

AUGUST 2024



Hopeful Transitions

2023-2024 PILOT REPORT

Submitted by:

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Introduction

Hopeful Transitions is an innovative approach to supporting youth in personalized career pathway transition planning. The tool and tiered model of intervention ensures that each learner participates and is actively engaged in planning for their preferred future with hope and opportunity. This modern take on career education provides schools with impactful strategies to address the inequities and barriers that have been associated with traditional career education and is garnering international recognition and interest.

During the 2023-24 school year, a group of New Brunswick high schools in the Anglophone and Francophone sectors participated in the joint pilot launch of the model, achieving levels of success exceeding expectations for all outcomes and indicators measured. While the following report presents the results experienced mainly in the Anglophone sector, the collaboration between EECD and EDPE has without a doubt been beneficial to all parties involved with this pilot. Not only does the model directly assist learners to “Think, Explore and Experience” career pathways, Hopeful Transitions builds awareness, skills, knowledge, and capacity of the entire school community through staff professional learning and community engagement and connections.

The work has been well received on the global stage and countries are wanting to learn more about how New Brunswick is actioning Career Connected Learning. The NB Career Education Framework and the Hopeful Transitions pilot is featured in the Organisation for Economic Co-operation and Development (OECD) paper as an exemplar of equitable career education: [Addressing inequalities through a career development framework | READ online \(oecd-ilibrary.org\)](#) (Chapter 5). Further, Tricia Berry, Learning Specialist for Universal Design for Career Education K-12 at the Department of Education and Early Childhood Development, recently presented this work at the Career and Transition Educators Association 2024 Conference in New Zealand and was also further requested to present with other recognized career and social justice education advocates for the OECD international career conference this year.

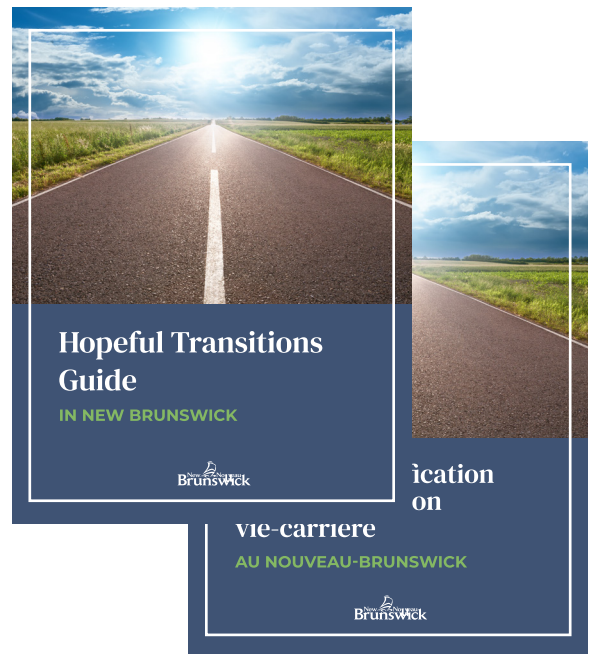
This report shares the Hopeful Transition story, from the theory and motivation behind the model, to the people championing the work, the data gathered, the stories of success, the lessons learned, and the direction moving forward. It will inspire the reader to reimagine career transition pathway planning, where each learner participates and is actively engaged in career transition pathway planning to create their preferred future full of hope.





Executive Summary: SUCCESSSES AND RECOMMENDATIONS

A key benefit of any pilot initiative is to learn from the successes achieved and challenges encountered and apply that learning forward to drive future progress. While each school context and experience were different, there were common themes that emerged from the pilot schools. The following points provide a high-level overview of some of the major successes and recommendations emerging from the Hopeful Transitions pilot. More specific details are contained within the report. Finally, the quotes and testimonials that appear throughout the report highlight the impressions and experiences that speak to the direct personal impact of the model.



Successes at a Glance

- *Pilot schools in the Anglophone sector achieved significant improvement across all 8 Benchmarks and 51 indicators of progress measured (CMEC Reference Framework for Successful Student Transition)*
- *Learners felt more hopeful about their career opportunities after high school, as measured in the Youth Check-in Pulse Survey*
- *Career Transition Coaches positions supported schools to build staff and community capacity and opportunity for learners*
- *Learners who may have been marginalized received more targeted Career Connected Learning supports and interventions*
- *Dramatic user increase of the myBlueprint online tool and tracking of learners' digital portfolios*
- *Improvement in family engagement, awareness, and support for Career Connected Learning*
- *Learners and educators were able to connect curriculum content to real world opportunities for life after high school*
- *Improved staff knowledge, capacity, understanding and appreciation of Career Connected Learning*
- *Increased opportunities for ongoing and tailored staff professional learning*
- *Improved sense of collective ownership and role responsibility for Career Connected Learning*
- *Expanded and newly created community employer and partner connections and opportunities*
- *A collaborative and positive joint venture for the Anglophone and Francophone sectors, capitalizing on the strengths of each*
- *Testimonials from staff, community members, families highlight overwhelming appreciation and success*

Recommendations at a Glance

While the majority of the work was based at the school level, the recommendations below apply to both the schools and districts. For the Hopeful Transitions work to be effective, there needs to be a supportive collaboration between EECD/EDPE, district leadership, school staff, and community partners. The points below summarize the main themes articulated.

- *Readiness, support and “buy in” are essential for success.*
- *Having Career Connected Learning leadership roles and/or teams to champion the work is invaluable.*
- *Administrators need to lead by example to support Career Connected Learning and remove any potential barriers.*
- *Career Transition Coaches should be visible within schools, accessible to staff, with regular and/or predictable schedules.*

- *Ongoing and consistent communication is needed to promote awareness and support for Hopeful Transitions.*
- *Schools need to self-assess, establish and track goals, measure progress and adjust actions where necessary.*
- *Career Connected Learning should be embedded into School Improvement Plan goals.*
- *District and schools need to develop myBlueprint engagement plans to support learners' Career Life Plan digital portfolios.*
- *Schools need to develop strategies and structures for monitoring progress for all learners. There needs to be mechanisms established to address learners identified as needing Tier 2 and 3 support.*
- *Community partners and employers need to be supported and encouraged to engage with all learners.*
- *To support sustainability, the province and each school district will need to develop a 3-year implementation plan.*
- *To support sustainability, the province and each school district will need to develop a 3-year implementation plan.*
- *Adding Career Transition Coach positions in all Anglophone high schools would further support career pathway transition planning for all learners. The Career Transition Coach could support Tier 1 experiential learning as well as supporting Tier 2 and 3 interventions.*
- *Career Connected Learning champions and Hopeful Transitions schools would benefit from meeting as a network and sharing best practices.*

WHAT IS HOPEFUL TRANSITION?


Career describes each learner's journey through life, learning, and work. Transitions are part of any career journey and happen when we move from one major milestone to another. It's not an event, but a process of change as diverse as the people who experience it (Mitchell, D. & Sutherland, D., 2020). In the school context, the most obvious transitions are from early childhood to kindergarten, from elementary school to middle school, from middle school to high school, and from high school to post-secondary.

Career describes each learner's journey through life, learning, and work.



Today's learners will experience many transitions. To best position them with the skills, knowledge, and abilities for future success, we must recognize the importance of personalized transition planning for each student. Every learner deserves a hopeful transition—one that encourages self-determination—to obtain employment and/or pursue their education, improve their economic and social well-being, and achieve their preferred future.

Currently, the province of New Brunswick is experiencing a “real-world challenge”, in that every year, our youth leave the province to work elsewhere. There is a need to connect with the youth population to understand their needs and aspirations, to create opportunities that attract and retain them, and encourage them to choose to build their career in the province. In response to this real-world challenge, The Department of Education and Early Childhood Development (EECD) recently introduced new graduation requirements (**Policy 316**) to strengthen and personalize learner choice and agency in education. Further, aligning with the long-term vision for high school renewal, the **New Brunswick Career Education Framework** outlines the career development competencies and attitudes associated with better transitions and psychological well-being in young adulthood.








The New Brunswick Career Education Framework – Career Pathway Planning for a Hopeful Future

THE FRAMEWORK...

- 1** Articulates the activities and experiences expected of Early Childhood to Grade 12 students attending Anglophone and Francophone schools in the province of New Brunswick.
- 2** Outlines the career development competencies and attitudes associated with **better transitions and psychological well-being** in young adulthood.
- 3** Ensures that New Brunswick's provincial curriculum provides each learner with **equitable and inclusive career education and pathway planning**.
- 4** Uses the principles of **universal design for learning (UDL)**, to address barriers to quality career education participation, processes, and outcomes **ensuring that each learner is valued and engaged**.

This research-based framework is intended to be embedded in all subject areas and is the **foundational career education within a Response to Intervention (RTI) model**.

It supports educators in delivering career education for each learner through evidence-based best practices such as:

-  **Experiential learning**
-  **Labour market information learning**
-  **Social emotional learning**
-  **Global competency learning**
-  **Financial wellness learning**

Hopeful Transitions addresses this real-world challenge. A hopeful transition moves beyond navigating transitions and focusses on proactive planning to foster positive emotions about achieving goals, and views barriers as challenges, not roadblocks. Every outcome is different and requires various supports to help learners succeed. To offer the proper supports, school staff, families and community agencies must work together to help the learner plan a positive outcome to meet their unique needs. Without intentional planning, students miss opportunities and have difficulty reaching their goals, negatively impacting those who require additional supports. If we believe that every learner deserves a hopeful future, it follows that personalized career pathway transition planning should be universally accessible to all.



Hopeful Transitions

Reimagining transition planning where each learner from grades 6 to 12 participates and is actively engaged in their career pathway transition planning.

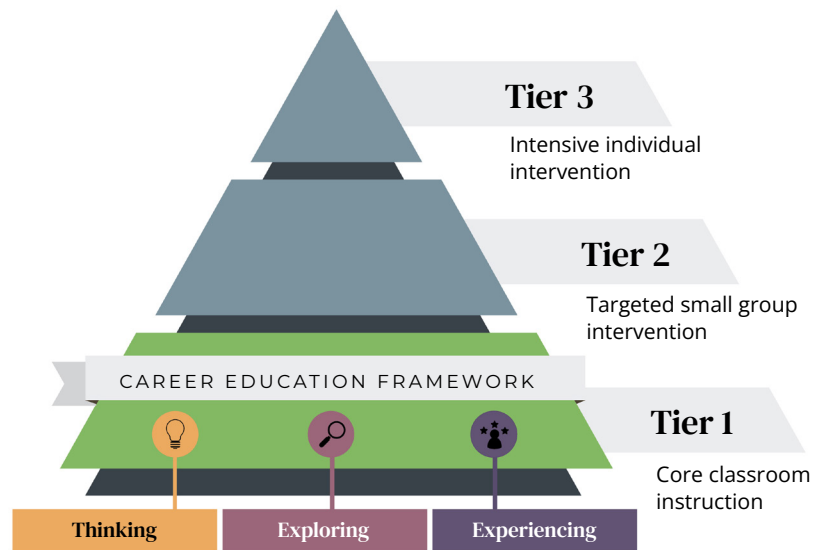
HOW HOPEFUL TRANSITIONS BEGAN

In the past, transition planning from K-12 and career decision-making have not been equitable in access or delivery, and a variety of barriers and factors have prevented a universal approach to transition planning to all students. As we action the new high school direction, it is imperative to assure all students have many early and frequent opportunities for Career Connected Learning and developing a Career Life Plan. The recently developed universally designed career education strategy (**Career-Connected Learning** K-12/Projet de vie et de carrière M-12), provides a foundation for successful transition between grades, levels, and beyond.

