
- Provide a bulletin board to highlight partnership activities, share information about their business and showcase opportunities for students, staff, families and the community.
- Provide choral or musical groups for special occasions.
- Provide student art work for display at the business.
- Provide the business with an inside look at school, tour the school and explain curriculum.
- Publicize business partnership contributions.
- Put the business on your mail/email list to share communication.
- Recognize your partner in your school communications and website.
- Share monthly calendars and/or newsletters with the business.
- Other specific ideas that would be appropriate for the Partnership are:

■

■

■

EXAMPLE

Invite your partner to school for your 'Back to School' celebration.

- ☐ Students write invitations to the partner inviting them to their celebration
- ☐ On the day of the event, students will be positioned to greet the business partner guests
- ☐ Business partner information, brochures, banners, etc. will be displayed to showcase the business.
- ☐ Name tags will be available for guests and school members.
- ☐ Business and school personnel will jointly kick off the your 'Back to School Day' celebration.
- ☐ 'Thank You' notes will be written to the business for joining in the festivities.



Elements to Develop and Support Stakeholder Engagement

- Industry Association Conferences, annual meetings
- Alberta Apprenticeship and Industry Training Annual conference and Provincial Advisory committee (PAC)
- CASS/Alberta Education Conferences (Alberta Education Curriculum Staff and Superintendents, Trustees, All School Authorities) Annual Dates to be announced.
- Alberta Education Rural Development Symposium (Alberta Education, Field Services Staff, Superintendents, Trustees, Alberta School Boards Association, College of Alberta School Superintendents,
- ATA Annual Guidance Counsellors Conference (Guidance Counsellors, Administrators)
- Career and Technology Studies Annual Conference (Construction Teachers, Principals, Alberta Education CTS Senior Managers
- Alberta Association Parent Council Annual Conference (Parent Council Presidents, CASS and ASBA members).

Best Practices - Provincial Business Education Partnerships in Action

Best Practices - Provincial Business Education Partnerships in Action

Name of Organization	Best Practice Model	Key Contact
Calgary Construction Association	Dual Credit Pre Employment Carpentry	<ul style="list-style-type: none"> ■ Rob Otway (CCA) ■ Andra McGinn (CSSD) ■ Greg Michaud (SAIT)
Career Transitions	Chinook Regional Foundation for Career Transitions	<ul style="list-style-type: none"> ■ Judy Stock Ingram, Executive Director ■ Margaret Vennard, Executive Director ■ Lethbridge College ■ University of Lethbridge ■ Alberta government ■ Federal government
CAREERS: The Next Generation	Youth Career Awareness Internship Programs	<ul style="list-style-type: none"> ■ Jerry Heck, Vice President
Job Safety Skills Society	JobSafe Program ProD (Professional Development in Health & Safety)	<ul style="list-style-type: none"> ■ Dr. Michael Alpern, Executive Director
Merit Contractors	Merit Contractors LATTE Project	<ul style="list-style-type: none"> ■ Stephen Kushner, President
Northern Lights School Division No. 69	2014 Trades Exposure Program BUILDING THE WORKFORCE OF TOMMORROW	<ul style="list-style-type: none"> ■ Roy Ripkens, Deputy Superintendent



Alberta
Construction
Association



KEY PARTNERS

■ Business/ Industry/Post- Secondary:

- ☐ Calgary Construction Association
- ☐ SAIT Polytechnic

Contact Info –

- ☐ 2725-12th St.NE
Calgary, AB
T2E 7J2
403-291-3350

Contact Info -

- ☐ SAIT
1301 16 Ave NW
Calgary, AB
T2M 0L4
- ☐ Greg Michaud
403-284-8052

■ Education:

- ☐ Calgary Catholic School Division

Contact Info -

- ☐ 1000-5 Ave. SW
Calgary, AB
T2P 4T9
403-500-2000
- ☐ CTS Supervisor

Contact Info -

- ☐ 1301 16 Ave NW
Calgary, AB
T2M 0L4
- ☐ Greg Michaud
403-284-8052

Best Practice Partnership Project



Name: Calgary Construction Association - Dual Credit Pre Employment Carpentry

Partnership Description:

The Calgary Construction Association (CCA) is your one-stop shop for all construction related information. CCA promotes excellence in construction of building and honorable practice in the conduct of business. The CCA represents approximately 850 member companies.

The Calgary Construction Association will:

- create opportunities
- deliver the best leading edge services
- be the effective voice for the construction industry

Dual Credit Pre Employment Carpentry

SAIT Polytechnic (SAIT), Calgary Catholic School District and the Calgary Construction Association (CCA) have initiated a proposal to partner in order to provide a dual credit program opportunity to students with the CCSD.

The Pre-Employment Carpenter Program is actually a *triple credit program* (but will be referred to as a dual credit program within the remainder of this proposal) which provides students with industry standard learning in a trade, embedding post-secondary studies in high school Career and Technology Studies (CTS) pathways. Upon successful completion, students will earn credits toward their high school diploma, an industry recognized SAIT Certificate from the Pre-Employment program, provincially recognized safety training (Alberta Construction Safety Association), and be eligible to write the Carpentry Period 1 theory and Carpentry Period 1 supplemental exams. This opportunity has been designed to provide formal training and potential employment opportunities in the carpentry trade to students entering Grade 11 and continuing through Grade 12. In addition to their regular high school classes, students will be required to complete 375 hours of skills-related instruction through classroom lectures and shop studies.

“A new initiative created to enhance hands-on construction opportunities for youth in grades 8-12 through various partnerships and providing clear maps to planning a career in construction.”

– Calgary Construction Association website

Students will pursue studies in theory, technical training and hands-on experience in both their high school and on SAIT campus. Students will work with a team of educators with journeymen credentials and professionals from the construction industry to develop competencies, knowledge and skills. Industry partners, under the umbrella of the CCA, will support with funding for sustainability, and support students as they pursue experiential learning through Work Experience and the Registered Apprenticeship Program (RAP)

In the traditional apprenticeship pathway, students are hired by a journeyman employer, and often after they have worked with the employer for some time will apply to become indentured through AIT. Often after this work period, they will then proceed onto a post-secondary institution (such as SAIT) to complete the theory component of their training.

The apprenticeship training at SAIT is delivered over the course of 8 weeks. Upon completion of the theory training, students are eligible to write their 1st Period Apprenticeship exam through AIT. By providing some of this experience while they are in high school, this will reduce the students' time and costs significantly, while steering them toward a solid career choice.

Describe the range of support necessary to make this a successful partnership.

In order to implement this project a partnership between Calgary Construction Association, Calgary Board of Education and Calgary Roman Catholic School Division and the Provincial Dual Credit Strategy was approved for funding In November 2014.

Describe the Challenges and Opportunities of the implementation.

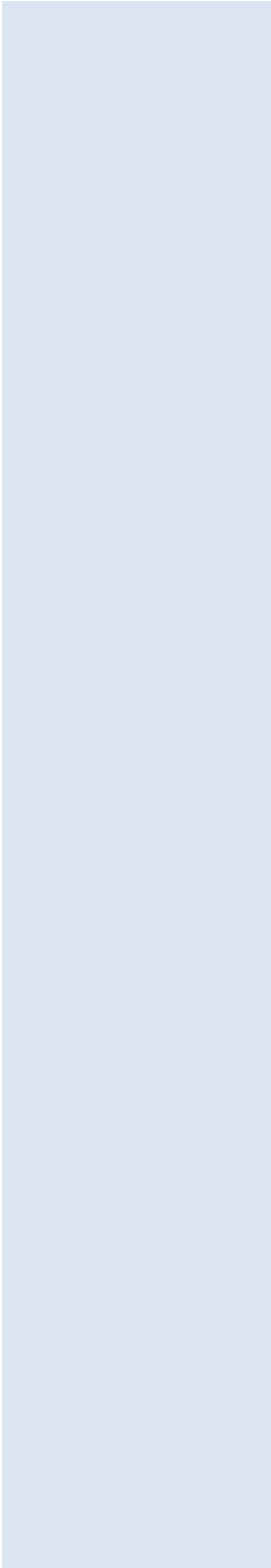
Challenges

S: Writing a joint proposal with four partners to submit for funding.

