



Academy Diploma Program

Handbook for Educators



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Education and Early
Childhood Development
English Curriculum



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Academy Diploma Program Handbook for Educators

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Abbreviations used in this guide:

ADP	Academy Diploma Program
ASAP	Accelerated Secondary Apprenticeship Program
CLA	Contextualized Learning Activity
CPR	Cardiopulmonary Resuscitation
HRSDC	Human Resources and Skills Development Canada
IEP	Individual Education Plan
NGO	Non-Governmental Organization
NOC	National Occupation Classification
PPLP	Personalized Placement Learning Plan
TASC	The Alliance of Sector Councils
WCB	Worker's Compensation Board
WHMIS	Workplace Hazardous Materials Information System

Please see the Glossary at the back of this document for descriptions.

Other pertinent documents:

ASAP (Accelerated Student Apprenticeship Program) Manual - Policies, Procedures, and Guidelines, 2005
Career Development: A Framework for Prince Edward Island Schools, 2008
Cooperative Education Curriculum Guide, 2007
Education Handbook for School Administrators, 2013-14
Guidelines and Procedures for Community Based Learning, Draft 2009
Life Work Portfolio Handbook for Senior High, currently in development
Senior High Program of Studies and List of Authorized Materials, 2012

Note:

The Academy Diploma Program has been developed for high schools in the English Language School Board. Schools in La Commission scolaire de langue française have the opportunity to participate in a similar program, La Programme de spécialisation au secondaire.

Introduction

The Academy Diploma Program (ADP) is a specialization program approved by the Department of Education and Early Childhood Development (the Department) which enables students to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments. ADPs help students to focus on graduation and pursuing their post-secondary goals. This program is part of the PEI Career Education Framework, which was developed in 2008, and will assist in the students' transition from secondary school to apprenticeship training, college, university, or the labour market by providing them with real world knowledge, skills, and experiences related to potential future educational and career pathways.

Participating in an ADP enables students to

- customize their secondary school education to reflect their interests and talents while meeting the requirements for the PEI High School Graduation Certificate;
- select a bundle of eight to ten required credits focused on sector-specific knowledge and skills that are
 - valued by the sector and post-secondary educational institutions;
 - designed to help prepare students for a post-secondary destination of their choice in a particular economic sector;
 - designed with the flexibility to allow students to shift between pathways (e.g., to switch from a path leading to college to an apprenticeship focus), or to discontinue the program if their career plans change in Grade 11 or 12;
- provide evidence of achievement of the required components of the ADP (e.g., sector-recognized certifications) for prospective employers and post-secondary educational institutions;
- explore, identify, and refine career goals, and make informed decisions about their post-secondary options;
- take part in community based learning opportunities that will help them gain confidence in their ability to be successful, refine skills and work habits, and make informed choices about future career pathways and next steps;
- participate in pathway exploration experiences aligned with their field of interest;
- develop skills, knowledge, and work habits related to Literacy and *Essential Skills** and the *Innovation Skills Profile***, which are required in a particular sector, and have their performance of their skills, knowledge, and work habits assessed and documented;
- enhance the above skills in the context of engaging, sector-specific learning environments;
- access resources, equipment, and expertise that may not be available in their school.

**Human Resources and Skills Development Canada (HRSDC) has identified and validated the Literacy and Essential Skills that people need for life, learning, and work. Essential Skills are foundational skills that make it possible to learn technical skills and other job- or workplace-specific skills, to perform tasks required in their jobs, and to participate fully in the workplace and in the community. These Essential Skills are transferable as students move from school to work, one job to another, and sector to sector.*

***More recently, the Innovation Skills Profile which outlines key creative and innovative skills that are relevant to educators, students, and all organizations—regardless of size, function, or sector, has been developed by the Conference Board of Canada.*

Step by Step Planning and Implementation of an Academy Diploma Program (ADP)

A number of important steps are involved in planning, developing, and launching an ADP. This handbook is designed to provide the English Language School Board (the Board) and senior high schools with the framework for developing ADPs which are academically rigorous, concurrent with existing and future opportunities in industry, and sustainable within a local community.

Schools interested in developing ADPs must involve the Board in the process to ensure that the plan reflects the vision and goals of the Board and the school community. Following the application process and submitting completed forms to the Department for approval by the key dates identified in this guide will ensure a smooth launch for the ADP (see figure 1 on the following page).

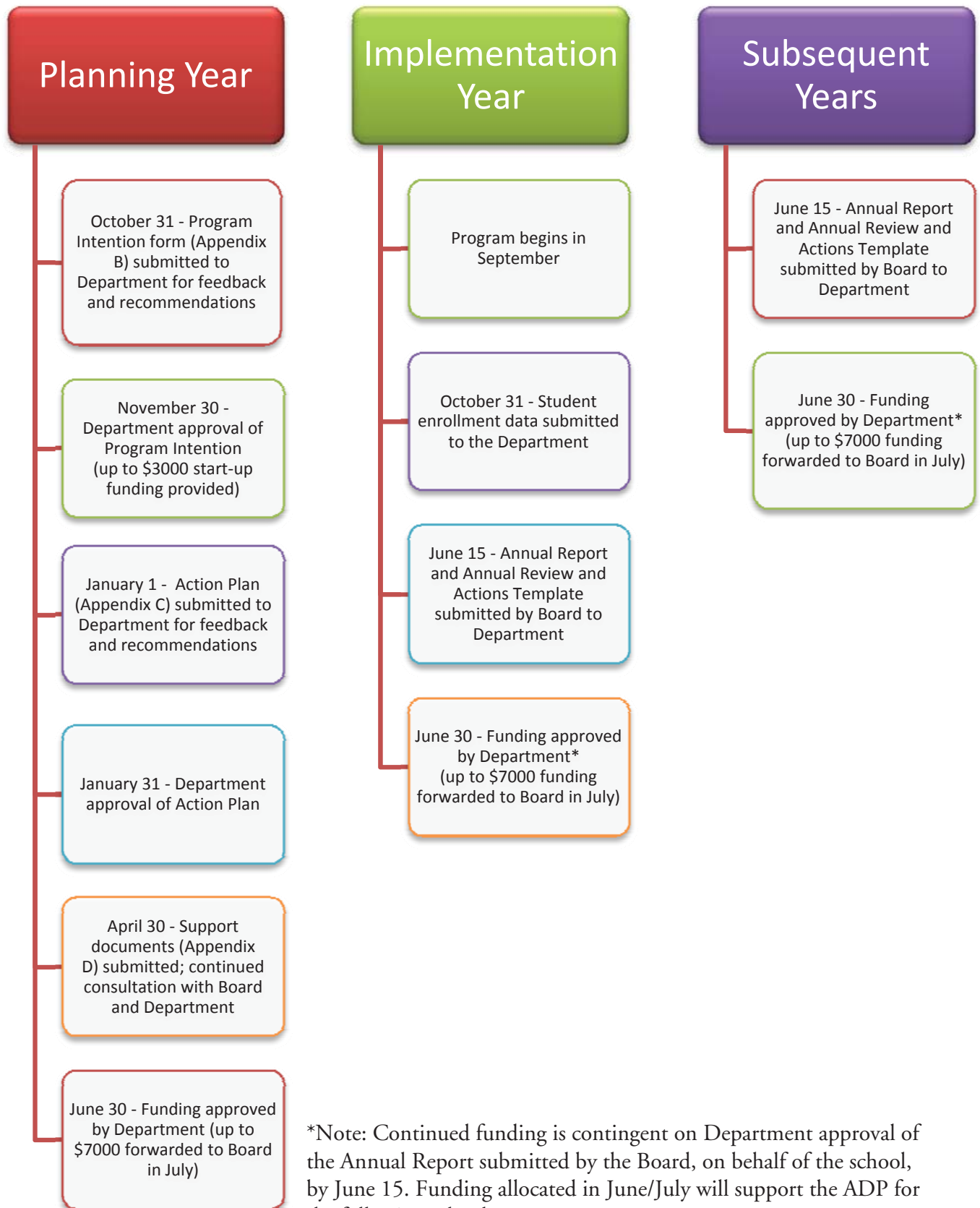
Each step in the application process is dependent on the approval of the Board and the Department. Checklists, rubrics, and forms to support the application are provided in the appendices of this document. Additional support and guidance can be provided by the Department as needed. Once people who will be working on development of the ADP are identified, they should begin by reviewing the School Readiness Checklist which outlines considerations and preparations necessary for offering an ADP (see Appendix A). Schools should submit a Program Intention form (Appendix B) to the Department for approval, then develop and submit a school ADP Action Plan (Appendix C). This will be followed by additional documentation to support the ADP (Appendix D), along with continued consultation with Board and Department staff and sector partners. During the development process, it is important to refer to the policies pertaining to the ADP in the document titled *Guidelines and Procedures for Community Based Learning, Draft*.

Figure 1 on the following page indicates the timeline for implementation of a new ADP. The application schedule allows time at each step for school teams to revise and re-submit documents as necessary to ensure planning reflects the quality and rigor required for a successful program. Beginning the ADP on schedule depends greatly on adherence to the timelines as shown.

Budget amounts shown are maximum amounts available. Start-up and program budgets allotted to each school are dependent upon assessment of specific needs. Every effort should be taken to be fiscally responsible in delivery of the ADP, which may mean sharing resources with other schools and accepting some support from industry, as appropriate.

During the first two years in which an ADP is active, it is still considered to be in the developmental stages as the number of students enrolled may continue to grow. After the initial two year period, it is recommended that an ADP with low student enrollment undergo a significant review by educational and community partners to determine reasons for low student numbers, and develop strategies to overcome any identified challenges.

Before June 15th of each school year an ADP is offered, school staff must work with Board representative(s) to complete and submit an Annual Report to the Department. The Department will continue to fund ADPs that show sustainability, contain all required components, and have all the required information submitted by identified timelines.

Figure 1. ADP Timeline

Step 1. Becoming Familiar with the ADP

This section includes information about the basic structure required to implement an Academy Diploma Program at any Prince Edward Island high school, and possible areas of focus to consider once a school has determined school readiness.

1-A Examine the Required Structure

The Department has based the framework for the ADP on a successful diploma model – the Specialist High Skills Major (SHSM), which was created by the Ministry of Education in Ontario and adapted it to fit the education system in PEI.

Examples of sector-specific areas on which PEI schools may base the development of an ADP include, but are not limited to

- Agriculture and Bioscience
- Arts and Culture
- Aviation and Aerospace
- Business and Innovation
- Career and Technical (Skilled Trades)
- Fisheries and Aquaculture
- Health and Wellness
- Hospitality and Tourism
- Natural Resources and Environment

Each ADP consists of the following **five required components**, all of which students must successfully complete in order to earn the Academy Diploma:

1. **A defined bundle of at least ten grade 11 and grade 12 credits.**
2. **Sector-recognized certifications and training courses/programs.**
3. **Community based learning opportunities within the sector.**
4. **Pathway exploration experiences connected with post-secondary goals.**
5. **Development of a Life Work Portfolio to document and reflect on learning and achievement.**

The five required components for successful attainment of an Academy Diploma, as shown in figure 2 on the following page, are designed to give students a rich and varied range of curriculum based and community based learning opportunities as a foundation for making successful transitions to their chosen post-secondary pathways (labour market, apprenticeship, college, or university).

Figure 2. The Components of the Academy Diploma Program

These five components will be further developed in each school's ADP application and supporting documents which are outlined in the appendices of this document. It is recommended that representatives from business and industry sectors, post-secondary and other educational institutions, training organizations, school boards, and other departments be consulted to provide input into the development and implementation of the ADPs. These partnerships will ensure quality programs that are valued by post-secondary and employer partners and will broaden future prospects for graduates.

Credits earned as part of the ADP will count toward the Prince Edward Island Graduation Certificate, and students who complete the requirements for the Prince Edward Island Graduation Certificate and for the ADP will receive an "Academy Diploma" upon graduation. In addition, students will receive from their respective school a Student Achievement Record outlining their accomplishments in all areas of the five required components.

It is important to note that:

- ☐ *Students must successfully complete ALL FIVE required components to earn an Academy Diploma.*
- ☐ *No substitutions for any of the required components are permitted, however, schools may develop areas of specialization within an ADP to reflect a local emphasis (e.g., a construction or welding focus within a skilled trades ADP).*
- ☐ *Within an ADP, schools must support all four post-secondary pathways: apprenticeship, college, university, and labour market.*

The capacity of the school community to support an ADP can be affected by such factors as

- existing pathway initiatives that address post-secondary options for students;
- existing specialized programs (e.g., certificate programs);
- current and potential employment trends in the region, based on labour market data;
- long-range plans and priorities of the school and Board;
- flexible scheduling options;
- anticipated transportation requirements;
- potential collaboration with neighbouring school(s) to avoid duplication and enhance opportunities for students;
- existing business and industry partnerships and their possible expansion;
- existing post-secondary educational partnerships;
- student enrolment in courses and programs;
- presence of staff “champions” at the school and Board to lead the implementation of the ADP;
- teacher qualifications required to deliver sector-specific credits;
- availability of resources and facilities at the school and in the community.

Note:

Please refer to the School Readiness Checklist (Appendix A) throughout the ADP planning process.

Step 2: Establishing the ADP Organization and Framework

This section provides schools with tools and strategies to assist in planning the supporting structure for Academy Diploma Programs. Please refer to Appendix B, the Academy Diploma Program Intention form, which provides resources and templates for the beginning stages of development.

2-A Establish an Advisory Committee and School Team

To support the implementation of the ADP, schools must establish both an advisory committee and a school team. These two groups provide expertise with respect to employer and community expectations, identify priorities of the Department, the Board, and the school, as well as provide support in areas such as program content, resources, strategies, and initiatives. Advisory committee members may also provide local labour market information and other relevant data. Schools should provide details of their advisory committee and school team, including membership, mandate, time lines, roles and responsibilities, by completing, in as much detail as possible, the appropriate section of the Academy Diploma Program Intention form (see Appendix B) and submitting it, along with other required documentation, to the Department.

The advisory committee

One main role of the advisory committee is to provide advice on the program to help ensure that students will earn an ADP that is valued by stakeholders, particularly with respect to the five required components. For example, industry members may provide advice about aligning students' classroom experience with current workplace expectations. Members may also be able to provide community links for establishing community based learning experiences for students.

Another crucial role of the advisory committee is to promote the ADP among the school and sector communities. Participation by advisory committee members in such activities as trade fairs, school displays, parent information meetings, and the course selection process will enhance the credibility of the program and increase awareness of future opportunities available for ADP students.

While a varied representation of members is encouraged, particular attention must be paid to the number of people sitting on this committee. It is advised to keep the committee small enough (approximately six to eight individuals) to allow for efficient management of the program. Representation of the school board on this committee is strongly recommended.

The advisory committee should encourage a broad range of participation options for committee members. This may include participation by e-mail, teleconference, or other electronic means, where appropriate.

Members of the ADP advisory committee could include

- the Board superintendent or other representative;
- the principal and/or vice principal;
- a teacher delivering the sector-specific and other required credits in the bundle;

- a school counsellor or cooperative education teacher;
- a student;
- a parent/school council member;
- a college/university representative;
- a local employer;
- a local sector council member;
- a local apprenticeship advisor;
- a community agency/service organization representative (e.g., YMCA, Rotary, Mi'kmaq Confederacy representative, business association member);
- a representative of the Department of Education and Early Childhood Development.

The school based team

The main goal of the school based committee is to support and facilitate the implementation of the program. This group is focused on the day-to-day workings of the ADP within the school, as well as ensuring that supports are in place to maintain the program into the future. As with the advisory committee, having a limited number of members (approximately four to six) on the school based team is preferable to ensure efficiency in moving the program forward. Members can liaise with other school staff to ensure that effective communication occurs.

Members of the ADP school team could include

- the school principal and/or vice principal;
- a teacher delivering the sector-specific credits in the bundle;
- a teacher delivering the required graduation credits in the bundle;
- a cooperative education teacher;
- a school counsellor;
- a student;
- a parent/school council member;
- the Board superintendent or other representative.

2-B Determine Supports for Sustainability

Once both committees are in place, the next step in applying for an ADP involves identifying supports within the economic sector which will be the focus of the ADP, along with providing timelines and school contact information (see Appendix B, Part 1).

When considering which ADPs to offer, schools need to determine whether they have the capacity to provide a range of appropriate opportunities for students and whether there is sufficient interest and support to sustain the ADP. Existing local school initiatives may already provide many of the opportunities that are required for an ADP. Schools can build on these initiatives in developing a successful ADP.

Sustainability of the ADP depends on many factors, including the level of

- student interest;
- demand for graduates who have completed the ADP;
- support at the board and school;
- support within the economic sector and the local community.

Another deciding factor in choosing which ADP to offer is its financial feasibility. Prior to beginning an ADP, adequate facilities and equipment must also be in place at the location(s) identified to host the program.

The scoring rubric shown in Table 1 below is a useful tool for determining which components of local programs already exist as a foundation for possible ADPs.

Table 1 - Rubric for Selecting an ADP Sector being considered: _____

Criteria	Insufficient Planning	Needs Attention	Approaching Expectation	Meets Expectation
1.1 opportunities for students in all four pathways	opportunities for students in one pathway	opportunities for students in two pathways	opportunities for students in three pathways	opportunities for students in all four pathways
1.2 existing local programs and provincial course offerings within the required bundled credits for the ADP	less than 3 of the bundled credits in place	4 or 5 of the bundled credits in place	6 or 7 of the bundled credits in place	all 8 to 10 of the bundled credits in place
1.3 existing staff with related qualifications and interest in the ADP sector being considered	existing staff have no related qualifications to teach sector-specific courses and/or are not committed to supporting ADP	existing staff have limited related qualifications and are somewhat committed to supporting ADP	existing staff have some related qualifications and are committed to supporting ADP	existing staff have adequate related qualifications and are committed to championing ADP
1.4 existing facilities suitable for hosting the ADP sector being considered within the school and/or community	existing facilities within the school and/or community will support minimal aspects of the program	existing facilities within the school and/or community will support some aspects of the program	existing facilities within the school and/or community will support most aspects of the program	existing facilities within the school and/or community will support all aspects of the program
1.5 opportunities for students to complete required sector-recognized certifications and training courses/programs	opportunities to complete one sector-related certification and training course/program	opportunities to complete two sector-related certifications and training courses/programs	opportunities to complete three sector-related certifications and training courses/programs	opportunities to complete four or more sector-related certifications and training courses/programs
1.6 opportunities for community based learning (e.g., project based learning, job shadowing), in addition to co-operative education	minimal opportunities for community based learning	some opportunities for some types of community based learning	considerable opportunities for several types of community based learning	extensive opportunities for several types of community based learning

Table 2, below, provides an opportunity to assess the sustainability of the ADP based on supports within the school and community.