The “Hopeful Transitions” model is a new and innovative direction in career pathway transition planning, based upon the principles of the Response to Intervention (RTI) Model. Recognizing that universally designed career education may not solely meet the unique needs of all students, the model provides additional scaffolding and interventions to ensure that all students can reach their preferred future. Historically, the RTI Model has been associated with literacy and numeracy intervention, not career pathway transition planning. The principles of RTI apply well, as students can be marginalized for many reasons, and their disadvantages may be hidden. Hopeful Transitions aims to identify and interrupt systemic inequities to provide equitable opportunity and agency for all.

A Tier 1 (intended for all students) universal application of Career Connected Learning is foundational and is a collective responsibility. The tiered approach allows schools to adjust the level of interventions and supports for each learner according to their unique needs. Every person in the school community actively contributes to Tier 1 support, though the actions may look different depending on each person's role.

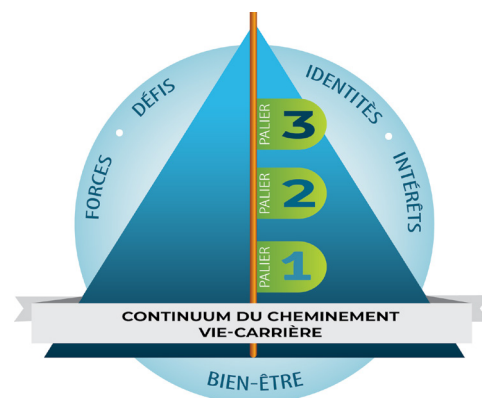
Given that Career Connected Learning exists in every curricular area K-12, Tier 1 Hopeful Transitions supports are not an “add-on” for anyone. It is the role of all educators to deliver and support Career Connected Learning but to also recognize which learners require additional supports and respond by connecting those learners with Tier 2 level enhancements. Finally, there are a small number of learners that need targeted intervention at Tier 3 to achieve their hopeful transition.



YEAR ONE PILOT

In the spring of 2023, the Department of Early Education and Childhood Development (EECD) | Ministère l'Éducation et du Développement de la petite enfance (EDPE) received a grant from the Ministry/Department of Post-Secondary Education Training and Labour (PETL) to fund the Hopeful Transitions Pilot project.

Soon after, the Hopeful Transitions pilot launched in August 2023 with a group of volunteer high schools from across New Brunswick. Each participating school committed to creating school-wide goals to implement Career Connected Learning using the Hopeful Transitions model framework. The project aimed to achieve the benchmarks for successful transitions as outlined in the [Council of Ministers of Education \(CMEC\), Canada Reference Framework for Successful Student Transitions](#). Participating schools were required to complete a school self-assessment, review their current practice, establish school-based Career Connected Learning goals accompanied by an action plan to achieve the goals. With the support of the Career Transition Coaches, school teams moved to implementation, monitored impact, and reported on progress and outcomes to support career pathway transition planning for each learner.



CAREER TRANSITION COACHES



To support the pilot schools in implementing Hopeful Transitions, EECD/EDPE hired 7 Career Transition Coaches/personnes accompagnatrices à la transition to work in both the Anglophone (4.0 F.T.E.) and Francophone (3.0 F.T.E.) sectors. The primary role of the Career Transition Coach was to build staff capacity in supporting Career Connected Learning and career pathway transition planning for each learner. The selected schools volunteered to participate in the pilot and committed to supporting the new Career Transition Coaches within their communities.

The Transition Coach role was critical in supporting the school process. Before this initiative, this district-based role did not exist in New Brunswick schools. As career education is not mandatory or provided in educator training, having people with specialized expertise and skills in supporting career transition planning was essential in providing guidance and connecting staff to support services and agencies, community partners, and employers.

“My dream was always to have these positions in districts.”

EECD/EDPE LEARNING
SPECIALIST

SCHOOL SELF-ASSESSMENT BENCHMARKS

EECD/EDPE adapted the Council of Ministers of Education (CMEC) Reference Framework for Successful Student Transitions benchmarks to allow each pilot school to self-assess their current career education practices but also to measure progress. The Hopeful Transitions model focused on the 8 key benchmark indicators listed below.

Staff at each pilot school in the Anglophone sector completed a pre-assessment survey at the beginning of the year to assess their current practice (successes and gaps) related to the 8 benchmarks. After reviewing their self-assessment data, each school chose 1 to 3 benchmarks that best addressed the needs of their learners and created an action plan to address each goal. Both quantitative and qualitative data were collected and reviewed (including the Anglophone sector Pulse survey, myBlueprint digital portfolio engagement) to inform and improve practice and build system capacity. At the end of the school year, the pilot schools completed a “post” self-assessment to gauge their progress and refine their plan for the coming year. Similar benchmark assessment tools for schools have proven to be highly effective in other jurisdictions/countries such as the Gatsby Benchmarks in the United Kingdom.

BENCHMARK INDICATORS

- 1 Intentional and student-centered career connected learning is provided.
- 2 Career Connected Learning best practices are actively developed.
- 3 Policies, programs, and resources are in place and expected to address the unique needs of each student.
- 4 Learning is explicitly linked to career pathways and the real world.
- 5 All learners participate in career connected experiential learning.
- 6 Students learn about all potential post-secondary pathway opportunities.
- 7 Transition planning and Career Connected Learning is underpinned by adequate professional learning for educators.
- 8 Career connected learning and transition planning is assessed for continuous improvement.

“Benchmarks”... “Think of them as checkpoints on your educational adventure, guiding you towards success. Here’s why this process is not only necessary but also filled with hope and opportunity.”


CAREER TRANSITION COACH

SCHOOL-BASED ACTION PLANS

After analyzing the “Pre-assessment” data, each school identified a school-based goal(s) and created an action plan using the [Hopeful Transitions Career Pathway Planning Action Plan Template](#). The Action Plan tool assisted schools in remaining organized and focused on monitoring evidence and tracking progress. The Career Transition Coach was instrumental in leading and coaching the school in identifying goals and developing the associated action plan(s). Further, the Career Transition Coach took the lead in monitoring progress of the plan and supporting the staff in making any necessary adjustments along the way.

Hopeful Transitions Career Pathway Planning Action Plan Template

“
To ensure that each learner grade 6-12 is actively engaged in planning for their post-secondary life **”**



Once the school has completed the staff pre-assessment of the eight New Brunswick Hopeful Transitions Benchmarks Assessment, the Transition Coach will analyze and share the data with the Core Leadership Team. The school will develop a goal(s) and corresponding action plan based on the results of the benchmark pre-assessment. The template below is intended to support collaboration in moving forward on specific innovations and actions to support measurable improvement on the targeted goal(s). It is suggested that this template be used for each targeted benchmark, goal, and associated indicator of progress. Schools should feel free to adapt the template to meet their unique context and needs.

Adapted from the CMEC Reference Framework for Successful Student Transition Benchmarks

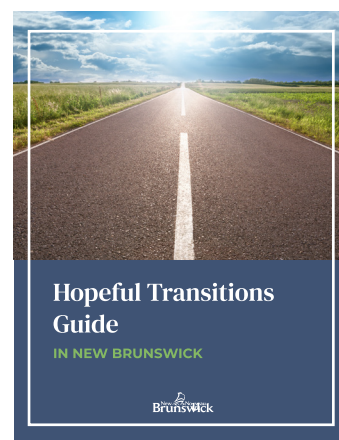
“Career connected learning is a great way to help students learn more about themselves as learners and as people. With this connection to the curriculum, students can take control of their learning and see the purpose and value of what is being covered in class. This increase in autonomy and control fosters engagement and supports a more productive learning environment for all.”

COUNSELLING LEAD

HOPEFUL TRANSITIONS GUIDES

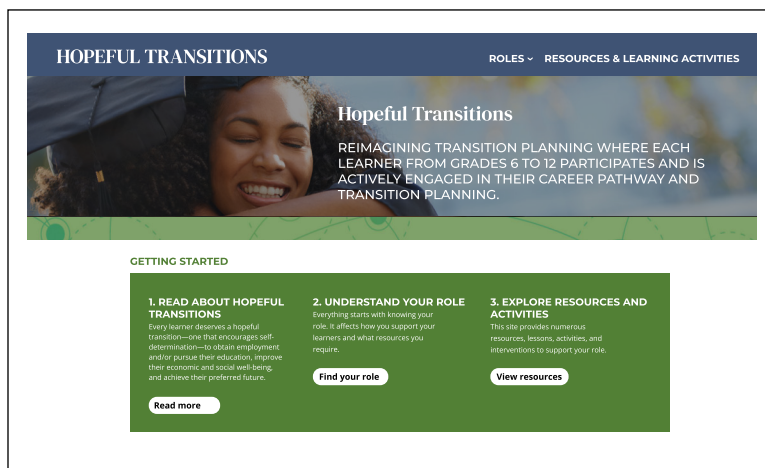
As part of the initiative, a [Hopeful Transitions Guide](#) | [Transition Vie-Carriere](#) and [Hopeful Transitions Website](#) was created to support the objectives of the model, provide resources, and build the capacity of all members of the school community in Career Connected Learning and Hopeful Transitions. The [Guide](#) and [Website](#) work together to assist school staff to provide necessary supports for youth for career pathway transition planning. Wabanaki Indigenous ways of knowing, being, and doing are woven throughout the guide supporting Indigenous youth and provide insight and guidance for non-Indigenous people to be good allies.

The Guide and website provide a step-by-step “how to get started” process for each of the educators in the school in supporting career pathway transition planning. There is a section for each school role (Educator, School Counsellor, EST-Resource, Administration, Transition Coach, School Leadership Transition Team) that provides direction on how to best support the youth in Career Connected Learning/Hopeful Transitions.



