



Hopeful Transitions Implementation Plan

2024-2027

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. The Hopeful Transitions model provides schools with impactful strategies to address the inequities and barriers that have been associated with traditional career education and transition planning.

The Anglophone education system in New Brunswick is currently at an exciting time of transformation and renewal. An excerpt from the recently published **Building a Better Education System: Long-Term Recommendations for New Brunswick's Anglophone Education System**, states that "Profound and ongoing transformations are reshaping how we live, learn and work. New Brunswick students will need to be prepared for jobs that have not yet been created, for technologies that have not yet been invented, to solve problems that have not yet been anticipated." Hopeful Transitions enhances and substantiates this long-term vision.

Supporting this strategic direction, 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, the **New Brunswick Career Education Framework** outlines the career development competencies and attitudes associated with better transitions and psychological well-being in young adulthood. This framework sets the expectation that every learner will have the opportunity to think, explore, and experience Career Connected Learning.

Aligning with the guiding vision of **The Portrait of a Learner**, a **Career Life Plan** will be required for all learners for graduation effective June 2026. Schools will be responsible for supporting every learner to document their learning needs, interests, aspirations and accomplishments in creating a career pathway transition plan towards their preferred future. The tiered **Hopeful Transitions model** will serve as a "road map" to support this new high school experience. Hopeful Transitions was introduced as a successful pilot within several high schools in the Anglophone sector during the 2023-2024 year and will now be implemented in all New Brunswick high schools over a 3-year period, eventually extending to middle schools by 2027.



WHY HOPEFUL TRANSITIONS?

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. 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. The key to successful transitions is providing students with the knowledge, skills, and abilities to improve their well-being and achieve their life goals. This planning cannot be a one-size-fits-all approach for students. Transition planning is unique to each learner as it is student-centered. As per [Policy 322 Inclusive Education](#), and with the support of the School-based Education Support Services Teams, every role within the school has a responsibility to support career pathway transition planning for every learner. If we believe that every learner deserves a hopeful future, it follows that personalized career pathway transition planning should be universally accessible to all learners.

HOPEFUL TRANSITIONS PILOT 2023-2024

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 Hopeful Transitions career pathway planning model, achieving levels of success exceeding expectations for all outcomes and indicators measured. To set goals, monitor progress and determine future direction, EECD collected data for the Anglophone sector on four key success 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

***Please note:** The analytics for the website engagement were not activated until December 2023, therefore, the number of 728 logins as of June 21st does not reflect the actual usage of the site.

In addition to the provincial data, each participating school completed a pre- and post- self-assessment on 8 Benchmark indicators adapted from the [Council of Ministers of Education \(CMEC\), Canada Reference Framework for Successful Student Transitions](#). All pilot schools achieved significant growth in virtually every one of the 51 indicators assessed, and the school example below is representative of the collective achievement.

BENCHMARK #1



The full pilot report with complete details can be found [HERE](#). To implement the model, participating schools actioned the following:

- Introduced and supported Career Transition Coaches in schools by:
 - » Championing Career Connected Learning opportunities
 - » Working collaboratively with Career Transition Coaches, school, district, ESS, and EECD staff
 - » Removing potential barriers and supporting logistics
- Participated in a school self-assessment using the **New Brunswick Hopeful Transition Benchmarks** adapted from the **CMEC Benchmarks for Successful Student Transitions**
- Set school-based career pathway transition planning goals aligned with School Improvement Plans (SIP) to best meet learner needs
- Created school-based action plans (**Hopeful Transitions Action Plan Template**) to address goals incorporating:
 - » Ongoing and tailored staff professional learning
 - » Community and partner engagement
 - » Communication with families
- Tracked individual learner progress through the use of the **myBlueprint** online career planning tool
- Encouraged staff and family engagement with the myBlueprint online tool
- Supported the creation of student digital portfolios using myBlueprint
- Collected and reviewed school-based data at regular interviews
- Adjusted and monitored the goals and action plan as appropriate
- Celebrated successes and set goals for the coming year

NEXT STEPS

Due to the tremendous success of Hopeful Transitions within the pilot schools, EECD will be moving forward with a three-year implementation plan to onboard all high schools in the Anglophone Sector with the Hopeful Transitions model. As part of this process, EECD is funding 1.0 FTE Career Transition Coach for each of the 4 Anglophone districts. Based on their unique contexts, districts will determine how they will allocate this newly created position to schools and create a local district plan for implementation and support. The schools that participated in the 2023-2024 pilot will continue to receive a reduced level of Career Transition Coach support in order to maintain their momentum, but to also provide time to facilitate the onboarding of new schools.