Table 2 - Determining Sustainability of the ADP

Criteria	Insufficient Planning	Requires Attention	Approaching Expectation	Meets Expectation
2.1 evidence of interest from a broad range of students	little evidence of student interest	some evidence of student interest	considerable evidence of student interest	extensive evidence of student interest
2.2 evidence of stable demand for graduates (based on local, provincial, government, and sector data)	little evidence of stable demand	some evidence of stable demand	considerable evidence of stable demand	extensive evidence of stable demand
2.3 evidence of support among school staff	little evidence of support	some evidence of support	considerable evidence of support	extensive evidence of support
2.4 evidence of support at the Board (advocacy, promotion, troubleshooting, active involvement)	little evidence of support	some evidence of support	considerable evidence of support	extensive evidence of support
2.5 evidence of support for the ADP in the economic sector and the school community	little evidence of support	some evidence of support	considerable evidence of support	extensive evidence of support

2-C Choose a Delivery Model

Once the decision has been made regarding the feasibility of the Academy Diploma Program(s) to be offered, school teams are encouraged to consider various delivery models for implementation. The choice of delivery model will depend, in part, on available school and community resources and can be conveyed to the Department as part of the Program Intention form. The model of delivery also depends on the unique situation of each school and strengths of its staff members. Where possible, sharing of resources and expertise between schools is encouraged.

Types of delivery models

The following are possible models for the delivery of an ADP:

i) ADP in one school, offered only to students in that school

This model is appropriate for schools that have

- sufficient student interest in the ADP;
- teachers with the necessary qualifications;
- appropriate facilities;
- arrangements in place for sufficient and appropriate cooperative education placements;
- partnerships in place with post-secondary institutions and local sector organizations;
- a rural setting with long travel times to other high schools.

ii) ADP in one school, offered to students from multiple schools

This model is appropriate when individual schools have insufficient student interest to sustain an ADP within their own population. It also

- enables students from nearby schools to participate;
- generates transportation issues that need to be resolved (e.g., by timetabling all the sector-specific credits within one semester in order to reduce the need for students to travel);
- increases opportunities for students, as a number of schools within the Board could offer different ADPs;
- affects enrolment in students' home schools;
- requires that the host school have teachers with the necessary qualifications;
- requires that the host school have appropriate facilities;
- requires that the host school have arrangements in place for sufficient and appropriate cooperative education placements within several communities;
- requires that the host school have partnerships in place with post-secondary institutions and local sector partners;
- requires that the host school be located near another high school.

iii) ADPs in the same sector, offered at multiple schools

This model

- enables students from several schools to participate;
- provides students with access to the expertise, skills, and qualifications of multiple teachers;
- utilizes resources of community partners on a wider scale;
- may generate transportation issues that need to be resolved;
- enables host schools to share a common advisory committee;
- enables host schools to share travel, equipment, and staff responsibilities;
- enables host schools to offer shared learning opportunities for staff and students;
- requires that host schools have a combination of teachers with the necessary qualifications;
- requires that each host school have access to appropriate facilities;
- requires that each host school have arrangements in place for sufficient and appropriate cooperative education placements within several communities;
- requires that each host school have partnerships in place with post-secondary institutions and local sector partners.

iv) ADP delivered in part at learning sites other than a secondary school

This model

- is appropriate when some of the requirements are delivered on-site (e.g., on a home build);
- provides additional opportunities for students to explore their communities;
- generates transportation issues that need to be resolved;
- may present additional obstacles to sustainability, as it depends more on external resources;
- may be available for students from several schools in the region;
- may offer facilities and equipment that are not available in schools;
- may provide opportunities for team teaching.

Availability of resources

Resources to support the implementation of ADPs may be accessed from a variety of existing sources, such as the sector and the community.

When selecting a delivery model for an ADP, and when projecting a budget for the program, schools should consider the availability of

- professional development and mentorship opportunities with business and industry representatives for teaching staff and support staff;
- funding for student transportation;
- teachers certified as trainers and assessors for sector-recognized certifications and training courses/programs required for the ADP;
- funding for student certification and training courses/programs;
- consumables for the program;
- hardware and software to meet the needs of the program;
- up-to-date equipment (e.g., industrial, technical, laboratory);
- sustainable partnerships;
- curriculum and resources for local sector-specific courses.

2-D Develop Partnerships and Pathways

Partnerships between the Board, school(s), post-secondary institutions, the community, and business and industry contacts are crucial to the sustainability of the ADP, and the role of each partner must be clearly identified. Since the beginning stages of the ADP in PEI, post-secondary and sector partners have been eager to work with schools in this capacity and have offered ADP students some incredible learning opportunities. However, school teams may encounter groups who are not aware of the ADP, so clear communication to inform these partners about components of the program will be essential in order to obtain the most benefit from these partnerships. Details of everyone's role in these partnerships will be part of the documentation in the Program Intention (Appendix B).

It is recommended that schools approach the implementation of an ADP as a joint venture with other schools when possible, in order to maximize student opportunities. Such collaboration may provide an effective strategy for working with potential sector associations and community partners and can result in economy of time and resources.

Partnerships with other schools

There are a variety of partnership opportunities for schools to consider, ranging from delivering certifications and training courses/programs jointly to sharing students and resources in one ADP. Areas in which partnership opportunities could be considered include

- transportation and facilities costs;
- process for certifications and training (e.g., sharing external evaluators);
- professional development of staff;
- cooperative education placements;
- community based learning opportunities (e.g., sharing facilities, staff, resources, and transportation);
- pathway exploration opportunities involving post-secondary institutions and community partners;
- budget requirements for equipment, maintenance, marketing, and consumables;
- staffing;
- synchronicity of timetables, reporting schedules, transportation schedules;
- policies and procedures (e.g., field trip permission forms);
- reduction of liability in terms of health and safety issues.

In the case of schools partnering with other schools in the development of an ADP in a common sector (e.g., Agriculture and Bioscience ADP offered at multiple schools), each school team must submit a Program Intention form to the Department to begin the application process. Following initial Department approval of the program, representatives from each host school should work together to develop one common Action Plan which outlines both similar and unique aspects of the ADP at each host school, and a plan for sharing of resources, expertise, responsibilities, and possibly equipment. Assembling one advisory committee that includes a representative from each host school is encouraged.

Partnerships with colleges, training centres, and universities

Strong partnerships with local colleges, training centers, and universities are critical to success in implementing an ADP. Factors to be considered in partnerships with post-secondary educational institutions and training centers should include

- geographical factors (e.g., location of institutions/programs related to the ADP);
- existing agreements, including agreements for providing community based learning and articulation agreements;
- common understanding of ADP guidelines and expectations of all participants (students, teachers, post-secondary instructors or supervisors);
- ongoing, clear communication between secondary and post-secondary partners;
- availability of classroom seats in post-secondary programs;
- the ability to provide support for students with Individual Education Plans (IEPs) and other special needs.

Community, business, and industry partners

Community and sector partners play an important role in the success of ADPs. In PEI, both provincial and national sector organizations continue to support the development and continuation of ADPs by providing resources and opportunities for certification and training, community based learning, and cooperative education placements. The Alliance of Sector Councils (TASC), a national organization, has worked with the Department and the Board in initiating relationships between the education system and sector organizations by informing their local members of opportunities to partner with schools offering such programs.

2-E Develop a Program Start-up Budget

Some costs incurred in the development of an ADP may be covered by limited start-up funding which is available from the Department. **Please provide a detailed breakdown of cost estimates for staff professional learning, equipment, and other materials to support student learning and promotion of the ADP** (See Appendix B, Part 4). It is important for the school team to provide as much detail as possible in the start-up budget. To assist in the development of this budget, it may be beneficial to refer to “Step 3: Developing the ADP Action Plan”, beginning on the following page, which describes and provides examples of the specific components of the program.

2-F Submit Academy Diploma Program Intention to the Department for Approval

At this point in the development process, a completed Program Intention form should be submitted to the Career Education Specialist at the Department. Applications will be reviewed by a Department committee and feedback regarding recommended changes and areas of further development or clarification will be provided.

Appendix B: The Academy Diploma Program Intention should be completed and submitted to the Department prior to October 31 of the planning year.

This initial proposal consists of:

- ☐ *Appendix B, Part 1 – General Information*
- ☐ *Appendix B, Part 2 – Advisory Committee Information*
- ☐ *Appendix B, Part 3 – School Team Information*
- ☐ *Appendix B, Part 4 – Program Start-up Budget*

Step 3: Developing the ADP Action Plan*

In this section, the required components of an Academy Diploma Program are explained to support schools in the development of the ADP Action Plan (Appendix C). Included in the ADP Action Plan are details of each of the required components of the program, development of a student mentoring and tracking schedule, a promotion and marketing plan, a professional learning plan for staff, and development of a program budget. As in Step 2, please refer to the appendices for detailed application forms and templates while working through each section of the Action Plan.

3-A Clarify the Requirements of the ADP

Each Academy Diploma Program must contain the following components, with the specific requirements within each part being defined by individual schools:

Bundled credits

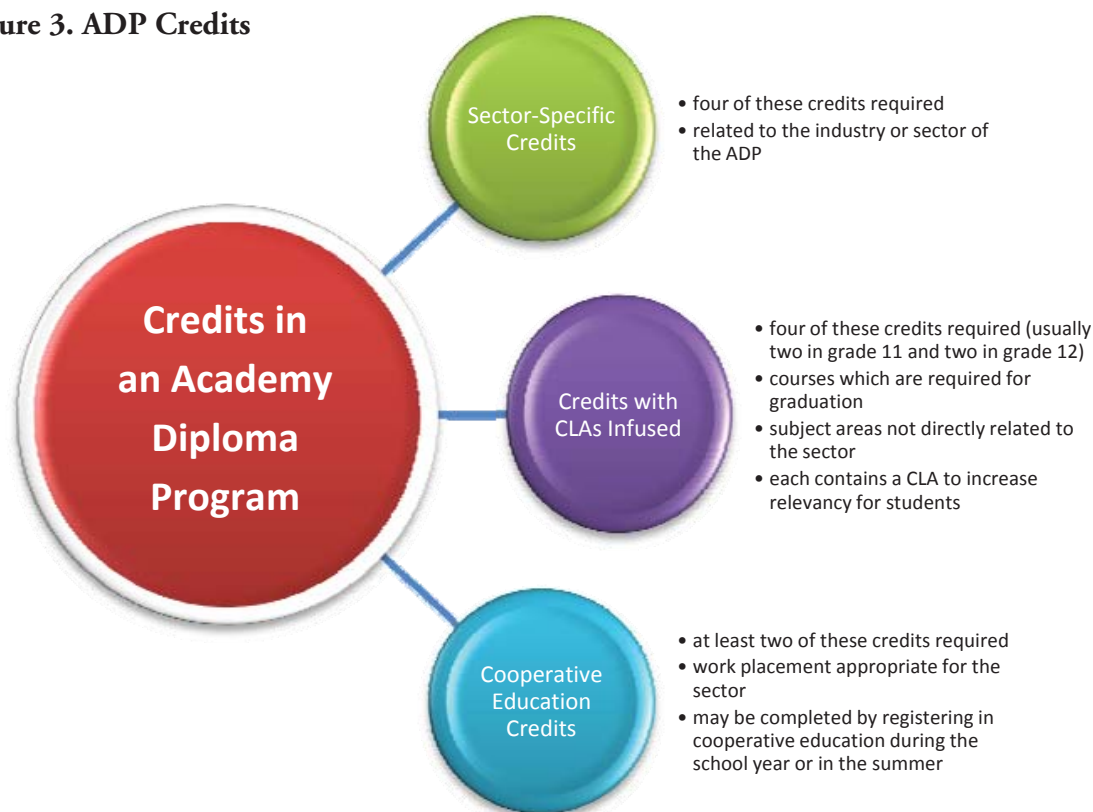
Each ADP has a bundle of at least ten required grade 11 and grade 12 credits, to support the sector and/or the pathway for each of the four post-secondary destinations. These credits provide students with skills and knowledge related to and valued by the ADP sector. As part of the ADP Action Plan, schools must develop a **course matrix** outlining courses required for completion of an Academy Diploma, attainable within the school's particular timetable structure (Appendix C, Part 1).

The bundle of credits for an ADP consists of a minimum of:

- i. **four sector-specific credits;**
- ii. **four required graduation credits (in which students complete a learning activity related to the ADP sector);**
- iii. **two cooperative education credits.**

The credits in the bundle prepare students for one of four post-secondary options: apprenticeship training, college, university, or the labour market. Figure 3 on the following page shows the types of credits that are necessary in a bundle.

*Note: As previously stated, if multiple schools are simultaneously developing an ADP in the same sector, it is important that school teams collaborate to develop a single Action Plan which clearly outlines commonalities and differences in the ADP at each host school. For school teams developing a new ADP in the same sector as an existing ADP at another PEI high school, collaboration with the staff at the original host school, and alignment of the new program with the existing program is also recommended.

Figure 3. ADP Credits

i. Sector-specific credits

Each ADP has **four major credits** that enable students to build a foundation of sector-focused knowledge and skills. The sector-specific credits may be

- credits from the PEI curriculum, including Independent Study 521A or 621A (ISC521A/621A);
- external credits which are Department approved (e.g., Royal Conservatory of Music, Air Cadets);
- credits for Department approved, locally developed courses.*

* Note: There is currently a moratorium on developing new local courses in Prince Edward Island schools.

An ADP can be designed to focus on a specific area within the given sector. For example, an Academy Diploma earned in the career and technical sectors could focus on construction, welding, or another trade area. This focus is achieved through the selection of the four sector-specific credits in the bundle.

Of the sector-specific credits, all may be mandatory, or some may be selected by students from a list which has been pre-determined by the school offering the Academy Diploma. Of these sector-specific courses, one may be an Independent Study 521A/621A course or a provincially approved External Credit if the school deems it appropriate within the parameters of the Academy Diploma being offered.

ii. Required graduation credits

In addition to the sector-specific credits, each ADP course matrix must identify **four other credits from the PEI curriculum which are required for graduation** (e.g., English, math, social studies, science), but do not necessarily relate directly to the sector. Courses such as these will be linked to the interests of ADP students by infusing sector related content into an existing project or activity.

These required graduation credits are delivered by the content area teachers and involve the completion of contextualized learning activities (CLAs) which enable students to connect their learning in these courses to their Academy Diploma sector. CLAs are based on curriculum outcomes from the required course. **One or more CLAs, totaling a minimum of six hours in length, must be incorporated into each of the four courses which have been identified in the course matrix and which would not otherwise include content related to the ADP sector.** When possible, it is best to plan for two to be completed in grade 11 and two in grade 12.

It is beneficial to have the subject teachers of the required graduation credits work with teachers involved with the Academy Diploma to become familiar with the scope of the sector-specific knowledge and skills of the ADP so that appropriate related learning activities can be developed for students. This will provide opportunities for these teachers to gain insight into the relationship between their subject area and the Academy Diploma. For example, in the Aviation and Aerospace ADP, the Global Issues or English teacher could work with the ADP teacher to develop an assignment where students develop a presentation on the effects of the invention of flight on our modern society, or students in the Arts and Culture ADP could attend a rehearsal and write a critical review for an upcoming historical play. **CLAs are not intended as an extra activity for ADP students, but a way to bring more relevance to an assignment that is required of all students in a particular course.**

The CLAs can be delivered to

- an entire class, if the students are timetabled as an ADP cohort;
- individual or small groups of ADP students within an existing class;
- individual ADP students, through e-learning or another independent learning model.

A database of CLAs is currently being developed for use in a variety of sectors. Department and Board staff will continue to support teachers in the development of CLAs to support specific ADPs. Any school team wishing to develop CLAs independently must complete the template provided in Appendix C, Part 2 for each new CLA developed and submit it to the Board and Department for approval prior to use in the classroom.

iii. Cooperative education credits

Through a classroom component in addition to authentic learning experiences in the workplace, cooperative education enables students to refine, extend, apply, and practice sector-specific knowledge and skills. Instructors, employers, and students work together to create an individual Personalized Placement Learning Plan (PPLP) for each student which outlines how *Essential Skills* and learning will be developed through student roles in their cooperative education worksite placements.

Each ADP pathway requires that students complete a minimum of two credits in cooperative education linked to the sector. More than two credits are recommended if the student's timetable permits.

As with any student placement, the cooperative education teacher must conduct a risk assessment (The Seven Steps of Health and Safety Assessment), complete insurance and placement forms, and create a Personalized Placement Learning Plan (PPLP) for each placement before the student is assigned to it to ensure that the employer is offering a positive learning environment and a safe workplace. Details are outlined in the *Cooperative Education Curriculum Guide* and the *Guidelines and Procedures for Community Based Learning, Draft*, which are used by all cooperative education teachers in the province.

Students may earn their minimum of two cooperative education credits in Grade 11 and/or Grade 12, as a single credit in each grade or a double credit in one grade. Students in the university pathway, however, are advised to complete their cooperative education credits in Grade 11 in order to allow space in their timetables in Grade 12 for credits needed to meet university entrance requirements. Depending on individual circumstances, students may complete their cooperative education credits in the summer.

In summary:

- ☐ *The bundle of credits for every ADP offered by a school must be approved by the Department of Education and Early Childhood Development as part of the school's ADP Action Plan.*
- ☐ *Credits must support all 4 post-secondary pathways.*
- ☐ *No changes in the grade level or substitutions of courses for the required credits in the approved bundle are permitted without prior Department approval.*
- ☐ *An approved Contextualized Learning Activity (CLA) related to the ADP sector must be completed in four of the courses which are required for graduation, and must fulfill some curriculum outcome(s) for that course.*

Sector-recognized certification and training

The requirements for certification and training in the school's ADP Action Plan should be recognized and advocated by the related sector, when possible. This component of the ADP enables students to acquire the knowledge and skills related to safe work habits and sector-specific training by completing a minimum of **four training sessions or certifications** during their high school journey. In addition, students with sector-recognized certifications and training may have an advantage when entering the workforce and some post-secondary programs. The next part of the ADP Action Plan provides a template for listing certification and training courses/workshops which will be available to students (Appendix C, Part 3).

Some of the required certifications and training courses/programs such as First Aid and WHMIS may be applicable to all sectors; others are specific to the requirements of the sector (e.g., students focusing on the tourism and culinary sectors might take the Food Service Safety Course, which is offered to the public free of charge from a certified Public Health Inspector).

For ADPs with limited access to certifications which are endorsed by the sector, such as the visual or performing arts, schools and community partners can augment the ADP by creating specialized learning sessions for students (e.g., stage make-up application, hearing protection for theatre settings, preservation and restoration of artwork). Specific criteria for successfully completing the locally created training programs must be clearly identified and measurable.