HOPEFUL TRANSITIONS WEBSITE

To further enhance support, the EECD/ECDP created and developed an external facing [Hopeful Transitions Website](#) for the use of school staff. The newly developed websites provide over 154 curated Anglophone and 47 Francophone resources and activities. With the assistance of the Career Transition Coaches, educators and youth can actively engage in focused and flexible Career Connected Learning specific to their preferences. Staff can use the site filter to search for scaffolded activities and options to meet the unique needs of learners. This reinforces the 3-tiered RTI model so youth facing barriers can access tailored interventions to address their context. For example, targeted interventions better support those with disabilities to graduate on time and transition effectively rather than remaining in school until the age of 21. The site continues to evolve as new resources continue to be added regularly. Having Career Transition Coaches actively working with school staff allows them to see the gaps and to identify and/or to develop the necessary resources to add to the website.



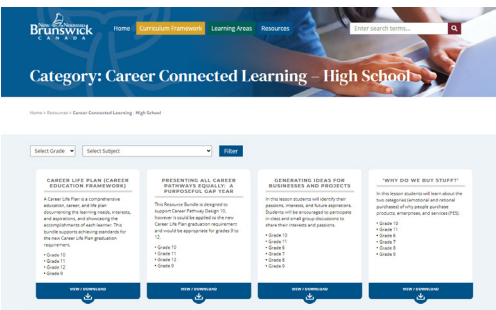


As per Policy 322, all students with a Personalized Learning Plan (PLP) are expected to have a transition plan in place before the end of grade 8. The Hopeful Transitions RTI model encourages a collaborative and consultative approach, resulting in a more effective transition process within each Tier. Indicators quickly identify those students requiring scaffolding and/or more transition interventions, and schools are better able to assess and intervene for those requiring additional support. Most importantly, the model directs the next steps for transition planning.

The website also supports community engagement and partnerships by providing information and creating awareness about support agencies/organizations, local labour market information, employment and sector opportunities and strengths and gaps within.

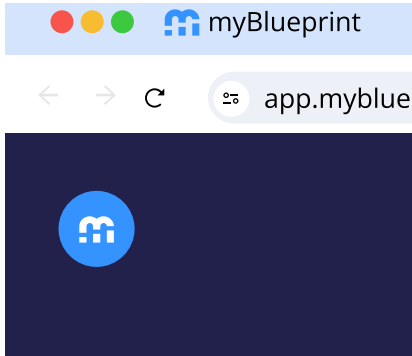
PROFESSIONAL LEARNING

During the pilot year, the Career Transition Coaches provided school staff with access to professional learning to increase their capacity to deliver relevant and scaffolded Career Connected Learning activities to the learners they supported. Having connections to several schools, the Career Transition Coaches facilitated a professional network of Hopeful Transition champions, allowing for inter-school mentorship and sharing of best practice strategies. Aligning the School Improvement Planning (SIP) goals with the Hopeful Transition goal(s), the Career Transition Coaches tailored experiential Career Connected Learning opportunities such as site visits, guest speakers, special events, training modules, videos, and more to build a solid foundation for the success and sustainability of Hopeful Transitions. Further, EECD created ready-made **curriculum resource bundles** that educators could access and add to their professional “toolbox”.



MYBLUEPRINT ENGAGEMENT

Assisted by the Career Transition Coaches, schools dramatically increased their use of myBlueprint Education Planner to support learners in accessing the various career pathway transition planning resources found in the tool. Further, myBlueprint was used by learners to self-reflect and gather learning artifacts that documented their ongoing career development journey in the form of a digitized Career Life Plan. This was particularly important for historically marginalized youth who may not have access to up-to-date and/or relevant career decision-making information. This tool allows for universal access for each learner and helps to level the playing field despite some common limitations such as family that lacks in the confidence and/or competency to advise their learner.



CAREER LIFE PLAN

As part of the new Anglophone sector graduation requirements, pilot schools were able to get a head start on supporting learners to create a Career Life Plan for life after high school. The plan includes personal and life goals regarding post-secondary education and opportunities, work, finances and more. Even though the new Career Life Plan is not a graduation requirement in the Anglophone sector until 2026, learners in the pilot schools were able to get a jump start not only on creating their Career Life Plan portfolio, but more importantly, on seeing the value that actively engaging in career pathway transition planning brings.

Career Life Plan Graduation Requirement

EXPLORING, EXPERIENCING, AND THINKING ABOUT POTENTIAL CAREER PATHWAYS

A Career Life Plan is a comprehensive education, career, and life plan that documents the learning needs, interests, and aspirations of each learner and showcases their strengths and accomplishments.

A Career Life Plan can be developed through three big ideas: Exploring, Experiencing and Thinking About Career Pathways as outlined in the [New Brunswick Career Education Framework](#). The big ideas are based on OECD (OECD Career Readiness Project, 2021) research that shows that engagement in meaningful Career Connected Learning opportunities provides learners with the agency, skills, knowledge, abilities, connection and hope for life, learning and work after high school.

EXPLORING POTENTIAL CAREER PATHWAYS: Critically investigating the labour market and career pathways that learners can expect to find most fulfilling.

EXPERIENCING POTENTIAL CAREER PATHWAYS: Learning about career pathways of interest by engaging in frequent and ongoing Career Connected Experiential Learning.

THINKING ABOUT POTENTIAL CAREER PATHWAYS: Developing an informed vision for the future linked to a learner's interests, preferences, values, and abilities.

The provincial platform, myBlueprint, is a comprehensive career/life planning and digital portfolio tool that is accessible to all learners, educators and their families. This platform supports documentation of accomplishments and learning through digital inventories, artifacts, and evidence. The digital portfolio feature in myBlueprint is recommended for learners in documenting their Career Life Plan throughout grades 9-12. Alternative methods for showcasing artifacts and evidence of Career Connected Learning, exploring, and experiencing may also be considered by schools. Learners play a primary role in developing their Career Life Plan to meet the graduation requirement. Research suggests that this supports a learner's sense of agency.

A Career Life Plan is a graduation requirement starting in June of 2026. It is recommended that each school consider their context and strengths, identify what they already do, and leverage it to intentionally support learners in the development of their own Career Life Plan. See the recommended roles and responsibilities (APPENDIX A) and Career Life Plan Companion Document.

COMMUNITY AND EMPLOYER CONNECTIONS AND PARTNER ENGAGEMENT

Career Transition Coaches and school staff created opportunities to connect learners with community agencies and services, employer connections, networking, and work experience opportunities to access supports relevant to their unique needs. Schools provided more access to real-world experiential learning through site visits, job shadowing, mentorship, volunteer, and paid work experience opportunities. The partners provided input, consulting support and guidance, in-kind contributions as they are integral to the success and connected nature of the tiered supports. The Career Transition Coaches continue outreach to expand relationships and engage additional community partners to create long-term opportunities for youth.



“This was an excellent opportunity for students to learn about the 100 careers that exist in the Armed Forces. Many students were not aware of all the options. The presenter was engaging and interactive and the students enjoyed the presentation and learned about applying to join the Armed Forces.”

STAFF

INDICATORS OF SUCCESS

As 2023-24 was a pilot year for implementation, it was important to set baseline metrics to measure growth and progress over time. Both quantitative and qualitative data were gathered to set goals, monitor progress, and determine future direction. While each school selected their own areas of local focus, EECD gathered a high-level provincial view noting the following indicators:

- *The number of learners actively engaging in using the myBlueprint online portfolio tool*
- *The number of educators engaged in Career Connected Learning through the support of the Career Transition Coach*
- *The number of people accessing the new Hopeful Transitions Website (analytics began in December 2023)*
- *The number of employer, partner, community interactions with the Career Transition Coach*

HOPEFUL TRANSITIONS - PROVINCIAL VIEW ANGLOPHONE SECTOR INDICATORS OF SUCCESS

	INDICATORS		
	BASELINE	AS OF JUNE 21 ST	END OF PILOT GOAL
# learners engaged in myBluePrint	0	21,445	3915
# of Educator Interactions	0	4428	3000
# HT website engagement	0	728	290 logins
# employers/community interactions	0	2110	600

HOPEFUL TRANSITIONS - PROVINCIAL VIEW FRANCOPHONE SECTOR INDICATORS OF SUCCESS

	INDICATORS	
	BASELINE	AS OF MARCH 31 ST
# learners engaged in myBluePrint	0	1879
# of Educator Interactions	0	265
# HT website engagement	0	27
# employers/community interactions	0	71

***The analytics for the Francophone website were only activated on March 7th so this number doesn't reflect the actual usage of the site as it has been active since late November.**

“I wanted to share with you the positive impact of the Transition Coach’ work in our district. Since she took up her post, we’ve called on her services, among others, for students considered to be provincial complex cases, special-needs students who will soon be graduating, and elementary students who will be transitioning to high school this September. Her involvement fills an important need that we were aware of but unable to address effectively before her position was created. I must also say that we have found a gem, and everyone appreciates her work. We’re keeping our fingers crossed that the position will be maintained in the medium and long term.”

DISTRICT LEAD, ESS TEAM, FRANCOPHONE SECTOR

QUANTITATIVE and QUALITATIVE DATA

The following section in this report highlights some of the data collected over the year from October through May for these indicators. It is important to note that in virtually all areas, the magnitude of improvement was significant, exceeding expectations for every benchmark and success indicator.

In addition to the high-level provincial indicators, each school collected their own data based on their selected Benchmark goals and monitored progress on a monthly basis. The school district data can be found at the end of this report.

