



**+ Name of School Division**

Horizon School Division #205

**+ Name of Board Chairperson**

Shirley Allan

**+ Name of Director of Education**

Marc Danylchuk

**+ Name or type of program you're nominating**

Punnichy Career Transitions Initiative

**+ Goal of the program**

We commit to:

- having all students be successful learners
- building a sustainable authentic partnership
- maintaining a collaborative relationship
- sharing human, physical and capital resources
- building a foundation of life long learning
- maintaining effective communication that keeps each of the partners and their communities informed

**+ A brief description of how the program addresses the following selection criteria:**

**1) Direct board influence and participation in the innovation**

In January, 2008 an Operating Partnership Agreement was signed by Daystar, George Gordon and Muskowekwan First Nations, and the Horizon School Division with the following being agreed upon:

*CORE PURPOSE*

*This agreement will create and maintain a formal partnership which enhances student learning. This enhanced learning would include academics, skills and trades. This will be achieved by a long term working relationship which is characterized by openness, inclusiveness and honesty.*

*VISION*

*Creating opportunities for the success of all students.*

## *MISSION*

*As partners we will work collaboratively to ensure every student has the opportunity to succeed, proudly building on strengths and celebrating diversity, in a mutually respectful atmosphere.*

## *GUIDING PRINCIPLES*

*We value:*

- *the focus on student learning which infuses the First Nation and Metis ways of knowing*
- *student success through the development of self directed, self reflected learners*
- *mutual respect*
- *the authenticity of the partnership*
- *fairness and equity*
- *accountability*
- *open and honest communication*

The signatories of the partnership agreement were the chiefs of the First Nations and the Board Chair of Horizon School Division. The agreement clearly articulated a Strategic Committee structure with representation by the Board and First Nations and a plan for reporting procedures to the Board of Education and the Chiefs and Councils of the First Nations.

## **2) Innovative nature of the program or project**

The first step of the partnership project was to conduct a survey entitled “Voices for a Brighter Future”. The purpose was to hear from the community (including students of Punnichy Community High School, George Gordon Education Centre, Muskowekwan School and Punnichy Elementary Community School, parents, and staff). The survey revealed, among other things, that students’ dreams for their future do not meet their reality in terms of finishing their education and securing their financial future. Interventions suggested by all those consulted, stated that a **trades and skills program** with more hands-on learning would be effective in increasing student success.

Further consultations of students, parents, staff and community members were held in the fall and winter of 2008-09 to ascertain what kinds of skills and trades programs might meet the needs in the best way. As a result of these consultations and working with community, provincial and national partners in an Enhanced Committee format, program delivery began at the Punnichy Skills & Trades Centre in March 2009, located across the street from the Punnichy Community High School at the Punnichy Curling Rink. We have a unique arrangement with the Village to utilize the rink for training 8 months of the year which still allows the community to use the rink for curling in January and February each year. The Centre was officially opened in November of 2009 with over 200 people in attendance including the Minister of Education, community members and graduates of the first program.

An Enhanced Committee is in place with community, provincial and federal partners engaged in planning, developing and delivering student-centered programming to achieve the goals of the project. Members besides the original partners include:

The Ministry of Education  
CanSask Career & Employment Services  
Carlton Trail Regional College (brokering SIAST and SIIT programs)  
BHP Billiton Mining  
Service Canada  
Touchwood Agency Tribal Council  
Indian and Northern Affairs (INAC)  
The Village of Punnichy

To date the following programs have been delivered at the Punnichy Skills & Trades Centre for high school students and young adults:

- Spring 2009: Framing Program (accredited by SIAST) and Human Services Program (accredited by SIAST)
- Fall & Winter 2009: 2 Construction Worker Preparation Programs (SIIT accredited) and Hairdressing Preparation (SIAST accredited)
- Spring 2010: Framing Program (accredited by SIAST) and Canadian Academy of Travel & Tourism Program (CATT accredited)
- Summer 2010: George Gordon Housing Project
- Currently Running: Fall 2010: Construction Preparation Program and Canadian Academy of Travel and Tourism Program – Level I

*Other Career Transitions supported by the Board is the hiring of a half-time Career Counsellor at Punnichy High School to work with students in groups and individually to facilitate transitions from high school to the next stage of their life. This decision by the board was in response as well to the “Voices for a Brighter Future” survey which called for increased Career intervention.*

Some of the transitions activities include:

- RCMP Preparation Program, a partnership with the RCMP whereby the RCMP come out monthly to inform and work with students
  - Youth Apprenticeship Program
  - Annual Career Fair
  - Portfolio Development – a work in progress
  - e-spirit Business competition
  - individual consultations and transition planning
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- other partners we work with in facilitating transitions for students include the U of R (and FNUC), U of S, SIIT, Construction Careers, Saskatchewan Apprenticeship & Trades Commission, Housing Department at George Gordon’s,

- An example of how we work together: a Grade 12 student going into the Indian Communication Arts program at FNUC developed the attached video for the project as a transitions exercise. We introduced her to the Mentorship Program at the U of R Aboriginal Student center who hooked her up with a student mentor. She is now in first year university and has maintained the relationships with the mentor and student counselors she made before leaving high school and is accessing a tutor all which will increase the likelihood of her being successful at University.