Certification and training courses/programs must

- be delivered by a certified trainer—a person recognized by the certification provider or by the sector as an authority (does not apply to WHMIS, which is available online, or other locally developed training sessions);
- include an assessment and evaluation component;
- include, wherever possible, documentation such as a certificate or other proof of completion for the student's Life Work Portfolio*.

*The Life Work Portfolio (explained in more detail on page 22) should indicate the title of each certification earned or training course/program completed, the number of hours involved, and the date the certification/training was completed.

Guidelines pertaining to certifications and training are as follows:

- ☐ *Where training is documented with formal sector-recognized certification, trainers must be qualified to deliver such programs.*
- ☐ *Each ADP student must complete a minimum of four certifications and/or training courses/programs.*
- ☐ *No substitutions for items in the list of certifications and training course/programs included in each school's ADP Action Plan, or changes in the number of required certifications and training courses/programs are permitted without prior Department approval.*
- ☐ *Schools may provide opportunities for students to earn additional certifications and complete additional training, enabling the program to be customized to reflect a local focus.*

Community based learning activities

The ADP community based learning requirement consists of planned learning activities that take place outside the traditional classroom setting. Community based learning can include such activities as project based learning within the community, job shadowing (accompanied by an interview of the employee and a reflection or other classroom component), and volunteering. These activities allow students to explore, observe, participate in, and reflect on a variety of experiences and occupations related to the sector. They also enable students to increase their awareness of, and develop, the *Essential Skills* and knowledge required in the sector and to have their application of those skills and knowledge documented and assessed within their Life Work Portfolios.

It is imperative that community based learning activities be rigorous, hands on opportunities for students to engage with community and industry partners while developing their skills and knowledge of the sector.

Each student **must complete a minimum of four community based learning activities, in addition to cooperative education credits**, to fulfill the requirements of an ADP. (Cooperative education is also a form of community based learning. However, for the purposes of the ADP requirements, the two cooperative education credits must be counted only as part of the ADP bundled credit requirement.) The information which follows will assist school teams in identifying potential community based learning opportunities to be included in the ADP Action Plan (see Appendix C, Part 4).

Sector-specific examples of community based learning opportunities could include the following:

- Agriculture and Biotechnology—Participating in a 4-H activity, conference, or creating a display.
- Arts and Culture—Inviting local Aboriginal Elders to share stories and teach students traditional dances.
- Aviation and Aerospace—Interviewing a local employee working in the sector.
- Business and Innovation—Participating in the operation of a school store, non-governmental organization (NGO), or local charity organization.
- Career and Technical (Skilled Trades) with specialization in construction—Helping to build a storage shed for a community organization.
- Fisheries and Aquaculture—Job shadowing someone who is growing cultured mussels.
- Health and Wellness—Volunteering at a local fitness centre or a seniors' group.
- Hospitality and Tourism—Assisting with a lunch-hour celebration of multiculturalism.
- Natural Resources and Environment—Participating in an Envirothon challenge.

School teams should research various organizations and events (e.g., Skills/Compétences Canada, Bio-Talent Challenge, Junior Achievement), which can provide avenues for students to further develop and apply their sector-related knowledge and skills in simulated or real-world environments.

All forms of community based learning for students must be arranged and documented by the school and appropriate copies of all documentation must be housed at the school and/or Board (as outlined in the document titled *Guidelines and Procedures for Community Based Learning, Draft*).

As previously stated:

- ☐ *Each ADP student must complete four community based learning activities (in addition to Cooperative Education courses) during their high school years.*
- ☐ *Although these activities may be short hands-on learning experiences within the community or longer more in-depth explorations, a combination of both types is recommended.*
- ☐ *All community-based learning activities must be relevant to the sector of the ADP being pursued.*

Table 3 on the following page outlines various forms of possible community based learning opportunities and related programs for PEI students. There must be consideration of possible impact on, and integration of, such existing programs with the launch of an ADP.

Table 3 - Forms of Community Based Learning and Related Programs

Length	Credit	Description	Key Elements
Job shadowing			
1/2 to 1 day (in some cases, up to 3 days)	none	one-on-one observation of a worker at a place of employment	<ul style="list-style-type: none"> involves the pairing of a student with a worker in a specific occupation may be integrated with a credit course may be part of a student's school-work transition program
Work experience			
1–4 weeks	none	a planned learning opportunity within any credit course that provides students with relatively short-term work experiences, not exceeding four weeks	<ul style="list-style-type: none"> involves a short-term, course-related work placement forms an integral part of a specific credit course requires pre-placement orientation requires a personalized placement learning plan
Cooperative education			
full year or by semester)	1 credit per 110-hour cooperative education course successfully completed	a planned learning experience, for which credits are earned, integrating classroom theory and learning experiences at a workplace to enable students to apply and refine knowledge and skills acquired in a related provincially approved course or a locally developed course	<ul style="list-style-type: none"> requires a personalized placement learning plan involves the earning of credits requires 40 hours of pre-placement instruction time is monitored by the cooperative education teacher has a classroom and a workplace component
ASAP Programs			
varies, but typically not less than 2 years (3–4 semesters over Grades 11 and 12)	varies with opportunities	an opportunity for a student to meet diploma requirements while participating in an apprenticeship occupation	<ul style="list-style-type: none"> is designed for students 16 years of age and older who have already earned 16 credits towards the PEI High School Graduation Certificate may involve the student's registration in an apprenticeship requires documentation by the student and trainer regarding trade-specific competencies acquired includes the Building Futures For Youth Program which involves earning cooperative education credits

(Adapted from Ontario Ministry of Education, *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools*, 2000, pp. 7–8)

Pathway explorations

Students pursuing an ADP must have access to experiences that connect their learning with potential post-secondary pathways related to the sector. These experiences will expose Grade 11 and 12 students to different aspects of the sector and help them make informed choices about future occupations and next steps. **Students in an ADP must complete four pathway explorations** which should be documented in the school's ADP Action Plan (Appendix C, Part 5).

Opportunities for pathway exploration activities could include

- attending a number of college or university classes in the student's area of interest;
- attending a conference, trade fair, competition, or workshop held by sector associations (e.g., students in an ADP in the culinary sector could attend an event of the Fall Flavours Festival);

- volunteering at a special event hosted by the related sector (e.g., an air show for Aviation and Aerospace ADP students);
- participating in college/university workshops, conferences, or seminars;
- touring local businesses and post-secondary institutions.

A community based learning experience connected with the student's post-secondary pathway can also be considered a pathway exploration activity. Note, however, that the activity can be recorded **only once** in the student's ADP Record of Achievement – as either a community based learning activity **or** a pathway exploration experience. This restriction reflects the expectation, as described earlier, that the student's program will offer a rich and varied range of community based learning opportunities. **The most notable difference between the two categories is that community based learning opportunities should require active participation by students, while the students' roles in pathway explorations may be more limited. The focus of pathway explorations is on creating an awareness of the sector and potential future opportunities.**

When planning opportunities for students, it is important to note that:

- ☐ *Each ADP student must complete a total of four pathway explorations.*
- ☐ *Pathway explorations should allow students to connect with outside agencies and institutions related to their chosen area of specialization, exposing them to the realm of possibilities for future occupations.*
- ☐ *Schools must provide pathway exploration experiences which pertain to each of the four post-secondary pathways (labour market, apprenticeship, college, and university).*

Life Work Portfolio

Acquisition of *Essential Skills* and Innovation Skills as described by Human Resources and Skills Development Canada (HRSDC) should be documented within and supported by the Life Work Portfolio created by each student. In PEI, planning and organizing the Life Work Portfolio begins for students in Grade 7 as part of the specific curriculum outcomes for health and continues to be a focus throughout their intermediate and high school experiences, especially in any of the career education or cooperative education courses. Opportunities are provided for students to develop their Life Work Portfolio both electronically and in print form.

Students in the ADP are required to provide evidence of their sector-specific learning as part of their Life Work Portfolio. Such evidence could include, but is not limited to

- samples of work in many forms (e.g., written, visual, audio);
- photos of students engaging in community based activities or pathway explorations;
- documentation of assessments, auditions, or other feedback from post-secondary mentors;
- certificates obtained by the students;
- student reflections.

Work is ongoing by the Department to support teachers and students in portfolio development and assessment through online and print resources to assist all teachers in clarifying consistent expectations for students in formatting components and selecting artifacts for Life Work Portfolios. Specific documentation of student experiences in relation to ADP requirements will be addressed.

Staff who teach career education courses such as Career Explorations and Opportunities (CEO401A), Designing Your Future (DYF701A) and Cooperative Education (CWS502A/B and 602 A/B) will already be familiar with student portfolio development and assessment and may be able to provide support in this area. It is prudent for ADP planning groups to ensure that staff members who are willing to offer support to students in portfolio development and assessment have been identified within the school. The Department will maintain its commitment to this endeavor by providing professional development opportunities and continuing the development of supporting resources in this area.

Measurement tools for skills and knowledge related to a particular sector (e.g., HRSDC *Commercialization Skills Profile* for students in the Business and Innovation ADP, Competition Scopes from Skills/Compétences Canada, employee evaluation tools) may also be considered when creating a framework for developing and assessing portfolios.

Appendix C, Part 6 should be used to identify staff members connected with the ADP who will be responsible for ensuring that students are supported in the development of a Life Work Portfolio and its assessment, as well as to indicate a timeline for monitoring progress in the ADP as documented through the portfolio.

In summary:

The Life Work Portfolio should

- ☐ *provide clear documentation of skills and knowledge attained (sector specific and otherwise);*
- ☐ *be developed by students through both in-school and independent work for the duration of their intermediate and high school experiences;*
- ☐ *be supported by staff who have been trained in the process of completing a Life Work Portfolio;*
- ☐ *be one component of assessment to determine successful completion of an ADP.*

3-B Develop a Student Mentoring and Tracking Schedule

One of the strengths of the ADP is the opportunity it provides to create mentoring relationships among teachers, students, and community members outside of the school. Mentoring has many benefits for all parties involved, including positive relationship building, academic or professional support, networking opportunities, improved communication, and increased awareness of concerns or challenges being faced by others. Advantages of mentoring relationships tend to be reciprocal in nature, proving beneficial to both the mentor and the mentee.

Participating in the types of community based learning experiences, certifications, and pathway explorations described earlier will provide ADP students with opportunities to connect with many potential mentors outside of school. School staff will also have opportunities to build professional relationships within the sector. Some mentoring relationships may come about quite informally and naturally as participants learn of shared interests and common goals, others may have to be more formally initiated.

Within the school environment, along with periodic portfolio monitoring, there must be a plan to provide consistent, ongoing communication and mentoring between students and teachers and to track completion of the ADP components. This communication may take many forms, including blogging, social media, email, in-class consultations, and scheduled face-to-face group or individual meetings. There are many ways to organize this component of the program, such as having formal mentorships set up with several ADP teachers each mentoring a few students, having one staff member assigned to monitoring and updating social media platforms while others facilitate the face-to-face communication, or enlisting the help of career education teachers and school counsellors in this area. A clear plan for these actions should be provided by completing the Student Mentoring and Tracking Schedule (Appendix C, Part 7).

3-C Develop a Promotion and Marketing Plan

Specific activities related to the promotion, marketing, and awareness of the ADP should be identified during development of the Action Plan and evaluated annually by ADP partners (see Appendix C, Part 8 for a sample template which may be used and/or altered). Students, parents, and key stakeholders, including post-secondary institutions, sector partners, and sector-related businesses in the community, need to be involved and informed through a variety of strategies, which could include

- featuring articles in the school newsletter, and Board or school websites;
- creating social media networks to include all partners involved in the ADP;
- discussing the ADP at school council and/or Home and School Association meetings;
- communicating with local businesses, industries, and chambers of commerce;
- holding career information events for parents, students, school staff, and the community;
- showcasing student work and accomplishments associated with the ADP;
- coordinating awareness and promotional activities with local school-college-work initiatives; sharing employment trend data with students, parents, and staff.

In Grades 7, 8, and 9, there are opportunities to create an awareness of the ADP as students and their parents/guardians consider high school programs and academic requirements for obtaining a PEI High School Graduation Certificate and future entrance into post-secondary institutions. Parental awareness of the ADP and the pathways it offers to multiple post-secondary options for students is a key factor in student decision making. To build awareness and understanding of the ADP, information should be included in communications to, and activities for, intermediate students and their parents/guardians (e.g., course selection booklets, marketing materials, Grade 9 parent information nights).

In Grade 10, students taking credits related to the ADP have opportunities to explore and confirm their level of interest and aptitude in order to make informed decisions about whether to pursue the ADP. Courses such as CEO401A can provide an excellent venue for teachers to expose students to the concept of the Academy Diploma early in their high school experience.

Later in the application process, consideration will be given to student selection for the program. Please keep in mind that any ADP must encourage the inclusion of a diverse range of students with a variety of individual needs and scheduling circumstances (see the section beginning on page 29, “Factors affecting implementation at the school level”), and this should be reflected in the type and scope of promotional activities undertaken.

3-D Develop a Professional Learning Plan for Staff

Professional learning is an integral part of the planning, implementation, and successful maintenance of an ADP and can result in a sense of shared collective responsibility. Additionally, teachers who engage in life-long learning practices model this behaviour for their students. As the program evolves, staff members will inevitably build knowledge and skills which will enhance the learning experience for ADP students, along with relationships with potential mentors in local and global communities. To take full advantage of these learning opportunities, professional learning activities could be scheduled into existing times within the school calendar or teachers may choose to take part in such learning during holiday periods or after school. Some funding may be used to secure substitute teachers and allow ADP teachers time outside the classroom for rich learning within the sector.

Administrators and teachers are encouraged to seek out professional development opportunities which further their understanding of the ADP sector being studied, or provide them with sector recognized certifications or other forms of experiential learning. The possibility of specific training for teachers should be discussed among partners, including those from industry and post-secondary institutions who may be able to provide opportunities at a reduced cost or other incentives. The ADP Action Plan (Appendix C, Part 9) provides a chart to use in outlining potential professional development initiatives for staff involved in the ADP. Examples listed should include detailed descriptions of the activities, focusing on the benefits of such teacher training to students and the meaningful learning involved for teachers.

Some possible professional development activities for staff involved in the ADP include

- completing training or certification courses which are recognized by the sector;
- learning to use equipment or materials which are common in the industry;
- visiting other ADP sites, industry sites, and post-secondary programs related to the ADP;
- participating in specific training in development and assessment of a Life Work Portfolio;
- videoconferencing with Ontario schools offering a Specialist High Skills Major (SHSM) program in the same sector;
- collaborating on school activities in which community, industry, and/or business partners participate alongside Academy Diploma students and staff;
- attending sector-related conferences and events.

3-E Develop the Program Budget

Information developed in the previous sections will inform the development of an appropriate program budget to maintain the ADP. This budget projection should make provision for all supports required to sustain the ADP including, but not limited to, costs associated with

- student travel;
- community based learning opportunities;
- certification and training;
- pathway explorations;
- equipment maintenance and program consumables;
- software and hardware needs;
- promotion and marketing;
- preliminary and ongoing professional learning opportunities for staff.

Each entry on the list should include a breakdown of all associated expenses. Research into specific program supports required and actual costs of those items or services will assist in the development of an accurate and detailed projection of total costs to implement the ADP. (See Appendix C, Part 10 for details.)

3-F Analyse the Overall ADP Plan

At this point in the planning process, members of the school ADP team, in consultation with the ADP advisory committee and other key groups, should have completed a detailed ADP Action Plan (Appendix C, Parts 1-10). Identifying activities to address program gaps is integral in developing an ADP Action Plan which aligns with the policy expectations of the Department and which will support the ADP into the future. The following gap analysis rubric provides an opportunity for the school committee to assess the planned ADP on the basis of the required components. If, during this process, any areas of weakness are identified, they should be addressed prior to sending the ADP Action Plan to the Department for consideration.

Table 4 - Gap Analysis Rubric

Criteria	Insufficient Planning	Requires Attention	Approaching Expectations	Meets Expectations
4.1 The program offers four pathways – apprenticeship training, college, university, labour market (Action Plan)	offers one of the four pathways	offers two of the four pathways	offers three of the four pathways	offers all four pathways
4.2 The program delivers the credits required in the bundles for the ADP (Action Plan, Part 1)	delivers a few of the credits required for the ADP	delivers some of the credits required for the ADP	delivers most of the credits required for the ADP	delivers all the credits required for the ADP in all four pathways
4.3 The program includes contextualized learning activities (CLAs) in the courses identified in the ADP course matrix (Action Plan, Part 2)	includes no approved CLAs in courses that are required for graduation	includes approved CLAs in one or two of the courses that are required for graduation	includes CLAs in three of the courses that are required for graduation	includes CLAs in all four of the courses that are required for graduation, as identified in the course matrix
4.4 The program includes opportunities for students to complete the sector-recognized certifications and training courses/programs required for the ADP (Action Plan, Part 3)	provides opportunities for students to complete one certification or training course/program	provides opportunities for students to complete two certification or training courses/programs	provides opportunities for students to complete three certification or training courses/programs	provides opportunities for students to complete four or more certification or training courses/programs
4.5 The program provides each student with community based learning opportunities in addition to cooperative education (Action Plan, Part 4)	provides cooperative education as the only community based learning opportunity	provides one community based learning opportunity, in addition to cooperative education	provides two to three community based learning opportunities, in addition to cooperative education	provides four or more community based learning opportunities, in addition to cooperative education
4.6 The program provides opportunities for pathway exploration experiences suitable for each of the four pathways (Action Plan, Part 5)	provides pathway exploration experiences suitable for one of the pathways	provides pathway exploration experiences suitable for two of the pathways	provides pathway exploration experiences suitable for three of the pathways	provides pathway exploration experiences suitable for all four pathways <i>(continued on next page...)</i>

Table 4 - Gap Analysis Rubric, continued

Criteria	Insufficient Planning	Requires Attention	Approaching Expectations	Fully Meets Expectations
4.7 The program provides opportunities for students to develop <i>Essential Skills</i> and work habits required in the sector, and to document their demonstration of these skills and work habits, using tools connected with the Life Work Portfolio (Action Plan, Part 6)	students use the Life Work Portfolio to become aware of the <i>Essential Skills</i> and work habits required in the sector	students use the Life Work Portfolio to connect <i>Essential Skills</i> and work habits to sector-related learning both in school and in community settings	students, with teacher support, use the Life Work Portfolio to create a Learning Plan for use in their community based learning opportunities	students, with teachers and community based learning providers use the Learning Plan referenced in the Cooperative Education Curriculum Guide to document students' demonstration of the <i>Essential Skills</i> and work habits
4.8 The program provides a clear plan for preliminary and ongoing student mentoring and achievement tracking – to provide support and documentation related to attaining the required components of the ADP, and staff are assigned to specific roles associated with these activities (Action Plan, Part 7)	provides only a few general ideas to for student mentoring and achievement tracking but lacks adequate planning and consideration for implementation	provides some details of student mentoring and achievement tracking with some planning and consideration for implementation	provides a description of a variety of specific events for student mentoring and achievement tracking , with staff members allocated to each event; may or may not include a timeline	provides a detailed timeline of a variety of specific events for student mentoring and achievement tracking for each grade level , with staff members allocated to each event
4.9 The program provides a clear plan for preliminary and ongoing promotional, marketing, and awareness activities within the school and community with opportunities for community partners to actively participate in these plans (Action Plan, Part 8)	provides only a few general ideas for promotion but lacks adequate planning and consideration for a variety of delivery methods and audiences	provides some details of promotional and marketing events with some planning and consideration for a variety of delivery methods and audiences	provides a description of a variety of specific events which are targeted at both intermediate and high school students, parents and potential community supports	provides a detailed timeline of a variety of events and information (school wide, intermediate level, online, and community wide promotion and awareness targeting both intermediate and high school students, parents, and potential community partners, and shows participation by ADP partners
4.10 The program provides opportunities for school staff to participate in meaningful learning that will be of benefit to them and their students, help develop their skills and knowledge related to the sector, and increase their ability to provide rigorous ADP content in the classroom (Action Plan, Part 9)	provides inadequate (i.e., none or limited) opportunities for one teacher at the school to attend activities to help develop their skills and knowledge related to the sector	provides some opportunities for one or two teachers at the school to participate in activities to help develop their skills and knowledge related to the sector	provides some opportunities for two or more school staff involved in the ADP to participate in meaningful learning that will be of benefit to them and their students, and help develop their skills and knowledge related to the sector	provides ample opportunities for all school staff involved in the ADP to participate in meaningful learning that will benefit them and their students, help develop their skills and knowledge related to the sector, and increase their ability to provide rigorous ADP content in the classroom
4.11 The documents provide a detailed breakdown of projected expenses associated with providing and maintaining all aspects of the ADP (Action Plan, Part 10)	provides only a few general areas of expenses but lacks adequate planning and consideration of all required supports	provides some details of potential expenses with some planning and consideration of required supports	provides a description of a variety of specific expenses for most sections of the form and considers most required supports	provides a detailed description of a variety of specific expenses for all aspects of the program with accurate and well documented cost estimates

3-G Obtain Initial Approval of the Action Plan

After school and Board representatives have completed all of the previous research and planning, the completed ADP Action Plan (Appendix C, Parts 1 through 10) should be forwarded to the Department for approval. Once it is determined by the Department that an ADP is well supported and sustainable within the school and the local community, the school will be contacted and asked to provide information regarding the implementation and monitoring of the ADP as described in the next section of this handbook.