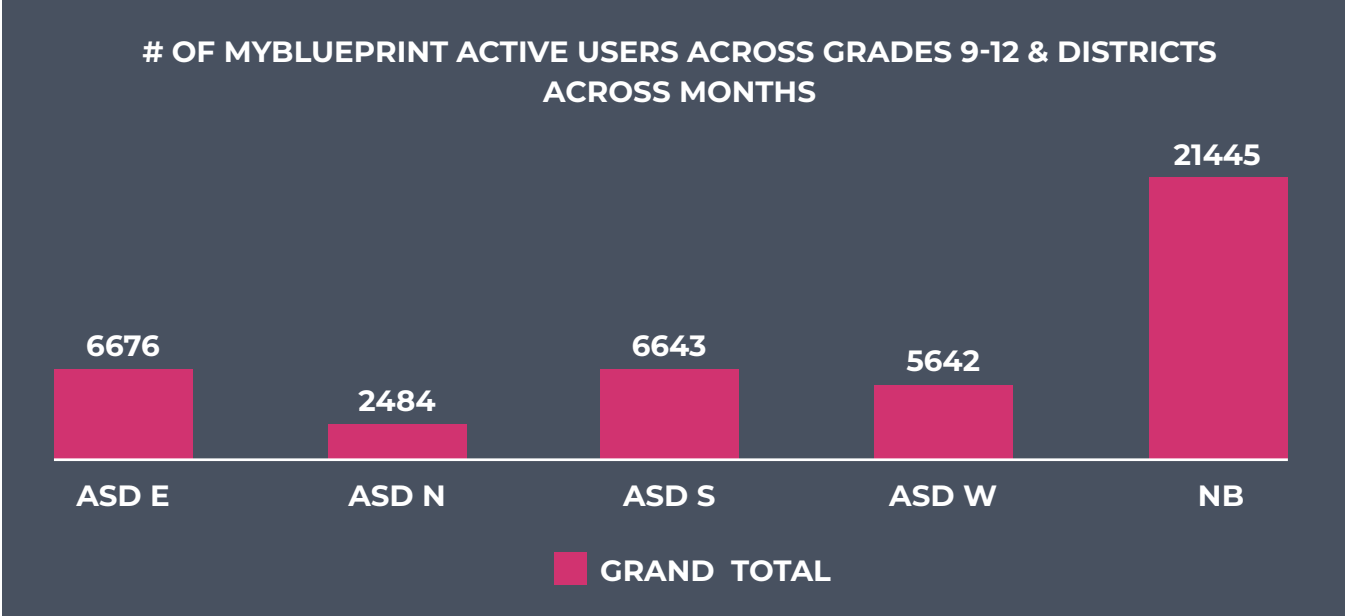
myBLUEPRINT ENGAGEMENT

While schools previously had access to the myBlueprint online tool, there was not equitable and consistent learner engagement due to a lack of awareness, and knowledge for staff. With the support of the Career Transition Coaches, learners, staff, and families were able to further engage with the tool to create online digital portfolios to track and monitor their personalized Career Connected Learning experiences. Given the extensive flexibility and reach of the tool, some of the pilot schools were able to incorporate the program into the school course selection and grade-to-grade transition process.

Some Examples Included:

- *Surveying students about their future plans and needs for support with these plans*
 - *Meeting with students who indicated they had no career plans or needed assistance, based on survey data, and arranging for them to engage with an employment counsellor*
-

HOPEFUL TRANSITIONS - MY BLUEPRINT INDICATORS OF SUCCESS



Please note that the data in the image above highlights only the information from the pilot schools, and **NOT** from the entire Anglophone sector.

“Career-connected learning is essential to provide students with strong links between their goals/dreams and the tools they need to make them happen. Learners need to know what training/education/work opportunities are available so that they can establish an effective plan to attain their goals. It’s about helping learners plan for the life they want, and clearly lay out the steps they need to make it happen.”

WORK ROOM COORDINATOR

EDUCATOR INTERACTIONS, SUPPORTS, AND PROFESSIONAL LEARNING

A key role for the Career Transition Coaches was to build staff capacity in Career Connected Learning and career pathway transition planning. The Coaches worked alongside staff to provide multiple tailored experiential opportunities for staff to learn about Career Connected Learning and how to weave it seamlessly into their practice. Based upon the needs and goals of the schools, the Coaches provided whole staff presentations, and also worked with educator small groups and individuals to provide the necessary supports to build their knowledge and alignment with their specific content areas.



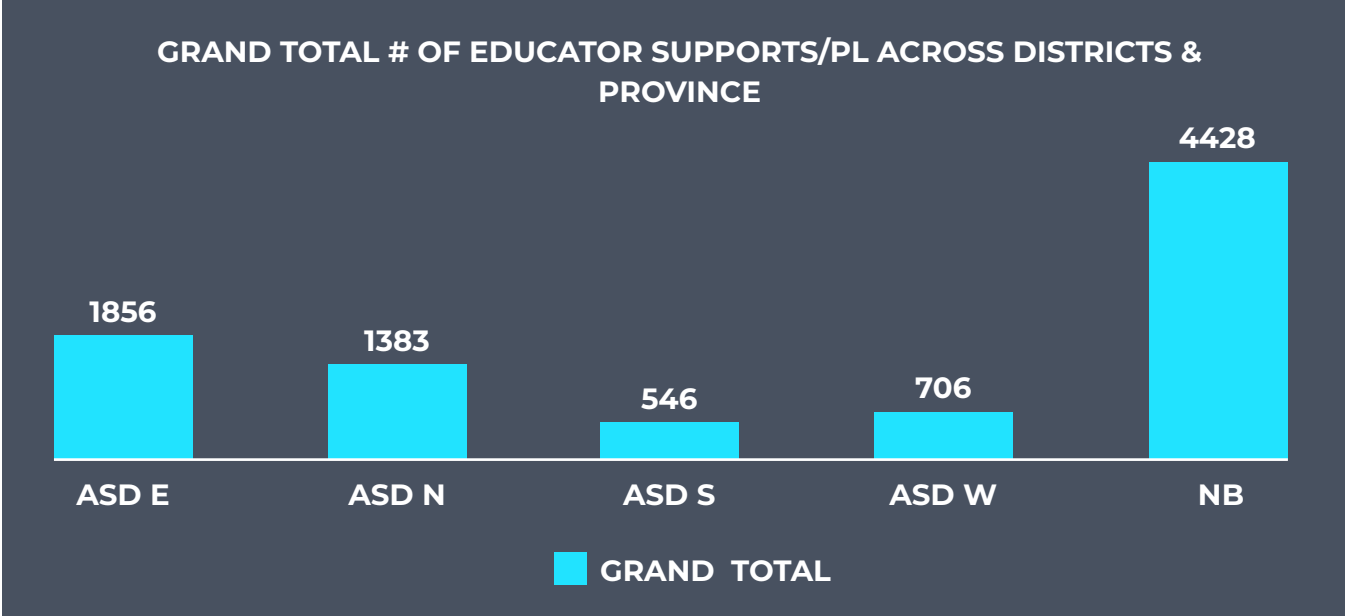
“On December 8th, 2023, 70 educators across NB gathered to learn about Micro Courses. Our table created “So you want to be a...?” a careers course giving students a chance to explore life, learning, and work. Turning their passions into practice. We “pitched” our course to a group of high school students, and they said, “I love this so much, I have been asking for this for a very long time”, “we need this”, “the idea of finding a career in school is really important.”

CAREER TRANSITION COACH

Some Examples Included:

- *Professional learning about the Hopeful Transitions Pilot, MyBlueprint, and the Centres of Excellence*
- *Working with the Guidance Counsellor to connect with Junior Achievement for career-connected resources*
- *Supplied and played the “Careerosity Game” with teachers for them in turn to use with students in their classes*
- *Provided a workshop from the Centres of Excellence*
- *Highlighted the alignment of subject-based learning outcomes with Career Connected Learning outcomes*
- *Met with teachers individually to discuss ways to incorporate Career Connected Learning into their various subjects*
- *Provided resources and connections directly to classroom teachers*

HOPEFUL TRANSITIONS - EDUCATOR SUPPORTS & PROFESSIONAL LEARNING INDICATORS OF SUCCESS



It was great to have a person dedicated to transition plans. Having our Career Transition Coach organize initiatives and events that we could offer our school population was excellent. The more she was able to take off our staff member’s plates, the more helpful it was. She planned events that were specific to one classroom visit, but also hosted events and guest speakers that targeted the entire student population. If any staff approached her with a transition-related need, she was eager to collaborate and provide support.”

PRINCIPAL

COMMUNITY AND PARTNER ENGAGEMENT

A high impact component of Hopeful Transitions is to support staff in being able to connect learners with real world experiential learning opportunities to enhance their knowledge, vision and hope for their preferred futures. With the support of the Career Transition Coaches, staff and therefore, learners were able to participate in opportunities that may not have existed previously. Schools benefitted by having someone with the expertise and targeted time to plan and execute the community connections, and local businesses. Further, education partners benefitted from having direct communication with potential future learners, clients and employees.



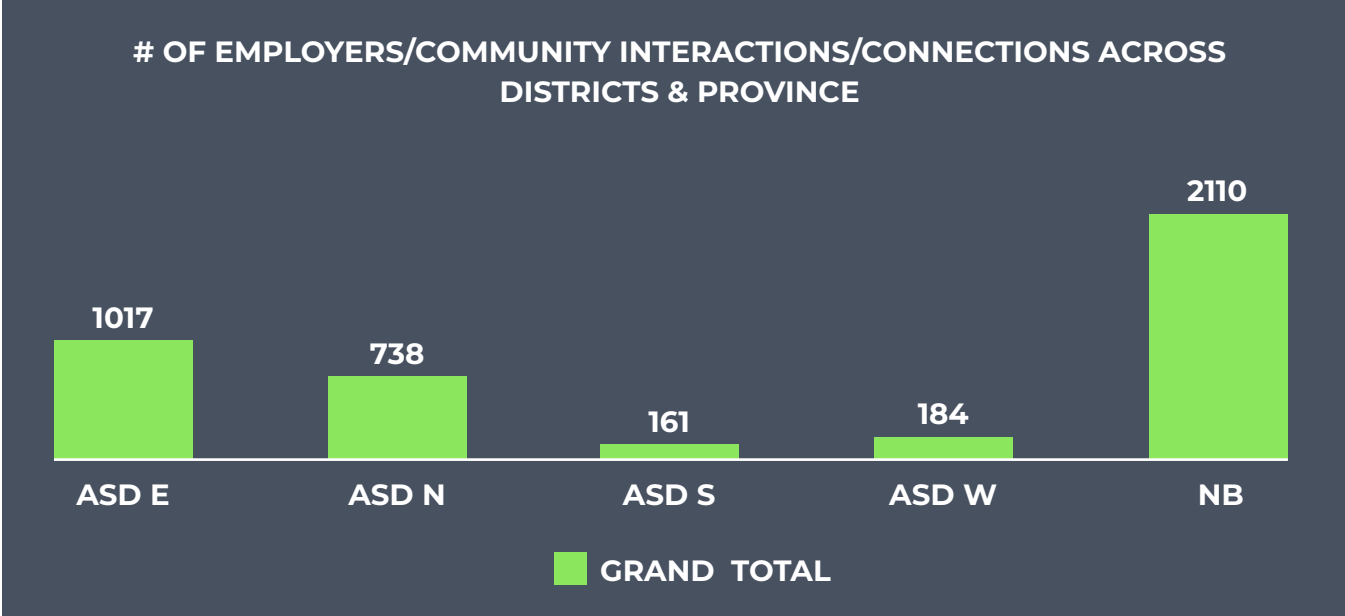
Some Examples Include:

- *Resource development: Planning community internships for students with more complex needs*
- *Resource development: Community internship preparation workbook for students*
- *Guest Speakers and presentations (ie: Lisa Legere, from FCNB, about financial literacy).*
- *Site visits to post-secondary institutions such as the NBCC Open House*
- *Field trips to local industry partners and businesses ie: McCain's French Fries*
- *Trades Showcase*
- *Try a Trade*
- *Agricultural Expo*
- *Career and Job Fairs*
- *Transition Fair for learners requiring additional supports*
- *Armed Forces presentation*

“There was great collaboration and generous sharing of resources on the part of community organizations.”

