



**CAREER &  
TECHNOLOGY  
STUDIES**

**Manual for Administrators,  
Counsellors and Teachers**

**Appendix 1:**

**Planning and Marketing  
CTS in Your School and  
Community**

**June 1998**

*The information and recommendations provided in this appendix are general in nature and do not in any way replace the collaboration and professional advice required for effective implementation at school and school system levels.*

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## PURPOSE

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This appendix provides basic processes and sample support materials to assist school and school system administrators to implement CTS.

Implementation of CTS differs in each school and school system. Effective implementation is based on a commitment from administrators, counsellors and teachers to consider new options in course design and timetabling. CTS provides schools with an opportunity to make connections with other optional or core courses and to design unique programs that meet local needs.

Since each school and school system assumes increasing responsibility for establishing implementation plans in accordance with local needs, it is important to begin the planning process early.

This document outlines eight steps for implementing CTS:

1. Establish a planning team.
2. Draft a plan of action.
3. Inventory resources.
4. Conduct market research about community needs.
5. Identify strands and courses to be offered.
6. Identify potential barriers and possible solutions.
7. Gain commitments for action and secure approvals.
8. Check progress.

Each step is described in detail, often with supporting strategies and questionnaires provided as attachments. Schools and school systems are encouraged to adapt the processes and implementation strategies as required to address local needs and plan for effective implementation.

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## STRATEGIES FOR IMPLEMENTING CTS

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### 1. ESTABLISH A PLANNING TEAM

The planning team should involve key players from the school and school system including administrators, counsellors and teachers, and students. It may also involve representation from the community, including parents, business and industry, post-secondary and community organizations. Consider the roles and perspectives of key players, in the school and in the community. Some players may be involved only at the initial planning level, while others are responsible for the day-to-day implementation of the plan.

## School-based Members

Some key players at the school and school system level, and their roles/perspectives, are listed below.

- School and school system administrators promote students' opportunities to move from secondary school to productive, positive adult roles. Administrators help determine which CTS strands/courses are available to students, and are responsible for providing instructional expertise, facilities and resources to deliver selected course sequences in CTS.
- Counsellors provide support for career and occupational guidance and, in many cases, strengthen the link between the goals of the school and those of students and parents.
- Teachers play an essential role in the implementation plan. Teachers from all subject areas should be encouraged to get involved in the planning process. Improved linkages between CTS and other programs, team teaching strategies and shared resources can enrich the learning experience.

## Community-based Members

Other community members can contribute important perspectives regarding program needs and expanded delivery options through their involvement on planning teams.

- Parents have a vested interest in helping students to maximize their potential.
- Business and industry offer workplace opportunities for students, now and in the future. Members of the business and industry community have expressed the need for highly skilled, effective employees who have a combination of basic competencies and technical and career-specific skills. Many favour an increased involvement in what and how students are taught, and in helping with the delivery of the curriculum. They are valuable assets on the planning team.
- Post-secondary representatives on the planning team ensure coordination of programs and smoother transition between high school and post-secondary programs.
- Community organizations and professional associations are also key players on the CTS planning team, as they can encourage community and professional support for CTS initiatives.

Once a CTS planning team has been established, members should create a vision statement and set goals. It is important that time be allocated for these tasks, but it is also important that once general agreement is reached, the team moves on to preparing the actual implementation plan.

## 2. DRAFT A PLAN OF ACTION

Refer to Attachment 1:  
Sample Implementation Plan.

Define what is to be achieved (deliverables), when it is to be achieved, and how (responsibilities, resource needs).

### System-level Decision Making

It is important to establish early in the planning stages an understanding of system-level policies and guidelines that affect implementation plans. System level decisions need to be made regarding:

- the degree of flexibility to be delegated to schools
- the depth and breadth of course offerings in CTS
- funding allocations to schools
- the coordination of inservice opportunities
- transitions from junior to senior high, and from senior high to post-secondary and the workplace.

### School-level Decision Making

School-level decisions need to be made, within the system context outlined above, regarding:

- what CTS courses to offer:
  - course combinations
  - cross-strand possibilities
  - advanced level credits for diploma requirements
  - alternative delivery strategies
- how CTS courses will be delivered, keeping in mind:
  - requirements for access to instruction
  - potential strategies for expanding access to CTS courses, in the school and through off-campus learning
  - policies and guidelines regarding assessment
  - a method for tracking course completion
- the counselling structures and practices in place to assist students in making decisions regarding entry into post-secondary programs or the workplace.

Those involved in drafting an implementation plan should take into account that:

- the implementation of new course offerings or delivery strategies should be phased in gradually, taking one step at a time
- expecting too much too fast may lead to problems, stress or even failure
- all players need to be involved in the process and informed of progress on an ongoing basis.

### 3. INVENTORY RESOURCES

#### System-level Inventories

Part of the implementation plan should include consideration of existing and potential resources. Conducting an inventory of resources at the system level can determine:

- existing facilities and equipment
- current and potential off-campus delivery sites
- capabilities/needs with respect to delivering teacher training and inservice in CTS areas
- strategies in place for scheduling classes and grading/reporting student achievement
- policies for the distribution of funds to schools.

