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HOPE

Hopeful Transitions

2024-2025 YEAR ONE IMPLEMENTATION REPORT

Submitted by:
Tricia Berry, Learning Specialist
Department of Education and Early Childhood Education





Reimagining career pathway transition planning where each learner from grades 6 to 12 participates and is actively engaged in developing a Career Life Plan.

Introduction

The Anglophone education system in New Brunswick is currently on a journey of transformation and renewal. An excerpt from [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 and is an innovative approach to supporting youth in personalized career pathway transition planning. The tiered model of intervention ensures that each learner participates and is actively engaged in planning for their preferred future with hope and opportunity. The various components of the Hopeful Transitions model provides impactful strategies to address the inequities and barriers associated with traditional career education and transition planning, serving as a quintessential “road map” to bolster the new [Career Life Plan](#) graduation requirement.

Hopeful Transitions was introduced in 2023-2024 as a successful pilot within several Anglophone sector high schools, achieving levels of success exceeding expectations for all outcomes and indicators measured. The full pilot report can be found [HERE](#).

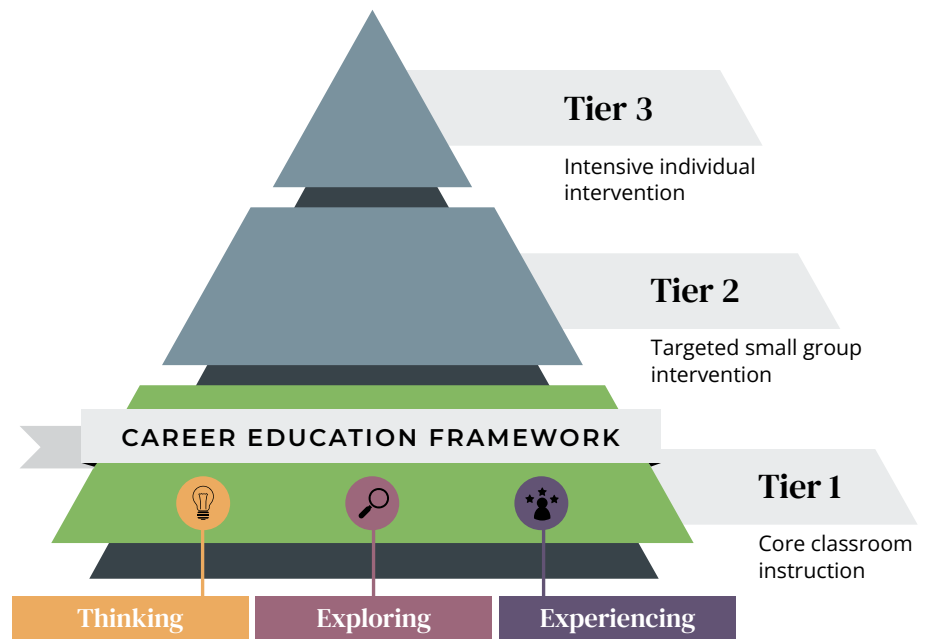
Building upon the strong foundation created by the pilot, this year (2024-2025), the Department of Education and Early Childhood Development (EECD) launched the first formal year of a province-wide **Three-Year Implementation Plan**. This report shares the Year One Hopeful Transitions story with numbers, evidence, testimonials, and images, that clearly highlight a continued positive trajectory of success in providing all learners with personalized, career pathway transition planning.



Career is the journey through life, learning, and work.

Key Components

[Hopeful Transitions](#) was created to provide every learner with personalized career pathway planning and [Career Connected Learning](#) to develop the competencies and attitudes described in the [New Brunswick Career Education Framework](#). Hopeful Transitions is based upon the principles of the Response to Intervention (RTI) model, and encourages schools to adjust supports to address individual need. To assist schools in supporting all learners, EECD has created key components that fit together to form the foundation of the Hopeful Transitions model. These key features are the heart of Hopeful Transitions.