A school planning to offer an ADP must:

- ☐ *work collaboratively with community partners during the development of the Action Plan to ensure clear communication of expectations and roles in providing opportunities for ADP students;*
- ☐ *determine appropriate sites (school and/or other sites) and supports for the delivery of the ADP;*
- ☐ *address any areas of weakness in the Action Plan before it is submitted to the Department;*
- ☐ *submit a completed ADP Action Plan for all planned ADP programs to the Department for approval by January 1 of the planning year.*

Before submitting the completed ADP Action Plan, it is advisable for school teams to review the next part of this guide – **Step 4: Implementing an ADP**, and the **Department ADP Review Committee Checklist (Appendix F)** to identify areas of the plan which might require further consideration.

Complete and submit to the Department, Appendix C – ADP Action Plan, which consists of:

- ☐ *Part 1 – Course Matrix outlining required courses for the ADP and possible scheduling scenario by grade*
- ☐ *Part 2 – Contextualized Learning Activities (One activity outlined for each of the required graduation credits within the ADP – in addition to sector-specific credits and cooperative education courses)*
- ☐ *Part 3 – Sector-Recognized Certification and Training*
- ☐ *Part 4 – Community Based Learning Opportunities*
- ☐ *Part 5 – Pathway Exploration Experiences*
- ☐ *Part 6 – Life Work Portfolio Plan*
- ☐ *Part 7 – Student Mentoring and Tracking Schedule*
- ☐ *Part 8 – Promotion and Marketing Plan*
- ☐ *Part 9 – Professional Learning Plan for Staff*
- ☐ *Part 10 – Program Budget*

Please submit the ADP Action Plan prior to January 1 of the school year previous to the implementation of the ADP. This will allow adequate time for review, modifications, and further development before the scheduling process begins for the next school year and ensure the funding is in place for these initiatives.

Step 4: Implementing an ADP

Once initial Department approval of the Action Plan has been granted, it is important that each school plan the implementation details of the ADP. This section includes guidelines for implementing the Action Plan in conjunction with the appropriate resource person(s) from the Board and the Department. Templates to use in this process may be found in Appendices D to F.

4-A Review and Enhance the Action Plan

During this stage, the advisory committee and school team should address any remaining areas of concern in the Action Plan and further develop the necessary supports for its delivery. This final stage of development is conditional upon successful completion of components outlined in this section.

A key component of implementation is collaboration between some members of the school team and representatives from the Board and the Department to work through details of the ADP.

To ensure success in implementing the program, schools should

- develop strategies to ensure implementation of the five required components;
- consider factors affecting implementation at the school level, including timetabling, the student selection process, adaptations and/or modifications for students with special educational needs, and consideration of cultural diversity (e.g. Aboriginal or EAL students);
- establish procedures for recording students' progress
- review and revise components of the Action Plan as the planning advances;
- develop additional CLAs to support the ADP sector;
- consult with Department and Board staff on areas of concern and areas requiring clarification;
- utilize available tools for measuring the strength of the application (gap analysis rubric on pages 26 and 27, Appendix A, and Appendix F).

The Action Plan also needs to be reviewed regularly once the program is up and running to determine if adjustments are needed to ensure a successful future for the ADP.

Please refer to the *Education Handbook for School Administrators* and other relevant documents for additional information relating to topics discussed in this section.

Strategies to ensure implementation of the five required components

Every ADP student is required to complete the five compulsory components that are outlined in this document and further defined by each school hosting an ADP. Analysing the previously completed gap analysis rubric (see Table 4 on pages 26 and 27), schools can assess their ADP Action Plan in terms of the five required components. This information will assist schools in assessing where the program is relative to where it needs to be in order to meet the provincial ADP requirements and prove sustainable within the school and the local community.

Factors affecting implementation at the school level

When schools are developing final details of the ADP, the structure of timetables, selection of students, inclusion of students with special education needs, and participation of students from a broad range of cultures and backgrounds must be considered and optimized.

i) Timetables

As staffing and other supports may change over time, the course matrix previously developed as part of the Action Plan should be updated to reflect the current situation. Factors that should be considered in creating a timetable for an ADP include

- staff qualifications;
- program priorities in the Board and school;
- effect on other programs within the Board and school;
- availability of specialized facilities;
- availability of specialized equipment;
- opportunities for students with a variety of academic situations and schedules to access courses related to the ADP;
- timetable options, including
 - block-scheduling students as cohorts;
 - scheduling sections of sector-specific credits;
 - grouping students in the required graduation credits (e.g., English) to facilitate the delivery of contextualized learning activities;
 - offering credits in alternating years or timetabling two or three courses into the same time slot;
- bussing schedules;
- costs of travel, taking into account the distance to the ADP site;
- delivery format of courses in the ADP (e.g., e-learning);
- use of innovative scheduling strategies (e.g., summer cooperative education programs).

ii) Student selection process

All high school students within the school offering an ADP should be eligible to apply for entrance into the program. **Schools should develop an application process for students wishing to enter the ADP and students should be supported by staff throughout the process of applying to the program.** Acceptance could be based on an assessment of the student's readiness and on how well the program aligns with the student's interests and post-secondary goals. See Appendix D for a sample template which outlines the student application process. The name of the school and ADP, along with other relevant information, can be inserted in the template. If schools wish to create consistency between programs by using a process for ADP entrance which is similar to their school's peer helper and cooperative education applications and interview processes, the appropriate documents should be created and submitted to the Department. Key components in the application process include adequate promotional and marketing strategies and assessment of student readiness.

The student selection process should take into account

- student readiness (e.g., determined on the basis of recommendation from teachers, the student's awareness of the ADP, the student's resume and application letter, a portfolio, and an interview);
- the capacity of existing facilities;
- the extent to which enrollment can reflect
 - availability of supports for all four pathways;
 - representation of both male and female students;
 - balanced representation of students from each school, if the program is regional.

Entry into an ADP is usually at the beginning of Grade 11 so that students can be appropriately scheduled to take the required bundle of credits. In some cases, students starting the ADP in Grade 12 may be able to meet all five of the required components if they have previously earned a number of the required credits and certifications and taken part in some of the required learning experiences. These students may also have to complete some of the Grade 11 required components, such as contextualized learning activities (CLAs) for credits they have previously earned.

iii) Students with special education needs

In designing programs for students with special education needs, school teams must consider the students' abilities, interests, personal goals, strengths, and needs, including the need for modifications to curriculum expectations as identified in the Individual Educational Plan (IEP). Students requiring modified credits often need additional supports both in the school setting and in their community placements. Specific information for community placements of such students should be outlined in an IEP or adaptation form, as required. Please follow guidelines in the document titled *Guidelines and Procedures for Community Based Learning, Draft*.

When planning the community based learning portion of the ADP for a student with special education needs, educators must ensure that

- a resource teacher is involved in the planning;
- any modifications described in a student's IEP are made available at every alternate learning location, whether it is a one-time activity such as job shadowing, or a more extensive placement (e.g., cooperative education, apprenticeship training program);
- the employer and the supervisor for work placements are made aware of the student's special education needs well before the placement begins;
- the student achievement expectations are clearly defined through discussion between the teacher, student, and community partner(s);
- the student is well prepared for what he or she will be expected to do at the placement or activity (e.g., specific work tasks and use of specialized tools and procedures may be modeled at the school beforehand);
- strategies employed in both teaching and workplace supervision are tailored to meet the particular strengths and needs of the student (e.g., the school may provide community partners with strategies for training and making adaptations for students with special education needs);
- additional supports and resources are provided where necessary (e.g., an Educational Assistant may accompany a student to the site to facilitate the transition to the labour market, or the student may use assistive technologies).

With the provision of differentiated learning practices, many students with special learning needs are able to successfully participate in learning opportunities within the classroom and in the community, and demonstrate achievement of curriculum expectations without modification. Differentiated learning techniques (e.g., using multiple teaching strategies, alternative methods of assessment) should be employed in any classroom to accommodate the learning styles of all students. More focused adaptations may include access to assistive technology and/or support personnel.

iv) Culturally diverse student groups

The unique learning needs of students could range from those learning English as an additional language to those with diverse cultural backgrounds, such as Aboriginal students. All types of students must be supported in the ADP and provisions must be made to encourage diversity among participants which will in turn benefit other students and the ADP as a whole.

As with any course or program, please refer to the *Senior High Program of Studies and List of Authorized Materials* when planning the ADP to ensure that learning materials are appropriate. Providing diversity in learning experiences, along with the necessary supports, will encourage students with a variety of ethnic backgrounds and languages to be involved in the ADP.

Tracking and recording students' progress

It is the responsibility of school teams to track and record students' progress in completing the required components of the ADP. As discussed previously, this may involve several school staff, including school counselors, cooperative education teachers, and/or teachers of the required courses. Development of a schedule for mentoring and tracking students was part of the previously developed Action Plan. Currently, a software platform is being developed to allow the Board to track student achievement in ADPs, however this does not negate the need for mentorship and tracking of students at the school level, as discussed earlier. The following is a list of necessary tracking devices to aid in that process:

i) Student registration numbers

Schools must provide a means for tracking the number of students in an ADP and the number who will graduate with an Academy Diploma during each school year. Additional student surveys done by the school should collect information about students' attitudes about and knowledge of the Academy Diploma Program. Collection of such data will allow schools to identify strengths and challenges within their ADP. (See the next section titled **Step 5. Measuring Success: Evaluating the ADP.**)

ii) Student achievement record

An individual record of each student's progress in completing specific components will be part of the records kept by each school offering an ADP. Students will receive a copy of this document from the school to incorporate into their Life Work Portfolio upon completion of the program. Currently, work is being done on a software platform to track student achievement in ADPs. A sample template showing a possible format for this software is found in Appendix E (no work necessary on this section by the school team). Specific responsibilities of school staff in tracking student progress through the software should be determined early in the planning process.

ii) Student report card

Schools will track required ADP credits through their usual means of storing and accessing student data (i.e., Students Achieve and Trelvac software).

iii) PEI High School Graduation Certificate

Students who have successfully completed the requirements for an ADP, and for graduation in the province of Prince Edward Island, will be awarded an Academy Diploma along with their PEI High School Graduation Certificate.

iii) PEI High School Transcript

Consideration is being given to the benefits of having the ADP represented on the students' official transcript. Work continues in this area.

Strategies to ensure implementation of the support components

At this time, it may be prudent for members of the school team to review all remaining sections of the Action Plan, such as the Contextualized Learning Activities, Promotion and Marketing Plan, the Professional Learning Plan for Staff and the Program Budget, to ensure sustainability of all remaining aspects of the program. As described, success of any type of collaborative programming depends on many factors. Untimely or unexpected changes in staff, community supports, student interest, and/or programming may jeopardize the ADP if not properly addressed.

Meeting with appropriate Board and Department staff and the advisory committee at this point in the development process is recommended to keep all partners updated on progress of the program.

4-B. Obtain Final Approval for the ADP

Once each ADP school team has developed/reviewed all documents and followed through with the conferencing referenced in this step, all updated information must be forwarded to the Department. Any changes in the ability of the school and the community to sustain the ADP must be conveyed to the Department in a timely manner.

As plans for the ADP progress, the school team should

- continue to focus on promoting and building supports for the ADP, including adding information about the ADP to the school's handbook and promoting the program to students, parents, and the wider community;
- schedule courses to support the ADP in the school's master timetable to be made available to students in early spring registration for the following school year;
- continue working with members of the advisory board, and Department and Board staff on details of the ADP, advising all partners of changes and/or modifications to any of the ADP components.

To complete the application process for the ADP, please make provision for the following:

- ☐ *Completion of Appendix D – Student Application Process*
- ☐ *School-based review of all Action Plan components*
- ☐ *Address areas of change or concerns since development of the Action Plan*
- ☐ *Development of adequate CLAs to support all pathways of the program*
- ☐ *Consultation with advisory committee and other community partners*
- ☐ *Consultation with Board and Department staff*

Step 5. Measuring Success: Evaluating the ADP

Academy Diploma Programs are designed to provide students with sector-recognized learning and skills that will contribute to their success in the labour market, or post-secondary education or training program of their choice. To ensure that ADPs meet this mandate and continue to receive funding, they need to be evaluated and refined on a regular basis by educational and sector partners. Information in this section will clarify the types of data that should be considered and provide a framework for reporting.

5-A Collect and Evaluate Data

The evaluation process requires the collection and analysis of various types of information. For example, analysis of data related to student attitudes, experiences, and insights provides information on whether the ADP engages students. Activities such as a student survey at the end of each semester, along with Department and school board data collected from external reports and evaluations, can assist schools in assessing their programs and targeting resources for future success and program growth. Tracking student credit accumulation, along with enrolment and retention data may indicate how much the ADP is contributing to students' successful completion of secondary school.

It is important to note that a student who decides not to continue in a particular ADP and a student who decides to remain in an ADP may both represent positive outcomes, because both decisions reflect informed choices.

Indicators useful in measuring and tracking the success of the ADP include increases or decreases in

- student engagement, as measured by credit accumulation and responses to student surveys;
- the school graduation rate;
- the number of certifications and training programs completed by students;
- the number of community based learning and pathway exploration activities in which students participate;
- enrollment trends in the ADP;
- the rate of retention of students in the ADP;
- the number of students who successfully complete contextualized learning activities;
- the number of partnerships established within the community and the economic sector;
- the number of students, employers, and educators involved in the ADP;
- the number of students who follow a post-secondary pathway related to the ADP;
- the number of available cooperative education placements related to the sector;
- the number of partnerships established with neighbouring schools.

5-B Report and Revise

Schools will convey the data collected about their ADPs and identify the methods they use to evaluate their program(s) as part of an ADP Annual Report. Ongoing evaluation of the program design will help to identify ways of improving the program and may also reflect changes in the economic sector. Employment trends and labour market data should be assessed to ensure that programs continue to be well matched to the community in which they are offered. Community partners involved with the ADP should be consulted as part of this evaluation process.

To ensure continued funding, the ADP Annual Report Guidelines and ADP Annual Review and Actions Template (Appendices G and H) should be submitted to the Department by the Board (on behalf of the school) by June 15 of each year that a school offers an ADP.

The ADP Annual Report (Appendix G) must contain information related to these four areas:

1. General information, which includes
 - the ADP title, sector, and information for school contacts;
 - an updated list of school committee members for the following school year (with any changes in roles noted);
 - an updated list of advisory committee members for the following school year (with any changes in roles noted);
 - meeting dates/frequency for both the school committee and the advisory committee.
2. Program review, which includes
 - the completed ADP Annual Review and Actions Template (Appendix H) with identified actions and timelines;
 - an up-to-date/revised course matrix;
 - an up-to-date/revised list of certification and training opportunities;
 - an up-to-date/revised list of community based learning opportunities;
 - an up-to-date/revised list of pathway explorations;
 - documentation for additional contextualized learning activities (CLAs) that have been developed for future use (Appendix C, Part 3);
 - strengths and/or high points of the program during the current school year;
 - challenges the program encountered during the current school year;
 - feedback from community stakeholders;
 - description of cooperative education placements for the current school year;
 - changes in the sector that may affect future sustainability of the ADP;
 - areas of potential growth or expansion;
 - other information as appropriate for the particular program.
3. Student data, which includes
 - the ADP student enrollment numbers for the current school year;
 - the number of students in each of the four pathways (current school year);
 - the number of credits attempted/achieved by students;
 - the number of students who have decided not to continue in the ADP (those who have discontinued during this school year, or decided not to continue for the following year);
 - the number of students graduating in the current school year with an ADP designation;
 - the number of students currently graduating who follow through with their chosen pathways (e.g., enroll in post-secondary education or apprenticeship programs, successfully obtain employment);
 - trends in student data over time (when it becomes available).
4. Student Mentoring, Tracking, and Portfolio Development Summary

This section should include a summary of the types of mentoring and monitoring activities undertaken with students during this school year, along with the effectiveness of each type, according to feedback from students, staff, and possibly parents. Portfolio mentoring and development activities should also be included.

