

Colleges Integrating Immigrants to Employment (CIITE) Phase 3.1 – Mid-October 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-September (early October) Update:

- **This activity is on target but for the delays by two colleges in completing the hiring of assigned advisors.**
- To date, colleges have hired 17.5 ITI advisors and they are currently providing specialized service to clients. Seneca (.5 advisor) and Sheridan Colleges (2 advisors) are currently in the process of hiring their full complement of ITI advisors.
- ITI Advisors have already advised **1354 individuals**. Currently, college capacity to deliver effective ITI advising varies with the level of organizational maturity of colleges on advising services. College advising activity is as follows: George Brown (338), Algonquin (233), Centennial (207), Humber (152), Boréal (126), Conestoga (95), Mohawk (55) and La Cité (51).
- The majority of immigrants/ITIs who participated in the advising appointments are from India, China, Pakistan, Philippines, Iran, Bangladesh, Sri Lanka or Russia.
- Of advised individuals who responded :
 - 76% are ITI with post-secondary credentials
 - 60% have dependents
 - 29%, highest recorded response, found the advisor through family and friends
 - 66% are currently unemployed
 - 62% reported that their current aspirations are in same field/area as past work/study experience
 - 61% cited College admissions as the purpose of their 1st visit
- An interim data collection instrument is being used while we plan and develop a more effective tool.
- The CIITE Project is currently developing a feedback tool to evaluate the quality of the advising services delivered across the college system.

- The PO is currently developing a strategy to successfully implement *Pathways to Employment* into the advising service. A group, including college representatives, is being assembled to accomplish this.

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-September (early October) Update:

- **This activity is on target.**
- The CIITE online survey called 'Understanding the Employment Service Needs of Internationally Trained Immigrants' was developed in both English and French and will be launched in October 2008. CIITE plans to administer the survey to approximately 300 immigrants/ITIs across 14 colleges. The launch date was extended due to translation times and ethics approvals or senior team approval from fourteen colleges.
- The survey received research ethics approval from ten colleges in under two months. These colleges are Algonquin, Conestoga, Centennial, Fleming, Fanshawe, George Brown, Humber, Mohawk, Sheridan and Seneca. Other participating colleges such as Niagara, Confederation, La Cite and Boreal have received senior team approval to proceed with the survey at their colleges. The speed of this process is a testament to the hard work of college participants and CIITE staff.
- The corresponding college-capacity/staff survey, which will also inform the audit, has been developed and will be launched in October 2008.
- The web-seminar for potential audit participants has been scheduled for the end of October, with the audit being completed in November 2008.
- The lead for this activity, Nikhat Rasheed, contributed substantially in developing project proposals that were submitted to the Ministry of Citizenship and Immigration (MCI) and the Ministry of Training Colleges and Universities (MTCU).

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.

Mid-October Update:

- **This activity is on target**

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:* (completed) On September 22, some 41 individuals, including 31 staff from 19 college and staff from OCAS, met at Centennial College to fashion the key attributes of a culturally proficient college and to craft training models for 'inter-cultural effectiveness' training. While this agenda was substantially advanced the result remains elusive. It will require additional work to shape the results of Steps 1 and 2 into a format that depicts:
 - The attributes of culturally proficient college, and
 - The critical elements and promising practices of a training/education program for various college employee groups. At this time, the two major staff groups are (i) college support staff and administration, and (ii) college faculty.
 Once this framework is drafted, the college partners will be re-engaged to review and enhance them. Hence, subsequent discussion will be around a defined 'body of work'. It is understood that *Step Three* may commence at the college level while work continues with *Step Two*.
- Responsibility for building (*Step Three*) a more culturally proficient college and in defining and delivering (*Step Four*) a training program for 'intercultural effectiveness' belongs with each college. However, the CIITE Project Office will assist colleges, to the extent requested, in the initial effort.
- At this time, CIITE is working to facilitate Step 3-4 initiatives at colleges:
 - **Fanshawe College:** CIITE is providing the services of *Diversipro* (Principal is Hamlin Grange) to help develop a 'kick off' intercultural-effectiveness program which is scheduled for 17. Visit www.diversipro.com
 - **Humber College:** Humber plans to embed the concept of Intercultural Effectiveness into all relevant education and training programs delivered by the college's Human Rights and Diversity Office. CIITE has asked *Diversipro* to support Humber's effort.
 - **Sheridan College:** The college has identified a high-level committee to commence work on intercultural effectiveness. The college would like to explore how best to support effective teaching in a diverse classroom. Dr. Avis Glaze, recently retired CEO of Ontario's Literacy Secretariat has been asked to work with Sheridan to formulate a program. Visit www.avisglaze.ca
 - **La Cité** has created a 'working group' to commence a series of activities to foster awareness and advance the issue of intercultural effectiveness. At this time, assistance is not required from CIITE.

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.

Mid-October Update:

- ***The status of this activity is subsumed within the other activities.***

- 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, and
 - vetting document translated from English to French.
- 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.
- Finding eligible Francophone candidates to take the Respiratory Therapy competency assessment will be a challenge.

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*).

Mid-October 2008 Update

- **This activity is on target.**
- Our partner, the Centre for Canadian Language Benchmarks (CCLB) has developed training materials for use in colleges for both activities: Benchmarking training and Orientation to CLB. . (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.

