

Colleges Integrating Immigrants to Employment (CIITE) Phase 3.1 – August 2008 Update

The CIITE Project is now in a three-year 'implementation phase' with the first year called CIITE 3.1. Much of the CIITE Project success to date is due to the tremendous support provided by the many college personnel. All 24 Ontario colleges are represented on the CIITE Advisory Group. In addition, 20 colleges are actively engaged in one or more of CIITE's implementation activities. The CIITE 3.1 activity areas are:

- ITI Advisement
- Credential Recognition
- Employment Services
- Cultural Proficiency
- Francophone Issues
- Language Benchmarking
- Competency Assessment
- ITI Integration Plans
- ITI Data Collection
- Flexible/Modular Delivery

ITI Advisement

Business Impact:

Single-point advising services for immigrants and internationally trained immigrants (ITIs) are critical for their awareness of pathway to employment options. It is through advising services that many of the employment-integration tools being developed by the CIITE Project will be presented to immigrants/ITIs, including credential recognition processes, the Record of Education and Experience (REE), bridging opportunities, flexible programs, competency assessment, and inter-agency partnerships.

College Involvement: Algonquin, Boréal, Centennial, Conestoga, Confederation, Durham, Fanshawe, George Brown, Georgian, Humber, La Cité, Mohawk, Niagara, Seneca and Sheridan

Deliverables:

- Assist in the hiring, training and support of 20 ITI Advisors (FTEs) in 13 Ontario colleges.
- Deliver pre-entry advising services to over 1,800 ITIs in participating Ontario colleges, including the use of “Pathway to Employment Plans”.
- Develop and implement an upgraded database to track all ITIs receiving advising services.
- Compile and analyze data to evaluate and improve service delivery.

End-of-August Update:

- Colleges have hired 17 ITI Advisors who are now delivering specialized service to clients. All 20 ITI Advisors are expected to be in place in September.
- One two-day training session was delivered and another is scheduled in September.
- ITI Advisors have already recorded 539 appointments. While the recently-instituted advising services are at varying stages of maturity, the colleges with the largest number of appointments are George Brown (143), Centennial (112), Algonquin (74), Boréal (51), Humber (51), Conestoga (36), Seneca (24) and La Cité (11).
- The majority of immigrants/ITIs who participated in the advising appointments are from China, India, Pakistan, Philippines, Ukraine, Iran, Columbia or Haiti.
- An interim data collection instrument is being used while we plan and develop a more effective tool.

Credential Recognition

Business Impact:

Implementation of the Record of Education and Experience (REE) will provide a process which places ITIs’ skills and knowledge into portable, web-based documents. The REE will:

- Improve the recognition by Ontario colleges of prior out-of-Canada education and work experience and will result in more streamlined college-admissions and advanced-placement processes.
- Strengthen the confidence of employers in recognizing out-of-Canada credentials of ITIs. By recording verified and equivalency-assessed prior education, it will facilitate employers’ willingness to hire ITIs for positions commensurate with their level of prior education and experience.
- Contribute to improved workforce integration of ITIs and address the shortage of skilled labor in Ontario.

College Involvement: Algonquin, Fanshawe, George Brown and Sheridan

Deliverables:

- Implement a Record of Education and Experience (REE) in four colleges.
- Conduct activities that lead to a database containing needed data, including an individual's out-of-Canada credentials that are validated and assessed against Canadian equivalents and the individual's work experience.

End-of-August Update:

- Business requirements for the REE, based on input from the colleges, credential evaluation agencies and CIITE, were developed by OCAS and approved by CIITE on July 29, 2008.
- OCAS developed the REE technical design specifications which were reviewed by OCAS and CIITE. Development is set to begin.

Employment Services

Business Impact:

Colleges will be better positioned to enhance existing workforce-placement services for immigrants/ITIs. These enhancements will be aligned with the 'Pathways to Employment Plans' service.