Opportunities

S: The plans to build and enhance capacity through development of school programs, in relationship with SAIT and with the support of the CCA. Promotion of students into the carpentry trade, and dedicated funds ensuring that teachers receive training to become qualified CTS teachers.

SAIT will help teachers with capacity building by providing training, and by enticing students into the 3400 level courses through offerings of engaging experiences



B: CCA represents a broad range/wide group of industry partners who are members of the Association and who are in agreement with and/or support initiatives that enhance various hands-on opportunities and safety training for youth in the area of construction

What resources were developed? What is available?

- The partners are in the process of developing the structure for an Alberta Education Provincial Pathway. This new pathway will then be approved and available through Alberta Education for any school division in Alberta.
- Curriculum Resources to support any school division and or post-secondary institution in Alberta a framework for Pre-Employment Carpenter will be available.

KEY PARTNERS

■ Business/ Industry/Post- Secondary:

- ☐ Career Transitions
- ☐ Lethbridge College
- ☐ University of Lethbridge
- ☐ Alberta government
- ☐ Federal government

Contact Info –

- ☐ Margaret Vennard,
Executive Director
403-328-3996

■ Education:

- ☐ Southwestern Alberta school jurisdictions

Best Practice Partnership Project



Name: Chinook Regional Foundation for Career Transitions

Partnership Description:

The mandate of Career Transitions is to assist students to successfully transition from high school to employment or post-secondary.

Career Transitions is a not-for-profit agency that exists as a result of an intricate network of partnerships. These dynamic partnerships serve to support the variety of programs and services that are offered to the high school youth in the southwest region of the province. First of all, the executive board of Career Transitions consists of the superintendents or associate superintendents of all 6 school divisions in the south west, along with representatives from Lethbridge College, University of Lethbridge and local business & industry.

This core group is further supported by a range of organizations, government departments and community agencies, who work collaboratively to contribute to the successful futures of our students. In addition to the school boards, local post-secondary institutions and an extensive list of private businesses, Career Transitions also counts on the following formal and informal partners to support successful delivery of services:

- Calvin Christian School
- Immanuel Christian School
- Kainaiwa Board of Education

- Alberta Enterprise & Advanced Education
- Alberta Human Resources
- Careers Next Generation
- Skills Alberta
- Lethbridge Chamber of Commerce
- Canadian Home Builders Association
- Southern Alberta Technology Council
- City of Lethbridge
- Exploring Trades Committee
- Educational Liaison Association of Alberta
- Family Ties Association
- Lethbridge Boys and Girls Club
- 5th on 5th Youth Services
- Lethbridge Volunteer Association
- Lethbridge Exhibition Association.

Describe the range of support necessary to make this a successful partnership.

The supports required to offer successful services range from funding commitments from government departments, to administrative support.

Describe the Challenges and Opportunities of the implementation.

Challenges

S: logistics of coordinating multiple groups (students, school divisions, teachers, businesses and community agencies) for a single event
Competing for community resources (donations, prizes, time, etc.)

B: balancing current needs with future needs

Opportunities

S: connecting students with businesses and post-secondary reps
Enhancing curriculum by participating in hands on activities

B: increase profile of both trade and business in the community

KEY PARTNERS

- **Business/ Industry/Post-Secondary:**
 - ☐ CAREERS: The Next Generation

Contact Info –

- ☐ Suite 204, 10470
- 176 Street NW
Edmonton, AB
T5S1L3
780-426-3414
careers@nextgen.org

- **Education:**

- ☐ Alberta School Jurisdictions

Best Practice Partnership Project



Name: CAREERS: The Next Generation

Partnership Description:

CAREERS: The Next Generation is a unique, non-profit organization raising youth awareness of career options and helping students earn while they learn through internship. We partner with government, educators, communities, industry, parents and students to introduce youth to rewarding careers and develop the skilled workers of the future.

We believe introducing students to great career options in high school motivates them in school, grows their skills, expands their opportunities and ultimately creates communities with a large and diverse skilled workforce.

CAREERS currently offer programs in the health services, trades and industrial technologies. CAREERS invests in the workforce of the future by:

- enabling students to explore their career options;
- helping students get internships to grow their skills and employability;
- supporting career education; and
- promoting student awareness of industries with future job opportunities.

Our Vision

Strong, vibrant communities where youth develop their paths to career success.

Our Mission

Working within our communities, CAREERS will:

- enable youth on their path to career success;
- link workplace opportunities with classroom learning;
- facilitate and build effective partnerships; and inspire others as a successful role model in the development of a skilled workforce.

Alberta is growing fast. To be prepared for the economy of tomorrow, businesses need to develop a skilled workforce today.

CAREERS offers employers in the trades, industrial technologies or health services an advantage over other businesses: access to local youth interested in their industry. Our employers train the next generation of skilled workers, and often they get first consideration when those new apprentices or specialists are looking for work.

CAREERS takes the employment process full circle - from raising youth awareness of career options to internship programs connecting student and employer.

Our employers recognize that they're not just supporting youth career development - they're supporting their industry and gaining 'business certainty'.

Invest in the future of your business. Choose your industry or initiative and find an intern today:

What resources were developed? What is available?

CAREERS: The Next Generation offers a variety of programs for students to explore their career options. From programs leading to apprenticeship to more casual career exploration through summer camps, we connect students to opportunities that work for them.

We focus on identifying sectors with skilled worker shortages and develop and promote our programs accordingly.

CAREERS currently offers internships and career camps in these skill areas:

■ Health Services

CAREERS partners with Alberta Health and Wellness and Alberta Health Services to provide valuable internship opportunities for students interested in the health sector. We also partner with health and post-secondary organizations to offer a four-day camp for students to explore many health occupations in a short time.



■ Industrial Technologies

CAREERS is expanding our reach to industrial technologies with two pilot programs in production field operation and power engineering. These programs are currently available in select areas of Alberta where need is high. We also run a power engineering camp.

■ Trades

CAREERS supports Alberta Education's Registered Apprenticeship Program (RAP), which allows high school students to begin their trades apprenticeship, while working toward graduation.

- The Regional Municipality of Wood Buffalo (RMWB) and the Medicine Hat area also offer the Coop Apprenticeship Program (CCAP), which offers opportunities for recent high school graduates to pursue an apprenticeship through a variety of local employers.

CAREERS also offer an annual trades and technology camp.

Together, these areas represent over 250 possible occupations and endless possibilities for a student's career path.

KEY PARTNERS

- **Business/ Industry/Post-Secondary:**
 - Job Safety Skills Society

Contact Info –

- 866-513-6876
- info@jobsafetyskills.com

- **Education:**
 - Alberta schools

Best Practice Partnership Project



Name: Job Safety Skills Society - 650 schools across Alberta

Partnership Description:

JSSS facilitates the provision of education and training to youth that will significantly reduce fatalities, injuries and illness in the workplace with the continued financial support of numerous organizations and businesses,

Vision

Securing our Future: Leading youth toward safer, healthier and productive lives.

Mission

To prevent future incidents by ensuring that all youth are properly prepared to be safe workers."

Describe the range of support necessary to make this a successful partnership.