5. Promotion and Marketing Summary

This section should include a description of all promotional and marketing events and activities done during the current school year. Effectiveness of these activities should be indicated, based on information collected from all ADP partners and participants. (Costs associated with these activities should be included in section 7: Budget Summary.)

6. Professional Learning Summary

This section should include a description of professional learning opportunities completed by staff during the current school year, and the benefits of such activities to students and staff. (Costs associated with these activities should be included in section 7: Budget Summary.)

7. Budget Summary

This section should include a breakdown of funding allocated to

- costs associated with providing student learning experiences (e.g., travel costs, payment of training officials, equipment rental, subsidizing student fees for certification and training);
- capital equipment and software purchases, maintenance, and repairs;
- substitute costs to allow for tracking of students' credits and mentoring students in their achievement of the ADP components;
- costs associated with professional learning opportunities for staff;
- expenses incurred in the promotion and marketing of the ADP.

The ADP Annual Review and Actions Template (Appendix H) should be completed each year with the Annual Report. Areas which are identified as not fully meeting expectations must be accompanied by a description of remedial actions, along with the associated budget, timelines, staff allocation, and means of measuring success of the intervention. School teams requiring assistance with any aspects of this review are encouraged to contact the Board or Department to request additional support.

Appendices

Use the following templates to provide information to the Department of Education and Early Childhood Development about the details of the proposed Academy Diploma Program. All forms are available as PDFs with editable fields which will expand as needed. Some forms will require printing before submission to allow signatures to be added. If, for any section there is additional documentation, please indicate this on the form. Please adhere to specific timelines outlined in the body of this document with respect to each section of the appendices to allow adequate time for revisions, preparations and budgeting for the program.

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Appendix A
Academy Diploma Program
School Readiness Checklist

Appendix A: ADP School Readiness Checklist

Schools can use this checklist to confirm that they have the necessary resources and personnel in place to support an ADP.

Staff/Program Readiness

Indicators of **staff/program** readiness:

- ☐ School staff is knowledgeable, passionate, and collaborative and wants to champion the ADP initiative.
- ☐ School staff value and promote all four ADP pathways.
- ☐ School staff understands the ADP and its various components.
- ☐ School staff will encourage ADP students and collaborate with ADP teachers in aspects related to the ADP implementation.
- ☐ School staff is committed to delivering the contextualized learning activities (CLAs) in their Grade 11 or 12 required graduation credits.
- ☐ An ADP school team consisting of staff members such as principal, vice-principal, guidance counsellor, teachers (cooperative education, special education, and other subject areas), has been established to ensure implementation of all five required components of the ADP.
- ☐ The ADP advisory committee consisting of members of the ADP school team, as well as representatives from the post-secondary institutions, school board, and business and community partners, has been established to market and promote the ADP and to increase experiential learning possibilities for the students.
- ☐ Processes have been established by the ADP school team to facilitate the implementation of the five required components.
- ☐ School staff is aware of the process for enrolling and monitoring students throughout their high school experience.
- ☐ Tracking and reporting requirements have been established to ensure delivery of a high quality ADP.

ADP Advisory Committee

Indicators of **advisory committee** readiness:

- ☐ The school has set up an ADP advisory committee to support the ADP initiative and provide direction to the ADP school team.
- ☐ A representative from the English Language School Board is on the committee.

- ☐ Members of the community representing the ADP sector(s) are part of the committee.
- ☐ Representatives from college and university and/or training centres are part of the committee.
- ☐ ADP school team members are on this committee.
- ☐ Roles as they relate to promotion of the ADP have been decided.
- ☐ Roles as they relate to providing supports to students in obtaining certifications, community based learning opportunities and pathway exploration activities have been decided.
- ☐ A meeting calendar has been established and shared among members.
- ☐ Priorities for the year have been set.

ADP School Team

Indicators of **school team** readiness:

- ☐ A process has been established to enroll students in the ADP.
- ☐ Tracking mechanisms exist for credits achieved by students.
- ☐ Tracking mechanisms exist for certifications and training programs completed by students.
- ☐ Tracking mechanisms exist for completion of community based learning components by students.
- ☐ Tracking mechanisms exist for completion of pathway exploration experiences by students.
- ☐ Measures are in place to ensure students are developing and documenting evidence of the *Essential Skills*, Innovation Skills, and work habits required in their sector.
- ☐ Measures are in place to track completed contextualized learning activities (CLAs) within the required graduation credits.
- ☐ Measures are in place to identify and offer additional support to students at any given time.
- ☐ An ongoing method of evaluating the success of the program in conjunction with students, staff, parents, and community partners is in place.
- ☐ Tracking mechanisms exist for budget expenditures.
- ☐ A process has been established to maintain and promote informative and appropriate professional learning opportunities for staff involved in the ADP.

The **school team** has assigned roles and responsibilities to

- ☐ develop the four pathways within course offerings that align with Department requirements;
- ☐ develop contextualized learning activities (CLAs) in the required graduation credits;
- ☐ facilitate delivery of certifications and training programs (choice, fees, transportation, calendar, etc.) to be completed by students;
- ☐ facilitate delivery of rigorous, sector-related community based learning activities to be completed by students;
- ☐ facilitate delivery of pathway exploration opportunities in each one of the four pathways;
- ☐ address student transportation needs;
- ☐ facilitate cooperative education placements;
- ☐ develop a plan and promotional materials to build an awareness of the ADP with students from feeder schools, parents, and the wider community;
- ☐ develop marketing, communication and social networking tools for use within the school and with all partners;
- ☐ actively seek out additional partnerships with schools and post-secondary institutions, as well as with the sector, business and community;
- ☐ work with Board representative(s) to collect data, and complete annual reviews and reports for the Department.

Five Required Components of the ADP

1. Indicators of readiness of the necessary **Bundle of Credits**:

- ☐ Opportunities exist for students to earn the eight to ten required credits of their specific bundle over two years.
- ☐ There are opportunities available for students to explore all four pathways.
- ☐ Teachers are prepared to deliver CLAs within the required graduation credits.
- ☐ Members of the ADP school team are working collaboratively with the cooperative education teacher for student co-op placement opportunities.
- ☐ School staff and students are aware of the process for tracking and documenting.

2. Indicators of readiness of the **Sector-Recognized Certification and Training**:

- ☐ A member or members of the ADP school team have been assigned this responsibility.

- ☐ A plan has been established to ensure that students earn the required certifications and training programs over two years.
- ☐ Certification and training programs are recognized by the sector and facilitated by qualified individuals.
- ☐ Members of the ADP school team work with other schools in the province with the same sector ADP to facilitate delivery, where possible.
- ☐ Post-secondary and community partners are involved in the design and delivery of these programs.
- ☐ Clear assessment criteria are in place for each program.
- ☐ A process has been established to record student completion and documentation.
- ☐ School staff and students are aware of these activities and the tracking process.

3. Indicators of readiness of the **Community Based Learning Opportunities**:

- ☐ A member or members of the ADP school team has/have been assigned this responsibility.
- ☐ Members of the ADP school team are working collaboratively with outside partners to facilitate students' community based learning opportunities.
- ☐ Learning opportunities are designed to help build students' skills and knowledge related to the sector.
- ☐ Assistance from members on the school advisory committee and other schools in the province with a similar ADP has been sought.
- ☐ Students and staff are aware of these activities and the tracking process.

4. Indicators of readiness of the **Pathway Explorations**:

- ☐ A member or members of the ADP school team have the responsibility of facilitating these experiences.
- ☐ Students have opportunities to make connections to each of the four pathways (college, university, apprenticeship, and labour market).
- ☐ Members of the ADP school team have consulted with sector members on the school advisory committee, college, training centers and university partners, and any other schools within the province with the same sector ADP to assist with these activities.
- ☐ Students and staff are aware of these activities and the tracking process.

5. Indicators of readiness of **Essential Skills** development and Life Work Portfolio:

- ☐ ADP teachers and the cooperative education teachers are aware of the components of a Life Work Portfolio and have received adequate training to facilitate this process.
- ☐ ADP teachers use the development of the Life Work Portfolio to document and identify learning and recognition of student participation within the components of the ADP.
- ☐ Cooperative education teachers will facilitate the use of the Personal Placement Learning Plan (PPLP) by employers to record a student's skill development and provide constructive feedback and performance reviews.
- ☐ ADP students are aware of the process for documenting their development of *Essential Skills* and learning within the Life Work Portfolio.
- ☐ Students and staff are aware of these activities and the tracking process.

Tracking, Monitoring and Reporting

Indicators of readiness of **tracking, monitoring, and reporting mechanisms**:

- ☐ ADP school team has devised a schedule for tracking students' completion of all five required components of the ADP.
- ☐ Responsibility for maintaining the scheduled tracking of student achievements by the ADP school team has been assigned.
- ☐ The ADP school team has a mentoring schedule for ADP students (e.g., encourage and support them, model skills used in the sector, assist them to choose the correct courses for graduation).
- ☐ School counsellors are aware of the reporting requirements that will lead to the attainment of an Academy Diploma and will assist students in meeting these requirements.
- ☐ School staff is aware of the ADP student tracking and monitoring process.
- ☐ School staff is aware of which students are in the ADP.
- ☐ Qualitative tools have been developed to gather data from school staff, students, parents and community partners that will enable the ADP School Team members to measure the progress, quality and success of the ADP.
- ☐ Marketing and promotional tools have been developed to build awareness of the ADP in the intermediate and high schools, as well as in the community.
- ☐ ADP school team is aware of the reporting processes for the Department.
- ☐ Administrators are aware of Department requirements and timelines regarding data and funding.

Appendix B

The Academy Diploma Program Intention

Appendix B: Academy Diploma Program Intention

<p>Department Use Only <i>(Please check one.)</i></p> <p> <input type="checkbox"/> Recommended for Approval <input type="checkbox"/> Clarification and Further Revisions Required <input type="checkbox"/> Not Recommended for Approval </p>	<p>Comments:</p> <p>_____ Signature of Committee Representative</p>
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Part 1: General Information *(Please provide details of the ADP.)*

<p>School Name:</p> <p>School Address:</p> <p>Phone:</p> <p>Fax:</p> <p>Contact Person:</p> 	<p>Title of the ADP:</p> <p>Date of Application:</p> <p>Anticipated Start Date:</p> <p>Projected # of Students: (year 1)</p> <p>Projected # of Students: (subsequent years)</p> <p>_____ Signature of Principal</p>
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Appendix B Part 1: General Information continued...**Delivery Model:** *(Indicate which best applies to your situation.)*

- ☐ One ADP in one school, offered only to students in that school
- ☐ One ADP in one school, offered to students from many schools
- ☐ Multiple ADPs in the same sector with a common advisory committee, offered at more than one school
- ☐ ADP delivered in part at learning sites other than a secondary school

Indicate location if other than a school:**Rationale:** *(Indicate reasons for offering this particular ADP at this school, including student interest, community support, relevant labour market information.)*

Appendix B Part 1: General Information continued...

ADP Partners: <i>(Indicate the names of cooperating schools, community partners, and post-secondary partners who have agreed to offer support for the ADP and the types of supports offered – i.e., training, facilities, programming, funding, work placements, etc.)</i>	
Cooperating School(s):	Description of Supports Offered:
College, University, and Training Centre Partners:	Description of Supports Offered:
Community, Business, and Industry Partners:	Description of Supports Offered:

Appendix B: Academy Diploma Program Intention

Part 2: Advisory Committee Information

ADP ADVISORY COMMITTEE			
Mandate: The ADP Advisory Committee will <ul style="list-style-type: none"> • provide advice on the program to help ensure that the students will earn an ADP that is valued by stakeholders, particularly with respect to the five required components and industry/sector standards; • provide community links for establishing community-based learning experiences for students; • participate in school and community events to promote and enhance the ADP. 			
Proposed Meeting Dates: <i>(Indicate frequency or dates)</i>			
Name:	Title:	School/Organization/Company and Contact Information:	Role and Responsibility on the Committee:

Appendix B: Academy Diploma Program Intention

Part 3: School Team Information

SCHOOL ADP COMMITTEE			
Mandate: The School ADP Committee will <ul style="list-style-type: none"> • support and facilitate the implementation of the program and communication/reporting with the Board and the Department; • manage the day-to-day workings of the ADP within the school; • ensure that supports are in place to maintain the program into the future. 			
Proposed Meeting Dates: <i>(Indicate frequency or dates)</i>			
Name:	Title:	School/Organization/Company and Contact Information:	Role and Responsibility on the Committee:

Appendix B: Academy Diploma Program Intention

Part 4: Program Start-up Budget *(Please give an indication of necessary start-up purchases/costs for such things as training, equipment upgrading, or other learning and instructional materials. Be specific and provide accurate cost estimates.)*

Start-Up Needs for Training: <i>(Indicate the types of training and professional learning, the organization providing the training, and the result – or certification obtained.)</i>	Projected Cost: <i>(Include cost of certifications, required travel, or substitute teacher(s), if required.)</i>
Start-Up Needs for Equipment: <i>(Provide details about the types of equipment upgrades or purchases, software or other materials required. Include the title and version of any software being considered for purchase.)</i>	Projected Cost: <i>(Include cost estimates provided by suppliers. Attach quotations, if available.)</i>
Start-Up Needs for Other Learning and Promotional Materials: <i>(Indicate the types of learning materials, consumables, and promotional materials required. Please note: Some materials to help with the promotion of the ADP, such as rack cards and the use of a large pull up floor banner will be provided by the Department.)</i>	Projected Cost: <i>(Include cost estimates provided by suppliers. Attach quotations, if available.)</i>
Total Costs:	

Appendix C

The Academy Diploma Program Action Plan

General Information (Same as in Program Intention)

PEI DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT - CAREER EDUCATION

Appendix C: Academy Diploma Program Action Plan

Part 1: Course Matrix Template *(Please use this template to outline the required and optional courses for the ADP. Remove instructions, enclosed in square brackets, as you complete the template. List specific courses for each section, based on courses listed in the Senior High Program of Studies and local courses previously approved for your school.)*

School:		Title of ADP:			
		Grade 10	Grade 11/12		
Post-Secondary Pathways	All	Workplace	Apprenticeship	College	University
Courses Required for Graduation <i>(Please mark with an asterisk 2 courses in grade 11 and 2 courses in grade 12 which will contain a Contextualized Learning Activity – CLA, taking six hours to complete.)</i>	Language Arts (1 cr.) 421A 431A	Language Arts (1 cr.) 521A/621A 531A MED 531A/ 631A	Language Arts (1 cr.) 521A/621A 531A MED 531A/ 631A	Language Arts(1 cr.) 521A/621A 531A MED 531A/ 631A	Language Arts (1 cr.) 521A/621A
	Mathematics (1 cr.)	Mathematics (1 cr.) 521A/B, 621A/B, 801A (depending on program of study)	Mathematics (1 cr.) 521A/B, 621A/B, 801A (depending on program of study)	Mathematics (1 cr.) 521A/B, 621A/B, 801A (depending on program of study)	Mathematics (1 cr.) 521A, 621A/B (depending on program of study)
	Science (1 cr.)	Science (1 cr.)	Science (1 cr.)	Science (1 cr.)	Science (1 cr.)
	Social Studies (1 cr.)	Social Studies (1 cr.)	Social Studies (1 cr.)	Social Studies (1 cr.)	Social Studies (1 cr.)
	<i>[Students may or may not take sector-related courses in grade 10.]</i>	<i>[Examples could be Art 50A1, a local Fisheries course, or Welding 701A, depending on the ADP sector]</i>	<i>[Examples could be Art 501A, a local Fisheries course, or Welding 701A, depending on the ADP sector]</i>	<i>[Examples could be Art 50A1, a local Fisheries course, or Welding 701A, depending on the ADP sector]</i>	<i>[Examples could be Art 501A, a local Fisheries course, or Welding 701A, depending on the ADP sector]</i>
Required ADP Sector-Related Course(s) <i>(Up to 2 credits)</i>	<i>[Students may or may not take sector-related courses in grade 10.]</i>	<i>[Any 2 credits from a list which is predetermined by the school...]</i>	<i>[Any 2 credits from a list which is predetermined by the school...]</i>	<i>[Any 2 credits from a list which is predetermined by the school...]</i>	<i>[Any 2 credits from a list which is predetermined by the school...]</i>
Optional ADP sector-related courses <i>(2 to 4 from this list – could include, science, social studies, skilled trades courses related to the sector, etc.)</i>	<i>[Students may or may not take sector-related courses in grade 10.]</i>	<i>[Any 2 credits from a list which is predetermined by the school...]</i>	<i>[Any 2 credits from a list which is predetermined by the school...]</i>	<i>[Any 2 credits from a list which is predetermined by the school...]</i>	<i>[Any 2 credits from a list which is predetermined by the school...]</i>
Required Co-op Courses (2 credits)		C0-OP (2 cr.) CWS 502A/B, 602A/B	C0-OP (2 cr.) CWS 502A/B, 602A/B	C0-OP (2 cr.) CWS 502A/B, 602A/B	C0-OP (2 cr.) CWS 502A/B, 602A/B

Appendix C: Academy Diploma Program Action Plan

Part 2: Contextualized Learning Activity (CLA)

Students in an Academy Diploma Program must complete learning activities that will contribute to them attaining the required knowledge and skills in the related economic sector. For each of the **four required** graduation credits in the bundle (as determined in the course matrix), there must be one or more Contextualized Learning Activities (CLAs) which addresses curriculum expectations in that particular course. For example, in the Aviation/Aerospace ADP, students could complete a CLA in courses such as English 531A or 621A, History 621A, Global Studies 631A, and Mathematics 521A or 531A, any of which will contribute to the attainment of provincial graduation requirements. **CLAs designed for such courses would fulfill curriculum outcomes for that course, while providing an opportunity for students to incorporate sector-specific content into classes which do not otherwise relate to the subject area of the ADP.**

Some CLAs are being developed by the Department, and adapted from the Ontario Specialist High Skills Major (SHSM). Schools may also develop additional CLAs to support their ADP using the forms in this section.

CLAs must take a minimum of 6 hours to complete. School ADP committees may choose to develop one activity per course that takes 6 hours to complete or two or more activities that together take a minimum of 6 hours to complete. Learning related to CLAs should be rigorous and should allow students opportunities to further develop knowledge and skills that are current in and accepted by the economic sector of the ADP.

The CLAs can be delivered to

- an entire class, whether or not all students are enrolled in an ADP;
- individual or small groups of ADP students within an existing class;
- individual ADP students, through e-learning or other independent learning models.

The template on the following page must be used to describe any CLAs which are developed by schools. The completed forms must be submitted to the Department of Education and Early Childhood Development for approval. Any subsequent alterations made to the CLA activities must also be submitted for Department approval prior to implementation of those activities.