1. [Hopeful Transitions Website](#) – A “one-stop shop” online hub and/or Website tool that houses curated resources, lessons, activities, interventions, checklists, and guides to support school staff.
2. [Hopeful Transitions Guide](#) – A self-guided resource to support school staff in getting started and/or considering how they may ensure that each learner is part of career pathway transition planning.
3. [Hopeful Transitions Benchmarks Goal Setting Tool](#) - An assessment tool outlining 5 Hopeful Transitions Benchmarks for schools to evaluate their current state in supporting Hopeful Transitions, formulate and action goals, and measure progress moving forward.
4. [District Career Transition Coaches](#) - Transition Coaches to support school staff in the intentional use of the guide and online tool. The coaches work to build capacity and connect schools with local and provincial community resources, initiatives, and supports to provide authentic and personalized career connected learning opportunities for learners.

“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

Hopeful Transitions by the Numbers

To set goals, monitor progress and determine future direction, each participating school collected data for the following 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 employer, partner, community interactions with the Career Transition Coach
- Hopeful Transitions website engagement

This same information was also collated provincially. Year one schools set targets for each of the 4 data points below and reviewed and shared them quarterly. The pilot schools from 2023-2024 also set new targets based on their first-year results, with a goal of increasing each data point by a margin of 10%. In each category both the Year One and Pilot schools exceeded their targets by an average of 50% in every category.

% OF INCREASE	SUCCESS INDICATOR
50%	myBlueprint engagement
61%	Educator interactions / supports
52%	Employer / Community interactions
81%	Hopeful Transitions Website Engagement (data collected provincially only)

"We have had an increase in guest speakers in all subject areas. We have had several groups present to students interested in specific fields (e.g. Ambulance NB). Teachers are thoughtfully and intentionally helping students make connections between the subject matter content and how it can be used in future careers. We are looking at expanding our Co-operative Education course so that it runs both semesters each year instead of one."

AMBER LENIHAN LINGLEY, PRINCIPAL



myBlueprint Engagement

One of the measures radiating a positive rippling effect is the significant increase in ACTIVE use of the myBlueprint online planning tool. In Hopeful Transition schools, 60% of all users were active, while in the other schools only 34% actively used the tool.

COMPARING DISTRIBUTION OF MYBLUEPRINT ACTIVE USERS

Hopeful Transitions Schools	60%
Other Schools	34%

Through their expanded engagement, Hopeful Transitions schools are now maximizing the benefits of the multiple functions available in myBlueprint. Many schools requested to use myBlueprint for their course selection process and indicated their desire to continue for the future. This advantage allows learners to develop a 4-year pathway that extends beyond the courses selected for the following year and make informed choices using the post-secondary requirements and labour market information provided. This improved appreciation of myBlueprint is a notable correlation resulting from the support and professional learning provided through the District Career Transition Coaches.

COURSE SELECTION ON MYBLUEPRINT

ASD-West:

Woodstock High
Stanley Consolidated
Nackawic
Saint Mary's Academy
John Caldwell School
Southern Victoria
Canterbury
Carleton North
Hartland

ASD-South:

Saint John High
Campobello
Kennebecasis Valley
Rothesay School

ASD-East:

Riverview High
Caledonia Regional
Bernice MacNaughton
Tantramar
Petitcodiac Regional