The JSSS researches, develops and continues to upgrade and deliver an extensive school-based program of workplace health and safety-education and training resources named the **JobSafe Program**.

Encouraging schools to implement the **JobSafe Program** is one way to help to educate youth and significantly reduce injuries in the workplace. Alberta Education includes health and safety education courses as part of the Career and Technologies Studies program, and the **JobSafe Program** provides teachers with the resources to effectively and efficiently deliver these courses.

This program material is available, without charge, to all publicly funded junior and senior high schools.

Describe the Challenges and Opportunities of the implementation.

Challenges

S: communicating the information about **JobSafe Program**

B: continued financial support of numerous organizations and businesses

Opportunities

S: Awards and Recognition Programs for teachers and students

B: **JobSafe Program** is recognized and supported by Alberta Human Services, Alberta Agriculture and Rural Development, Workers' Compensation Board - Alberta and other public and private agencies and businesses

What resources were developed? What is available?

Workplace health and safety-education and training resources named the **JobSafe Program** are available in print, digital and online formats. Teachers have access to the ProD (Professional Development in Health & Safety). The Job Safety Skills Society is committed to safety education and training for both educators and students. The JSSS provides instructional supports to assist educators in the delivery of safety in the classroom and beyond. All school district/school administrators, teachers and instructors, especially those involved in delivering off-campus education programs and/or safety courses are invited to participate in one or more of the JSSS's 2014 regionally located in-services. (In-services may be held, upon request, at the school or in the community if numbers warrant (minimum 10)).

The **JobSafe Program** developed by professionals with first-hand knowledge in health and safety issues, principles and practice, is easily delivered in a regular classroom setting. The JobSafe resources support the delivery of the following three CTS courses, each requiring approximately 25 hours of instruction:

- Workplace Safety Practices (HCS 3010)
- Workplace Safety Practices (HCS 3010)
- Agriculture Safety (AGR 3000)

Students earn one high school credit for each course successfully completed. Students completing each course and earning a mark of 70 percent or higher will be eligible to receive a JSSS credential. Students are introduced to essential health and safety principles and practices that enable them to develop the necessary skills and positive attitude for everyday safe and healthy work/life activities... at home, on the job and in their community.

KEY PARTNERS

■ Business/ Industry/Post- Secondary:

- ☐ Merit
Contractors

Contact Info –

- ☐ **Edmonton**
103-13025 St.
Albert Trail
Edmonton, AB
T5L4H5
780-455-5999
meritedm@meritalberta.com

- ☐ **Calgary**
101-2725 12 St.
NE
Calgary, AB
T2E 7J2
403-291-9247
meritedm@meritalberta.com

■ Education:

Contact Info –

- ☐ **Calgary Board
of Education**
1221-8 St. SW
Calgary, AB
T2R 0L4
- ☐ CTS Specialist
- ☐ **Calgary
Catholic School
Division**
1000-5 Ave. SW
Calgary, AB
T2P 4T9
403-500-2000
- ☐ CTS Supervisor

Best Practice Partnership Project



Name: Merit Contractors LATTE Project

Organization Description:

Merit's core services and programs include:

Employee Benefits Services: Provision of benefits services for employees of member organizations.

Advocacy: Effectively represent the interests of the member organizations to government and other regulatory agencies.

Workforce Development: Assist construction workers to get the skills they need in a variety of areas including apprenticeship training, construction upgrade courses, safety training, and supervisory training; and assist with attracting prospective workers to member firms.

Communications and Information Sharing: Maintain a range of formal communications vehicles and mechanisms designed to keep contractor organizations and employees informed about Merit's services and the issues impacting the open shop construction industry.

Affinity Services: Facilitate member access to a range of affinity services

LATTE Learning about Trades and Technology in Education

LATTE takes educators behind the scenes of modern workplaces and engages them in a show-me approach to learning, which is often very different from the chalk-and-talk model to which they are accustomed. Teachers will try a trade for a day in a personal interest area of interest or school focus.

LATTE helps educators, guidance counsellors, career practitioners, teachers of academic subjects (e.g., math, English, social studies) raise their awareness and understanding of the importance of trades and how they can increase student awareness of the opportunities in the 50 + trades in Alberta. It also provides the

“Educators are able to link classroom theory with workplace practice and to make their career development advice and teaching more relevant – to answer the age old student questions:

When will I ever use this?,

Why do I need to learn this?,

*Why should I take this course?”
(AWAL)*

opportunity for the education world to understand the intense need for skills trades in Alberta which contributes to the workforce strategy of Alberta.

Describe the range of support necessary to make this a successful partnership.

In order to implement this project a partnership between Apprenticeship and Industry Training, Alberta Education and Merit Contractors was necessary. The partnership team designed, developed and implemented an opportunity for guidance counsellors, Off Campus Teachers and Career Practitioners the opportunity to spend a day in the workplace to try a trade for a day. Teachers actually spend the day working on the tools. The employer is prepared to share with the educator information about his/her organization and how it contributes to the economy of Alberta and beyond, workforce needs, educational training, impact on the economy etc.

Describe the Challenges and Opportunities of the implementation.

Challenges

S: Learning to interact with business on a deeper level—feeling comfortable going into the modern workplace to see for themselves the mix of information/communications technology and soft skills required even for entry-level work.

- Seeing the assessment of students’ skills as an exploration of instructional and learning challenges that need to be addressed.

Opportunities

S: Encouraging guidance counsellors, and career advisors to move out into workplaces as part of their ongoing professional development activities.

- Getting business used to having educators actually doing a trade for a day.
- Raising visibility within the business community of opportunities to host educators for a day—employers and organizations are coming forward to get involved in their own initiatives
- Promoting literacy in science, technology and mathematics

B: Can highlight the complexity of today’s workplace without being perceived as invading the classroom

- Expands dialogue and builds long term relationships with education
- Employees are encouraged to consciously think about and articulate the skills they use in a typical day, which enhances their effectiveness and their ability to apply their skills
- Can enhance the quality of learning in classrooms—educators talk with employees and return to the classroom o share experiences

Keys to Success for Educators

- Seeing how employers evaluate employee skills, then using these observations to enhance their own teaching and assessment practices with regard to skills

What resources were developed and are available?

- Key Partnership between two ministries and business to develop a unique opportunity for educators.
- Each partner contributed to the project through in-kind contributions and purchased safety equipment (PPE) for educators to attend the worksite.
- Merit Contractors provided access to their members to hosting an educator for a day.
- Follow up day for educators to meet and discuss learning's from this experience.
- RAP Scholarships - Merit Contractors Association Career and Technology Studies in Construction Award, recognizes individual achievement, promotes construction as a career and encourages co-operation between education and industry. The purpose of the award is to encourage students to achieve excellence in construction-related courses offered in Alberta's high schools. To date, more than 120 Alberta high schools are participating in this award program. The award consists of a certificate of achievement and a cash award of \$300 for the top qualifying grade twelve Career and Technology Studies (Construction) student.

KEY PARTNERS

■ Business/ Industry/Post- Secondary:

- ☐ Ensign Energy Services
- ☐ Tervita Corp.
- ☐ R'ohan Well Servicing
- ☐ Precision Well Servicing
- ☐ Savanna Energy Services
- ☐ Canadian Natural Resources
- ☐ Rockwell Servicing
- ☐ Quinn Contracting
- ☐ ADLC

Contact Information:

- ☐ Roy Ripkens
780-826-3145

■ Education:

- ☐ Northern Lights
School Division
No.69



- ☐ Lakeland
College



Best Practice Partnership Project

2014 Trades Exposure Program

BUILDING THE WORKFORCE OF TOMMORROW

Name: Northern Lights School Division No. 69

Partnership Description:

Northern Lights School Division No. 69 (NLSD) provides a quality public education program with enhanced learning opportunities to approximately 6,050 students in 29 schools in northeastern Alberta. The division is one of the largest in North central Alberta covering a geographic area of 14,800 square kilometres from Cold Lake to Wandering River.