(Note: Each CLA must be approved by the Department prior to use as part of the ADP requirements, to ensure that its content and rigor reflect the overall expectations inherent in an ADP.)

Part 2: Contextualized Learning Activity (CLA)

Title of CLA:	Academy Diploma Program(s): (Title(s) and sector(s) of any ADP(s) which relate to this CLA)		
Course Code(s) and Title(s):	Development Date:		
Developed by: (Indicate school or Department individual/group.)			
Specific Curriculum Outcomes and Achievement Indicators:	Instructional Strategies:	Assessment Strategies:	
(Indicate SCOs and achievement indicators that will be addressed by the CLA.)	(Identify the form the activity will take (e.g., research project, presentation, video, essay, group activity) and associated instructional strategies.)	(Include strategies and samples – may include rubrics, checklists, or other assessment strategies.)	

Duration: <i>(Approximate length of time both within and outside class time – minimum 6 hours.)</i>	
Literacy and Essential Skills for the Life Work Portfolio:* <i>(Check and provide details for all that apply.)</i>	
Reading: <input type="checkbox"/> Forms and labels <input type="checkbox"/> Print and non-print media <input type="checkbox"/> Paragraph-length text in charts, tables, and graphs	<i>(Specific details and level of complexity)</i>
Writing: <input type="checkbox"/> In texts and in documents <input type="checkbox"/> Non-paper-based (e.g., computer)	<i>(Specific details and level of complexity)</i>
Document Use: <input type="checkbox"/> Print and non-print (e.g., graphs, clocks, gauges, blueprints, signs) <input type="checkbox"/> Reading/interpreting and writing/completing/producing	<i>(Specific details of the activity/skills used)</i>
Numeracy: <input type="checkbox"/> Use of numbers <input type="checkbox"/> Thinking in qualitative terms	<i>(Specific details of the activity/skills used)</i>

Computer Use:	<input type="checkbox"/> Use within an occupational context <i>(Specific details of the activity/skills used)</i>
Thinking:	<input type="checkbox"/> Problem solving <input type="checkbox"/> Decision making <input type="checkbox"/> Critical thinking <input type="checkbox"/> Job task planning and organizing <input type="checkbox"/> Significant use of memory <input type="checkbox"/> Finding information <i>(Specific details of the activity/skills used)</i>
Oral Communication:	<input type="checkbox"/> Use of speech to give and exchange thoughts and information <i>(Specific details of the activity/skills used)</i>
Working with Others:	<input type="checkbox"/> Cooperatively - to carry out tasks <input type="checkbox"/> Self-discipline to meet work targets while working alone <i>(Specific details of the activity/skills used)</i>
Continuous Learning:	<input type="checkbox"/> Knowing how to learn <input type="checkbox"/> Understanding one's own learning style <input type="checkbox"/> Knowing how to access a variety of materials, resources and learning opportunities <i>(Specific details of the activity/skills used)</i>

<div><input type="checkbox"/> Training in job-related health and safety</div> <div><input type="checkbox"/> Obtaining and updating credentials</div> <div><input type="checkbox"/> Learning about new equipment, procedures, products and services</div> <div><i>*Literacy and Essential Skills as identified by Human Resources and Skills Development Canada</i></div>
Additional Notes/Comments/Explanations:
<i>(Additional suggestions for content area teachers that will help them deliver the CLA(s))</i>
Resources: <i>(List all the resources needed to support the implementation of the CLA(s).)</i>
Authentic Workplace Materials: <i>(e.g., blueprints, workplace manuals, specification sheets, time logs, spreadsheets)</i>

Human Resources: *(e.g., community contact person, guest speaker, mentor)*

Print/Web/Media Resources: *(e.g., books, videos, camcorder, software, websites)*

Other Resources:

Appendix C: Academy Diploma Program Action Plan

Part 3: Sector-Recognized Certification and Training

*(Use the table below to describe the specific activities you are planning in order to provide opportunities for students to obtain **training** and earn **sector-recognized certifications**. Feel free to use more space as needed.)*

Title of Activity:	Description of Activity/ Name of School Contact/ Name of Instructor: <i>(Note: Training should only be provided by qualified individuals.)</i>	Funds Allocated:	Required or Optional:	Post-Secondary Pathway:	Expected Results:
				<i>(Labour Market=LM, Apprenticeship=A, College=C, or University=U)</i>	<i>(E.g., skills obtained, portfolio artifacts collected, certification earned)</i>

Appendix C: Academy Diploma Program Action Plan

Part 4: Community Based Learning Opportunities

Use the table below to describe the activities you are planning in order to provide students with **community based learning** opportunities. Each of the opportunities should include hands-on, rigorous learning and have strong connections with the sector.

Title of Activity/ Hours Involved:	Description of Activity/ Names of School and Sector Contacts:	Funds Allocated:	Required or Optional:	Post-Secondary Pathway:	Expected Results:
				(Labour Market=LM, Apprenticeship=A, College=C, or University=U)	(e.g., skills obtained, portfolio artifacts collected)

Appendix C: Academy Diploma Program Action Plan

Part 5: Pathway Explorations

Use the table below to describe the activities you are planning in order to provide students with opportunities for **pathway exploration** experiences which will expose students to all four career pathways (labour market, apprenticeship, college, university).

Title of Activity:	Description of Activity/ Names of School and Sector Contacts:	Funds Allocated:	Required or Optional:	Post-Secondary Pathway:	Expected Results:
				(Labour Market=LM, Apprenticeship=A, College=C, or University=U)	

Appendix C: Academy Diploma Program Action Plan

Part 6: Life Work Portfolio Management and Assessment

(Please provide details of the process and timeline for documenting, monitoring, and assessment of student learning, accomplishments, and skill development in their Life Work Portfolio. Provide names of staff members who will support students in this area.)

Description of Portfolio Planning and Monitoring Activities:	Name of Lead Staff Member(s):	Portfolio Assessment Strategies:
Grade 10 – Semester One (if applicable)		
Grade 10 – Semester Two (if applicable)		
Grade 11 – Semester One		
Grade 11 – Semester Two		
Grade 12 – Semester One		
Grade 12 – Semester Two		<i>(Could include an interview, presentation, or other processes, as determined by the school team.)</i>

Appendix C: Academy Diploma Program Action Plan

Part 7: Student Mentoring and Tracking Schedule

(Indicate the proposed process and timeline for checking and recording each student's progress in completing the requirements of the ADP. This could include activities such as meeting with a school counsellor to discuss credits, portfolio reviews/interviews, teacher/ student meetings, completing and reviewing the ADP Student Record of Achievement, contact via social media, and school contact with community partners.)

Description of Student Mentoring and Tracking Activities:	Name of Lead Staff Member(s):
Grade 10 – Semester One (if applicable)	
Grade 10 – Semester Two (if applicable)	
Grade 11 – Semester One	
Grade 11 – Semester Two	
Grade 12 – Semester One	
Grade 12 – Semester Two	

Appendix C: Academy Diploma Program Action Plan

Part 8: Promotion and Marketing Plan

*(Indicate the proposed process and timeline for promoting the ADP among the various levels of school and within the community. This could include creating and printing promotional materials, inviting a local newspaper or media contact to do a story about the ADP, presenting information to local industry groups, setting up displays at school career fairs or parent meetings, including ADP promotion in information sessions for inter- mediate students, informing post-secondary institutions about details of the ADP, promotion of the ADP through social media, etc. **Advisory committee members should be involved in some of the promotional activities.**)*

Timeline:	Activity/Approximate Date:	Person(s) Responsible:
Prior to ADP Implementation:		
Year 1 of the ADP:		
Ongoing:		

Appendix C: Academy Diploma Program Action Plan

Part 9: Professional Learning Plan for Staff

(Indicate the proposed process and timeline for preparing staff to deliver high quality ADP experiences and support. This could include specific certification related to the industry, training in the development of a Life Work Portfolio, using existing PD days to carry out specific learning linked to the ADP, gaining knowledge of industry practices and standards through visiting industry work sites and attending industry events, etc.)

Timeline:	Names of Participating Staff Member(s) and Sector Partner(s):	Description and Location of PD Activity:	Desired Outcome:
Prior to ADP Implementation:			(e.g., skills and knowledge obtained, certification earned, benefit to students)
Year 1 of the ADP:			
Ongoing:			

Appendix C: Academy Diploma Program Action Plan

Part 10: Program Budget

(Please give an indication of projected program maintenance costs such as equipment, consumables, travel, continued learning and other supports.)

Student Learning Experiences: (e.g., travel, consumables, payment of training officials, equipment rental, subsidizing student fees for certification and training)	Lead Staff Member	Costs:
Capital Equipment: (e.g., purchases, maintenance, repairs – including software and hardware)		Costs:
Promotion and Marketing: (e.g.,		Costs:
Professional Learning Opportunities for Staff: (Provide a breakdown of activities requiring funding – e.g., certifications, travel to other schools, substitute time, software and hardware training)		Costs:
Other:		Costs:
Total Costs:		

Appendix D

Sample ADP Student Application Package

Appendix D: Sample ADP Student Application Package

Student Application Package for the ADP Program

Please check the following boxes when each step is completed, and show this process sheet to your school counselor as requested. Bring this sheet and the rest of this package with you to your interview.

1. INFORMATION STAGE: *(Gather information from the following sources.)*

- ☐ Read the ADP information in the student handbook or course selection booklet
- ☐ Read any other ADP information provided by the school
- ☐ Talk to former alumni (if possible)
- ☐ Contact an ADP teacher or a school counselor if you have further questions

2. AWARENESS STAGE: *(Check your knowledge.)*

- ☐ What does "ADP" stand for?
- ☐ What are the:
 - ☐ 5 components of the ADP?
 - ☐ expectations?
 - ☐ credits earned and required?
 - ☐ advantages?
- ☐ What is meant by community-based learning?
- ☐ What are the four post-secondary pathways?
- ☐ What kinds of students would benefit from the ADP program?
- ☐ What makes the ADP a unique experience?
- ☐ What kinds of things you will be able to become involved in?
- ☐ Where you might be for the cooperative education placements?

3. INVESTIGATION STAGE: *(Take part in one or more of the following.)*

- ☐ Contact a program representative (teacher, administrator): _____
 (Recommended) Signature of Representative
- ☐ Visit an ADP Program site Name (please print)
- ☐ Talk with a student involved in the program
- ☐ Attend a parent/student information evening
- ☐ Visit an ADP program display

4. APPLICATION STAGE: *(Complete all of the following assignments in preparation for the interview. Details of each assignment are in the following section titled **ADP Application Assignments.**)*

Assignments:	Details:	Done:
Assignment 1	Fact Sheet Assignment	
Assignments 2 and 3	Credit Summary and Attendance Profile	
Assignment 4	Registration Form	
Assignment 5	Letter of Recommendation	
Assignment 6	Resume	
Assignment 7	Cover Letter	
Assignment 8	Proposed Timetable	

*Adapted from Halton DSB and Halton CDSB

Student Application Package for the ADP Program *(continued)*

5. INTERVIEW STAGE: *(Prepare for an information interview with an ADP program representative.)*

- ☐ Interview with ADP teacher or designate
- ☐ Completed file: All of the above assignments given to the ADP program teacher/contact
- ☐ Acceptance

ADP APPLICATION ASSIGNMENTS

Assignment 1: ADP Fact Sheet Assignment

Please read the information provided to you about the ADP and then answer as many of the following questions as possible.

- ☐ What does “ADP” stand for?
- ☐ What are the five required components of the ADP?
- ☐ What are the advantages of the ADP?
- ☐ What are the expectations?
- ☐ Which credits will I be earning in the ADP?
- ☐ What is meant by community-based learning?
- ☐ What are the four post-secondary education pathways/destinations?
- ☐ What kind of student would benefit from the ADP program?
- ☐ What makes an ADP a unique experience?
- ☐ What kinds of things will I be able to become involved in?
- ☐ Where might I be for the cooperative education placements?

Assignments 2 and 3: Credit and Attendance Summaries

Information regarding attendance and credits should be included in your application. Please see a school counselor or administrator to obtain a copy of

- a current summary of your acquired credits;
- a current attendance record.

Assignment 4: Registration Form

Personal Information: Please print neatly and provide the information below.

Legal Name: _____
Surname First Name Middle Name

Gender: Male _____ Female _____ Date of Birth: _____ (DD/MM/YYYY)

Present Age: _____ Homeroom: _____ Grade: _____

Home Address: _____
Civic #/Street/P.O. Box

City/Town Postal Code

School: _____

School Phone: (902) _____

Your E-mail at School: _____

Signature of Student: _____

Signature of Parent/Guardian: _____

Assignment 5: Recommendations

Please provide three (3) references willing to recommend you for the ADP program. Ask your references to sign this form and make a short one or two-sentence comment. You should complete the rest of the form yourself. (Print each reference name and position.)

Reference Name (Print)	Reference Signature	Position (Print)	Phone Number
1.			
Comment:			
2.			
Comment:			
3.			
Comment:			

Assignment 6: Resume (Possible Format)**FUNCTIONAL RESUME TEMPLATE**

Name _____

Address _____

Telephone _____ E-mail _____

Job Objective _____

HIGHLIGHTS OF QUALIFICATIONS_____
(Number of years experience in this line of work)_____
(Training, education, or workshop related to this line of work)_____
(Your key strengths, skills, accomplishments, and specialized knowledge related to your job objective)_____
(Three attributes that describe your personal work style or attitude)**RELEVANT EXPERIENCE**

(Skill Heading #1 List accomplishments or activities that are relevant to this Skill Heading, e.g., Leadership, Interpersonal, Communication, Problem-solving Skills)

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

(Skill Heading 2 - List accomplishments or activities that are relevant to this Skill Heading, e.g., Leadership, Interpersonal, Communication, Problem-solving Skills)

- _____
- _____
- _____
- _____
- _____
- _____

(Skill Heading 3 - List accomplishments or activities that are relevant to this Skill Heading, e.g., Leadership, Interpersonal, Communication, Problem-solving Skills)

- _____
- _____
- _____
- _____
- _____
- _____

WORK HISTORY

(Most Recent First)

_____ (Job Title)	_____ (Employer)	_____ (Year-Year)
_____ (Job Title)	_____ (Employer)	_____ (Year-Year)
_____ (Job Title)	_____ (Employer)	_____ (Year-Year)

EDUCATION/TRAINING

(Most Recent First)

_____ (Course Title)	_____ (School)	_____ (Year-Year)
_____ (Course Title)	_____ (School)	_____ (Year-Year)
_____ (Course Title)	_____ (School)	_____ (Year-Year)

Assignment 7: Cover Letter (Possible Format)

The cover letter should contain all of the most relevant information that you want the employer to know about you. If, at the end of your interview, the employer knows this information, then you have had a good interview.

The cover letter will also help you answer the first question in your ADP cooperative education placement interview, which will ask you to tell the interviewers something about yourself.

Paragraph 1

Introduce yourself:

- **why you are interested in this opportunity**
- **your long-term education and career goals**

Paragraph 2

Summarize your work experience:

- **highlight any related work experience**

Paragraph 3

Summarize your qualifications for this opportunity—for example:

- **related courses**
- **related certificates**
- **personal characteristics**

Paragraph 4

State when you are available to work in a cooperative education placement:

- **the number of hours per day you can work**
- **the preference (or lack of preferences) for shifts, overtime, weekends**
- **preference (or lack of preferences) for part-time or full-time work**

Paragraph 5

Indicate why you think you would be an excellent choice for this program. Indicate that you are willing to attend an interview.

Paragraph 6

Concluding statement

Closing

Assignment 8: Proposed Timetable

Name: _____ Homeroom: _____ Grade: _____

Home Phone (902) _____ School presently attending: _____

Intend to enroll in the _____
ADP

Location of ADP: _____

My plan is to take the following credits:

# Of Courses	Grade 11 Semester One	Course Titles and Codes	
	Sector-related ADP credits:		
	Required graduation credits:		
	Other courses:		
	Total credits to be taken:		
# Of Courses	Grade 11 Semester Two	Course Titles and Codes	
	Sector-related ADP credits:		
	Required graduation credits:		
	Other courses:		
	Total credits to be taken:		

Assignment 8: Proposed Timetable

# Of Courses	Grade 12 Semester One	Course Titles and Codes	
	Sector-related ADP credits:		
	Required graduation credits:		
	Other courses:		
	Total credits to be taken:		
# Of Courses	Grade 12 Semester Two	Course Titles and Codes	
	Sector-related ADP credits:		
	Required graduation credits:		
	Other courses:		
	Total credits to be taken:		

Appendix E

ADP Student Record of Achievement

Appendix E: ADP Student Record of Achievement

Academy Diploma Program - Student Record of Achievement - Part 1			
Student Name:	_____	Title of the ADP:	_____
Student Address:	_____	Current Grade:	_____

	_____	Anticipated Graduation Date:	_____
School Name:	_____		
	_____	Actual Graduation Date:	_____
School Address:	_____		
	_____	Homeroom Teacher:	_____

Phone:	_____	Primary ADP Mentor/Teacher:	_____

Fax:	_____		
<p>The above named student has successfully completed the requirements (see details on attached pages) and is to be awarded an Academy Diploma upon graduation.</p> <p>_____</p> <p>Signature of Principal</p> <p>_____</p> <p>Date</p> <p>(Official School Seal)</p>			

Academy Diploma Program - Student Record of Achievement - Part 2			
Student:			
Compulsory Sector-Specific Credits: <i>(include course codes)</i>	Standards/Assessments Used:	Credits Earned:	Date/Initials of ADP Teacher or Administrator:
Cooperative Education Courses:	Location of Student Placement/ Co-op Teacher:	Credits Earned:	Date/Initials of ADP Teacher or Administrator:
Courses with Contextualized Learning Activities (CLAs):	Description of CLAs Completed/ Name of Teacher:	Level of Completion:	Date/Initials of ADP Teacher or Administrator:
Sector-Recognized Training & Certification:	Standards/Assessments Used/ Name of Instructor:	Certification Earned:	Date/Initials of ADP Teacher or Administrator:

Academy Diploma Program Student Record of Achievement - Part 3			
Student:			
Community Based Learning Activities:	Type of Documentation/ Community Contact:	Level of Completion:	Date/Initials of ADP Teacher or Administrator:
Pathway Explorations:	Type of Documentation/ Community Contact:	Level of Completion:	Date/Initials of ADP Teacher or Administrator:

Appendix F

Department ADP Review Committee Checklist

Department Academy Diploma Program Review Committee Evaluation Checklist (for Action Plan)

Host School:	School Contact:
Cooperating Schools (if applicable):	
ADP Sector(s):	Board Representative(s):

ADP Delivery Model: <i>(Indicate which best applies to this ADP.)</i>	<div style="margin-left: 20px;"> <input type="checkbox"/> ADP in one school, offered only to students in that school <input type="checkbox"/> ADP in one school, offered to students from many schools <input type="checkbox"/> Multiple ADPs in the same sector, with a common advisory committee, offered at multiple schools <input type="checkbox"/> ADP delivered in part at learning sites other than a high school </div> <div style="margin-top: 10px;"> Location, if other than a school: _____ </div>
---	--

(Department Use Only) Preliminary Review: Recommended Program Status / Next Actions

<input type="checkbox"/> Recommended for Approval <input type="checkbox"/> Clarification/Further Revisions Required <input type="checkbox"/> Not Recommended for Approval	Comments: _____ _____ _____ _____ _____
_____ Date	_____ Name of ADP Review Committee Member (please print) _____ Signature of ADP Review Committee Member

(Department Use Only) Second Review: Recommended Program Status / Next Actions

<input type="checkbox"/> Recommended for Approval <input type="checkbox"/> Clarification/Further Revisions Required <input type="checkbox"/> Not Recommended for Approval	Comments: _____ _____ _____ _____ _____
_____ Date	_____ Name of ADP Review Committee Member (please print) _____ Signature of ADP Review Committee Member

Appendix C – Action Plan

Part 1: Course Matrix

Must show options for students which include:

- ☐ A defined bundle of courses for grades 11 and 12 (may or may not include options for grade 10)
- ☐ A variety of courses specific to each of the four pathways
- ☐ At least two required graduation credits (each of which will contain a CLA)
- ☐ Opportunities in all four pathways for students to earn four language credits (required for graduation)
- ☐ Opportunities in all four pathways for students to earn two mathematics credits (required for graduation)
- ☐ Opportunities in all four pathways for students to earn two science credits (required for graduation)
- ☐ Opportunities in all four pathways for students to earn two social studies credits (required for graduation)
- ☐ Opportunities in all four pathways for students to earn five grade 12 credits (required for graduation)
- ☐ At least four sector-specific credits (two mandatory, plus other optional courses to choose from)
- ☐ At least two cooperative education credits

Comments:

Part 2: Contextualized Learning Activities (CLAs)

(Note: Department and Board staff are collaborating to develop a database of CLAs for use with a variety of ADP sectors. Work on this component will continue throughout upcoming school years. Schools will continue to have the option of continuing to develop – and submit for Board and Department approval – more CLAs to support their ADPs.)