**PERSONNE ACCOMPAGNATRICE
À LA TRANSITION**

HOPEFUL TRANSITIONS - EMPLOYER & COMMUNITY CONNECTIONS INDICATORS OF SUCCESS



“Hopeful Transitions works nicely alongside PETL’s Workroom Coordinators. That’s a natural partnership.”

PRINCIPAL

SUCCESSSES

As previously noted in the executive summary and the preceding sections, there were many successes achieved throughout the pilot year.

- *All pilot schools achieved significant improvement across all 8 Benchmarks and 51 indicators of progress measured (CMEC Reference Framework for Successful Student Transition)*
- *Learners felt more hopeful about their careers after high school, as measured in the Youth Check-in Pulse Survey*
- *Career Transition Coaches positions supported schools to build staff and community capacity and opportunity for learners*
- *Learners who may have been marginalized received more targeted Career Connected Learning supports and interventions*
- *Learners and educators were able to connect curriculum content to real world opportunities for life after high school*
- *Improved staff knowledge, capacity, understanding and appreciation of Career Connected Learning*
- *Increased opportunities for ongoing and tailored staff professional learning*
- *Improved sense of collective ownership and role responsibility for Career Connected Learning*
- *Expanded and newly created community employer and partner connections and opportunities*
- *Dramatic user increase of the myBlueprint online tool and tracking of learners' digital portfolios*
- *Improvement in family engagement, awareness, and support for Career Connected Learning*
- *A collaborative and positive joint venture for the Anglophone and Francophone sectors, capitalizing on the strengths of each*
- *Testimonials from staff, community members, families highlight overwhelming appreciation and success*

IMPROVED BENCHMARK RESULTS

With the goal of Hopeful Transitions being to have each learner participating and actively engaged in their career pathway transition planning, one can state that the pilot was an unequivocal success. All the quantitative and anecdotal data gathered points to a profound level of growth in all of the indicators measured. All pilot schools completed their self-assessments in the fall, and within just a few short months, they all positively moved the needle on the benchmarks to achieve significant improvement in virtually every one of the 51 indicators assessed. The 2 different school examples here are representative of the growth achieved.



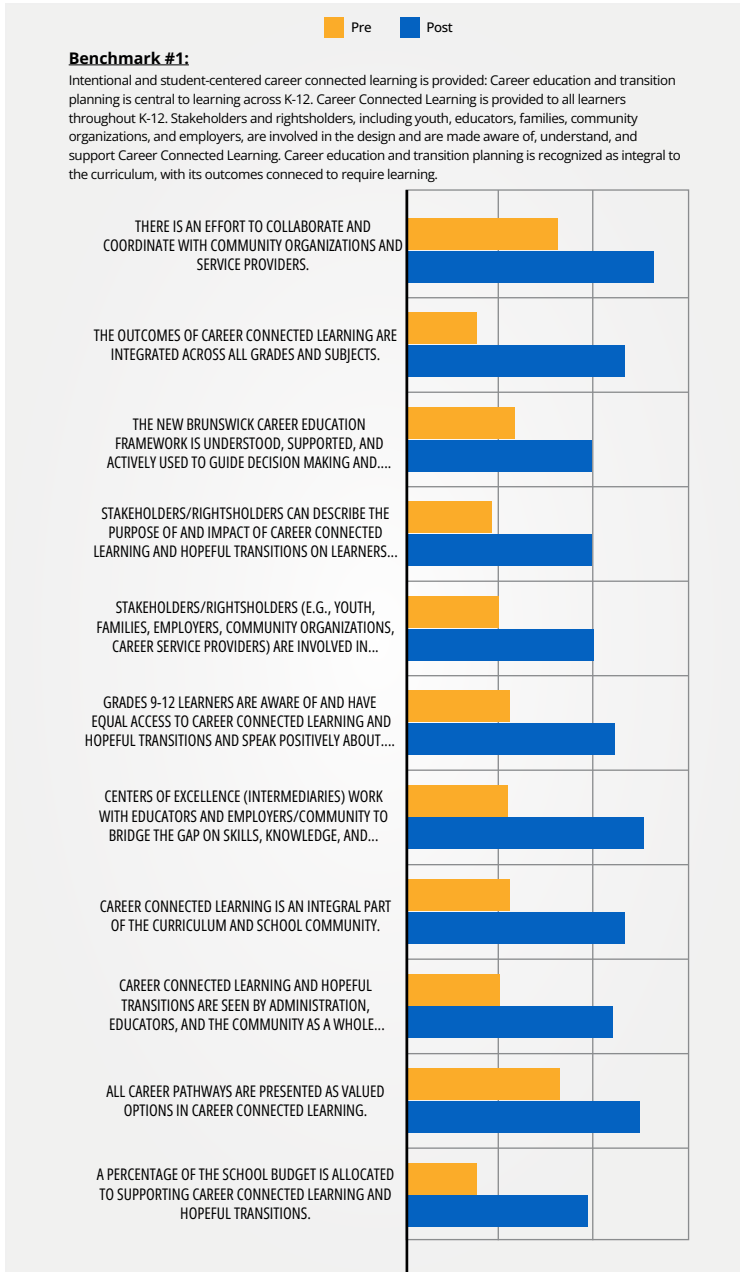
High School hosting inaugural trade expo

Event aimed at promoting skilled trades, experiential learning

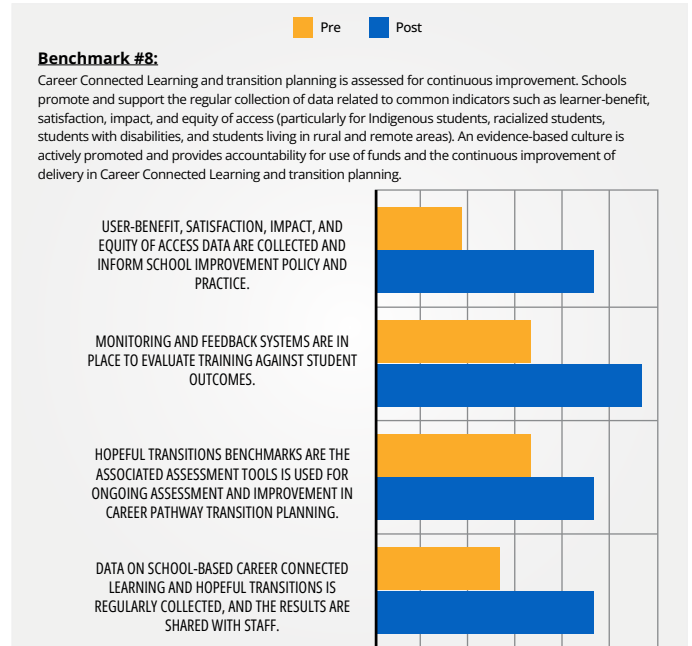
tj.news

Mullin said the event is rooted in "career-connected learning. It's the belief that students have a higher rate of success after high school when they can relate classroom content to the real world."

BENCHMARK #1



BENCHMARK #8



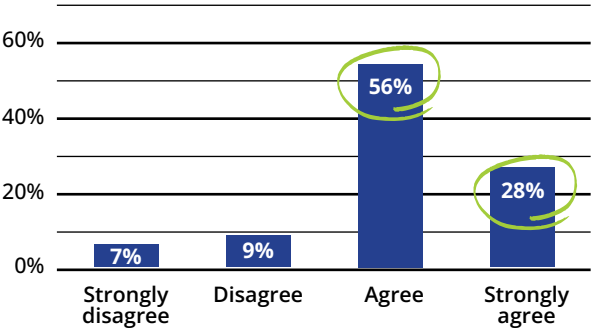
“Benchmark assessments allow us to acknowledge and celebrate the strides you’ve made in your learning journey. Each assessment is a chance to recognize your achievements and the hard work you’ve put in.”

TRANSITION COACH

The **Youth Check-in Pulse Survey** is another data source confirming the growth schools experienced when high school learners were asked their thoughts about their future as it relates to Career Connected Learning. The data below from a pilot school illustrates the positive impact and movement forward of Hopeful Transitions in providing youth with direction and hope for their futures.

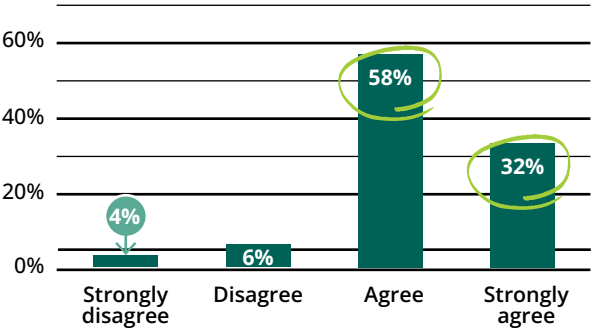
Fall 2023

I have ideas about different careers I could do after high school:



Spring 2024

I have ideas about different careers I could do after high school:



BUILDING CAPACITY AND AWARENESS

While it is expected that all educators are career influencers, the reality is that there is no formal training for pre-service teachers in Career Connected Learning. The Hopeful Transitions pilot created a positive attitude and ethos among staff through building awareness, understanding, knowledge, capacity, and ultimately confidence in Career Connected Learning. Staff need the professional learning in Career Connected Learning to accompany the New Brunswick Career Education Framework, and the new high school vision. The pilot school educators received a first-hand preview of how the new Career Life Plan graduation requirement can support their learners to achieve their preferred future, and how in turn, they can seamlessly align their curricular content outcomes to ensure that every learner is actively engaged in career pathway transition planning.

INCREASED FAMILY ENGAGEMENT AND SUPPORT

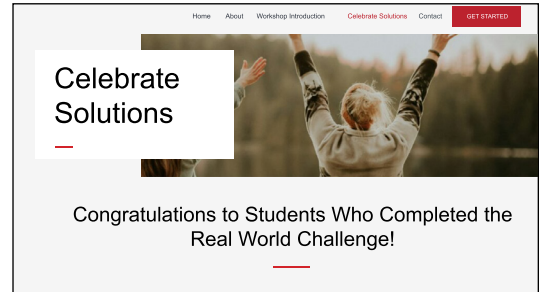
In addition to the above data points, the value gained through improved and increased family awareness and support accompanied by partner and community connections and engagement is immeasurable and has long-term and far-reaching positive implications for the learners, schools, and ultimately, the entire education system.

