

# **Pathways for Child and Youth Care**

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## **List of participants and partner institutions**

### **Partner Institutions**

Collège Boréal  
Sault College  
Algonquin College  
Fanshawe College  
Humber College

### **Participating Institutions**

Durham College  
St. Lawrence College  
Centennial College  
George Brown College  
Fleming College  
Confederation College  
Georgian College  
Niagara College  
Lambton College  
Mohawk College  
Sheridan College  
St. Clair College  
Loyalist College  
Cambrian College  
La Cite College

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## **2. Executive summary**

The Child & Youth Care (Worker) advanced diploma program is offered in twenty colleges in the province of Ontario. In Child and Youth Care programs there is diversity in delivery methods, unique course offerings, structure, and course sequencing. The project team communicated, collaborated and consulted with their provincial CYC counterparts throughout the project in order to ensure consistency, accuracy and engagement. As a result, the project team was able to successfully navigate through the diverse program complexities in order to develop an innovative College to College pathway utilizing an outcomes based analysis to develop an inclusive and flexible transfer agreement. A significant outcome of this project's methodology resulted in the development of a live, web-based document that efficiently advances the process for CYC college to college program transferability and currency of the pathway.

## **3. Project Purpose and Goals**

The overall project purpose was the development and implementation of strategies to enhance student mobility in the Child and Youth Care programs at the college level. The goal was to develop a transfer pathway so that students from any Ontario college offering CYC could transfer from year 1 into year 2, or year 2 into year 3 of a CYC program without losing any credits or without increasing their time to graduate. The proposed pathway could then be transferable to include all colleges offering CYC in the Ontario college system. This project was prioritized because of the volume of students studying in the CYC programs across the province. At this time it is unknown how many students are transferring between institutions, however anecdotally, coordinators have expressed that they accept transfer students but without a clear process. The process varies across all colleges. With a transfer pathway in place, the transfer process will be more consistently applied to all students.

## **4. Pathway Development**

The pathway development was a collaborative process between participating institutions offering the CYC program. It was important to develop a clear and seamless college to college transfer pathway for students wishing to transfer to another post-secondary institution to continue their studies.

### a. Methodology

Step by step process for achieving project goals

Activity	Participants	Date
<p>Conducted an initial project team meeting to lay the foundation for the project.</p> <p>Completed a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis for the examination of curriculum outcomes.</p> <p>Developed an action plan and a project process.</p>	Project team	May 9 , 2016
<p>Presented ONCAT transfer pathway project to Ontario College CYC Coordinators Group.</p> <p>Learning Outcomes Analysis was initiated.</p> <ul style="list-style-type: none"> <li>● Small working groups of coordinators consulted with each other and developed Core Areas of Study based on Ministry of Advanced Education and Skills Development (MAESD) Vocational Learning Outcomes.</li> <li>● Provincial coordinators provided ONCAT Project Team with potential barriers and challenges to consider during pathway development. Provincial Coordinators agreed, in principle, to move forward with the transfer project.</li> <li>● Submission of course outlines by each academic institution. The majority of college CYC course outlines were stored in a repository for ease of comparison and reference.</li> <li>● Brief interim report sent to Co-Chairs.</li> </ul>	<p>Project team coordinators</p> <p>Provincial coordinators</p>	May 17, 2016 - August 2016.
<p>Ongoing consultation occurred through regular meetings with project team held via teleconference and face to face.</p>	Project team	Sept, Oct, Nov 2016
<p>Face to Face meetings occurred with Project Team and Co-Chairs to complete work plan and ensure project timelines and deliverables on target for completion.</p>	<p>Project co-chairs</p> <p>Project team coordinators</p>	Sept 19 , 2016
<p>Developed the CYC Core Areas of Study comparison chart.</p> <ul style="list-style-type: none"> <li>● Consolidated and refined Core Areas of Study to accurately reflect Vocational Learning Outcomes of all programs. This was done in consultation with all</li> </ul>	Project team coordinators	October 2016

Provincial coordinators. <ul style="list-style-type: none"> <li>Tested the validity of the comparison chart using relevant student scenarios.</li> </ul>		
Completed draft pathway documentation and supporting documentation.	Project team coordinators	Oct – Nov 2016
Prepared interim report.	Project team	Nov 30, 2016
Held face to face meeting with Project Team and Co-Chairs to complete work plan and ensure project timelines and deliverables were on target for completion.	Project co-chairs  Project coordinators	Nov 21, 2016
Draft pathway template was developed	Project coordinators	December 2016
Held final meeting with project team to review final draft of pathways project and deliverables and preparation of final report submission	Project team	Feb 8, 2017
Submitted Final report.	Project team	March 15, 2017

**b. Program Comparison and Analysis**

There are a multitude of barriers to developing transfer pathways between colleges for the same program of study. In Child and Youth Care programs there is diversity in delivery methods, unique course offerings, structure, and course sequencing. It was important for the project team as well as the provincial coordinators group to ensure that the pathway was flexible in its implementation. Therefore, it was decided to move away from a course to course comparison. Rather, it was determined that utilizing the MAESD Vocational Learning Outcomes would provide a superior guide to extrapolate common Core Areas of Study.