The following table describes the roles and responsibilities of both EECD and Districts in considering the key components for a successful 3-year implementation.

HOPEFUL TRANSITIONS 3-YEAR IMPLEMENTATION PLAN

	YEAR 1 2024-2025	YEAR 2 2025-2026	YEAR 3 2026-2027
EECD ROLES & RESPONSIBILITIES	<div>SUPPORT<ul style="list-style-type: none">• Collaborate with school districts to support Hopeful Transitions implementation and provide support where necessary• Create visuals showcasing systemic alignment of New Brunswick career education roles and initiatives• Provide Hopeful Transitions communication supports and resources (example – video)• Lead a Community of Practice with the Career Transition Coaches (bi-weekly)• Hold quarterly provincial Hopeful Transitions EECD/District meetings• Meet with and update districts regularly• Continue to enhance Hopeful Transitions model and website tool</div>	<div>SUPPORT<ul style="list-style-type: none">• Support the continued implementation of Hopeful Transitions in high schools, including middle schools where possible• Continue implementation of supports from Year 1</div> <div>PROFESSIONAL LEARNING<ul style="list-style-type: none">• Provide a structure to document completion of the Career Life Plan graduation requirement and official transcripts• Create a new professional learning schedule/cadence for Career Transition Coaches including new approaches, practices, training etc.• Continue to offer professional learning opportunities to districts</div>	<div>SUPPORT<ul style="list-style-type: none">• Support the expansion of Hopeful Transitions to include additional middle schools• Continue supports of previous year</div> <div>PROFESSIONAL LEARNING<ul style="list-style-type: none">• Create a new professional learning schedule/cadence for Career Transition Coaches to include new approaches, practices, training etc.• Continue to offer professional learning opportunities to districts</div> <div>PROVINCIAL COLLABORATION<ul style="list-style-type: none">• Continue to work with provincial partners to support identified career pathway transition planning gaps</div>

	YEAR 1 2024-2025	YEAR 2 2025-2026	YEAR 3 2026-2027
EECD ROLES & RESPONSIBILITIES (CONT.)	<ul style="list-style-type: none"> • Support the implementation of the Career Life Plan • Support the continued use of the myBlueprint online career/life planning tool • Support high schools using myBlueprint for course selection • Support awareness and understanding of the NB Career Education Framework 	<p>PROVINCIAL COLLABORATION</p> <ul style="list-style-type: none"> • Work with provincial partners to support identified career pathway transition planning gaps • Work collaboratively with provincial partners to provide resources and supports to schools for more effective career pathway transition planning for each learner 	<ul style="list-style-type: none"> • Continue to work collaboratively with provincial partners to provide resources and supports to schools for more effective career pathway transition planning for each learner
	<p>PROVINCIAL COLLABORATION</p> <ul style="list-style-type: none"> • Network with stakeholders and rights holders • Engage with provincial partners • Generate awareness of Hopeful Transitions, the role of the Career Transition Coach and the NB Career Education Framework. 	<p>MONITORING PROGRESS</p> <ul style="list-style-type: none"> • Provide a progress report for Year 1 • Continue Hopeful Transitions provincial data collection plan • Continue to monitor myBlueprint usage through the provincial myBlueprint data collection plan 	<p>MONITORING PROGRESS</p> <ul style="list-style-type: none"> • Provide a progress report for Year 2 • Provide a summative report based on the provincial 3-Year Implementation Plan • Provide recommendations for continuing to implement Hopeful Transitions for grades 6-12. • Continue provincial Hopeful Transitions data collection plan • Continue to monitor myBlueprint usage through the provincial myBlueprint data collection plan
	<p>MONITORING PROGRESS</p> <ul style="list-style-type: none"> • Oversee the development of a provincial data collection plan for Hopeful Transitions • Monitor monthly district data collection as part of provincial data collection plan • Continue to monitor myBlueprint usage through the provincial myBlueprint data collection plan • Develop and coordinate an updated Hopeful Transitions school pre/post survey 		