“Our parents can’t be expected to know about all of the opportunities for their children. Some of our parents will, but some will not. This is an opportunity to level the playing field for our students.”

PRINCIPAL

ENGAGING IN LABOUR MARKET SOLUTIONS

Success creates success, and the positive growth inspires and encourages schools to capitalize on the momentum generated to continue to expand their current goals, form new ones, and create an action plan and vision for moving forward. Career Connected Learning is an ongoing journey requiring schools to respond to the demands of labour market change and create opportunities for youth to solve real world challenges. Readers can learn more by viewing some of the submissions from pilot schools at [Celebrate Solutions – Real World LMI Challenge \(realworldchallenges.ca\)](https://realworldchallenges.ca).



Keep Youth in New Brunswick

by Miranda Doucette and Addison Pleadwell from Miramichi Valley High School

Their Real World Solutions to keep youth in New Brunswick are:

- Implement and expand programs such as MyBlueprint, ChatterHigh and the Real World Labour Market Challenge in all schools.
- Offer incentives to students who choose to do post-secondary in the Province of New Brunswick
- Increase entertainment opportunities
- Add free benefits such as dental coverage, prescriptions and vision care
- Increase wages to match those in other provinces
- Create new tax breaks



SECTOR COLLABORATION

Finally, given the duality and bilingual nature of New Brunswick, the Hopeful Transitions model and implementation took place both in English and French. While there are 2 distinct sectors within the education system in the province, and reporting out from each, this joint project initiative brought both sectors together and created a positive synergy and relationship that provided professional learning and networking that ultimately was of benefit to learners in both languages.

“A lot of interest in the project from the elementary schools, which is an excellent opening and opportunity to start transition planning early in schooling.”

FRANCOPHONE DISTRICT STAFF MEMBER

RECOMMENDATIONS

The next three years will see the onboarding of additional high schools within the province, and while there is now much greater interest and excitement in Hopeful Transitions, there are considerations that can assist the onboarding process for new schools while still supporting and maintaining momentum for the pilot schools. As previously noted in the executive summary, the following recommendations and the elaborations review these key ideas that apply to both the schools and districts.



At a Glance

- *Readiness, support and “buy in” are essential for success.*
- *Having Career Connected Learning leadership roles and/or teams to champion the work is invaluable.*
- *Administrators need to lead by example to support Career Connected Learning and remove any potential barriers.*
- *Career Transition Coaches should be visible within schools, accessible to staff, with regular and/or predictable schedules.*
- *Ongoing and consistent communication is needed to promote awareness and support for Hopeful Transitions.*
- *Schools need to self-assess, establish and track goals, measure progress and adjust actions where necessary.*
- *Career Connected Learning should be embedded into School Improvement Plan goals.*
- *District and schools need to develop myBlueprint engagement plans to support learners’ Career Life Plan digital portfolios.*
- *Schools need to develop strategies and structures for monitoring progress for all learners. There needs to be mechanisms established to address learners identified as needing Tier 2 and 3 support.*
- *Community partners and employers need to be supported and encouraged to engage with all learners.*
- *To support sustainability, the province and each school district will need to develop a 3-year implementation plan.*
- *Adding Career Transition Coach positions in all Anglophone high schools would further support career pathway transition planning for all learners. The Career Transition Coach could support Tier 1 experiential learning as well as supporting Tier 2 and 3 interventions.*
- *Career Connected Learning champions and Hopeful Transitions schools would benefit from meeting as a network and sharing best practices.*

“Your Hopeful Transition Coach has lots of wonderful ideas! Allow them access to your staff to offer their services.”

PRINCIPAL

CHAMPION the CHANGE

In a pilot endeavor, success happens intentionally. For the Hopeful Transitions model to work, it takes a coordinated and supportive collaboration between EECD/ EDPE, district leadership, school staff, and community partners. The following key factors need to be in place to set the stage for success.

COMMITMENT AND SUPPORT

To successfully implement the Hopeful Transitions model, it is vital to have “buy in” at all levels to support the work. Schools need a committed and engaged team of Career Connected Learning champions, working alongside the Career Transition Coach. The school administration needs to lead by example, valuing the work by providing time, resources, professional learning, communication, and space for the Career Transition Coach, and remove any potential barriers that may impede progress. Everyone within the school community has a role and responsibility, and staff engagement in the process should not be considered optional, or an “add on,” or the sole work of one person. In response to emerging questions from the field and to help facilitate understanding of setting the stage for success, EECD created a [Hopeful Transitions Implementation Q & A](#) and a [Hopeful Transitions for High School Principals Q & A](#).

VALUING VISIBILITY AND PRESENCE

The school and district staff need to work together to provide supervision, support, and direction to the Career Transition Coach. This includes encouraging visibility and onsite presence, providing a space within the school where the Coach can be accessible to staff and students. The pilot schools that achieved the greatest success stated that a school-based presence and schedule was essential for staff to access the expertise and support of the Career Transition Coach.

“A lot was done in eleven months – it was hard to tell if we’d have enough data after just one year to see the progress. There was more change-management support needed than what was anticipated. We had to go slower than we’d hoped to not overwhelm the schools. We were very much outside of the box with this role and the many facets involved more support than estimated.”

EECD/EDPE LEARNING SPECIALIST

ONGOING PROFESSIONAL LEARNING

There needs to be ongoing, tailored, and embedded opportunities for the district Career Transition Coach and school staff professional learning to ensure the success and sustainability of Hopeful Transitions. Career Connected Learning is not a “one off” where staff can simply attend one meeting, workshop or webinar and gain sufficient knowledge to support career pathway transition planning. Staff need to be willing to engage long-term in a process of continual learning and to bring the work to life in their content areas and classrooms.



COMMUNICATION AND AWARENESS

Engaging in Hopeful Transitions should not be a “surprise” for school staff, families, and community partners. The model enhances the good work that schools are already doing, and should be introduced early in the school year, with regular updates and progress reports within the routine school communication structures. Schools need to leverage the support of their community partners and access the support of the Career Transition Coach to increase connections, learner opportunities, and understanding of the work. To enhance awareness, EECD is creating a video to explain the positive impact of the Hopeful Transitions model on youth.

“To assist schools getting started, I would recommend having a collective meeting with the school principals, district Hopeful Transitions staff, and the Career Transition Coach to create a clear picture of what HT looks like in action over the first year and a snapshot of what this can evolve into. The better the collaboration, the greater the school experience. If you can identify and tap into that network the work is smart, not hard.”

CAREER TRANSITION COACH

SCHOOL-BASED SELF-ANALYSIS AND GOALS

To choose the best personalized school direction forward, schools must be willing to actively participate in a pre- and post- self-assessment, and then collaborate with their Career Transition Coach to create school-based benchmark focus area goals. The selected goals should align with their School Improvement Plan goals in order to naturally fit into the work of the school and not be considered an “extra” for anyone. With the assistance of the Career Transition Coach, schools will need regular mechanisms and structures to gather and review data and monitor progress and adjust accordingly. That being said, it also important for each school to recognize the need for flexibility to adapt to the unique needs of both their youth and adult learners.

myBLUEPRINT ENGAGEMENT

In order to monitor progress and awareness of each learner’s success in developing a Career Life Plan, staff will need to commit to using the myBlueprint online tool as a means to gather school-based data. Schools will be able to use the myBlueprint data supporting the Career Life Plan as one metric to assess all learners, but especially those requiring Tier 2/3 supports, and respond with interventions accordingly. Schools can leverage myBlueprint to enhance several career activities in schools including the course planning process.

CAREER LIFE PLAN GOAL

Finally, given the new Career Life Plan graduation requirement, it makes sense for each onboarding school to use the support of the Career Transition Coaches to include a goal focusing on the Career Life Plan implementation.

“It is important to connect with school staff and administrators, to meet them where they are at. Being transparent and versatile was invaluable to progressing the work that needed doing and accomplishing the goals that had been determined by the school at the beginning of the year. Initially, I went in with a mindset that the timeline had to be followed which added unnecessary pressure. Changing the approach and presenting alternative methods and options steered Hopeful Transitions in the school and provided integral support to its success”.

CAREER TRANSITION COACH

3-year Implementation Plan for Sustainability

The pilot schools all appreciated having the Career Transition Coaches in their schools, but had a collective concern about what would happen for them in year two. They all agreed that the support of the Coach was invaluable and that the relationship and trust-building with the staff, learners, and community takes time. These schools want to continue to build on the positive momentum created during the pilot year and fear that removing the Career Transition Coach from their school to support other schools would result in the work not “sticking”. To support sustainability, they recommended a 3-year implementation schedule that includes a graduated release of support over years 2 and 3 as follows:



1

YEAR 1

intense support with 1-2 days per week in the school

2

YEAR 2

reduced school visits with regular check ins

3

YEAR 3

meet with staff when requested and check ins at periodic times in the school year

CAREER TRANSITIONS COACHES IN ANGLOPHONE SCHOOLS

Finally, the Hopeful Transitions pilot was a joint initiative between the Anglophone and Francophone sectors. The 3 FTE Career Transition Coaches (personnes accompagnatrices à la transition) in the Francophone schools enhanced the focus of the experiential coordinator positions (personnes collaboratrices vie-carrière) that already existed within the sector. While most of the attention in the Anglophone sector focused on Tier 1 supports during the pilot, the Francophone sector was able to extend their reach to additionally focus on Tier 2 and Tier 3 supports, because the Tier 1 supports were already supported by the Experiential Coordinators placed in each of their high schools. The Hopeful Transitions model is based on the 3-tiered RTI approach, and with the collaborative approach and focused interventions of the 2 sectors combined, the pilot demonstrated how it is possible to be a truly inclusive province and achieve a hopeful transition for each learner.

Therefore, in addition to a 3-year implementation plan for the Career Transition Coaches, it would be most beneficial to consider how we can establish Career Transition Coach in all Anglophone high schools as a means of supporting Tier 1 universal career learning such as experiential learning, Tier 2/3 interventions but also improving sustainability.

“I don’t think we would have gotten so far and so quickly, if we hadn’t done this work together. The point was to share.

We are 2 different sectors and we each went on our own path with our own strengths, to serve ALL students.”