In 2001, Northern Lights School Division No. 69 won the Alberta School Boards' Association Premier's Award for School Board Innovation and Excellence for its literacy programs. NLSD was named a finalist for the same award for its Métis Culture and Heritage Project at Caslan School in 2004 and for its Student Leadership & Global Awareness Project (operating in all NLSD high schools) in 2008. Northern Lights School Division was also part of the Success in School for Children and Youth In Care: Provincial Protocol Framework Initiative, which won a Silver Level Premier's Award of Excellence in 2011. NLSD is known for its innovation and leadership through the success of its complex projects.

Vision:

Improving our world one student at a time

Mission

Working Together to Help Every Student Learn and Excel

Describe the range of support necessary to make this a successful partnership.

Northern Lights School Division researches, develops and continues to create and deliver programming which its students can become engaged, inspired and motivated through learning. Bringing the community into our schools has enabled us to not only play a part in community capacity building but witness success in our students and increase High School completion rates. To meet community needs and by becoming a leader and innovator NLSD has created locally developed courses which now can be shared with the province to create a bigger picture of student success and community capacity building.

Describe the Challenges and Opportunities of the implementation.

Challenges

S: Scheduling of students to meet their needs – personalizing their education

B: Creating a sustainable program – bringing business to school.

Opportunities

S: Creating the workforce of tomorrow through student learning and engagement through real life experiences

B: Growing it province wide, sharing resources, bringing on new partners, creating a business entrepreneurship project.

What resources were developed and are available?

- Defensive Driving Course (LDC) , 4th Class Power Engineering Program
- Orientation to Service Rig Course (LDC) Service Rig Training Site

Evaluation

*“We’re
recognizing
that
not all
students
learn the
same way,
and
that textbooks
and
classrooms
are
just one way
for them
to
experience
education
(Inspiring
Education).”*



**Alberta
Construction
Association**



Evaluation

The success of any partnership is dependent on leadership, commitment, ongoing communication, tracking, monitoring and evaluation of the partnership progress and achievements. The major goal of the business education partnership is to meet the needs of both the school and business, utilizing resources and unique talents and expertise that will benefit student’s learning and future success. Has the partnership enhanced students’ experiences, provided for more knowledgeable future employees and consumers and built bridges of understanding and positive working relationships between the business and education communities?

See *Appendix 7 - Partnership Evaluation* for an evaluation template that will provide the partnership with information relating to the success of the partnership and set further directions.

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*“Learning is
experience.
Everything
else is just
information.”
(Albert Einstein)*



**Alberta
Construction
Association**



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**Alberta
Construction
Association**



Appendix 1 - Business Education Partnerships: Canadian Overview

Business Education Partnerships: Canadian Overview



The Canadian Chamber of Commerce defines a Business Education Partnership as follows:

A **business–education partnership** is involvement between schools and business-industry, unions, governments and community organizations. These partnerships are established by agreement between two or more parties to establish goals, and to construct a plan of action for achievement of those goals.

Business partnerships provide opportunities to both parties. Business partners benefit through career development and education partners are strengthened from an enriched educational experience due to collaboration with business. Coordination of partnerships serves to enhance and uniquely tailor these benefits to all involved. (http://en.wikipedia.org/wiki/Business-education_partnerships)

Types of business-education partnerships

Based on why the partnership was formed and the process employed, Frank and Smith (1997) have categorized business-education partnerships into four classifications as follows:

- **“Consultative partnerships** are for the purpose of receiving public input around change or to gather ideas for policies.
- **Contributory partnerships** are formed to benefit an organization or the community.
- **Operational partnerships** are work-sharing arrangements in which the components of a given task are delegated to specific parties.
- **Collaborative partnerships** are set up to share resources, risks and decision-making.” (http://en.wikipedia.org/wiki/Business-education_partnerships)

Examples of business-education partnership activities

There are many examples activities in which businesses and schools can engage. Some of these may include:

- workshops, conferences, tours, exchange programs, classroom visits, assemblies, workplace visits, science fairs, guest speakers; seminars; presentations;
- work experience programs, internships, tutoring, skills training, career development activities;
- mentoring, job-shadowing, apprenticeship, and on-the job training;
- recruiting, training, school to career information, guidance;
- curriculum support, teacher development, teacher placements;
- grants, scholarships, equipment, money, fund-raising; starting an education foundation.

Partnerships with schools may:

- improve the quality of the workplace,
- provide employees with learning experiences and a new understanding of the educational system,
- provide opportunities for student's career exploration,
- bring resources to enrich the curriculum,
- ensure that school teaching is relevant to the skills required of industry,
- improve the education setting through upgrading facilities or equipment,
- integrate young people into the labour market by involving them in cooperative education experiences,
- connect schools with local businesses,
- assist with curriculum development, new learning opportunities and skill development,
- meet the labour market needs of business and industry.

Conference Board of Canada

Successful Business–Education Partnerships:

Business–Education Partnerships Forum, a program of the National Business and Education Centre, The Conference Board of Canada outlines the quality and relevance of education for learners as follows:

- mutually benefit all partners
- treat fairly and equitably all those served by the partnership
- provide opportunities for all partners to meet their shared social responsibilities toward education
- acknowledge and celebrate each partner's contributions through appropriate forms of recognition

- are consistent with the ethics and core values of all partners
- are based on the clearly defined expectations of all partners
- are based on shared or aligned objectives that support the goals of the partner organizations
- allocate resources to complement and not replace public funding for education
- measure and evaluate partnership performance to make informed decisions that ensure continuous improvement
- are developed and structured in consultation with all partners
- recognize and respect each partner's expertise
- identify clearly defined roles and responsibilities for all partners
- involve individual participants on a voluntary basis

(Source: *Ethical Guidelines for Business–Education Partnerships* (Conference Board of Canada))

Ethical Guidelines for Business–Education Partnerships (Conference Board of Canada)

“Business–education partnerships are mutually beneficial relationships between employers and educators that are designed to enhance learning for students and other learners. They may involve other education stakeholders as partners, including students, employees, parents, communities, not for profit organizations, labour, and government organizations.

Most business–education partnerships are **co-operative relationships** in which partners share values, objectives, human, material or financial resources, roles and responsibilities in order to achieve desired learning outcomes.”

(http://www.conferenceboard.ca/Libraries/EDUC_PUBLIC/ethical.sflb)

Canadian Partnerships - Promising Practises Examples across Canada

Canadian employers and educators support a variety of diverse business–education partnerships. Most business–education partnerships are co-operative relationships in which partners share values, objectives, human, material or financial resources, roles and responsibilities in order to achieve desired learning outcomes.

The following website excerpts summarize highlights of successful promising practice partnerships across Canada.

British Columbia

<http://camosun.ca/learn/lync/sip.html>

The ministries of education and advanced education within Government of British Columbia funded a position at the post-secondary level to support the development of partnerships between secondary schools post-secondary institutions and business and industry partners.

The South Island Partnership (SIP) between Camosun College, the five School Districts of Southern Vancouver Island and local industry leaders aims to provide opportunities for students to jump-start their post-secondary education and workplace careers by participating in Lync programming.

The organizational structure includes a SIP Steering Committee, a Management Committee and an Operations Committee that meet on a regular basis to set direction, manage program development and implement operational policies and procedures. All SIP programming is supported by a team, consisting of secondary school teachers, college instructors, and local employers to facilitate curriculum sharing, professional development, and student transitions.