	YEAR 1 2024-2025	YEAR 2 2025-2026	YEAR 3 2026-2027
DISTRICT ROLES & RESPONSIBILITIES	<p>SUPPORT</p> <ul style="list-style-type: none"> • Develop a 3-year Hopeful Transitions local/district implementation plan tied to the District Improvement Plan • Increase knowledge and awareness of Hopeful Transitions • Initiate connections between district staff where roles and responsibilities are cross-functional (opportunities for collaboration) • Provide support for connecting school engagement with Hopeful Transitions to the Career Transition Coach • Provide communication regarding the new Career Life Plan graduation requirement • Identify a district lead to support schools with using the myBlueprint online career/life planning tool • Offer high schools opportunities to use myBlueprint for course selection. <p>PROFESSIONAL LEARNING</p> <ul style="list-style-type: none"> • Offer professional learning to educators on Career Connected Learning/Hopeful Transitions • Support professional learning regarding the new Career Life Plan graduation requirement 	<p>SUPPORT</p> <ul style="list-style-type: none"> • Support the continued implementation of Hopeful Transitions in high schools, including middle schools where possible • Support moving high schools towards using myBlueprint for course selection • Support families with their involvement in Hopeful Transitions • Continue supports from Year 1 <p>PROFESSIONAL LEARNING</p> <ul style="list-style-type: none"> • Provide professional learning opportunities on assessment of completion of the Career Life Plan graduation requirement • Continue Year 1 professional learning <p>COMMUNITY COLLABORATION</p> <ul style="list-style-type: none"> • Broaden opportunities for grade 9 learners to engage in Take Our Kid to Work Day • Continue collaboration with community partners/organizations to ensure that each learner is actively engaged in career pathway transition planning 	<p>SUPPORT</p> <ul style="list-style-type: none"> • Support the expansion of Hopeful Transitions to include additional middle schools • Support high schools with each learner using myBlueprint for course selection and/or planning • Continue to support families with myBlueprint • Continue previous year supports <p>PROFESSIONAL LEARNING</p> <ul style="list-style-type: none"> • Provide professional learning on Career Connected Learning and Hopeful Transitions in middle schools • Continue Year 2 professional learning <p>COMMUNITY COLLABORATION</p> <ul style="list-style-type: none"> • Collaborate with community partners/organizations/business to offer more experiential opportunities to middle school learners • Continue collaboration with community partners/organizations to ensure that each learner is actively engaged in career pathway transition planning • Continue to broaden opportunities for grade 9 learners to engage in Take Our Kid to Work Day

YEAR 1 2024-2025	YEAR 2 2025-2026	YEAR 3 2026-2027	YEAR 3, 2026-2027
DISTRICT ROLES & RESPONSIBILITIES (CONT.)	<ul style="list-style-type: none"> • Create a Community of Practice with Hopeful Transitions schools and/or those using myBlueprint for course selection <p>COMMUNITY COLLABORATION</p> <ul style="list-style-type: none"> • Collaborate with community partners and organizations to support career pathway transition planning for each learner <p>MONITORING PROGRESS</p> <ul style="list-style-type: none"> • Identify district key indicators of success for data collection • Meet regularly to review data and progress • Provide data to EECD for provincial data collection plan 	<p>MONITORING PROGRESS</p> <ul style="list-style-type: none"> • Identify district key indicators of success for data collection • Meet regularly to review data and progress • Provide data to EECD for provincial data collection plan 	<p>MONITORING PROGRESS</p> <ul style="list-style-type: none"> • Identify district key indicators of success for data collection • Meet regularly to review data and progress • Provide data to EECD for provincial data collection plan

SUPPORTING RESOURCES

In addition to the weblinks provided earlier, districts and schools are encouraged to access the following resources to support the implementation process. EECD continues to augment Hopeful Transitions resources and will be creating infographics and visuals to enhance awareness and understanding of how all the New Brunswick Career Education initiatives and roles intersect to complement each other. These additional tools will be coming soon.

Hopeful Transitions Implementation Q & A

A 2-page informative flyer for districts explaining key aspects regarding the implementation of Hopeful Transitions. Some of the points addressed include:

- What is Hopeful Transitions?
- How will Hopeful Transitions differ now that it is no longer a pilot?
- What will Hopeful Transitions look like in June of 2027?
- How does the district create a three-year implementation plan?
- What does the year one onboarding process look like for schools?
- What communication is available to share with high schools in identifying interested year one high schools?

Hopeful Transitions for High School Principals Q & A.