Grade 10 Completed	Grade 11 Completed	Grade 12 Current Year	Additional Next Year	
English Language Arts 10-1 ELA10-1 (ELA101) + 5 Credits + 68%	English Language Arts 20-1 ELA20-1 (ELA201) + 5 Credits	English Language Arts 30-1 ELA30-1 (ELA301) + 5 Credits	Course	
Social Studies 10-1 SST10-1 (SST171) + 5 Credits + 88%	Social Studies 20-1 SST20-1 (SST271) + 5 Credits	Social Studies 30-1 SST30-1 (SST371) + 5 Credits	Course	
Mathematics 10C MAT10C (MAT171) + 5 Credits + 45%	Mathematics 20-1 MAT20-1 (MAT271) + 5 Credits	Mathematics 30-1 MAT30-1 (MAT371) + 5 Credits	Course	
Science 10 SCN10 (SCN271) + 5 Credits + 68%	Biology 20 BIO20 (SCN221) + 5 Credits	Biology 30 BIO30 (SCN321) + 5 Credits	Course	
Physical Education 10 PEH10 (PEH141) + 3 Credits	Career and Life Management CLM10 (PEH171) + 5 Credits	Macroeconomics 30 ECON30 (SCN321) + 5 Credits	Course	
Enterprise and Innovation 1 ENT1000 + 5 Credits	Enterprise and Innovation 2 ENT2000 + 5 Credits	Enterprise and Innovation 3 ENT3000 + 5 Credits	Course	
French Language Arts 10-1 FLA10 (FLA101) + 5 Credits	Chemistry 20 CHEM20 (SCN271) + 5 Credits	Microeconomics 30 ECON30 (SCN321) + 5 Credits	Course	
Course	French Language Arts 20-1 FLA20 (FLA201) + 5 Credits	Chemistry 30 CHEM30 (SCN371) + 5 Credits	Course	
	Course	Course		

Rutherford Scholarship

Get an award of up to
\$2,500

View Progress

Graduation Indicator

100/100
REQUIRED CREDITS

80 Planned 20 Earned 10 Total

View Progress

Pathway Eligibility

Youth Check-In Mental Health Survey Evidence

In addition to the data points gathered above, The Youth Check-In evidence further affirmed the positive correlation between Hopeful Transitions and improved mental health outcomes for learners. Almost 13,000 grades 9-12 students participate in this provincial survey that measures the pulse of mental health and wellness, school relevance, and school relationships. Results were compared between the Hopeful Transitions Pilot and Year One Schools with the schools who have not yet implemented Hopeful Transitions.

Given that the Anglophone sector is still in the infancy stage of a 3-year implementation plan, this preliminary data suggests that Hopeful Transitions is on track and already making a statistically positive impact in the lives of many learners. EECD and schools will continue to gather data from the Hopeful Transitions Success Indicators, the Youth Check-In Survey, and the school-based Self-Assessment Tool Benchmarks to monitor, assess, and respond to the action plan goals accordingly.

YOUTH CHECK-IN (FALL 2025)	TOTAL GRADE 9-12 STUDENTS – 12,765
Hopeful Transition Schools	5,345 students (45.3%)
Other Schools	7,420 students (54.7%)

QUESTION: WHEN ASKED...	STUDENT RESPONSE	HOPEFUL TRANSITION SCHOOLS	OTHER SCHOOLS	SIGNIFICANT STATISTICAL INCREASE	# OF STUDENTS IMPACTED
"In general, would you say your mental health is..."	Good, Very good, or Excellent	66.3%	63.5%	+2.8%	357
"I have opportunities to develop skills that will be useful later in life. "	Quite a bit, A lot	59.4%	57.5%	+2.0%	255
"I have ideas about different careers I can do after high school."	Agree, Strongly agree	83.5%	82.1%	+1.3%	166

"Some of my 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

Qualitative Evidence

In addition to reporting quantitative data, schools will also share their stories and learn from each other through posting flipbooks on the Hopeful Transitions Website.

While the numbers provide one clear source of evidence, the personal reflections and testimonials reinforce the impact of the work and the difference and contributions that Hopeful Transitions makes in the lives of learners, families, staff, and community.

Hopeful Transitions Stories

Stories play a powerful role in helping schools learn how to implement hopeful transitions by providing tangible examples of success and creative solutions.

So What? Explain the impact or relevance of the Career Pathway Fair.
(Ex: Why does it matter? How did it help you? What were the impacts on you and your career goals?)

It helped me learn more about how you may even be able to combine two of the things, like engineering and kinesiology like maybe you can make something that helps people with using kinesiology.

Now What? Evaluate your experience, your reactions, and consequences of the Career Pathway Fair.
(Ex: What skills do you want to develop? Did it change the way you think about your future plans?)