How does it work?

The Lync programs and courses transition students from secondary school to college and the workplace while earning both high school graduation and college credits and/or certification. Students earn dual credits for both high school and college courses.

What are the requirements for each of these partnerships to be successful?

The South Island Partnership (SIP) coordinates all Lync programs and courses and supports program delivery in each area of study. Some of the dual credit options are offered in select secondary schools. Career Counselor or Career Center Facilitator facilitate the programming for students at their school.

There are several college courses and programs open to secondary students at the college campus during their grade 12 year—check out the list and plan ahead to get a seat and register—seats are limited. Students can apply while in grade 11 for grade 12.

What have been the Impacts?

- Increases high school completion rates
- Increases the number of students transitioning to post-secondary programs.
- Increases the number of students transitioning to the workplace with transferable skills.

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Alberta

<http://nextgen.org/>

The government of Alberta announced in May 2013 the Provincial Dual Credit Strategy. Alberta has a very rich history of business education partnerships one long standing example been CAREERS: The Next Generation

CAREERS: The Next Generation (CNG) is a unique, non-profit organization raising youth awareness of career options and helping students earn while they learn through internship. CNG partners with government, educators, communities, industry, parents and students to introduce youth to rewarding careers and develop the skilled workers of the future.

How does it work?

Students are introduced to great career options in high school motivates them in school, grows their skills, expands their opportunities and ultimately creates communities with a large and diverse skilled workforce.

CAREERS currently offer programs in the health services, trades and industrial technologies. CAREERS invest in the workforce of the future by:

- enabling students to explore their career options;
- helping students get internships to grow their skills and employability;
- supporting career education; and
- promoting student awareness of industries with future job opportunities.

What are the requirements for each of these partnerships to be successful?

- enables students to explore their career options;
- helps students get internships to grow their skills and employability;
- supports career education.

What have been the Impacts?

- enabled youth on their path to career success;
- linked workplace opportunities with classroom learning;
- facilitated and build effective partnerships; and
- inspire others as a successful role model in the development of ethical citizens.

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<http://www.saskatooniec.ca/about-us>

The Saskatoon Industry Education Council (SIEC) is a non-profit organization working with three school divisions (Saskatoon Public, Greater Saskatoon Catholic and Prairie Spirit), the Saskatoon Tribal Council, community based organizations, government agencies and employers to provide career development and exploration opportunities for youth. A Board of Directors representing business, education and organizations governs the SIEC.

How does it work?

It's vision is to create a community of shared responsibility, preparing youth for quality careers. The role of SIEC is to be "a career information conduit between students and employers. Since 2003, construction in both residential and commercial sectors has been expanding. As well, the focus is now shifting to include big resource based industrial and engineering projects.

The major challenge for Saskatchewan's construction industry over the next few years will be to meet the growing demand for new workers. This demand is driven by a surge in industrial and engineering construction activity. More and more people are coming back to Saskatchewan, new people are coming in, and the number of apprenticeship programs and other training initiatives is on the rise.

Saskatchewan needs creative, skilled, and competitive people to choose a career in the construction trade industry. The Saskatchewan construction industry has embarked on a journey of growth to create a skilled, innovative workforce, and to find qualified workers.

What are the requirements for each of these partnerships to be successful?

The Saskatoon Industry--Education Council (SIEC) is collaboration between industry in Saskatoon and three school divisions: Saskatoon Public, Saskatoon Catholic, and our rural division, Prairie Spirit. Our partners include: University of Saskatchewan, SIAST Kelsey Campus, Service Canada, Canada/Saskatchewan Career and Employment Services, community based organizations and other provincial agencies. Their mandate is to provide career development opportunities for youth, educators and career practitioners through programming and information sessions. All communication materials and event Information can be found at www.futurepath.ca/events

Events are planned where youth, primarily in grades 11 and 12, experience both industry and educational opportunities in a field that is of interest to them. Youth visit various job sites and a post-secondary institution, giving them a glimpse into requirements in specific careers. More than 25 careers are highlighted using speakers, workshops and interactive, hands-on computer science education events centering on social networking, wireless computing, and imaging for

female students in grades 10 and 11. This is a partnership with the University of Saskatchewan Computer Science department.

Grade 10, 11, 12 students who are interested in hands on experience and training for the construction industry are invited to attend a workshop where they will work together as a team on a project or projects.

The Saskatoon Health Region (SHR) and the SIAST Medical Diagnostics Department host this Informative session for anyone interested in learning more about a wide variety of Medical Diagnostic professions as well as the application and selection process to be accepted into the SIAST Medical Diagnostic programs. Prior to the session students will be given a tour of the SIAST programs. This session runs twice a school year.

Grade 9 Science students have an opportunity to use their knowledge, skills, leadership, teamwork and ingenuity to design and build a working model wind turbine as part of the curriculum.

Grade 7/8 students learn about structure and design, science and math through curriculum that results in students using their learning to build a boat out of cardboard, duct tape, and other specific materials; they then race their finished product. Results show that over 1300 students built and raced 340 boats.

Grade 11 and 12 students apply for positions in the construction, manufacturing, automotive and tourism industries, are interviewed and selected for the apprenticeship/internship program. This program provides youth the opportunity to experience and work. The SIEC summer students work with both employers and students to ensure a successful internship. These students are compensated for their labour and receive apprenticeship credit hours where applicable.

FuturePaths is a cutting-edge career and workforce development solution. It is a web-based career exploration tool which connects youth to potential careers and jobs. FuturePaths connects local talent, present and future. Portals for youth, parents, employers, educators and career practitioners have been developed. www.futurepaths.ca

In partnership with the Saskatchewan Construction Safety Association, Safety at Work offers basic WHMIS , Construction Safety training and Fall Safety Awareness to all students who require it with the intent to add further certifications in the future

What have been the Impacts?

- career development opportunities for youth, educators and career practitioners through programming and information sessions have been hosted
- increased female awareness of opportunities in computer science
- Increased opportunities for students to become aware of opportunities in the construction industry through joint projects and training

- Increased opportunities for students to become aware of opportunities in the health care profession specifically in the area of medical diagnostics
- Grade 7-9 students have an increase involvement in cross-curricular projects that involve application of science and math curriculum in real world applications
- Students have access to apprenticeship and internship programs
- Students have access to career exploration tools
- Students have access to industry certifications
- facilitated and built effective partnerships between businesses, industry and education
- linked workplace opportunities with classroom learning

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<http://www.aboriginalhr.ca/en/resources/promising/193>

IBM Youth Program Ignites Interest in Science is an innovative Aboriginal youth camp program, initiated by IBM Canada, is igniting interest in future engineering and science careers and, in doing so, the corporation is also generating future interest in itself.

How does it work?

The IGNITE program includes both genders between the ages of 8-14. All of the challenging hands-on science and engineering activities are designed to provide Aboriginal youth an opportunity to build confidence in their technical abilities.

The camps vary in length, with programs from three days to five days long. Camp activities include creating a website, working with robotics, science trivia games and building an electronic circuit board.

What are the requirements for each of these partnerships to be successful?

- promoting student awareness of science, engineering and technology with future job opportunities
- an understanding of the Aboriginal youth
- provision of an environment that facilitates learning and excitement about engineering and computer science.

What have been the Impacts?