- In September, the following colleges confirmed their intent to formally benchmark selected programs via college teams: Fanshawe, Sheridan and Mohawk will benchmark their Mechanical Engineering Technology program. Centennial and Humber will benchmark their Business Accounting program.
- In September, the following colleges confirmed 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 collaborating on scheduling college-based *Orientation to Canadian Language Benchmarking* sessions in October, November and December. To date the first 3 sessions were delivered Conestoga, Humber and St Lawrence.
- PO has produced a strategic overview of CIITE, its activities, benchmarking objectives and their relevance to language issues facing colleges. The overview helps link the Orientation to CLB to the CIITE benchmarking activities in a meaningful way for college participants. PO asked a college representative to provide this brief overview so as to ensure a consistent CIITE message at each Orientation session. This will ideally enable the participants to better understand the role of benchmarking in their colleges. CCLB noted the benefit this college presence has on the participants' overall satisfaction with the training.
- The CIITE Project is currently working on convening a joint meeting of Phases 2 and 3 participating colleges to gather feedback on the ongoing process and share insights for phase 3.1 and beyond.
- The CIITE Project is currently planning phase 3.1 roundtable session for all participating colleges in early January 2009.

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).

Mid-October Update:

- **This activity is on target. However, the start of the 'assessment pilot' relating to MET has been re-scheduled.**
- 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 has created 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 RT team is meeting October 22nd to finalize the didactic portion of the assessment.
- 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 have been validated by the Ontario Association of Certified Engineering Technicians and Technologists (OACETT).
- The MET team is currently developing the written and practical assessments. Draft assessments have been developed for most assessments and the team is revising existing assessments to be more "high-level". The CIITE Project is attempting to bring in a curriculum development expert to help the team revise the assessments. As a result of these revisions and difficulty finding a qualified curriculum expert or test developer the start date for the pilot will be in early January 2009.
- Communications:
 - An information and criteria sheet has been developed for both RT and MET and outreach is underway by the colleges and the Project Office to find ITI candidates for the pilot. Suzanne Daoust has translated the RT Information sheet into French for outreach in the Francophone community.
 - The MET team is putting the Competency Assessment on their next PAC meeting's agenda. The CIITE Project has provided the team with communication materials for the colleges.
 - The CIITE Project will meet with OACETT in November to ensure validation of the assessment tools and maintain as close a partnership as possibly moving forward.

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.

Mid-October Update:

- **This activity is on target.**
- The audit tool is in final stages of production. Launch is scheduled for October 20th, 2008.
- Colleges (11) who have had their introductory meetings will receive the tool on Monday and will be scheduling a phone meeting to finalize the implementation details at their respective colleges.
- The 4 (Anglophone) colleges who have not had their introductory meetings yet are scheduled to meet next week (2) or in the process of being scheduled (3). They will receive the tool at that meeting. Total 18: This include one additional college who is considering 'signing up' for this activity.
- The tool is going for translation. Meetings will then be set up with the two Francophone colleges for implementation.
- The feedback continues to be very positive and colleges are generally pleased with the approach, usefulness and timeliness of this activity.

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.

Mid-October Update:

- **The Interim Advisor database is implemented and in use. The development of the more robust version is on target.**
- Data depicting ITI Advisor activity and spanning July to September 30 were compiled by the activity lead, Anupam Sharma. The data was released to all Advisory Group members. The data show a total of 1354 ITI-advisor appointments based at 12 reporting colleges.
- An interim data collection instrument is currently in place and being used by ITI Advisors. In planning for a more sophisticated Advisement Database tool, business requirements have been finalized with stakeholder feedback. OCAS has been engaged as the development partner. CIITE and OCAS have started investigation of potential commercial Case Management tools for use as part of the new Advisement Database tool.
- In September, the colleges were scheduled to 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.
- A proposal to include 'self-identification' of the immigrant cohort in college post-secondary programs will be prepared for submission to the provincial KPI Steering Committee. Should this proposal not be accepted for this year's KPI cycle, then colleges will be asked to include a specific 'immigrant identification' question in their set of 5 college-discreet questions. Claude Bergeron, a member of the CIITE Executive Council and of the KPI Provincial Steering Committee, will be asked to carry this issue to the latter committee.

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.
- **Newly added Impact: Awareness and understanding of the wealth of flexible/modular programs will enhance service to other college populations, mostly the non-traditional and 'non-direct' cohorts.**

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."

Mid-October Update:

- ***This activity is on target. However, the added scope may extend the work and costs of this activity.***
- To date the Working Group has met on three occasions and was joined by Colleges Ontario 'funding-issues consultant' Peter Wright, former Director of the College Affairs Branch, MTCU.
- The Working Group, in seeking to leverage the full value of the nearly 200 templates depicting variations of existing college flexible program, has made the case for expanding the scope of this activity to include a comparative 'cost analysis' of a set of college programs. The intent is to better understand the cost issues that may discourage colleges from broadening their offerings of flexible programming – the kind that would better serve the needs of ITIs and other non-direct students. The feasibility of proposal, which represents broadening of the scope of this activity, will be explored. As well, Executive Council input will be solicited.
- The Working Group requires the support of others with more technical expertise related to the college funding regimen. This expertise will be recruited from college staff and asked to provide insights into the more technical aspects of the funding mechanism.