I want to develop my skills with hands on things and I thought this was a great experience to do so.

Next Steps? Did this experience impact your future? What take-away do you have from today that may connect to your future career or goals?
(Ex: Did today impact your future career plans? Did you learn something today about your pathway to meet your future goals? Did today impact the classes you plan to take at high school or in post-secondary?)

This made me realize just how many options are available and that its all a good opportunity weather you fail or succed.

Now What? Evaluate your experience, your reactions, and consequences of the Career Pathway Fair.
(Ex: What skills do you want to develop? Did it change the way you think about your future plans?)

It changed the way I think about my future plan because I won't hold myself to some of the more known jobs like, nurses, dentists because their are so many options that pay the same that I've never heard of until today.

Next Steps? Did this experience impact your future? What take-away do you have from today that may connect to your future career or goals?
(Ex: Did today impact your future career plans? Did you learn something today about your pathway to meet your future goals? Did today impact the classes you plan to take at high school or in post-secondary?)

I took away from today that I want to continue doing well in school so I have many pathways after graduation.

"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.

TAMMY CONSTANTINE, PRINCIPAL



Examples of Hopeful Transition Activities

All Hopeful Transitions schools tailored a variety of student and staff activities to address their own contexts in advancing the school goals and action plans. The opportunities below highlight some examples of the tiered supports that were embedded into school life this year:

- myBlueprint session with full school
- Career Pathway Fairs / Future Pathways Expo
- Experts in my Classroom
- Careers in education
- Armed Forces
- STEP and FIT Skilled Trades programs
- Skilled Trades Apprenticeship presentations
- Working NB presentations and Pilot program, 10 students are participating in a 6-week work readiness training program followed by a paid 16-week work placement
- RCMP Information sessions
- Maritime Forestry College guest speakers
- Culinary and Agriculture event
- Junior Achievement presentation
- Integrated Transition Fair

“

What I enjoyed most was getting to meet and chat with the students. I also really liked that they're required to attend the breakout sessions because it gives them a chance to explore different areas they might not have considered otherwise.

Career Life Plan

While the new Career Life Plan graduation requirement was created independently of the Hopeful Transitions model, the goals of these two initiatives act in parallel and are intertwined in supporting youth to achieve a preferred future. One advantage of the 3-year Hopeful Transitions implementation plan is the addition of dedicated staffing for District Career Transition Coaches. While this role was not originally conceived to support the Career Life Plan, all of the District Career Transition Coaches exceeded expectations in supporting schools by building capacity and providing student and staff Career Life Plan periods, activities, professional learning, and resources in preparation for the Career Life Plan.



High School

Plan Courses

Planning to get to University

View Plans

Graduation Indicator

Grade 9 Completed	Grade 10 Completed	Grade 11 Current Year	Grade 12 Next Year
English ENG1D • 1 Credit • 83%	English ENG2D • 1 Credit	English ENG3U • 1 Credit	English ENG4U • 1 Credit
Principles of Mathema... MPM1D • 1 Credit • 78%	Principles of Mathema... MPM2D • 1 Credit	Functions MCR3U • 1 Credit	Advanced Functions MHF4U • 1 Credit
Science SNC1D • 1 Credit • 87%	Science SNC2D • 1 Credit	Information and Com... BTA3O • 1 Credit	Calculus and Vectors
Geography of Canada GOC1L • 1 Credit • 81%	Canadian History sinc... CHC2D • 1 Credit	Physics SPH3U • 1 Credit	
Visual Arts AVI1O • 1 Credit • 85%	Career Studies/Civics GLC2O/CHV2O • 1 Credit	Introduction to Comp... ICS3U • 1 Credit	
Healthy Active Living ... PPL1O • 1 Credit • 71%	Introduction to Business BBI2O • 1 Credit	Designing Your Future GWL3O • 1 Credit	
Core French FSF1D • 1 Credit • 88%	Core French FSF2D • 1 Credit	Introduction to Anthro... HSP3U • 1 Credit	
Expressions of Aborigi... NAC1O • 1 Credit • 82%	Introduction to Comp... ICS2O • 1 Credit	Technological Design TDJ3M • 1 Credit	
+ Add Course	+ Course	+ Add Course	

Planned ————— 22
Earned ————— 8
Required ————— 30/30
Total Credits ————— 33

CAREER LIFE PLAN IMPLEMENTATION SUPPORT

Are you looking for support to implement the Career Life Plan graduation requirement at your school?