- An increased awareness of opportunities in engineering, computer science and technology.
- Youth have been exposed to role models who can help mentor and encourage them to consider careers in information technology.
- A demonstration of how technology can be fun and exciting.
- Increased opportunities for Aboriginal students ages 8-14 to become aware of science, engineering and technology related activities and opportunities.
- Linked classroom learning to potential workplace opportunities

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<http://www.thelearningpartnership.ca/what-we-do>

The Learning Partnership is a registered Canadian national Charity. It began as a Toronto-area not-for-profit organization and today we operate in all provinces and territories in Canada. Every year, more than 400,000 students and 18,000 educators across Canada participate in our programs. No other organization in Canada collaborates with as many partners to create positive outcomes of publicly funded education.

How does it work?

The Learning Partnership has five innovative programs which foster hands-on experiential learning opportunities. They are designed to ensure that our students develop healthy attitudes, relevant skills and are empowered to achieve success in their personal and academic lives. These programs are intended to instill a passion for science, technology, engineering and mathematics early in the life of students by tapping their natural curiosity, intelligence and sense of adventure.

Innovative thinking, collaborative spirit, problem solving and self-confidence are the critical skills and attributes students will learn in grades K-12. The Learning Partnership programs are designed to teach these skills in a hands-on, interactive and exciting way. The programs include:

- *I³ - Investigate! Invent! Innovate!*™ (grades 7-8) - an integrated math, science and technology program that is intended to foster innovative thinking and make learning science fun. Students identify a problem or opportunity in their daily lives and then invent a product or service to solve the problem based on concepts they learn in class. Their 'invention' and process is showcased at school and citywide **Invention Conventions**.
- *Entrepreneurial Adventure* (grade K-12) - creative problem solving and financial literacy are critical skills our students will need to succeed in today's complex work place
- *Welcome to Kindergarten*™ (pre-school) – designed to prepare children for their first school experience. Parents/caregivers/future students receive early learning and literacy resources, and learn how to use them at home. The orientation helps create the foundation for positive relationships between parents, teachers and community agencies that sets the stage for a smooth transition to school and future success.
- *Take Our Kids to Work*™ (grades 9 and equivalent) - Career options can be overwhelming for high school students. A first-hand experience of 'a day in the life' opens up the world of work in a way that is fun, exciting and highly informative. Take Our Kids to Work has become a national phenomenon with over 250,000 students and 75,000 employers taking part every year.

What are the requirements for each of these partnerships to be successful?

Programs are uniquely designed to provide opportunities for employer engagement through sponsoring, mentoring and investing in students; and to empower students to be positive contributors to a diverse global community, by developing healthy attitudes and relevant skills.

All programs are designed to:

- Integrate fully with provincial curricula - no extracurricular time is required
- Deliver hands-on experiential learning that makes learning fun and memorable
- Build relationships with educators, business and community partners
- Incorporate six core areas of learning
- Provide online and in person teacher training tools and support

What have been the Impacts?

The learning Partnership is active across Canada. It is believed that the nature of the programs there are five key areas of focus:

- *Student Programs*: to ensure students develop healthy attitudes, relevant skills and are empowered to compete successfully in a complex global economy and drive Canada's continued competitive edge
- *Educator Programs and Executive Leadership*: to strengthen leadership for principals and senior education officers because great leaders create great schools
- *Knowledge Mobilization*: to connect ideas and credible research with stakeholders in education, business and the community by moving knowledge across provincial boundaries and shining light on successful practices in education
- *Collaborations*: to build meaningful partnerships with business, industry, education, government and community stakeholders, so together we can drive thought leadership and deliver results
- *Tributes and Celebration Events*: to recognize leaders for their outstanding contributions to advancing publicly funded education in Canada and together celebrate the success of our students and teachers

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<http://www.mels.gouv.qc.ca/en/students/student-retention-and-student-success/>

Student Retention and Student Success involves the education community and all its partners to join forces to prevent more than one quarter of Québec's young people from leaving school without a qualifying education every year. Young people receive an unequivocal message: *School is essential and the knowledge and culture they acquire there are synonymous with growth, freedom of choice and accomplishment.*

In the past several years, the government and the education community have devoted substantial resources to encouraging young people to stay in school, but there are still too many students who leave school without a diploma or other qualifications.

Discussions concerning how to improve the graduation rate and reduce the number of school dropouts agree on two observations:

- Firstly, schools alone can no longer assume the entire responsibility for helping students to stay in school and succeed: the reasons students leave school are often outside the school, and it is impossible to make progress without close cooperation from parents, the community and the working world. Improving the situation requires that everyone involved share a common vision and that they forge links in order to work together, school by school and region by region around shared objectives.
- Secondly, it is necessary to promote education more, particularly within the public system, so that success in school becomes a fundamental value of society. Promoting education means demonstrating the high value of education, but also giving students activities and projects that can elicit their full involvement

Student retention and student success are of direct concern to employers, who are being asked to make a social commitment to hire graduates or qualified employees and to support a balance between work and study for employees who wish to continue their education. Employers are also asked, as part of this commitment, to limit the number of working hours for young employees so that they can give priority to their studies. To recognize employers' efforts in this direction, a standard has been developed in the context of an ISO-type certification.

What are the requirements for each of these partnerships to be successful?

In collaboration with employers, school boards have also undertaken initiatives to facilitate work-studies balance for students in vocational training or adult education. The recent adoption of temporary bridges enables a student enrolled in a training program leading to a semiskilled trade (e.g. butcher's assistant) to gain access to certain vocational training programs leading to a skilled trade (e.g. butcher). Emploi-Québec and the business community will develop new approaches to

training in response to labour shortages. These could involve short-term training, training focusing on work-studies balance or online training.

What have been the Impacts?

There has been a call for active participation by everyone involved – parents, schools, business, industry and government. Concerns and measures have been set out in the Youth Action Strategy. They are based on actions planned by all partners, so that student success is supported by a collective effort.

The proposed actions are designed to be implemented at four critical points in schooling:

- early childhood and the start of schooling, because prevention and early screening and intervention are the first actions to take to promote success
- the transition from elementary to secondary school, a time when the possibility of dropping out too often begins to take root
- Secondary IV and V, when too many students drop out just before reaching the finish line, in order to provide support for those who no longer find meaning in their studies
- when students leave school with no diploma or qualifications, in order to help them “drop back in” as quickly as possible and enable them to later make a successful transition to the job

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1 866 747-6626

New Brunswick

<http://www.thelearningpartnership.ca/what-we-do/knowledge-mobilization/innovative-practices/case-studies/case-study-4>

The Prince Charles Partnership, P.A.L.S., is an Atlantic business-education partnership helping students from vulnerable communities. An initiative of New Brunswick businessman J.K. Irving and Bev MacDonald of School District 8 in Saint John, New Brunswick, P.A.L.S. was launched in 2000 and is still going strong. The students (K-8) of this inner city school district are supported by 140 J. D. Irving employee mentors who each spend up to two hours a week helping students with reading, math skills, sports, music and more. Mr. Irving gives his employees paid time off each week to volunteer.

How does it work?

The P.A.L.S. program has served as a catalyst and model for other companies to support school communities that are experiencing poverty. Today, with the help of caring businesses, the program has grown to 19 schools in Saint John, more than 100 P.A.L.S. business partners, and more than 1,000 volunteers. It is now being replicated in other school districts in New Brunswick and British Columbia.

What are the requirements for each of these partnerships to be successful?

The goal is to build collaborations between education, business and other stakeholders who care about ensuring our publicly funded education system is progressive, innovative and relevant so Canadian students are inspired to achieve personal and academic excellence.

What have been the impacts?