A 2-page Question and Answer document for high school principals that responds to some of the following key questions:

- What is Hopeful Transitions?
 - Why is this important to my school?
 - What are the benefits of using the Hopeful Transitions model and tool?
 - What is the role of the District Career Transition Coach?
 - What will it look like to have a Career Transition Coach assigned to my high school?
 - What are some quick examples of activities the Career Transition Coach may support?
 - What are some indicators that my school would be ready to engage with Hopeful Transition and the support of the Career Transition Coach?
 - What does the year one onboarding process look like for schools?
 - When should the Career Transition Coach start working with year one schools?
 - What happens after year one?
 - How can I learn more?
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Hopeful Transitions Roles and Responsibilities.pdf

A 3-page internal document for district staff that describes the roles and responsibilities for:

- EECE Learning Specialist in universal Design for Career Education K-12
- District Career Transition Coach
- District Supervisor

Hopeful Transitions Implementation Ideas.pdf

A 2-page listing of examples of Career Connected Learning experiential opportunities that were facilitated by the Career Transition Coaches during the pilot year.

Hopeful Transitions Recommendations At a Glance.pdf

A brief 1-page list of summary recommendations emerging from the Hopeful Transitions Pilot Report

Glossary

Career Education is an area that may not necessarily be familiar to all school and district staff and some of the terminology can be confusing. The brief descriptions below are intended to clarify the key terms and provide consistent understanding and use of language.

CAREER

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

CAREER DEVELOPMENT

The lifelong process of managing learning, work, leisure, and transitions to move toward a personally determined and evolving preferred future." (*Canadian Standards and Guidelines for Career Development Practitioners, 2012, p.2*)

CAREER CONNECTED LEARNING

The process of actively engaging learners from K-12 across all curricular areas in thinking, exploring, and experiencing to reflect on their preferred futures. Career connected learning incorporates social emotional learning, labour market information, experiential learning, financial wellness, and global competencies. A career is the life you want to lead – not just a job, occupation or profession. It involves preparing for possible and preferred futures.

CAREER EDUCATION FRAMEWORK

The guiding provincial framework designed to ensure that each learner is provided with equitable and inclusive career education and pathway planning. It is intended to be embedded in all subject areas and program blocks and provides for Tier 1 foundational learning. It is structured in 3 key components: Thinking, Exploring, and Experiencing potential career pathways.

TRANSITION PLANNING

An intentional process of personal self-reflection to design an individualized roadmap that respects the learner's hopes and needs and prepares them for their future, whichever path they may choose.

CAREER PATHWAY TRANSITION PLANNING

The coming together of Career Connected Learning career development and transition planning. This is an active process of self-discovery during which the learner is supported to explore information, resources, and experiences that will assist them in charting options for realizing personal hopes and goals in school and beyond.

CAREER TRANSITION COACH

A district-based professional in a coaching role who collaborates with educators and community partners to support high school staff to further enhance their career pathway planning resources, skills, and competencies. Career Transition Coaches provide support by identifying school career pathway transition planning gaps, goals, resources, and best practices for successful transitioning for each student. They do not provide direct support to individual students.

HOPEFUL TRANSITION

A Hopeful transition is one that encourages learner self-determination—to obtain employment and/or pursue their education, improve their economic and social well-being, and achieve their preferred future.

UNIVERSAL DESIGN FOR CAREER PATHWAY TRANSITION PLANNING

Creating accessible opportunities as they relate to career pathway transition services. Creating links between the academic content and career pathway transition planning, instruction, and goals.

CAREER LIFE PLAN

A Career Life Plan is a comprehensive education, career, and life plan that documents the learning needs, interests, and aspirations and showcases the accomplishments of each learner. A Career Life Plan can be developed through three big ideas: Thinking, Exploring, and Experiencing. A Career Life Plan is a graduation requirement starting in June of 2026.

MYBLUEPRINT EDUCATION PLANNER

The provincial platform, myBlueprint, is a comprehensive career planning and ePortfolio tool that is accessible to all learners and their families. This platform supports documentation of accomplishments and learning through digital inventories, artifacts, and evidence.

EXPERIENTIAL LEARNING

Learning through action, learning by doing, learning through experience, and learning through discovery and exploration. Experiential learning creates opportunities for active engagement and focused learner self-reflection.

CENTRES OF EXCELLENCE

A partnership between the New Brunswick education system, community and industry partners that connects students to expert knowledge through virtual and experiential learning. Centres of Excellence reimagine how students learn about New Brunswick career opportunities and increase career readiness.