For each CLA developed collaboratively by the Department, Board, and teachers, which has been included in the application:

- ☐ List of relevant CLA(s) for this sector is included in application
- ☐ CLA(s) support the acquisition of skills and knowledge related to the ADP sector
- ☐ A minimum of two to four CLAs have been listed for use in this ADP

For each CLA which has been developed by a school team (*optional*):

- ☐ Detailed description(s) of CLA(s) included in application
- ☐ Each CLA is associated with a course which is required for a PEI Graduation Certificate
- ☐ Relevant SCOs from the associated course are stated
- ☐ Achievement indicators and assessment strategies are identified
- ☐ Each CLA takes at least 6 hours to complete
- ☐ Relevant **Essential Skills** are identified
- ☐ Instructional strategies are provided
- ☐ Resources required to support delivery of the CLA are listed

Comments:

Part 3: Sector-Recognized Certifications and Training

This section must include:

- ☐ Details of at least 4 sector recognized certifications and/or training programs
- ☐ Opportunities for training options which are relevant to all 4 pathways (Labour Market, Apprenticeship, College, University)

Each of the listed certifications and/or training programs must:

- ☐ Be recognized by the sector (either an official certification or through an agreement between the school and local sector representatives)
- ☐ Be taught by a qualified individual/training facility
- ☐ Be supported by a school contact person
- ☐ Provide student with current skills and certifications related to the sector
- ☐ Include a description of the training/skills to be obtained
- ☐ Include an estimate of associated costs
- ☐ Indicate whether it is required or optional
- ☐ Identify applicable post-secondary pathway(s)
- ☐ Indicate the credential earned

Comments:

Part 4: Community Based Learning Opportunities

This section must include:

- ☐ Details of at least 4 rigorous community based learning opportunities (learning which takes place outside the classroom setting and gives students opportunities to explore, observe, participate in, and reflect on a variety of sector-specific experiences and occupations)
- ☐ Opportunities which allow students to acquire current skills and knowledge related to the sector
- ☐ Opportunities for community based learning associated with all 4 pathways
- ☐ Learning experiences that are supported by sector and school partners

Each of the listed community based learning opportunities must:

- ☐ Include a description of the activity, including students' role(s)
- ☐ Identify the industry contact person
- ☐ Identify the school contact person
- ☐ Include an estimate of associated costs
- ☐ Indicate whether it is required or optional
- ☐ Identify applicable post-secondary pathway(s)
- ☐ Indicate the expected results (skills obtained, portfolio artifacts, etc.)

Comments:

Part 5: Pathway Explorations

This section must include:

- ☐ Details of at least 4 pathway exploration activities (experiences that connect their learning with potential post-secondary pathways related to the sector)
- ☐ Opportunities for pathway exploration activities associated with all 4 pathways
- ☐ Activities that are supported by sector and school partners

Each of the listed pathway explorations must:

- ☐ Include a description of the activity and location
- ☐ Identify the industry contact person
- ☐ Identify the school contact person
- ☐ Include an estimate of associated costs
- ☐ Indicate whether it is required or optional
- ☐ Identify applicable post-secondary pathway(s)
- ☐ Indicate the expected results (knowledge obtained, portfolio artifacts, etc.)

Comments:

Part 6: Life Work Portfolio Management and Assessment

This section must include:

- ☐ The name of the lead staff member(s) to support student portfolio development at the school
- ☐ Details of the monitoring process for development of components of student portfolios
- ☐ Details of the timeline for monitoring student portfolio development throughout high school
- ☐ Details of the process for evaluation and assessment of student portfolios throughout high school
- ☐ Details of the timeline for evaluation and assessment of student portfolios throughout high school

Comments:

Part 7: Student Mentoring and Tracking Schedule

This section must have a detailed plan for tracking student completion of ADP components, which includes:

- ☐ A timeline for checking student progress in completing ADP applications and components throughout Grades 10-12
- ☐ Staff members assigned to specific tasks associated with monitoring student progress

- ☐ A description of specific activities for checking student progress by semester, throughout Grades 10-12 (e.g., mentoring sessions, group meetings, school counselor appointments, scheduled contact with community partners, review of Student ADP Record)
- ☐ Monitoring checkpoints that are varied in nature (see above)
- ☐ Policies around student accountability related to this process
- ☐ A process for various evaluation and assessment strategies (e.g., self-evaluation by students, portfolio)
- ☐ Specific criteria for the successful completion of the ADP, which may include an exit interview or presentation of the portfolio by each student
- ☐ An ongoing means of collecting data from all partners (school staff, community partners, parents, and students) to identify strengths, weaknesses, and potential areas of growth for the program

Comments:

Part 8: Promotion and Marketing Plan

This section must have a detailed plan for activities and resources for promoting and marketing the ADP, which includes:

- ☐ Online – website and social media
- ☐ School newsletters
- ☐ School visits
- ☐ News releases and stories
- ☐ Information sessions (involving sector partners)
- ☐ Showcasing ADP student work and accomplishments at school and community events
- ☐ Participation by members of the advisory committee and school team

Activities for promoting and marketing the ADP must include these target groups:

- ☐ The entire high school population
- ☐ Students in intermediate feeder schools
- ☐ Parents of intermediate and high school students
- ☐ The wider community (e.g., sector organizations, local businesses, potential post-secondary and industry partners)

Comments:

Part 9: Professional Learning Plan for Staff

This section must have a detailed plan for meaningful and appropriate professional development activities for staff involved in delivery of the ADP, which includes:

- ☐ Opportunities for meaningful professional learning for teachers and administrators involved in the ADP
- ☐ Hands-on training to increase specific skill sets relevant to the sector

- ☐ Opportunities that show direct correlation to enhancing the teacher's knowledge of the various ADP components, the ADP sector, and post-secondary opportunities for students in different pathways
- ☐ Opportunities to work collaboratively with teachers in other ADP or SHSM schools (through video conferencing or in person)
- ☐ Opportunities to work collaboratively with local and provincial community partners to enhance skills and knowledge related to the sector
- ☐ Exposure to current trends and initiatives in the industry/sector

Comments:

Part 10: Program Budget

This section must include:

- ☐ The name of the lead staff member(s) to monitor ADP funding allocation at the school
- ☐ Details of projected specific student learning costs (e.g., travel, payment of officials, equipment rental, consumables, subsidizing student fees for certification and training)
- ☐ Details of projected capital equipment and software needs (e.g., purchases, maintenance, repairs)
- ☐ Details of the projected costs associated with promotion and marketing to intermediate and high school students and parents, and within the community (e.g., substitute days to support these activities and allow time for website updates and other online promotion activities, printing costs)
- ☐ Details of the projected costs associated with providing professional learning opportunities for staff (e.g., substitute days, travel, subsidizing of fees associated with training)
- ☐ Details of any other projected costs associated with the ADP

Comments:

Appendix D – Student Application Package

This section must have a sample student application process, which includes:

- ☐ Awareness component – collection of Information about the ADP from a variety of sources
- ☐ Self-evaluation of awareness component (through use of a checklist or other means)
- ☐ Investigation through contact with staff and students involved in the ADP, and attending information session(s) and/or ADP related events with parents/guardians
- ☐ Completion of application documents (e.g., forms, resume, cover letter, letter of recommendation from staff, proposed timetable for courses)
- ☐ An interview

Comments:

General Program Considerations

This ADP shows evidence of collaboration with a wide range of community partners for development of the ADP and delivery of its components, including:

- ☐ Sector councils and organizations, employer associations and industry associations
- ☐ Local businesses
- ☐ Post-secondary institutions
- ☐ Board representative(s)
- ☐ Department representative(s)

This ADP shows evidence of sustainability within the school and the community, which includes but is not limited to:

- ☐ Evidence of commitment to and ownership of the program among members of the school planning group and administration
- ☐ Ability to provide opportunities for students to complete all required components of the ADP (associated courses, certifications and training, community based learning, pathway explorations, Life Work Portfolio)
- ☐ Program focus on sector(s) which show potential for future growth
- ☐ Program accessibility for a diverse range of students
- ☐ A broad scope of meaningful learning opportunities available to students
- ☐ Evidence of mentorship opportunities between students, staff, and community partners
- ☐ Evidence of program awareness, required sector related skills, and commitment among school staff
- ☐ Plans made for meaningful staff professional learning related to the sector
- ☐ Evidence of commitment and associated supports among community partners
- ☐ A diverse school committee with specific assigned duties
- ☐ A diverse advisory committee with specific assigned duties
- ☐ Full completion of all aspects of the application forms by planning group
- ☐ Attention to the logistics of maintaining the program (e.g., scheduling, student recruitment)
- ☐ Evidence of critical thinking and effective problem solving in the planning process
- ☐ Identification of areas of the program with potential for further development or expansion

General Observations/ Comments:

Appendix G

ADP Annual Report

Appendix G: ADP Annual Report

(Please attach this form to the front of your Annual Report.)

<p>Department Use Only (Please check one.)</p> <p><input type="checkbox"/> Recommended for Approval</p> <p><input type="checkbox"/> Clarification and Further Revisions Required</p> <p><input type="checkbox"/> Not Recommended for Approval</p>	<p>Comments:</p> <p>_____</p> <p>Signature of Committee Representative</p> <p>_____</p> <p>Signature of Director</p>
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<p>School Name:</p> <p>School Address:</p> <p>Phone:</p> <p>Fax:</p> <p>Lead Teacher(s):</p>	<p>Title of the ADP:</p> <p>Date of Program Implementation:</p> <p>Annual Report for School Year:</p> <p>Student Enrollment in ADP: (current school year)</p> <p>_____</p> <p>Signature of Principal</p>
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1. General Information:

This section should include

- the ADP title, sector, and information for school contacts;
- an updated list of school committee members for the following school year (with any changes in roles noted);
- an updated list of advisory committee members for the following school year (with any changes in roles noted);
- meeting dates/frequency for both the school committee and the advisory committee.

2. Program Review:

This section should include

- the completed ADP Annual Review and Actions Template (Appendix H) with identified actions and timelines;
- an up-to-date/revised course matrix;
- an up-to-date/revised list of certifications and training opportunities;
- an up-to-date/revised list of community based learning opportunities;
- an up-to-date/revised list of pathway explorations;
- documentation for additional contextualized learning activities (CLAs) that have been developed for future use (Appendix C, Part 3);
- challenges the program encountered during the current school year;
- strengths and/or high points of the program during the current school year;
- feedback from community stakeholders;
- description of cooperative education placements for the current school year;
- changes in the sector that may affect future sustainability of the ADP;
- areas of potential growth or expansion;
- other information as appropriate for the particular program.

3. Student Data:

This section should include

- the ADP student enrollment numbers for the current school year;
- the number of students in each of the four pathways (current school year);
- the number of credits attempted/achieved by students;
- the number of students who have decided not to continue in the ADP (those who have discontinued during this school year or decided not to continue for the following year);
- the number of students graduating in the current school year with an ADP designation;
- the number of students currently graduating who follow through with their chosen pathways (e.g., enroll in post-secondary education or apprenticeship programs, successfully obtain employment);
- trends in student data over time (when it becomes available).

4. **Student Mentoring, Tracking, and Portfolio Development Summary**

This section should include a summary of the types of mentoring and monitoring activities undertaken with students during this school year, along with the effectiveness of each type, according to feedback from students, staff, and possibly parents. Portfolio mentoring and development activities should also be included.

5. **Promotion and Marketing Summary:**

This section should include a description of all promotional and marketing events and activities done during the current school year. Effectiveness of these activities should be indicated, based on information collected from all ADP partners and participants. (Costs associated with these activities should be included in section 7: Budget Summary.)

6. **Professional Learning Summary:**

This section should include a description of professional learning opportunities completed by staff during the current school year, and the benefits of such activities to students and staff. (Costs associated with these activities should be included in section 7: Budget Summary.)

7. **Budget Summary:**

This section should include a breakdown of funding allocated to

- costs associated with providing student learning experiences (e.g., travel costs, payment of training officials, equipment rental, subsidizing student fees for certification and training);
- capital equipment and software purchases, maintenance, and repairs;
- substitute costs to allow for tracking of students' credits and mentoring students in their achievement of the ADP components;
- costs associated with professional learning opportunities for teachers;
- expenses incurred in the promotion and marketing of the ADP;
- other expenses directly related to the ADP.

Appendix H

ADP Annual Review and Actions Template

Appendix H: ADP Annual Review and Actions Template

School _____ Sector _____ Date _____

Assess the ADP in terms of the required implementation considerations in order to ensure a high-quality program. Respond to the questions in column 1 by circling (or otherwise indicating) the appropriate answer in columns 2 to 5 to show the degree of attention needed or that the ADP meets requirements. Use the remaining columns to identify the necessary follow-up relating to each of the column headings that do not meet requirements.

Required Implementation Consideration	Insufficient Planning	Requires Attention	Approaching Expectations	Fully Meets Expectations
4.1 The program offers four pathways – apprenticeship training, college, university, labour market (Action Plan)	offers one of the four pathways	offers two of the four pathways	offers three of the four pathways	offers all four pathways
4.2 The program delivers the credits required for the ADP, as identified in the course matrix (Action Plan, Part 1)	delivers a few of the credits required for the ADP	delivers some of the credits required for the ADP	delivers most of the credits required for the ADP in some of the pathways	delivers all credits required for the ADP in all four pathways
4.3 The program includes contextualized learning activities (CLAs) in the courses identified in the ADP course matrix (Action Plan, Part 2)	no approved CLAs in courses that are required for graduation	includes approved CLAs in one or two of the courses that are required for graduation	includes approved CLAs in three of the courses that are required for graduation	includes approved CLAs in all four of the courses that are required for graduation
4.4 The program includes opportunities for students to complete the sector-recognized certifications and training courses/ programs required for the ADP (Action Plan, Part 3)	provides opportunities for students to complete one certification or training course/ program	provides opportunities for students to complete two certification or training courses/ programs	provides opportunities for students to complete three certification or training courses/ programs	provides opportunities for students to complete four or more certification or training courses/ programs

ADP Annual Review and Actions Template, continued

Based on the results of the ratings on the previous page (sourced from the Gap Analysis Table on pages 26 and 27 of this document), provide information about the actions which will address any areas of the ADP requiring more planning or attention.