EECD/EDPE LEARNING SPECIALIST

THE FUTURE for HOPEFUL TRANSITIONS

Keeping Tradespeople in New Brunswick

by Alexander Doucette and David Pickford from Miramichi

Valley High School

Their Real World Solutions to keep Tradespeople in New Brunswick are:

- Establish an apprenticeship incentive grant program
- Establish a retention bonus program
- Create a tax credit
- Create one or more incentive programs to encourage trades
- Reinstate the Post-Secondary Education, Training and Labour Apprenticeship Incentives – Canadian Apprenticeship Service (CAS) Program



Career pathway transition planning is a long-term vision that needs to be embedded into the school culture and owned by the entire school community. While the project framework is still in the early stages of implementation and the short-term results have exceeded expectations for success, EECD/EDPE are committed to measuring results over time. The pilot schools achieved improvement in several of the areas listed below, and we would also expect to expand and broaden the scope to see long-term indicators of success including:

- *Increased confidence of youth to navigate the labour market*
- *Hope and positive mental health outcomes for marginalized youth*
- *Increased engagement and academic achievement for marginalized youth resulting in reduced retention and graduating on time*
- *Increased numbers of youth with barriers completing post-secondary pathways and/or less changes in learning focus*
- *Increased community partner, agency, and employer engagement and communication*
- *Increased career development partnerships*
- *Increased reach including grades 6-12*
- *Consistent use of the ESS Connect Transition Planning resource for those with disabilities*
- *Transition Plans for students with disabilities*
- *Students with disabilities graduating with their peers (as opposed to staying in school till age 21) and transitioning to their preferred life, work, and/or learning*
- *Increased access and use of transition planning resources by school and community partners*
- *Successful transition for all students (increased engagement with post-secondary pathways)*



EECD/ EDPE are grateful to PETL for supporting the Practice Framework for Hopeful Transition. While relatively new, Hopeful Transitions has already achieved positive outcomes locally and attracted international recognition. Tricia Berry, Learning Specialist for Career Education at EECD, presented the Hopeful Transition pilot at the New Brunswick Career Development Association (NBCDA) Conference in November 2023 in Fredericton. Ms. Berry was also the keynote speaker for New Zealand’s career conference that month, and presented at the national Canadian career conference, Cannexus, in January 2024 in Ottawa. The EECD continued their collaborative work with the Organisation for Economic Co-operation and Development (OECD) on international research in career education, and the Hopeful Transitions model has become an exemplar for their current research.

This pilot has also become the focus of research and presentations in Canada, the United States, and New Zealand.

Given the international interest and local positive impact, the Department of Education and Early Childhood Development (EECD) | Ministère l'Éducation et du Développement de la petite enfance (EDPE) is now extending access to the Hopeful Transitions model to all New Brunswick high schools. EECD/EDPE are proud of the collaborative work of all involved and looks forward to continuing to build system capacity for every learner in New Brunswick to experience a hopeful transition.

HOPEFUL TRANSITIONS IN ACTION!

The following vignettes provide a window into some of the many successful school-based initiatives that resulted from the Hopeful Transitions pilot. The pictures tell the story of how schools tailored their goals, indicators, action plans, activities, resources, and community connections to meet the needs of their youth. The comments throughout celebrate the impact and success!

SALISBURY FUTURE PATHWAYS EXPO



"I learned many things I've not heard of. I'm happy to hear this and I don't feel nervous about the future again."

STUDENT, ASDE.

"I love this so much, I have been asking for this for a very long time", "the idea of finding a career in school is really important."

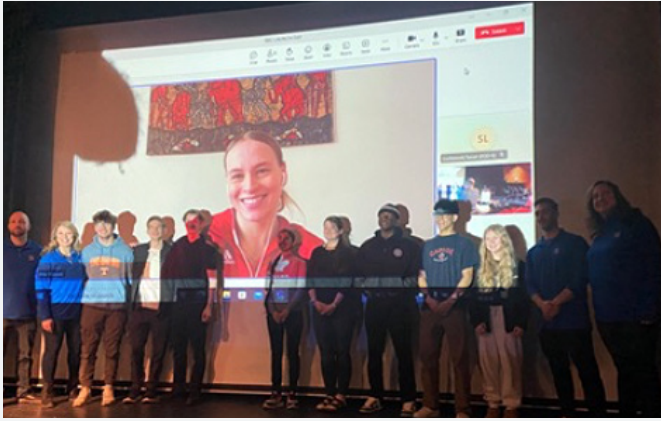
STUDENT. ASDE.

"Salisbury High School hosted a Future Pathways Expo for 400 students from Salisbury and Petitcodiac High schools. This event was curated based on the specific needs of the school with 38 booths, encompassing every post-secondary institution within a 2-hour radius of the school, and nearly every major industry represented from NB Road Builders to Horizon Health. Students were given a "passport" with a series of questions connected to their Career Life Plan and received stickers on their passport for a prize giveaway for engaging with the booth representatives.

"It was a great way to show students the MANY pathways they can do, right here in New Brunswick."

TRANSITION COACH

BERNICE MACNAUGHTON RBC FUTURE LAUNCH



Olympian,
Ellie Black,
Keynote



Workshop 1: Being Future Ready

Workshop 2: It All Adds Up to Making Cents of Savings

"Everything has gone well – our Career Transition Coach is phenomenal. We just can't say enough positive things about her...like just the number of initiatives she's pulled off in the school. Her impact has been immeasurable."

PRINCIPAL

"The workshop has influenced how I think about saving and spending". "I now feel future ready".

STUDENT

THERAPEUTIC EDUCATION SUPPORT SITE (TESS) UNDERSTANDING CREDIT



Financial Service
Commission of
NB: Lisa Legere,
Presenter



Many students expressed not knowing much about financial literacy (i.e., the difference between a credit card and debit card). We cannot assume that all our students are receiving this important information in their classes, or from their families at home. Career Pathway Transition Planning is about meeting students where they are at and giving them information that will allow them to be successful.

CAREER POSTERS



What can you do with
AGRICULTURE

FARM MANAGER
You will give advice, audit accounts and provide transparency information about financial records. This might involve financial reporting, transactions, auditing financial accounting, corporate finance, business recovery and insolvency, or accounting systems and processes.

GENETICIST
You will give advice, audit accounts and provide transparency information about financial records. This might involve financial reporting, transactions, auditing forensic accounting, corporate finance, business recovery and insolvency, or accounting systems and processes.

HORTICULTURIST
You will give advice, audit accounts and provide transparency information about financial records. This might involve financial reporting, transactions, auditing forensic accounting, corporate finance, business recovery and insolvency, or accounting systems and processes.

FIELD TRIALS OFFICER
You will give advice, audit accounts and provide transparency information about financial records. This might involve financial reporting, transactions, auditing forensic accounting, corporate finance, business recovery and insolvency, or accounting systems and processes.

JOURNALIST
You will give advice, audit accounts and provide transparency information about financial records. This might involve financial reporting, transactions, auditing forensic accounting, corporate finance, business recovery and insolvency, or accounting systems and processes.

SOIL SCIENTIST
You will give advice, audit accounts and provide transparency information about financial records. This might involve financial reporting, transactions, auditing forensic accounting, corporate finance, business recovery and insolvency, or accounting systems and processes.

What can you do with
MATHEMATICS

ACCOUNTANT
You will give advice, audit accounts and provide transparency information about financial records. This might involve financial reporting, transactions, auditing forensic accounting, corporate finance, business recovery and insolvency, or accounting systems and processes.

STATISTICIAN
You will give advice, audit accounts and provide transparency information about financial records. This might involve financial reporting, transactions, auditing forensic accounting, corporate finance, business recovery and insolvency, or accounting systems and processes.

METEOROLOGIST
You will give advice, audit accounts and provide transparency information about financial records. This might involve financial reporting, transactions, auditing forensic accounting, corporate finance, business recovery and insolvency, or accounting systems and processes.

GAME DESIGNER
You will give advice, audit accounts and provide transparency information about financial records. This might involve financial reporting, transactions, auditing forensic accounting, corporate finance, business recovery and insolvency, or accounting systems and processes.

FINANCIAL TRADER
You will give advice, audit accounts and provide transparency information about financial records. This might involve financial reporting, transactions, auditing forensic accounting, corporate finance, business recovery and insolvency, or accounting systems and processes.

SOFTWARE ENGINEER
You will give advice, audit accounts and provide transparency information about financial records. This might involve financial reporting, transactions, auditing forensic accounting, corporate finance, business recovery and insolvency, or accounting systems and processes.

Staff needed a better way to connect careers to the subject area they are teaching, - A great way to expose students to different career opportunities in a variety of subjects, especially the "non-traditional" options they may not be aware of.

WOODSTOCK HIGH SCHOOL ECE PROGRAM

NBCC Woodstock and Family Resource Center, Jumping Beans Program



"It was really awesome - it was very educational and fun at the same time! I didn't know that all kids in the daycare setting needed to spend at least two hours outside every day..."



"This field trip was a great opportunity for students to see what the grassroots of a daycare looks like from the outdoor and inside perspective. By seeing it firsthand, they now have a vision and a goal to work toward, not just reading about it on paper."

EARLY CHILDHOOD SERVICES 110 TEACHER

CARLTON NORTH HIGH SCHOOL HORIZON HEALTH



Last week, we hosted 25 students from Carleton North High School for a Student Engagement Day at Horizon's Upper River Valley Hospital.

Ms. White's Healthcare 110 class experienced a mock scenario, treating motor vehicle crash victims from triage to medical imaging, respiratory therapy, social work, and more! They got more hands-on action in speech-language pathology, occupational therapy, dietetics, and even helped write this social media post!



The students were amazed by the diverse careers that make health care possible and loved hearing different staff perspectives. The most heartwarming comment of the day was the appreciation for how interdependent each role is: "I like how there's not really a hierarchy - everyone supports each other and does what is needed to help the patients."

We can't wait to welcome these students back for volunteer opportunities and future careers! Drop a note of encouragement in the comments for these future health care heroes!

NACKAWIC HIGH SCHOOL



"I would have never thought that in a potato industry there would be so many types of jobs."

STUDENT

"Students got to see first-hand the processes and careers that are in place at McCains to ensure consistency in their product and the science behind creating a French fry. The students learned the numerous types of jobs that are available in the food processing industry. It was an awesome experience."

CULINARY TEACHER

"The community connections and fieldtrips exploded as soon as our Career Transition Coach started working with them. I've got half of my school taking all kinds of trips with students and I don't mind it one bit because every trip they are taking is deeply connected to their curriculum and outcomes."

PRINCIPAL

MIRAMICHI VALLEY HIGH SCHOOL

Job Expo

by Ireland Greene, Cheryl Pantig and Brynne Somers from Miramichi Valley High School

Their Real World Solution to keep youth in New Brunswick is:

- Launch a job Expo for students to explore all possible career opportunities in the province; students could also sign up to attend a job of their choosing for a day
- Help youth discover the myriad of opportunities in the province!



"A career pathway transition plan can help students navigate their career journey and make informed decisions about their future. It allows individuals to explore new opportunities and expand their skillset. It helps them identify transferable skills and determine how they can apply their existing knowledge and experience in a different field or industry. This can open up new doors and increase their chances of finding fulfilling and rewarding work."