The scope of the work, influence and operations is nationwide – our work touches every province and territory in Canada. The five key focus areas are:

1. *Student Programs*: to ensure students develop healthy attitudes, relevant skills and are empowered to compete successfully in a complex global economy and drive Canada's continued competitive edge
2. *Educator Programs and Executive Leadership*: to strengthen leadership for principals and senior education officers because great leaders create great schools
3. *Knowledge Mobilization*: to connect ideas and credible research with stakeholders in education, business and the community by moving knowledge across provincial boundaries and shining light on successful practices in education

4. *Collaborations*: to build meaningful partnerships with business, industry, education, government and community stakeholders, so together we can drive thought leadership and deliver results
5. *Tributes and Celebration Events*: to recognize leaders for their outstanding contributions to advancing publicly funded education in Canada and together celebrate the success of our students and teachers

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Nova Scotia

<http://ceed.ca/>

The Centre for Entrepreneurship Education and Development (CEED) has been fostering the spirit of innovation in Nova Scotia for more than 20 years.

How does it work?

A team of entrepreneurs dedicated to helping other entrepreneurs, CEED supports clients at every stage of business growth and development. Perhaps most commonly known for small business loans and other financing programs, CEED does a lot more than that – it's a living lab, experimenting with new technologies, new ways of doing things, and sharing what is learned with clients and partners.

CEED is committed to inspiring young people of all ages and circumstances across the province, encouraging them to embrace entrepreneurial thinking and to consider entrepreneurship as a viable career option. Partnering with schools and educators across the province to develop customized, interactive resources for all ages, CEED provides students from elementary to post-secondary schools with non-traditional opportunities to realize their full potential. *'We take pride in introducing more than 1600 students annually to the many benefits of entrepreneurship education, including:*

- Improved problem solving skills
- Enhanced self-worth
- The ability to apply theory to real life situations
- Greater awareness of social responsibility
- Better likelihood of completing formal education

What are the requirements for each of these partnerships to be successful?

CEED is also committed to working with young people who may not attend school, but are interested in learning more about how to channel their abilities and entrepreneurial spirit. There are resources to support and empower youth, assisting with their development, encouraging their ability to be self-reliant and helping them build a better life.

What have been the Impacts?

More than 1600 students annually have been introduced to the many benefits of entrepreneurship education, including:

- Improved problem solving skills

- Enhanced self-worth
- The ability to apply theory to real life situations
- Greater awareness of social responsibility
- Better likelihood of completing formal education

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Newfoundland

<http://www.skillscanada-nfld.com/home>

Skills Canada works to encourage and support a coordinated Canadian approach to promoting skilled trades and technologies to youth.

How does it work?

Skilled Trade and Technology Week

During Skilled Trade and Technology Week, Skills/Compétences Canada members across the country host and promote events and student competitions which raise awareness for essential skills and careers in the fields of skilled trades and technologies.

An essential skill is a necessary developed ability or capacity acquired through deliberate, systematic, and sustained efforts to smoothly and adaptively carryout complex activities or job functions involving ideas, things, and/or people. Essential skills are used in nearly every job and at different levels of complexity. They provide the foundation for learning all other skills that people need for work, learning and life. They enable people to evolve with their jobs and adapt to workplace change.

In Newfoundland and Labrador, a partners' luncheon allows champions of the Skills Movement to celebrate the valuable opportunities in these sectors.

What are the requirements for each of these partnerships to be successful?

One of the week's major focuses is the promotion of skilled trades and technologies in K-12 classrooms. To assist teachers in encouraging students to consider careers in these sectors, Skills/Compétences Canada offers a Teacher's Manual of in-class activities which present snapshots of the work done every day by skilled trades-people and technologists.

What have been the Impacts?

The goals of Skills Canada Newfoundland and Labrador are:

- To raise awareness of skilled trades and technologies by bringing youth into a competitive spotlight.
- To improve competencies, self-esteem and the achievement level of individuals pursuing careers in skilled trades and technologies.
- The initiatives of Skills Canada Newfoundland and Labrador are:
- To educate and encourage young Canadians to develop skills that address labour shortages and support Canada's economic well-being.

Contact Information:

Inspiring Partnerships:
Ensuring Student Success through Business and Industry Education Partnerships

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Appendix 2 - Establishing the Partnership Process

Establishing the Partnership Process

■ Stage 1 - Reflection: Needs Assessment

☐ Assess your needs and ability to be involved as a partner. Brainstorm with staff members.

☐ What kind of help do you need?

☐ What kind of help can you offer?

☐ What are the anticipated outcomes from a partnership?

☐ How does partnership align with the business/development plan?

☐ Are you looking for a short-term partnership or a long-term relationship?

☐ What does the exit strategy look like? Are there any consequences?

☐ What partners are under consideration?

☐ How will this enhance student learning?

☐ How will the school/students benefit?

☐ How will the business benefit?

☐ Other:

■ Stage 2 - Initiating Contact – Partnership Building

☐ Schedule a preliminary meeting to determine if there is an interest in partnering.

☐ Identify the type of partnership anticipated.

☐ Share how the school/students will benefit.

☐ Share how the business will benefit.

☐ Schedule subsequent meetings to finalize details if the partnership is to proceed.

☐ Continue to communicate.

■ Stage 3 - Initiating the Partnership – Aligning Expectations

<input type="checkbox"/> Invite all members of both partners to a preliminary partnership meeting.
<input type="checkbox"/> Create a vision for the partnership.
<input type="checkbox"/> Create partnership goals.
<input type="checkbox"/> Establish clear statements of roles and responsibilities
<input type="checkbox"/> Identify a specific Partnership Coordinator for liaison
<input type="checkbox"/> Customize the partnership to utilize unique expertise and resources - Select committee members
<input type="checkbox"/> Establish an agreement for the partnership by completing the <i>Business Education Partnership Agreement</i> .
<input type="checkbox"/> Initiate a joint media release to celebrate the partnership.

<input type="checkbox"/> Continue to communicate.
<input type="checkbox"/> Other:

■ Stage 4 – Collaboration

<input type="checkbox"/> Design an action plan that identifies:
<ul style="list-style-type: none">• activities and engagement opportunities – Community Engagement, career Awareness/Career Preparation, Skill Development
<ul style="list-style-type: none">• roles and responsibilities,
<ul style="list-style-type: none">• timelines for completion.
<input type="checkbox"/> Continue to communicate.
<input type="checkbox"/> Other:

■ Stage 5 - Implementation and Sustaining the Partnership

- | |
|---|
| <input type="checkbox"/> Jointly share in the responsibility to implement the activity/activities and engagement opportunities. |
| <input type="checkbox"/> Provide leadership and accountability |
| <input type="checkbox"/> Maintain the partnership as a high priority |
| <input type="checkbox"/> Continue to communicate. |
| <input type="checkbox"/> Other: |

■ Stage 6 – Evaluation - assess the impact of the partnership on students

☐ Assess the partnership progress and achievements.

☐ How has the partnership enhanced student learning?

☐ Have students been engaged?

☐ Have members of the business been engaged?

☐ Is there anything that could be done differently to improve the partnership?

☐ Evaluate whether the partnership should continue or dissolve. What does the exit strategy look like? Are there any consequences?

☐ Continue to communicate.

☐ Other:

Appendix 3 - Business Industry Education Agreement

Business Industry Education Partnership Agreement

Identify the partnerships involved.	
■ School Partner:	■ Business Partner:
■ Principal:	■ Business Executive:
■ School Partnership Coordinator:	■ Business Partnership Coordinator:

What is the purpose of the partnership?
■

Vision

Mission

Identify Partnership Goals		
Who is responsible?	School	Business
■		
■		
■		
■		
■		
■		
■		
■		
■		
■		

What will be the decision-making structure of the partnership?