**3) Sustainability of the innovation within the present system or school:** The Skills & Trades program continues to grow and improve due to regular Committee meetings of which the Board of Education is a part which generate synergy to keep the program relevant and fresh. The Board continually supports the project but also challenges and reminds the people who are involved in the day to day operations about the core principles of the project.

**Financial Sustainability:** We are in our third year of operation and funding has been received to date from the Ministry of Education, First Nation & Metis Education Branch, Career & Employment Services, and BHP Billiton. Currently, a draft agreement is in place (pending official signatures) with INAC to imbed the cost of the project into a tuition agreement. It is also expected that Horizon School Division will make this project a high priority during the budgeting process. Additional partnerships with public and private sectors will continue to be utilized.

**Labour Market Sustainability:**

Saskatchewan has a strong job market and the need for skilled employees is great. Aboriginal persons could supply this need if given the opportunity to gain employability skills. This is reinforced by the fact that the mean age of the Caucasian population is 45; the mean age of the Aboriginal population is 25.

**4) Cost of the innovation related to benefits achieved**

Cost for the 2009-10 school year:	\$312,510
Number of students in Skills & Trades for the 2009-10 school year:	50
Cost per student:	\$6,250

Benefits achieved: see appendix

**5) Client support for the innovation**

We have no problem obtaining interested students in the program. We have had a number of students who had previously left the school system before graduating apply for the project as well as students from other schools.

**6) Evidence of improved student achievement.**

Student outcomes have been very positive. Evaluations have come back positive and good to very good skills have been the result of the programs. The hands-on learning approach is very well received and students have more success staying on task when it is hands on work. Employment numbers with the first group is excellent with **5** of the group continuing on as an apprenticeship.

**Details: see attached appendix**

Appendix:  
*Outcomes of the Punnichy Career Transitions Program – March 2009 – June 2009 and March 2010 – June 2010 (2 Framing programs)*

**Framing:**

<b>Number of Students</b>	<b>High School Credits obtained (Maximum 4 credits possible)</b>	<b>Safety Tickets Obtained (4)</b>	<b>First Aid/CPR “C”</b>	<b>Framing practical and exams passed with over 60%</b>	<b>Resume &amp; Employability Skills</b>	<b>Follow-up as of Sept. 30/10</b>
21 started 17 finished	17 received all 4 credits; 1 received 2 credits; 3 received 1 credit	19 received the 4 safety tickets; 1 obtained 2	14 received certification by Red Cross	17	18	Working: 9 In School: 6 At home: 3 Unknown: 3

Anecdotal Remarks: Five students have continued on with their apprenticeships; gone on to finish Level 1 training and have almost finished Level 2.

We believe that at least 4 of these students graduated from high school because of the program and got employability skills that will form a firm foundation for the next step of their life. Of the 6 students still in high school, 5 had summer jobs and 1 went to Bold Eagle.

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**Human Services Program:**

<b>Number of Students</b>	<b>High School Credits (Max. 4 credits possible)</b>	<b>First Aid/CPR "C"</b>	<b>Resume &amp; Employability Skills</b>	<b>SIAST Modules Obtained with over 60% (max. 4 modules)</b>	<b>Follow-up as of Sept. 30, 2010</b>
8 started 6 finished	5 rec'd 4 credits 1 rec'd 3 credits 1 rec'd 1 credit	4 received certification from Red Cross	5	3 rec'd 4 1 rec'd 3 2 rec'd 2	Working: 3 Parenting: 3 School: 3 Home: 1

Anecdotal Remarks: One is working, going to post-secondary **and** parenting. Two others have chosen to pursue post-secondary education and one is in second year of a diploma program.

**Outcomes of the Punnichy Career Transitions Program – Construction Worker Prep Aug.31 – Oct. 23, 2009 and Oct. 26 – Dec. 21/09**

**Construction Worker Preparation:**

<b>Number of Students (8 Grade 10 students and 5 adults)</b>	<b>High School Credits obtained (Maximum 2 credits possible)</b>	<b>Safety Tickets Obtained (3)</b>	<b>First Aid/CPR "C"</b>	<b>Construction Wkr. Prep. Certification from SIIT (Sask. Indian Institute of Technology)</b>	<b>Resume &amp; Employability Skills</b>	<b>Follow-up as of April 21/10</b>
23 started 16 finished	15 received both credits; 2 received 1 credit	11 received the 3 safety tickets; 5 received 1	16 received certification by Red Cross	14	15	Working: 3 In School: 15 At home: 1 Unknown: 4

Anecdotal Remarks: : Of this group, we have had at least 4 who were at risk of quitting school but are still in school; they comment the program was very good and they got a lot out of it. They are looking forward to going into the longer Spring program. One student who has struggled in academics, has proven to be a gifted carpenter and has since graduated from the Spring program. Of the 4 unknown: 1- left a message to call; 3-moved and phone unknown.