College Involvement: Algonquin, Boréal, Canadore, Centennial, Conestoga, Confederation, Fanshawe, Fleming, George Brown, Humber, La Cité, Mohawk, Niagara, Seneca and Sheridan

Deliverables:

- Assist colleges to improve employment services to immigrants/ITIs.
- Conduct an audit of employment services at individual colleges.
- Use audit results to develop innovative college employment supports for immigrants/ITIs.

End-of-August Update:

- To better understand employment service needs of immigrants/ITIs, an online survey and associated materials have been developed. These survey and materials will be translated into French. CIITE plans to administer the survey to approximately 300 immigrants/ITIs across 14 college sites.
- The survey is currently being reviewed for approval by the Research Ethics Boards of the participating colleges. Humber College has received approval for research to commence. Other colleges, including Algonquin, Conestoga, Centennial, George Brown and Seneca, are awaiting approval while Sheridan and Fanshawe are in the process of preparing their submissions.
- A corresponding college-capacity staff survey, which will also inform the audit, is in development for dissemination in September to college representatives who are members of the CIITE employment support group.

Cultural Proficiency

Business Impact:

Through cultural intelligence training, immigrant/ITI-specific cultural sensitivity will be embedded into the college community. For CIITE purposes, 'Cultural Proficiency' is defined as "an approach that helps organizations respond in healthy ways to the cultural diversity of participants". This working definition is subject to change as our work moves forward.

College Involvement: Algonquin, Boréal, Cambrian, Canadore, Centennial, Conestoga, Confederation, Fanshawe, Fleming, George Brown, Georgian, Humber, La Cité, Lambton, Mohawk, Niagara, Seneca and Sheridan

Deliverables:

- Develop training package(s) relating primarily to immigrant/ITI-specific issues and enable training of 400 college staff across Ontario.
- Develop a sustainability plan to maintain and update the training activities and package(s) on a regular basis.

End-of-August Update:

A four-step process is advancing activity in this area:

- *Step One (completed):* In August, 40 college staff and two OCAS representatives met at Seneca College to brainstorm issues of cultural competency, particularly issues relating to the attributes and training programs of a culturally proficient college. This exercise was facilitated by Dr. Carl James, Department of Sociology, York University. The results of this collaborative exercise will inform Step Two.
- *Step Two:* On September 22, a selected number of college staff will meet at Centennial College to fashion the key attributes of a culturally proficient college and to craft training models for 'inter-cultural effectiveness' training.
- *Step Three:* Colleges will use the results of Step Two to develop their own training models.
- *Step Four:* Commencement of inter-cultural staff training by colleges.

Francophone Issues

Business Impact: The activities relating to Francophone Issues will facilitate the implementation of CIITE deliverables at Francophone colleges.

College Involvement: Boréal and La Cité

Deliverables:

- Develop plans for the integration of immigrants through Francophone colleges. These plans will consider the specific needs and barriers of the Francophone immigrant community and colleges.

End-of-August Update:

- Suzanne Daoust, professor at La Cité collégiale, is on loan to CIITE and leads this initiative. Activities include:
 - Creation of the French page of the CIITE website

- Liaison between CIITE's project office and both French colleges (Boréal and La Cité) to ensure Francophone needs are met.
- Francophone colleges are participants in several CIITE activities and are determining how best to apply CIITE project findings to a French language college environment. Work also includes addressing translation of CIITE documents to ensure Francophone colleges' adequate participation.
- Claude Bergeron, VP Academic, La Cité collégiale and Trevor Massey, ED, CIITE, have met with principals of La Passerelle (*The Pathway*), an agency serving the needs of visible-minority francophone immigrants in Toronto, to explore partnership opportunities.

Language Benchmarking

Business Impact:

- Improved delivery of college programs to immigrants/ITIs (i.e. curriculum development and delivery).
- Availability of new tools and training related to the use of Canadian Language Benchmarks (CLB).