What are the responsibilities of the partnership? The partners?	
■ School	■ Business

What resources will each partner contribute?	
■ School	■ Business

Partnership Members				
Name	Partner		Contact Information	
	School	Business	Phone	Email
■ Business Executive:		✓		
■ Business Coordinator:		✓		
■ School Executive:	✓			
■ School Coordinator:	✓			
■				
■				
■				
■				
■				
■				

Acknowledgement of Partnership Agreement

■ School	■ Business
Name:	Name:
Title:	Title:
Date:	Date:
Signature:	Signature:

Appendix 4 - Business Resources and Needs Assessment - Training and Expertise

Business Resources and Needs Assessment Training and Expertise

Every business has something different to offer the partnership. Survey your business staff. Do they have any training or expertise that they are willing to share with the school? Here are some suggestions to consider:

- | | | |
|--------------------------|-------------------|----------------------|
| ■ Administration | ■ Estimator | ■ Job Preparation |
| ■ Administrative Support | ■ Finance | ■ Logistics |
| ■ Architect | ■ Flooring | ■ Mentoring |
| ■ Athletic Coaching | ■ Glazier | ■ On-Site Management |
| ■ Business Site Visits | ■ Graphic Arts | ■ Photography |
| ■ Club Support | ■ Health & Safety | ■ Presentations |
| ■ Construction | ■ Hobbies | ■ Printing |
| ■ Crafts | ■ Insulation | ■ Project Management |
| ■ Drafting/CAD | ■ Interior Design | ■ Technology Support |
| ■ Engineering | ■ Internships | |

■ **OTHER:** and the 52 trades in Alberta

■

■

■

	YES	NO	UNCERTAIN
1. What sort of learning experiences would you like to offer? In classrooms? Other?			
DETAILS:			
2. Can you provide release time for employees to volunteer at the school?			
DETAILS:			

3. Can you provide release time for employees to work with teachers from the school (e.g. training)?			
DETAILS:			
4. Can you provide release time for employees to work with students from the school (e.g. training, mentor)?			
DETAILS:			
5. Could you organize a 'career fair' using the expertise and training of staff from the various departments?			
DETAILS::			
6. Could you organize career awareness programs using the expertise and training of staff from the various departments?			
DETAILS:			
7. Are you able to provide any type of incentive awards to students?			
DETAILS:			
8. Are you interested in co-sponsoring a community service project?			
DETAILS:			
9. Are you interested in sponsoring a student club or athletic team?			
DETAILS:			

10. Are you interested in sponsoring an internship?			
DETAILS:			
11. Are you interested in providing presentations to students about the business and the related professions involved?			
DETAILS:			
12. Are you interested in teaching mini-courses?			
DETAILS:			
13. Are you interested in developing an awards and recognition program for outstanding students or staff members?			
DETAILS:			
14. Can you provide your logo to the school to use in newsletters and on their webpage to recognize the partnership?			
DETAILS:			
15. Would you consider any of the following as possible learning experiences for students throughout the partnership: <ul style="list-style-type: none"> • onsite CTS course delivery • <i>Try-A-Trade®</i> opportunities • Career Expo/Career Fair • RAP placement? 			
DETAILS:			
16. Are there some areas in which the school can help the business?			

DETAILS:

OTHER:

Appendix 5 - Typical School Needs List for Consideration

Typical School Needs List for Consideration

There are many ways in which to donate to the partner school. These are some examples of typical K-12 school requests for donated or recycled items (new or gently used). Schools could also benefit from tools, equipment, and consumables from the construction sector.

DONATIONS / RECYCLED ITEMS	
■ batteries	■ notebooks
■ bookcases	■ page dividers
■ calculators	■ paper - craft
■ chairs	■ paper - photo
■ clip boards	■ paper - photocopy
■ computers	■ paper - poster
■ crayons	■ paper clips
■ desks	■ pencil crayons
■ display case - large	■ pencil sharpeners
■ display case - small	■ pencils
■ dry erase cleaning fluid	■ pens
■ dry erase erasers	■ post-it notes
■ dry erase markers	■ printers
■ erasers	■ scissors
■ facial tissue	■ Smart board
■ filing cabinets	■ staplers
■ file folders	■ stereo
■ flat screen wall-mount TV	■ stickers
■ folders	■ student rewards/incentives
■ gift cards	■ tape
■ gift certificates	■ tape dispensers
■ glue sticks	■ technology items
■ highlighters	■ tissue
■ iPad	■ tripods
■ markers	■ white board - large
■ memory sticks	■ white board - small
■ Other:	

BUSINESS AND INDUSTRY		
■ TOOLS	■ EQUIPMENT	■ CONSUMABLES
■ Other: <div></div>		
HEALTH AND SAFETY		
■ TOOLS	■ EQUIPMENT	■ CONSUMABLES
■ Other: <div></div>		

Appendix 6 - School Resources and Needs Assessment - Partnership Activities Planning Tool

School Resources and Needs Assessment Partnership Activities Planning Tool

Depending on the time, interests, needs and resources of each partnership, a variety of projects can be undertaken. Generally, business partnerships evolve into three main categories. Our partnership will undertake the following:

■ Community Engagement
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

■ Career Awareness/Career Preparation
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

■ Skill Development
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Appendix 7 - Partnership Evaluation

Partnership Evaluation

Business Education Partnerships should provide benefits to both the school and the business. It is important to regularly track, monitor and assess the partnership.

Partnership: you are a	
<input type="checkbox"/> School Partner	<input type="checkbox"/> Business Partner

Partnership Outcomes: overall rating the Partnership			
<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor

Partnership Content: What activities are taking place in your Partnership?		

Partnership Involvement: What are the best aspects of the Partnership?

Partnership Involvement: What are the challenging aspects of the Partnership?

Partnership – Personal Involvement: Write a statement about your personal involvement with the partnership. Was it negative or positive experience? Why?

--

	YES	NO	UNCERTAIN
1. Was release time provided for employees to volunteer at the school?			
DETAILS:			
2. Was release time provided for employees to work with teachers from the school (e.g. training)?			
DETAILS:			
3. Was release time provided for employees to work with students from the school (e.g. training, mentor)?			
DETAILS:			
4. Was a 'career fair' organized utilizing the expertise and training of staff from the various departments?			
DETAILS:			
5. Were career awareness programs organized utilizing the expertise and training of staff from the various departments?			
DETAILS:			

6. Were any type of incentive awards provided to students?			
DETAILS:			
7. Was there collaboration on a community service project?			
DETAILS:			
8. Were any student clubs or athletic teams sponsored?			
DETAILS:			
9. Was an internship sponsored?			
DETAILS:			
10. Were presentations provided to students about the business and the related professions involved?			
DETAILS:			
11. Were any mini-courses taught?			
DETAILS:			
12. Were any awards and recognition programs organized for outstanding students or staff members?			
DETAILS:			

13. Was the logo provided to the school to use in newsletters and on their webpage to recognize the partnership?			
DETAILS:			
14. Were any of the following learning experiences for students sponsored throughout the partnership: <input type="checkbox"/> onsite CTS course delivery <input type="checkbox"/> <i>Try-A-Trade®</i> opportunities <input type="checkbox"/> Career Expo/Career Fair <input type="checkbox"/> RAP placement?			
15. Did student attendance and interest in school improve due to engagement in partnership activities?			
DETAILS:			
16. Did student academic performance improve?			
DETAILS:			
17. Did student skill performance improve?			
DETAILS:			
18. Are students more knowledgeable about the construction business?			
DETAILS:			
19. Are more students considering a career in construction?			
DETAILS:			

20. Has the image of the business improved in the community as a result of the Business Education partnership?			
DETAILS:			
21. Has the image of the school improved in the community as a result of the Business Education partnership?			
DETAILS:			
22. Were there some areas in which the school helped the business?			
DETAILS:			
OTHER:			