All provincial CYC coordinators were provided the opportunity to offer input in the development of core areas of study during the coordinators Spring meeting in May 2016. A web-based excel tool was created in order to more seamlessly and clearly compare the curriculum across all programs. This tool has been named the Core Areas of Study comparison chart (see Appendix A). Once developed, each College curriculum was mapped to the Core Areas of Study.

The project team coordinators were assigned 4-5 colleges to work with directly in order to confirm accuracy of the Core Areas of Study comparison chart. They provided the Core Areas of Study comparison chart in advance to the provincial

coordinators, then followed up with a phone call to each college. The direct consultation with provincial coordinators and their active engagement in the process by the project team were key factors in populating the document successfully. The chart is designed so that it can be used to compare any 2 colleges (see partner and participating institutions) offering the CYC program.

**c. Implementation process and timelines**

Process	Timeline
ONCAT project coordinator team presents pathway at coordinators Spring meeting Presentation at ONCAT Provincial Conference	May 2017
Pathway is presented at Heads of Community Services Spring meeting	May – June 2017
Pathway is presented to CCVPA for approval to encourage college participation	To be determined
Colleges add CYC pathways to ONTransfer.ca website	June-Sept 2017
Each participating institution to work with Registrars for ease of implementation of the pathway	September 2017

**5. Summary of Pathway created (see specific details in Appendix B)**

Any student wishing to transfer from Year 1 to Year 2 from one institution to another in the CYC program must have successfully completed each of the courses at the ‘transferring out’ institution with a minimum GPA of 2.0. When a student has successfully completed year one they will be admitted into year 2 at the receiving College. Any transferring student will take the same number of credits as per the receiving institutions curriculum. This transfer agreement allows the flexibility for each receiving college to determine a customized timetable for the transferring student if a gap exists, however, it is imperative that the student not be penalized by having to take extra credits. This principle will apply in the same way to students transferring from year 2 to year 3.

## 6. Promising Practices and Lessons Learned

Flexibility in the deployment of the pathway was a key success factor. Developing Core Areas of Study based on Vocational Learning Outcomes and looking at program similarities as a basis for analysis allowed for the development of an innovative live document for ease of transfer for all institutions.

When working on a project of this magnitude, it also became quite evident that clear consistent communication, collaboration and engagement from all institutions was critical.

List of promising practices

- a. The coordinators from the project team presented this transfer project at their annual CYC coordinators conference (spring meeting 2016) to ensure engagement of the CYC coordinators across the province.
- b. Establishment of Core areas of study based on Vocational Learning Outcomes.
- c. Development of an excel spreadsheet to facilitate curriculum comparison.
- d. The coordinators from the project team ensured consistent communication throughout the development of the pathway project with all participating institutions to ensure accuracy and understanding of the Core Areas of Study Tool— emails, as well as direct phone calls by the project team directly to each college CYC coordinator across the province were made to seek their input regarding the tool, as well as walking through populating and using the to analyse transfer possibilities
- e. Regularly scheduled meetings with team
- f. Pathway built to allow for flexibility (example placement hours)

Although this project has successfully reached its goals, the project team has identified the critical need to ensure the ongoing currency of the pathway tool. The project team recommends that ongoing resources be assigned to update and ensure alignment of the Core areas of study tool, as well as annual review of the transfer pathway template.

Recommendations from Project Team for ONCAT moving forward:

- a. Heads of Community Services group must decide about proceeding with Phase II – college to degree pathways, and degree to college pathways in CYC
- b. Recommendation that resources be identified/allocated to ensure that the Core Area of Study comparison tool and each program course outlines be keep up to date and centrally located so that it is accessible to all colleges.
- c. Recommendation that resources from ONCAT are provided for the translation of French course outlines to better populate the Core areas of study tool and the course outline repository.
- d. Recommendation that for ease of student mobility, the following be addressed
  - i. Ease of access to locate pathway at ONTransfer.ca
  - ii. Elimination of OCAS fees for transfer students if applying through OCAS for the pathway

## **7. Appendices**

- a. Core areas of Study Comparison tool
- b. ONCAT Pathways Template