BOOK TIME WITH THE CAREER TRANSITION COACH

The Career Transition Coach works in partnership with school staff to enhance their capacity in career education and transition planning.

WHAT DOES IT LOOK LIKE TO HAVE A CAREER LIFE PLAN IMPLEMENTATION DAY?

The Career Transition Coach will support your school in getting all staff and students started with the new Career Life Plan graduation requirement.

SUPPORT OPTIONS

- Coach to meet with School Leadership/ESS Team to develop an implementation plan, identify where Career Life Plan outcomes are already integrated into classes.
- Professional learning for EAs, BLMs or specific school staff on myBlueprint.
- Share resources related to the Career Life Plan and brainstorm other ideas.
- Career Life Plan introduction workshop virtually into classrooms for students/educators.

PRE-PLANNING

School leadership will work with the Career Transition Coach to create a schedule of the day. Staff will need to log on to myBlueprint and get each of their learners to log in to myBlueprint in advance of the day.

WHAT WILL YOUR SCHOOL HAVE GAINED BY THE END?

A shared understanding of the Career Life Plan graduation requirement and the confidence to support students as they navigate completing their tasks and planning their preferred future.

Anna Paradis - anna.paradis@ednet.sbc.ca

Essential Skills Achievement Pathway

As the Career Life Plan is required for ALL learners, the District Transition Coaches supported implementation by creating a resource directly aligning required Career Life Plan tasks with the Essential Skills Achievement Pathway outcomes.

CAREER LIFE PLAN TASK	SUPPORTING FOUNDATIONAL BINDER OUTCOMES
Create a goal to show preparation for life beyond high school	Adaptability 2 Creative Innovation and Problem Solving 4.2
Develope an action plan to work towards a career pathway	Adaptability 2 Creative Innovation and Problem Solving 2.2

“Maintaining patient, positive, and professional relationships with schools is essential for the successful implementation of Career Life Plans (CLPs). This involves building trust, encouraging open communication, and creating a supportive, respectful environment. By approaching interactions with patience and a solutions-focused mindset, we can establish strong partnerships that promote collaboration and ensure smooth transitions for students across school communities.”

TRANSITION COACH

Building on Success:

A Culture of Continuous Improvement

As is the case with any pilot, it is critical to analyze successes and grow from lessons learned. The feedback received from pilot schools resulted in some refinements to further enhance the implementation process for the Year One Hopeful Transitions schools. These included:

- An improved formal onboarding process for new Hopeful Transitions Schools created by the District Supervisors and District Career Transition Coaches
- A NEW and more accessible Hopeful Transitions Benchmarks Goal Setting Tool developed with schools
- The website / online hub was significantly updated to respond to current local and provincial contexts
- Career Pathway Design Course – Originally created as a grade 10 course, the grade level has been removed to encourage use across high school grades.
- Career Life Plan – Now has a code entered for PowerSchool use to assist schools in tracking progress on student transcripts
- Career Connected Experiences 110 has now been approved as prescribed curriculum
- Hopeful Transitions, Career Connected Learning, and the Career Life Plan, are moving to EECD Learning and Achievement (Curriculum and Instruction) to further enhance alignment with the vision and long-term goals of EECD
- Due to the positive response for support, District Transition Coaches are creating a provincial monthly online professional learning workshop series supporting the Career Life Plan implementation
- A variety of procedures and processes were streamlined and strengthened to respond to school needs

Conclusion:

Hopeful Transitions At-a-Glance

The success of the Year One Hopeful Transitions Implementation can be summarized by several key factors:


- All data point targets EXCEEDED expectations in every category
- All Pilot and Year One schools participated voluntarily
- All Pilot and Year One schools requested continued participation, concerned that services and supports would stop
- There is more interest from schools to participate in Hopeful Transitions than the ability of the District Career Transition Coach to be able to support, so much so, that there is a waitlist in some areas, and a possible need for additional coaches
- EECD staff achieved every objective for Year One and are already ahead of Year Two Implementation goals
- Many Pilot and Year One Hopeful Transitions schools requested to do course selection using myBlueprint
- Post-Secondary Education Training and Labour (PETL) has requested collaboration in supporting Tier 2 and Tier 3 supports. They also have a goal of reducing NEET (not in education, employment, training) youth and see the opportunity of working with learners before graduation.
- District and EECD communication, collaboration and awareness about Career Connected Learning K-12 was enhanced through regular quarterly meetings and presentations
- Hopeful Transitions is becoming authentically embedded in District and School Improvement Plan process
- More school staff, families/caregivers, community members and rightsholders are actively engaged in supporting youth in career pathway transition planning
- Hopeful Transitions continues to garner national interest and recognition. Learning Specialist, Tricia Berry presented the model at the National Cannexus Conference in January 2025, and the National Supported Employment Conference in June 2025 in Moncton



We want all our students to experience success and have the best opportunities possible in life.” Tammy Constantine, Salisbury Regional High School

Next Steps

As we begin Hopeful Transitions Year Two Implementation, EECD is committed to continuing the growth and impact of the work through sharing the data, stories, goals, and action plans, and building capacity through ongoing development of resources, learning activities and professional learning. We look forward to the onboarding of Year Two schools to increase the professional network of Hopeful Transitions schools to ensure that every learner is actively engaged in career pathway transition planning towards their preferred future.



“Hope can be described as the perceived ability to walk certain paths leading to a desired destination, and helps people stay motivated when walking these paths.”

C.R. SNYDER

With Thanks to:

ASD-EAST

Alternative Pathways Centre	Ryan Johnston, <i>Principal</i>
Salisbury Regional High School	Tammy Constantine, <i>Principal</i> Vanessa Richards & Kerry Donovan, <i>School Counsellors</i>
Bernice MacNaughton High	Martin Daigle, <i>Principal</i> Lindsay Dominie & Stephen Harris, <i>School Counsellors</i>
Riverview High School	Heather McIntyre, <i>Principal</i> Julie Doucette, Tanya Thibeu & Corinna Rodgers, <i>School Counsellors</i>
Tantramar Regional High School	Susan Lafford, <i>Principal</i> Elliemae Paynter, <i>School Counsellor</i>

ASD-SOUTH

Simonds High School	Jennifer Carhart, <i>Principal</i> K. Gordon, <i>School Counsellor</i>
KVHS	JoEllen Jenssen, <i>Principal</i> Caroline Price, <i>School Counsellor</i>
Hampton High School	Amber Lenihan-Lingley, <i>Principal</i> Krista Hovey, <i>School Counsellor</i>
Bellisle Regional School	Jennifer McFadden & Casey McMillan, <i>School Counsellors</i>
St. Stephen High School	Krista Amos, <i>Principal</i> Allyson Waycott, <i>School Counsellor</i>

ASD-WEST

Hartland Community School	Andy Clark, <i>Principal</i> Lesley Bustard & Terri Mahoney-Walker, <i>VPs</i>
Southern Victoria High School	Justin Tompkins, <i>Principal</i> Angela Barclay, <i>VP</i>
Carleton North High School	Jason Smith, <i>Principal</i> Bridget Nugent, <i>VP</i>
Nackawic High School	Sean Newlands, <i>Principal</i> Ross Calder, <i>VP</i>
Woodstock High School	Nicole Giberson, <i>Principal</i> Chris Sparrow & Melissa Richardson, <i>VPs</i>