College Involvement in Benchmarking: Centennial, Conestoga, Fanshawe, George Brown, Georgian, Humber, Mohawk, Seneca and Sheridan

College Orientation to CLB only: Algonquin, Boréal, Cambrian, Canadore, Confederation, Durham, Fleming, La Cité and Niagara

Deliverables:

- Deliver "Orientation to CLB" training to 24 Ontario colleges.
- Deliver Language Benchmarking training to nine Ontario colleges. The two models being tested are based on refinements identified in Phase 2. Model One seeks to inform best practices, in terms of sustainability, by benchmarking programs that are simultaneously undergoing a college program review. Model Two determines the potential for colleges to transfer their benchmarking results and, thereby gain systemic efficiencies (e.g. eliminate redundancy and reduce staff effort) in the benchmarking process.
- Benchmark two post-secondary programs as part of a formal program review process and determine best practices (*i.e. Model One above*).
- Benchmark two common post-secondary programs in teams of two or three colleges and determine best practices (*i.e. Model Two above*).

End-of-August Update

- Our partner, the Centre for Canadian Language Benchmarks (CCLB) has developed training materials for use in colleges. (Completed August 2008)
- Twenty ESL language specialists from nine colleges completed a three-day language benchmarking training exercise at Sheridan College (August 25-27). The CCLB provided training with benchmarking materials based on college resources and CIITE Phase 2 benchmark guidelines. Participating colleges were Centennial, Conestoga, Fanshawe, George Brown, Georgian, Humber, Mohawk, Sheridan and Seneca. A second training session is being planned.
- By mid-September, the following colleges will confirm their intent to formally benchmark certain programs via college teams: Fanshawe, Sheridan and Mohawk will benchmark their Mechanical Engineering Technology program. Centennial and Humber will benchmark their Business Accounting program.

- By mid-September, the following colleges will confirm their intent to undertake benchmarking as part of a program review and to determine best practices: Georgian (Opticianry), George Brown (Graphic Design), Seneca (Chemical Lab. Technology – Pharmaceutical), and Conestoga (Professional Accounting Practice – postgraduate).
- Colleges and CIITE are currently working to schedule college-based *Orientation to Canadian Language Benchmarking* sessions in October, November and December.

Competency Assessment

Business Impact:

- ITIs will have their skills and experience assessed more efficiently and effectively by colleges.
- Colleges will be able to provide new services to ITIs (e.g. more streamlined advanced placement).
- Employers and regulatory bodies considering hiring or licensing decisions will receive more detailed information on ITI candidates' skills and experience.

College Involvement:

- Respiratory Therapist (RT) team: Algonquin, Fanshawe and La Cité
- Mechanical Engineering Technologist (MET) team: Algonquin, Conestoga, Fanshawe, Georgian, Humber, La Cité and St. Clair

Deliverables:

- Develop and validate competency standards and tools for a Respiratory Therapist (RT) competency assessment.
- Develop and validate competency standards and tools for a Mechanical Engineering Technologist (MET) competency assessment.
- Pilot test the RT competency assessment in four Ontario colleges.
- Pilot test the MET competency assessment in eight Ontario colleges.
- Track pilot participants, costs and outcomes.
- Collaborate with the Ontario Association of Certified Engineering Technicians and Technologists (OACETT) and with the College of Respiratory Therapists of Ontario (CRTO).

End-of-August Update:

- The RT competency assessment team has developed and validated the competency standards in collaboration with the College of Respiratory Therapists of Ontario (CRTO).
- The RT team has met four times and is in the process of writing the didactic assessment and creating a template for the simulated clinical assessment.
- The RT team is working with the CRTO to establish temporary Memoranda of Understanding that will allow individuals who successfully complete the competency assessment to take the CRTO's registration exam.
- The CIITE Project is working with the colleges to develop a Letter of Achievement that will provide candidates with a tool that describes the competencies demonstrated in the assessment.
- The MET team has met four times and has developed a list of competencies which are currently being validated by the Ontario Association of Certified Engineering Technicians and Technologists (OACETT).
- The MET team is currently developing the written and practical assessments.

ITI Integration Plans

Business Impact:

- Provide colleges with additional tools and strategies to meet the needs of non-direct entry students, including ITIs.
- Contribute to colleges' activities in meeting enrolment targets and improving key performance indicators by increasing the satisfaction of employers, immigrants and all other students who benefit from enhanced, standardized, and more flexible services and programs.
- Provide the necessary catalyst for individual colleges and for the Ontario college system to assess and appropriately address their organizational culture so that it can move toward greater flexibility and responsiveness.