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**Outcomes of the Punnichy Career Transitions Program – Hairdressing Prep Block 2**  
**Oct. 26 – Dec. 22, 2009**

<b>Number of Students</b>	<b>High School Credits (Max. 2 credits possible)</b>	<b>First Aid/CPR “C”</b>	<b>Resume &amp; Employability Skills</b>	<b>SIAST Modules Obtained with over 60% (max. 3 modules)</b>	<b>Follow-up as of April 21, 2010</b>
10 started 6 finished	4 rec’d 2 1 rec’d 1	8 received certification from Red Cross	5	3 rec’d 3 2 rec’d 2	At home: 2 Parenting: 3 School: 5

Anecdotal Remarks: Of this group, one student is planning on going on to hairdressing school after graduating next year.

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**Results of the Punnichy Career Transitions Program – March 2010 – June 2010**

**Travel & Tourism Program:**

<b>Student</b>	<b>High School Credits (possible 4)</b>	<b>First Aid/CPR “C”</b>	<b>WHMIS</b>	<b>Life Skills</b>	<b>Safe Food Handling</b>	<b>Food &amp; Beverage Server Program</b>	<b>CATT Certification Level I or Level II</b>	<b>Next Step</b>
10 students	5 rec'd 4 2rec'd 3 1 rec'd 1	9 obtained certification	9 obtained certification	10 received life skills	6 received certification	9 successfully completed the program	3 obtained Level I certification; 7 received Level II certification	8 returned to school; 1 moved to B.C.; 1 has graduated from High School

**Level I Canadian Academy of Travel & Tourism (CATT) Certification:**

- 25 hours of volunteer experience
- Introduction to CATT’s ten Learning Outcomes and Activity Sets
- Tourism, Hospitality & Entrepreneurship A30 (100 hours)
- Tourism Career Workshop

**Level II CATT Certification:**

- 100 hours of work placement
- Introduction to CATT’s ten Learning Outcomes and Activity Sets
- Tourism, Hospitality and Entrepreneurship A30 and B30
- Tourism Career Workshop
- Service Best Certificate

**George Gordon Housing Project – June 14 – August 20, 2010 (400 hours) – follow-up report**

	<b>Previous Training Through Punnichy Career Transitions Initiative?</b>	<b>Apprenticeship A20, B20, A30 and B30 (total 400 hours)</b>	<b>Performance on the job</b>
<b>Student 1</b>	Yes – 4 months Carpentry (March – June 2009)	Completed all 4 credits	Performed very well on the job - <b>hired full-time</b> upon completion of the project by George Gordon First Nation Housing Department. Looking in to finishing his 2 high school credits after work.
<b>Student 2</b>	Yes – the Construction Worker Prep	No show	Not able to locate to start the project
<b>Student 3</b>	Yes – 4 months Carpentry (March – June 2009 and mentored younger students)	Completed all 4 credits – graduated from High School	Performed very well on-the-job – <b>hired full-time</b> upon completion of the project by George Gordon First Nation Housing Department
<b>Student 4</b>	Yes – 1 month in the Carpentry program (March 2010)	Obtained 3 of the credits – not able to finish due to accident (accident did NOT take place on the job)	Performed well on the job – deemed employable by the journey person in charge of the project. <b>Returned to high school Aug. 30</b>
<b>Student 5</b>	Yes – the Construction Worker Prep (Fall 2009)	Completed all 4 credits	Good performance on the job – needs to develop a bit more confidence but definitely employable. <b>Returned to</b>

			<b>George Gordon Outreach School.</b>
<b>Student 6</b>	Yes – the Construction Worker Prep (Fall 2009)	Completed all 4 credits	Improved performance enough to complete the credits but lacks ambition and drive to further carpentry training. <b>Returned to George Gordon Outreach School.</b>
<b>Student 7</b>	Yes – 4 months Carpentry (March – June 2009)	Obtained Apprenticeship A30 through a partnership of school and workplace in city which allowed him to graduate from High School	Chose to go to the city due to delay in start of project– <b>working full time</b> for a framing company – RBJ Construction as an apprentice
<b>Student 8</b>	Yes – the Construction Worker Prep (Fall 2009)	Completed all 4 credits	Performed very well on the job – <b>returned to high school on August 30</b>