HIGH SCHOOL PRINCIPAL

KENNEBECASIS VALLEY HIGH SCHOOL TRANSITION FAIR



"Some of the students are very high achieving in school and have a clear path to follow and supportive families to help them reach their goals. Others have barriers from physical, mental, or intellectual challenges as well as economic challenges in their families. Having access to information about programs and services is critical for them to be able to plan for what comes after high school."

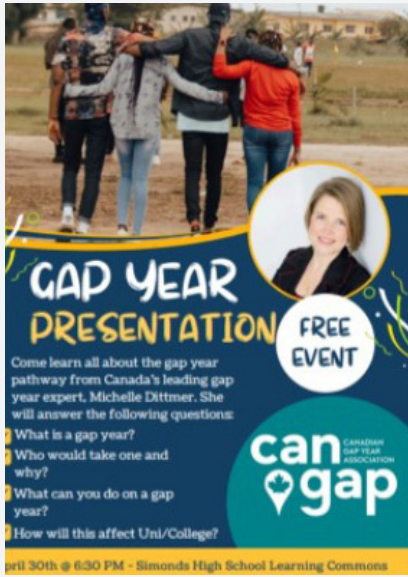
EST-RESOURCE TEACHER

"Career Connected Learning is essential to providing students with strong links between their goals/dreams and the tools they need to make them happen. Learners need to know what training/education/work opportunities are available so they can establish an effective plan to attain their goals. It's about helping learners plan for the life they want, and clearly lay out the steps they need to make it happen."

WORK ROOM COORDINATOR



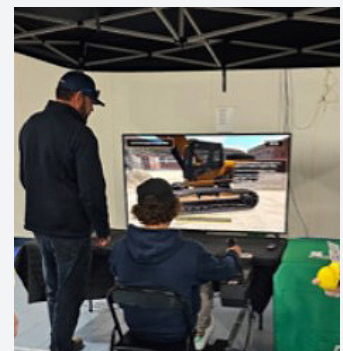
SIMONDS HIGH SCHOOL GAP YEAR PRESENTATION



BENEFITS

- **Personal Growth:** Fosters independence, self-discovery, and maturity.
- **Professional Development:** Gap Year experiences can enhance skills, clarify career goals, and improve employability.
- **Academic Benefits:** Potential academic advantages – increased motivation and clearer academic focus upon return

HAMPTON HIGH SCHOOL JOB FAIR



“Job fairs are not just about finding a job; they’re about discovering opportunities, building connections, and proactive steps towards a successful career. The true measure of success lies not only in securing employment but in the growth, confidence, and readiness our students gain as they navigate these invaluable experiences.”

SKILLS TRADE TEACHER

“What impressed me was the range of industries represented at the job fair. The career development workshops, and resume clinics provided me with practical advice I could apply immediately.” **STUDENT**

TRY A TRADE



"I liked being able to go to the gym to talk to the colleges, as talking 1 on 1 makes it easier to ask questions."

STUDENT



"Schools play a variety of roles in students' lives. One primary role has always been to prepare students for their futures. Careers will be a huge part of these futures, and as such, supporting career pathway transition is essential. The new high school model has seen more opportunity for students to engage in Co-Op placements, Personal Interest courses, and such; however, we would still only have a minority of students enroll in such courses. Ensuring that students have access to career pathway planning across the curriculum will facilitate a smooth transition to the next stage of their lives, after high school graduation. In addition, career pathway transition planning plays an important role in the social and emotional learning of students. When students can recognize their skills and abilities, see how these skills can connect to their courses, and see how they can transfer to various careers, it helps them to become more engaged in their learning."

PRINCIPAL


SAMPLES OF SCHOOL-BASED GOALS AND EVIDENCE OF PRACTICE

Each pilot school selected 1- 3 Benchmarks as areas of focus and created goals and success indicators to best suit their contexts. The table below highlights real examples of some of the goals (on the left side) generated and the indicators (on the right side) selected to measure progress. It is interesting to note the wide variety of goals and actions schools selected to address the needs of their learners. It is hoped that onboarding schools may benefit from the ideas provided here.

The 8th Benchmark indicator states that "Career Connected Learning and transition planning is assessed for continuous improvement". To participate in this initiative, each pilot school was required to monitor progress monthly and so for the purpose of this report, this benchmark was not included in the examples below.

INTENTIONAL AND STUDENT-CENTERED CAREER CONNECTED LEARNING IS PROVIDED.	
TARGETED GOAL/ OUTCOME	EVIDENCE OF PRACTICE/ INDICATOR
<ul style="list-style-type: none"> Stakeholders/rightsholders (i.e., youth, families, employers, community organizations, career service providers) are involved in transition planning. The outcomes of Career Connected Learning are integrated across all grades and subjects. Empower teachers to seamlessly integrate career connections into their curriculum by providing comprehensive resources and professional learning opportunities Learners are assessed on the development of their career connected learning competencies and attitudes as outlined in the Career Education Framework Align activities with the School Improvement Plan – focus on social and emotional learning for educators and students. 	<ul style="list-style-type: none"> Create an infographic (1-2 pages) for families with details on Hopeful Transitions and Career Connected Learning. Highlight important parts of transition planning and what they can discuss with their child. Work with teachers teaching Geometry Measurement and Finance 10 to embed career connected learning outcomes, develop lessons and experiential activities to support. Release time will be provided to work with science (grade 10) and math teachers (grade 11) to embed additional Career Connected Learning into the curriculum. Develop an implementation plan including professional learning for the Career Life Plan and Career Education Framework Activities, PL, guest speakers and experiential learning activities will be connected to social and emotional learning.

CAREER CONNECTED LEARNING BEST PRACTICES ARE ACTIVELY DEVELOPED.

TARGETED GOAL/ OUTCOME	EVIDENCE OF PRACTICE/ INDICATOR
<ul style="list-style-type: none"> Learners have multiple opportunities to learn about labour market information, receive presentations on career pathways, and have Career Connected Learning actively integrated into classroom instruction, activities, and reflections. Best practices of Career Connected Learning are clearly understood Integrate soft skills training (teamwork, communication, adaptability, and other essential skills) into the curriculum. Equip students with the knowledge and tools to make informed decisions about their career paths, considering both local and broader opportunities 	<ul style="list-style-type: none"> Create subject specific career posters for teachers to display in their classrooms. Work with subject specific educators to develop lesson plans aligned with the Career Education Framework and offer subject specific guest speaker and career talk opportunities. 

LEARNING IS EXPLICITLY LINKED TO CAREER PATHWAYS AND THE REAL WORLD.

TARGETED GOAL/ OUTCOME	EVIDENCE OF PRACTICE/ INDICATOR
<ul style="list-style-type: none"> Design projects that simulate real-world scenarios, encouraging students to apply academic knowledge to practical situations. Collaborate with local businesses or organizations to create project opportunities for students. 	<ul style="list-style-type: none"> Build and maintain relationships with alumni who have pursued diverse career paths. Coordinate with local professionals, alumni, or industry experts to conduct career events.

POLICIES, PROGRAMS, AND RESOURCES ARE IN PLACE AND EXPECTED TO ADDRESS THE UNIQUE NEEDS OF EACH STUDENT.

TARGETED GOAL/ OUTCOME	EVIDENCE OF PRACTICE/ INDICATOR
<ul style="list-style-type: none"> • <i>Ensure students have access to comprehensive resources such as career assessments, informational interviews, and workshops to explore various career paths</i> 	<ul style="list-style-type: none"> • <i>Organize information interview workshops where professionals from various industries visit the school or participate virtually to share insights into their careers and answer students' questions</i>

ALL LEARNERS PARTICIPATE IN CAREER CONNECTED EXPERIENTIAL LEARNING

TARGETED GOAL/ OUTCOME	EVIDENCE OF PRACTICE/ INDICATOR
<ul style="list-style-type: none"> • <i>Students and stakeholders /rightsholders are fully aware of the Career Connected Experiential Learning opportunities available (e.g., Centers of Excellence, co-op, job shadowing, mentorships, employer presentations, entrepreneurship programs, and workplace visits.)</i> • <i>Students understand the nature of work, work environments, and the transferable skills valued across workplaces because they have had multiple "Real" world experiences.</i> • <i>Schools actively promote experiential learning opportunities appropriate to the program of study and educational context</i> 	<ul style="list-style-type: none"> • <i>All educators and students will participate in RBC Future Launch sessions on "Being Future Ready" and "It All Adds Up to Making Cents of Savings" to support financial goals and planning.</i> • <i>Monitors and bulletins boards in the school are visible and promote experiential learning.</i> • <i>Develop experiential learning opportunities relevant to what the learners want and need for their pathway.</i>

With Thanks to:

ASD-NORTH:

Miramichi Valley High School:

Shawn Wood, Principle.
Melissa O'Donnell and Paul Landry, Counselors.

ASD-EAST:

Therapeutic Education Support Site

Stacy Garland, Principal.
Linda Daigle, School Counselor.

Bernice MacNaughton High School

Martin Daigle, Principal.
Lindsay Dominie and Stephen Harris, School Counselors.

Salisbury Regional High School

Tammy Constantine, Principal.
Dan Steeves, Acting Principal.
Kerry Donovan and Vanessa Richards, School Counselors.

ASD-SOUTH:

Simonds High School

Jennifer Carhart, Principal.
K. Gordon, Guidance Counsellor.

Kennebecasis Valley High School

Megan Humphries, Acting Principal.
Katie Stevens, Guidance Counsellor Lead.

Hampton High School

Amber Lenihan-Lingley, Principal.
Krista Hovey, Guidance.

ASD-WEST:

Carleton North High School

Jason Smith, Principal.
Sophie Albright, School Counsellor.

Nackawic Senior High School

Sean Newlands, Principal.
Chris Gallop, Guidance.

Woodstock High School

Nicole Giberson, Principal.
Jennifer Acott, School Counsellor.



Networks and Partners

- New Brunswick Teachers Association (NBTA)
- School Staff, Directors of Schools, ESS Directors, Directors of Curriculum
- School District and School Based Education Support Staff
- University of New Brunswick
- St. Thomas University
- Université de Moncton
- New Brunswick Community College, Collège Communautaire du Nouveau-Brunswick
- Office of First Nations
- New Brunswick Disability Executives' Network
- Atlantic Provinces Special Education Authority
- New Brunswick Career Development Association
- Premiers Council on Disabilities
- New Brunswick Multicultural Council
- Atlantic Provinces Special Education Authority
- Post-Secondary Education Training and Labour
- Future NB
- Fédération des jeunes francophones du Nouveau-Brunswick Youth Strategic Table
- Opportunities New Brunswick