Action Required	Budget \$/Resources	Timelines	Staff Member(s) Responsible	Evidence of Success	Completion Status
4.1					
4.2					
4.3					
4.4					

Appendix H: ADP Annual Review and Actions Template

Required Implementation Consideration	Insufficient Planning	Requires Attention	Approaching Expectations	Fully Meets Expectations
4.5 The program provides each student with community based learning opportunities in addition to cooperative education (Action Plan, Part 4)	provides cooperative education as the only community based learning opportunity	provides one community based learning opportunity, in addition to cooperative education	provides two to three community based learning opportunities, in addition to cooperative education	provides four or more community based learning opportunities, in addition to cooperative education
4.6 The program provides opportunities for pathway exploration experiences suitable for each of the four pathways (Action Plan, Part 5)	provides pathway exploration experiences suitable for one of the pathways	provides pathway exploration experiences suitable for two of the pathways	provides pathway exploration experiences suitable for three of the pathways	provides pathway exploration experiences suitable for all four pathways
4.7 The program provides opportunities for students to develop <i>Essential Skills</i> and work habits required in the sector, and to document their demonstration of these skills and work habits, using tools connected with the Life Work Portfolio (Action Plan, Part 6)	students use the Life Work Portfolio to become aware of the <i>Essential Skills</i> and work habits required in the sector	students use the Life Work Portfolio to connect <i>Essential Skills</i> and work habits to sector-related learning both in school and in community settings	students, with teacher support, use the Life Work Portfolio to create a Learning Plan to connect <i>Essential Skills</i> and work habits to sector-related learning both in school and in community settings	students, with teachers and community based learning providers use the Learning Plan referenced in the Cooperative Education Curriculum Guide to document students' <i>Essential Skills</i> and work habits
4.8 The program provides a clear plan for preliminary and ongoing student mentoring and achievement tracking related to attaining the required components of the ADP, and staff are assigned to specific roles associated with these activities (Action Plan, Part 7)	provides only a few general ideas to for student mentoring and achievement tracking but lacks adequate planning and consideration for implementation	provides some details of student mentoring and achievement tracking with some planning and consideration for implementation	provides a description of a variety of specific events for student mentoring and achievement tracking, with staff members allocated to each event (may or may not include a timeline)	provides a detailed timeline of a variety of specific events for student mentoring and achievement tracking for each grade level , with staff members allocated to each event

ADP Annual Review and Actions Template, continued

Action Required	Budget \$/Resources	Timelines	Staff Member(s) Responsible	Evidence of Success	Completion Status
4.5					
4.6					
4.7					
4.8					

Appendix H: ADP Annual Review and Actions Template

Required Implementation Consideration	Insufficient Planning	Requires Attention	Approaching Expectations	Fully Meets Expectations
4.9 The program provides a clear plan for preliminary and ongoing promotional, marketing, and awareness activities within the school and community. There are opportunities for community partners to actively participate in these plans (Action Plan, Part 8)	provides only a few general ideas to for promotion but lacks adequate planning and consideration for a variety of delivery methods and audiences	provides some details of promotional and marketing events with some planning and consideration for a variety of delivery methods and audiences	provides a description of a variety of specific events which are targeted at both intermediate and high school students, parents and potential community supports	provides a detailed timeline of a variety of events and information (school wide, intermediate level, parental, online, and community wide promotion and awareness) and shows active participation by ADP partners
4.10 The program provides opportunities school staff to participate in meaningful learning that will be of benefit to them and their students, help develop their skills and knowledge related to the sector, and increase their ability to provide rigorous ADP content in the classroom (Action Plan, Part 9)	provides inadequate (i.e., none or limited) opportunities for one teacher at the school to attend activities to help develop their skills and knowledge related to the sector	provides some opportunities for one or two teachers at the school to participate in activities to help develop their skills and knowledge related to the sector	provides some opportunities for two or more school staff involved in the ADP to participate in meaningful learning that will be of benefit them and their students, help develop their skills and knowledge related to the sector	provides ample opportunities for all school staff involved in the ADP to participate in meaningful learning that will benefit them and their students, help develop their skills and knowledge related to the sector, and increase their ability to provide rigorous ADP content in the classroom
4.11 The documents provide a detailed breakdown of projected expenses associated with providing and maintaining all aspects of the ADP (Action Plan, Part 10)	provides only a few general areas of expenses but lacks adequate planning and consideration of all required supports	provides some details of potential expenses with some planning and consideration of required supports	provides a description of a variety of specific expenses for most sections of the form and considers most required supports	provides a detailed description of a variety of specific expenses for all aspects of the program (accurate and well documented)

ADP Annual Review and Actions Template, continued

Action Required	Budget \$/Resources	Timelines	Staff Member(s) Responsible	Evidence of Success	Completion Status
4.9					
4.10					
4.11					

Appendix H: ADP Annual Review and Actions Template

Required Implementation Consideration	Insufficient Planning	Requires Attention	Approaching Expectations	Fully Meets Expectations
4.12 A process is in place to identify and track ADP students through software and administrative tasks	No formal process	Process partially in place	ADP students are identified in student management system (SAS/Trevlac)	ADP students are identified in SAS/Trevlac and school staff are aware of ADP students in their classes
4.13 Opportunities are available for learners with special needs, English as an Additional Language (EAL) students, and Aboriginal students to participate in the program; these students are encouraged to participate	No attention has been given to opportunities for learners with special needs, EAL, or Aboriginal students to participate	Limited opportunity for learners with special needs, EAL, or Aboriginal students to participate	Some opportunity for learners with special needs, EAL, or Aboriginal students to participate	The same opportunities are available for all students and a variety of students are encouraged to participate
4.14 Cooperative education placements are available in sector work placements	No attention has been given to planning cooperative education placements relating to the sector	Limited opportunity for students to take part in cooperative education placements relating to the sector	Some opportunity for students to take part in cooperative education placements relating to the sector	Opportunities available for all ADP students to take part in meaningful cooperative education placements relating to the sector
4.15 Student transportation needs are met	Not considered	Minimally	Some student transportation costs are covered	Most or all student transportation costs are covered (e.g., through parent involvement, bus passes, fuel vouchers)
4.16 Active partnerships with post-secondary education institutions are in place	No evidence of this in the planning process	Little evidence	Considerable evidence	Extensive evidence of active involvement

ADP Annual Review and Actions Template, continued

Action Required	Budget \$/Resources	Timelines	Staff Member(s) Responsible	Evidence of Success	Completion Status
4.12					
4.13					
4.14					
4.15					
4.16					

Appendix H: ADP Annual Review and Actions Template

Required Implementation Consideration	Insufficient Planning	Requires Attention	Approaching Expectations	Fully Meets Expectations
4.17 Partnerships with industry, business, and community organization are in place	no evidence of this in the planning process	little evidence	considerable evidence	extensive evidence of active involvement
4.18 An active school team comprised of a variety of staff members is in place to implement and maintain the ADP	one teacher takes on the majority of ADP related tasks	two to three teachers take on the majority of ADP related tasks	some different types of staff (e.g., co-op teacher(s), school counsellor(s), administration, subject area teachers) are involved	several staff members of different types (e.g., co-op teacher(s), school counsellor(s), administration, subject area teachers) are actively involved
4.19 The advisory committee has a breadth of members who participate in support and promotion of the ADP (e.g., student placements and training, awareness activities, guidance in future direction)	representation by school administration and teacher of major credit	representation by school administration and teaching staff	representation by school administration and teaching staff, and limited types of community partners	active involvement by various school staff and many types of community partners (post-secondary, industry, business) who are involved in the ADP
4.20 The program is evaluated annually by a breadth of stakeholders (students, staff, parents, and community partners)	no program evaluation procedures in place	program is evaluated by students and school staff only	program is evaluated by students, parents, and staff	program is evaluated by students, parents, staff, and post-secondary and sector partners, and feedback is used to inform changes to the program and Annual Report
4.21 Qualitative tools and reporting mechanisms have been developed to gather and share data from school staff, students, parents and community partners that will enable measurement of data associated with the ADP	no data collection procedures in place	data collected from students and school staff only	data collected from students, parents, and staff	data collected from students, parents, staff, and post-secondary/sector partners, and used to inform changes to the program and Annual Report

ADP Annual Review and Actions Template, continued

Action Required	Budget \$/ Resources	Timelines	Staff Member(s) Responsible	Evidence of Success	Completion Status
4.17					
4.18					
4.19					
4.20					
4.21					

Glossary

Glossary

This glossary includes terms used in this program guide, defined specifically in relation to how they pertain to the Academy Diploma Program. It is provided for clarity only and is not intended to be an exhaustive list of terminology related to career education topics.

Accelerated Secondary Apprenticeship Program (ASAP):

The Accelerated Secondary Apprenticeship Program (ASAP) is Prince Edward Island's youth apprenticeship program. It offers students in high schools across the province the opportunity to apply for apprenticeship credit for certain high school courses and after-school paid work in their designated trade. This program provides students with an opportunity to gain a head start on a post-secondary apprenticeship training program or on a career in one of the skilled trades. Students registered in ASAP also have an opportunity to apply for the ASAP award at high school graduation and are eligible to attend a free two-day technical training session annually.

To be eligible to apply for ASAP, students must be sixteen years of age, enrolled in school, and working in a designated trade employed by a suitable employer. To apply, students must submit an application form, which is available at all school counselling offices or by contacting the Provincial Youth Apprenticeship Coordinator directly.

Career:

Career is a lifestyle concept that involves the sequence of work, learning and leisure activities in which one engages throughout a lifetime. Careers are unique to each person and are dynamic; unfolding throughout life. Careers include how persons balance their paid and unpaid work and personal life roles.

Career Development Framework:

Initiated in 2008, this document provides a context and structure for future directions for PEI career education programs and initiatives. The document contains present day practices along with components for future expansion which are fundamental to a comprehensive career development program. It is supported by the following Canadian Policy Research Networks characteristics of effective programs for high school career pathway initiatives:

- vision;
- sustained support from district/school board;
- active partnerships and employer participation;
- flexible delivery options;

- active marketing and recruitment
- career awareness curriculum that begins early
- articulation with post-secondary institutions

Commercialization Skills Profile:

Identified by the Conference Board of Canada, these are the skills, attitudes, and behaviours needed to bring a new or improved product, process, or service to market and to maximize its value. They include skills in business management, collaboration and networking, raising capital, and sales and marketing. These skills are necessary in some occupations in every sector.

Community based learning:

Learning that takes place outside the classroom setting. This may include activities such as job shadowing, participating in Skills/Compétences Canada competitions, participating in a mock audition, project-based learning activities, and mentoring experiences. Each community based learning activity must be accompanied by the proper inspection and documentation as outlined in the document titled ***Guidelines and Procedures for Community Based Learning, Draft***. During their high school years, students must complete 4 or more community based learning opportunities outside of their regular course work to fulfill the requirements of an ADP.

Contextualized Learning Activity (CLA):

A learning activity which is infused with content relating to the ADP sector. CLAs create an opportunity for students to meet selected curriculum outcomes of a course which is required for graduation, and which would not otherwise have content relating to the ADP, while further developing the knowledge and skills required in their ADP sector. One or more CLAs, which take(s) a total of at least 6 hours to complete, must be incorporated into each of the identified required graduation credits listed in the course matrix. These CLAs are not intended to be in addition to the work assigned to other students in the course, but a way to add relevancy for students by linking their interests to different school subjects within the course expectations.

Cooperative education:

A planned learning experience, for which students earn credits, that integrates classroom theory and learning experiences at a workplace. This enables students to apply and refine knowledge and skills acquired in the school curriculum by participating in carefully managed authentic learning experiences within the community. Workplaces must be evaluated for safety and suitability prior to students being placed in a setting. A Personalized Placement Learning Plan must be completed for each student in a cooperative education placement (see ***Guidelines and Procedures for Community Based Learning, Draft***). Each student must complete at least 2 cooperative education credits to fulfill the requirements of an ADP.

Course matrix:

A chart which addresses all four post-secondary pathways and identifies all required and optional courses, by grade, for students in a particular ADP. The course matrix is developed by the school team during the planning stages of the program and includes courses which are required for graduation (four of which will contain a CLA), sector-specific courses, and cooperative education courses. A sample is in the appendix (see Appendix C, Part 1).

English as an Additional Language (EAL) student

Those who use a language other than English as their primary home language and were born in another country, or were born in Canada to parents who moved to Canada from another country. In some instances, students may speak English that varies significantly from the English used in English-speaking Canadian society. These learners may also require EAL support. In some literature, EAL is referred to as English as a Second Language (ESL) or English Language Learner (ELL).

Essential Skills:

A list of skills and literacy competencies that have been identified through research by the Government of Canada as being necessary for success in work, learning, and life. The *Essential Skills* include

- reading;
- writing;
- document use;
- numeracy;
- use of computers;
- thinking skills;
- oral communication;
- working with others;
- continuous learning.

Visit <http://www.hrsdc.gc.ca/eng/workplaceskills/LES/definitions/definitions.shtml> for more information.

Innovation Skills Profile:

A list of skills, attitudes, and behaviours which the Conference Board of Canada has developed for employers and employees, and which may also be applied to educators and students. Included in this profile are creativity, continuous improvement, innovation, relationship building, implementation, and risk-taking skills.

See <http://www.conferenceboard.ca/topics/education/learning-tools/isp.aspx> for more information.

Job:

A job is set of tasks that take place in a particular environment. Jobs may be paid or unpaid, part time or full time, and of short or long duration.

Junior Achievement:

A youth business education organization in Canada, of which the goal is to inspire and prepare young people to succeed in a global economy through education and skills development in financial literacy, work readiness, and entrepreneurship.

Labour Market:

Labour Market Information is information concerning conditions in, or the operation of, the labour market, and includes, for example: data on employment, wages, standards and qualifications, job openings, and working conditions. Information may be historical, current or projected; formally or informally collected; and based in skills, occupations or industries.

Life Work Portfolio:

A living document that contains evidence of an individual's learning and skill development throughout his/her lifetime. A Life Work Portfolio may take many forms (electronic or print, such as a blog, website, binder or other physical container), and can demonstrate student success in meeting outcomes across many courses. The process of creating, reviewing, updating, and reflecting on a portfolio is as important as the proper documentation of skills and knowledge inside. Documentation in a portfolio can include such items as certificates, examples of work (written, audio, video, etc), feedback from post-secondary institutions, photos showing participation in events, reflections on learning, and other evidence of learning and skill development.

The key components of a Life Work Portfolio have been identified as

- Cover Page
- Table of Contents
- Statement of Purpose
- Letter of Introduction
- Personal Philosophy/Profile
- Cover Letter
- Life Learning Narrative
- Chronological Record
- Personality Traits
- Goal Setting (Secondary/Post-Secondary Plan)

- Resume
- Appendix of Documentation
- Documentation (artifacts, reference letters, personal contracts, etc.)

As a **Product**, the Portfolio is a

- thoughtfully organized physical and/or electronic collection of materials;
- demonstration of student knowledge, skills, and competencies;
- recognition of student achievements beyond the subject-specific curriculum;
- unique expression of the student's strengths.

As a **Process**, the Portfolio is a

- means of ongoing collection, reflection, selection, and presentation of evidence;
- changing representation of goals and accomplishments;
- student-centered and student-driven approach to self-discovery;
- relevant expression of the student's life and career goals.

Literacy:

Literacy has always been a collection of cultural and communicative practices shared among members of particular groups. As society and technology change, so does literacy. Because technology has increased the intensity and complexity of literate environments, the 21st century environment demands that a literate person possess a wide range of abilities and competencies; or many literacies. These literacies - from reading online newspapers to participating in virtual classrooms - are multiple, dynamic and malleable.

It has been identified that 21st century readers and writers need to:

- develop proficiency with the tools of technology;
- build relationships with others to pose and solve problems collaboratively and cross-culturally;
- design and share information for global communities to meet a variety of purposes;
- access, manage, analyze, and synthesize multiple streams of simultaneous information;
- create, critique, analyze and evaluate multi-media texts;
- and attend to the ethical responsibilities required by these complex environments.

The evolving vision of a literate student/citizen then, is someone who:

- knows how to think and to learn;
- understands oneself as a learner, and is empowered to set personal learning goals;
- can communicate and learn effectively;
- is innovative and creative understands and remembers core content knowledge;
- has developed competency and information processing skills (thinking and learning skills);
- can access, manage and evaluate information from many sources including online;
- can effectively use evolving media and technologies;
- has self-knowledge which enables one to consider and plan appropriate learning and career paths;
- understands cultural diversity, can engage respectfully with people of differing perspectives, and has a range of social skills which support effective face-to-face and online interactions.

Literacy is not a static skill set, and societal changes continue to impact the level of literacy skills required by individuals. Literacy skills are developed throughout a lifetime, a continuum of learning that we all participate in, from early childhood, through public education to adulthood. (See also *Essential Skills*.)

Mentor:

A trusted counsellor or guide; also means the act of guiding or tutoring others. In the context of the ADP, this may take many forms, including a subject teacher, school counsellor, or a community placement supervisor who assists students in skill development and decision making. Mentorship may also occur between a teacher and an industry partner where the teacher may gain skills and knowledge of the sector and the community partner may benefit from increased knowledge of techniques and content associated with student learning and the curriculum.

National Occupational Classification (NOC):

A four-digit number assigned to an occupation by Human Resources and Skills Development Canada (HRSDC). Accessing the NOC provides occupational information related to a specific career.

For further information, visit <http://www5.hrsdc.gc.ca/NOC> .

Non-Government Organization (NGO):

There is no legal definition of an NGO in Canada. The currently passing “Canada Not-for-profit Corporations Act” (Act respecting not-for-profit corporations and other corporations without share capital) considers the “not-for-profit corporations” or “corporations without share capital”. For tax purposes, organization may register as a charitable or non-profit organization. (According to Canada Revenue Agency)

Occupation:

A group of similar jobs found in different industries or organizations.

Pathway explorations:

Experiences which relate directly to post-secondary education or occupations in the ADP sector. Explorations could include activities such as sitting in on a university class, interviewing someone in a related industry, attending a job fair, and touring local industry or post-secondary facilities. Students must complete 4 or more of these activities, which have been identified and approved by the school, Board, and Department, and which should not be directly linked to the requirements in another course. The document titled ***Guidelines and Procedures for Community Based Learning, Draft*** should be consulted anytime students are participating in learning outside of the school setting.

Personalized Placement Learning Plan (PPLP):

A document that outlines the specific goals of a cooperative education student, teacher, and employer regarding opportunities to apply and extend curricular knowledge, and practice and refine skills to demonstrate achievement of placement expectations that reflect current workplace practices and standards. The PPLP is developed collaboratively by the student, teacher, and employer as part of the pre-placement component of a cooperative education course. It may be found in the ***Cooperative Education Curriculum Guide***.

Required graduation credits:

Courses which are necessary in obtaining a Prince Edward Island Graduation Certificate. In the context of an ADP, four such courses must be identified in the course matrix and infused with a contextualized learning activity (CLA) which is related to the ADP, and which fulfills some of the curricular expectations of the course.

Sector associations or organizations:

Formal organizations representing the interests of their membership in trades and professions and in various areas of the economy, such as health care, finance, manufacturing, agriculture, and construction.

Sector-recognized certifications and training:

Certifications and training in skills and knowledge that are required and/or useful for work in particular sectors of the economy. With the exception of WHMIS, certifications and training courses/programs must be delivered by a person recognized by the certification provider or, where applicable, by the sector as an authority. In such sectors where recognized courses or certification programs are not available, or where the time commitment is unsuitable for ADP students, locally developed training sessions will potentially fulfill the ADP requirements, provided the standards for successful completion of such training are clearly identified and measurable.

Sector-specific credits:

The required credits identified in each ADP course matrix that provide students with knowledge and skills directly relating to the sector of the ADP. These major credits may be

- credits for Prince Edward Island provincially approved courses;
- credits for Department-approved, locally developed courses.

It is recommended that teachers of these courses participate in professional development activities directly related to the sector to ensure the quality of learning that takes place meets standards within the industry.

Skills/Compétences Canada:

A national, not-for-profit organization that actively promotes careers in skilled trades and technologies to Canadian youth. Its mission is to encourage and support a coordinated Canadian approach to promoting skilled trades and technologies to youth through participation in competitions developed by industry and education specialists.

Workers Compensation Board of Prince Edward Island (WCB):

Provides workplace injury and illness insurance and liability protection for Island employers, and occupational health and safety services for Island workplaces. The WCB promotes fair and respectful treatment of Island workers and employers and assists in education of young workers.

WCB Policy and Legislation provides the structure required to administer PEI's workplace compensation and safety system with objectivity and integrity.

Workplace Hazardous Materials Information System (WHMIS):

The Workplace Hazardous Materials Information System (WHMIS) is Canada's national hazard communication standard. The key elements of the system are cautionary labelling of containers of WHMIS "controlled products", the provision of material safety data sheets (MSDSs), and worker education and training programs.



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