

ARUCC

June 27, 2008



CIITE: Systemic Change in Ontario's Colleges and Institutes

Part 2


Colleges Integrating
Immigrants to Employment



Presentation Description

Colleges are increasingly becoming access points for Internationally Trained Immigrants (ITIs) who wish to receive training for the Canadian workplace. In order to effectively serve this student population, colleges require changes to system processes and practices. Launched in 2005, CIITE Phase 2 projects have focused on processes, tools, and services. This session will share research, findings and implementation of best practices for creating new pathways for ITIs. The focus will be on the following CIITE initiatives: ITI Integration Plans, Data Collection (Continuing Education), Language Benchmarking, Employment Services, Flexible Delivery and Francophone Supports.



Presenters

Leslie James

Senior Project Manager

Colleges Integrating Immigrants to Employment
Project (CIITE)

james@collegeconnect.on.ca

Stephanie Lynn

Credential Recognition Project Manager

Colleges Integrating Immigrants to Employment
Project (CIITE)

lynn@collegeconnect.on.ca



Presentation Summary

- Phase 3 – Implementation of Best Practices: Creating New Pathways for ITIs
 - ITI Integration Plans
 - ITI Data Collection
 - Language Benchmarking
 - Employment Services
 - Flexible Delivery
 - Francophone Supports

Phase 3.1 Projects: ITI Integration to Employment – College Plans

Objective: Support colleges in strategic and organizational development planning for the implementation of CIITE models, systems, services developed in Phase 2 and / or other appropriate programs that facilitate the integration of ITIs to employment.

Activities

- Using the findings from Phases 1 and 2, and from other research, identify college success indicators for effectively serving the ITI population.
- Develop and implement a self-audit tool to help individual colleges assess existing structures, culture, programs and services related to the success indicators
- OD experts work with each college to analyse the results and develop a corresponding 3-year action plan.
- Consolidate individual plans into a system-wide, criterion-based framework for future college assessment and action planning.



Benefits of ITI Integration Plans

Beneficiary	Description of Benefits
ITIs	<ul style="list-style-type: none"> • Access to improved programs and services based on ITIs' needs as a result of college ITI Integration Plan
Colleges	<ul style="list-style-type: none"> • Better understanding of ITI needs • Community leadership • Improved student satisfaction

A red arrow pointing to the right, located in the top right corner of the blue header bar.

CIITE Phase 3.1 Working Group: ITI Data Collection

Objective: Develop an ITI data gathering, analysis, and reporting framework across the Ontario college system.

Activities

- Identify and implement revisions to current data collection tools in order to identify and track ITIs
- Research and analyze the viability of a system-wide ITI database (including necessity, sustainability, cost, labour analysis)
- Collect and analyze ITI data



Benefits of ITI Data Collection

Beneficiary	Description of Benefits
ITIs	<ul style="list-style-type: none"> • Access to improved services as a result of college revisions
Colleges	<ul style="list-style-type: none"> • Access to data to improve ITI services and program delivery • Better understanding of ITI needs • Increased ability to leverage ITI data to improve the delivery of programs and services for ITIs • Improved student satisfaction



Phase 3.1 Projects: Language Benchmarking

Objective: Build college system capacity for language benchmarking by providing training, and testing several models for conducting and using benchmarking in post-secondary programs.

Activities

- Deliver “Orientation to CLB” training at 24 Ontario colleges
- Deliver Language Benchmarking training at 24 Ontario colleges
- Benchmark 3 post-secondary programs as part of the formal program review process and determine best practices
- Benchmark 2 common post-secondary programs in teams of 3 colleges and determine best practices



Benefits of Language Benchmarking

Beneficiary	Description of Benefits
ITIs	<ul style="list-style-type: none"> • Access to programs designed with consideration for language needs of students whose first language is not English • Placement into programs/courses/semester appropriate to their language ability
Colleges	<ul style="list-style-type: none"> • Improved delivery of college programs • Reduced cost of language assessments into programs • Improved student satisfaction



CIITE Phase 3.1 Projects: Employment Services

Objective: Assess individual college employment services/college-work connections, and develop a work plan for service-delivery improvements. Build on community partnerships and models to provide “active” employment supports.

Activities

- Develop audit tool of employment services at individual colleges
- Employment support expert work with each college to complete college-specific plans for innovative employment supports.



Benefits of Employment Services/College-Work Connections

Beneficiary	Description of Benefits
ITIs	<ul style="list-style-type: none"> • Access to employment services designed with consideration for employment needs of ITIs • More informed career decisions • Faster pathway to employment
Colleges	<ul style="list-style-type: none"> • Recruitment tool for college entry • Community leadership • Improved student satisfaction



CIITE Phase 3.1 Projects: Flexible Delivery

Objective: Explore the development of flexible program delivery, and suggest solutions on how to support the expansion of smaller-scale, innovative, tactical solutions to current delivery opportunities for individuals with previous credentials and experience.

Activities:

- Working Group meetings to provide input into discussions with government on how to develop modular delivery, access to part-time study, etc.
- Explore how to integrate existing college-level modular features (course delivery, expanded CE/PT offerings) into advising and the ITI “Pathway to Employment Plans”.



CIITE Phase 3.1 Working Group: Flexible Delivery

Beneficiary	Description of Benefits
ITIs	<ul style="list-style-type: none"> • Access to convenient, appropriate training that meets their specific needs. • Faster pathway to employment
Colleges	<ul style="list-style-type: none"> • Ability to engage in system level discussion of flexible college delivery.



CIITE Phase 3.1 Projects: Francophone Supports

Objective: Develop plans for the integration of immigrants through Francophone colleges that consider the specific needs and barriers of the Francophone immigrant community and colleges.

Activities:

- Document Francophone ITI integration issues not addressed through CIITE.
- Analyze implementation of CIITE in Francophone colleges and identify necessary supports.
- Develop detailed work plans for the implementation of CIITE Phase 3.



Benefits of Francophone Supports

Beneficiary	Description of Benefits
ITIs	<ul style="list-style-type: none"> • Access to improved services for Francophone ITIs as a result of college improvements to program delivery and services
Colleges	<ul style="list-style-type: none"> • Improved student satisfaction • Better knowledge of the unique needs of Francophone ITIs



Questions

What similar initiatives are you working on at your institution?

What best practices can be shared?

How do the recommendations and work of CIITE relate to your own institutional practices?