College Involvement: Algonquin, Boréal, Canadore, Centennial, Conestoga, Confederation, Durham, Fanshawe, Fleming, George Brown, Georgian, Humber, La Cité, Mohawk, Niagara, Seneca and Sheridan

Deliverables:

- Provide organizational development advice and expertise to support colleges during their strategic and business planning process. This will help each college continually improve how they support the integration of immigrants to employment.
- Develop and implement an audit tool of organizational culture, context, services and programs at individual colleges.
- Using the results of the audit, assist individual colleges in their completion of three-year individual college action plans using Organizational Development experts.
- Consolidate plans into a system-wide overview.

End-of-August Update:

- The work-plan and milestones for this activity are in the process of being shared with the 17 colleges involved in this activity. All eight colleges that have reviewed the work-plan welcome the opportunity to undertake this audit and plan on integrating the results and associated action plan into their business planning process. Introductory meetings with the remaining nine colleges are being scheduled and will be completed by the end of September.
- The framework for the design of the organizational, program, and services audit tool has been developed and shared with the colleges. The feedback being received is positive.
- The audit tool questionnaire is currently being developed, based on the framework. To date, four colleges have agreed to review it in its beta format, later in September.

ITI Data Collection

Business Impact:

Data collection and analysis will facilitate continuous improvement of the employment-integration tools being designed by the CIITE Project and also enable improved delivery of college programs and services. This activity also contributes to enhanced college enrolment management with respect to immigrants/ITIs.

College Involvement: (All colleges involved with ITI Advising) Algonquin, Boréal, Centennial, Conestoga, Confederation, Durham, Fanshawe, George Brown, Georgian, Humber, La Cité, Mohawk, Niagara, Seneca and Sheridan

Deliverables:

- Create a database tool that enables the compilation and analysis of data pertaining to the immigrant/ITI client group, and which specifically allows for:
 - creating a basic demographic profile,
 - recording of key appointments with ITI Advisors, and
 - documenting advice and referrals provided to ITIs.
- Develop an ITI data gathering, analysis, and reporting framework across the Ontario college system.

End-of-August Report:

- An interim data collection instrument is currently in place and being used by ITI Advisors. In planning for a more sophisticated tool, business requirements have been drafted for stakeholder feedback. As well, OCAS is being considered as the development partner.
- In September, the Heads of Continuing Education will conduct a survey of CE students. Since questions relating to the immigrant cohort are included, this survey's results should advance our ability to better serve immigrants/ITIs.

Flexible/Modular Delivery

Business Impact:

- The provision of new incentives for flexible/modular programming within the college activity-funding formula will result in increased delivery of these programs which meet the needs of ITIs and other student groups.
- The sharing of the data regarding various college flexible/modular offerings will inspire expansion of these programs.
- Enhanced awareness by ITI Advisors and other college staff about the availability of these programs will contribute to improved client service and enrolment management.

College Involvement: Algonquin, Centennial, Conestoga, Fleming, George Brown, Georgian, Humber, La Cité, Mohawk and Sheridan

Deliverables:

- Explore flexible program delivery options and suggest solutions and innovations to current delivery mechanisms for individuals with previous credentials and experience.
- Conduct Working Group (WG) 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."

End-of-August Update:

- CIITE developed a detailed template to capture the various program delivery methods and highlight creative solutions that address evolving student needs. Members of the WG cumulatively submitted close to 200 templates describing a myriad of flexible programs and

reflecting about a dozen distinct flexible/modular features such as (a) continuous intake (b) weekend college (c) fast-track (d) distance education and (e) intensive delivery.

- CIITE will consider the best way to share this data so that it can inform college efforts in the design of flexible college programs.
- The WG has met twice and on both occasions was joined by Peter Wright, former Director of the College Affairs Branch, MTCU, who provided insights into the provincial grant-funding protocol. The WG will submit input regarding the costs to colleges for delivering flexible/modular programs and which may also be useful in the current MTCU-OC funding dialogue.