#### School/Community Profiles

Prepare a profile of the school and community, identifying available resources that can be used to meet student needs. Include current and potential physical and human resources available in the school and through off-campus learning. A well-designed school/community profile may be useful in identifying:

Refer to:

- Attachment 2: Sample School/Community Profile
- Attachment 3: Sample Community Survey.

- levels of program interest and demand—past student enrollment in the former practical arts courses, current student/parent interest, and potential support from business/industry
- career steps taken by former graduates into the workplace or post-secondary programs
- the courses that students find most useful, and the competencies that young adults wish they had developed while in secondary school
- the competencies that teachers, administrators, parents, community members and business partners consider essential for effective career preparation.

### 4. CONDUCT MARKET RESEARCH ABOUT COMMUNITY NEEDS

Refer to Attachment 4: Sample Student Interest Survey.

Survey student and parent interest in the various CTS strands. The survey may include reference to all the CTS strands, or only those strands that the school can potentially offer. A sample survey is provided for use with students. It can be adapted for use with parents and other community members.

This is a good time to begin summarizing information obtained through previous inventories and surveys, and to consider the implications of this information for course delivery.

Refer to Appendix 2:  
Defining CTS Learning  
Environments—Strand and  
Course Parameters.

## **5. IDENTIFY STRANDS AND COURSES TO BE OFFERED**

No one school is expected to offer all the strands and all the courses in CTS. In order to meet the needs of most students, schools need to target certain strands and courses for delivery. It is useful to consider:

- related courses formerly offered through the practical arts
- reasons for offering the present selection of courses
- the views of students and the community regarding the relevancy of current course offerings
- the interests and needs of students and the backgrounds and expertise of school staff
- new strands/courses that could be offered to students if the use of present and potential school- and community-based resources was maximized
- the facility and equipment guidelines for proposed strands/courses
- the instructional qualifications required for offering proposed strands/courses and the inservice requirements of teachers.

## **6. IDENTIFY POTENTIAL BARRIERS AND POSSIBLE SOLUTIONS**

The barriers that may affect the implementation of CTS are unique to each school and school system. Barriers may include:

- program credibility within the school and the community—acceptance by community/parents/students of programs that lead to positive career options
- access to resources—teaching expertise, facilities, equipment and instructional materials.

While most CTS courses can likely be implemented through the use of existing labs, program delivery can be expanded through off-campus learning experiences, arrangements with neighbouring schools and/or through distance learning technologies. The involvement of community members in planning course offerings can be an effective strategy in establishing innovative solutions to implementation barriers.

## **7. GAIN COMMITMENTS FOR ACTION AND SECURE APPROVALS**

A broad base of support among school and community members is critical to establishing successful implementation practices. It is recommended that approval and commitment for action be obtained from all players, particularly teachers, principals and school system administrators.

Ongoing communication with key players increases local support for actions taken at the school and school system level to implement CTS.

## **8. CHECK PROGRESS**

Take time periodically to review the original goals for implementation as outlined in Step 2: Plan of Action. Also review the Sample Implementation Plan as outlined in Attachment 1.

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# **MARKETING CTS IN THE SCHOOL AND COMMUNITY**

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Schools and school systems are encouraged to design a communication plan to inform all client and stakeholder groups about the goals and structure of the CTS program. The communication plan should include an initial orientation to CTS and ongoing strategies to reinforce and expand understanding of the CTS program and how it is evolving in the school and community.

To assist in communicating information about CTS, information packages can be developed and modified to address the needs of different groups. A number of materials are available for communicating information about CTS within the school and community.

## **CTS PROMOTIONAL MATERIALS**

Refer to Attachment 5:  
Blackline Masters—CTS  
Promotional Materials.

The following information brochures on the CTS program are provided to schools for use as blackline masters:

- *CTS Backgrounder*
- *CTS Strand Brochure Series.*

## CTS VIDEOS

The following videos are an effective means of explaining CTS to clients and stakeholders in the school and community:

- *CTS: Building the Future*, 1996, explains the philosophy, curriculum structure and potential benefits of the CTS program. Designed for viewing by adults, the video is divided into distinct segments and may be used for inservice and orientation sessions. The video is accompanied by a brochure that describes key features of the CTS program (25 minutes).
- *Opportunities for You*, 1996, profiles CTS along with related programs and initiatives. Designed for use with students, the video focuses attention on technical career opportunities, and is accompanied with a questionnaire to assist students in career planning (15 minutes).
- *On Cue*, 1993, introduces teachers, administrators, parents and the community-at-large to the CTS program. The video is divided into distinct segments and may be used for inservice and orientation sessions (30 minutes).
- *U-Choose*, 1993, describes the CTS program and the 22 CTS strands to students (11 minutes).

Source: ACCESS: The Education Station.

