

Career Development in Manitoba Schools

A Survey of Current Awareness and Practices

Manitoba Education, Citizenship and Youth

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Introduction / Context:

In 2005 MECY identified that a comprehensive strategy on career development would contribute to addressing current economic, educational and social issues in Manitoba. Research has indicated that people who make informed career choices and are satisfied in their workplace are more productive than those who are dissatisfied in their work. In addition, those who enjoy their work have lower rates of absenteeism resulting in increased productivity. As a result, consultations with career development stakeholders were initiated in order to develop a comprehensive cross-departmental strategy to guide Manitoba's future career development activities (known as the Career Development Initiative, (or CDI). The result was a Career Development Framework and Action Plan that will guide the Departments' career development activities over the next five years. A number of the Initiative's priorities and actions involve the implementation of comprehensive career education programming and resources at the middle and senior years level.

In order to evaluate the long-term impact of CDI's strategies on the school system and its students, the Department acknowledged the importance of obtaining initial "baseline" information from Manitoba's schools. To this end, an interdepartmental working group developed a comprehensive survey intended to learn what is currently happening in Manitoba schools with respect to career development programs, initiatives and services offered to students. Another objective of the survey was to find out if there were any current career development programs that were considered successful, and could be used as a model for "best practices" in other schools. These "best practices" could then be compiled into a "Practitioners Handbook" for use by policy makers, divisional staff, principals, guidance counsellors and teachers in their work with students.

Survey Methodology:

A six-page survey was developed by an internal MECY working group. Survey questions were designed to elicit a comprehensive range of responses on the survey's subject. The survey consisted of two parts. The first part, "Career Development Practices, Programming and Resources" focused on schools' career development activities and their awareness of various post-secondary education, training and financing options in Manitoba. The second part of the survey "Staff and Resources" focused on questions related to resources that schools have been allocating to career development, the nature and extent of parental involvement as well as schools' awareness of available Department resources. The survey was designed to be brief and concise, respecting the professional demands on the respondents' time. Of the 25 questions, 7 were "open-ended", where respondents were invited to freely elaborate on specific aspects of the survey. These open-ended questions were useful in learning about schools' best practices and provided some qualitative depth to the closed-end questions. Out of the 885 schools surveyed 355 completed the questionnaires – indicating a response rate of 40 per cent.

Executive Summary

Part A – Career Development Practices, Programming and Related Resources:

A minority of schools (12.7%) indicated that they had a written policy or guidelines in the provision of career development programming in their school. In fact, a larger proportion of schools (16.6%) indicated that they implemented “unique and innovative” career programming that could be shared for the benefit of other schools.

The time allocated to career development in any given week was under 5% for nearly 60% of schools. The profile for the provision of career programming by grade indicates that lower grades receive less, while senior years receive more. Grade 9 receives the highest provision, no doubt reflecting the transition to high school, with its accompanying need for course selection and consideration of career paths. One out of five schools indicated they didn’t provide career programming for any grade. However, over half of these schools offer grades from Kindergarten to grade 8, where, perhaps less emphasis is made for career development programming.

How well are students informed about career-related issues, and how can they be better informed?

When asked how well students were informed about career-related issues, Post-secondary education and training opportunities ranked the highest (35.2%) in terms of respondents feeling they were *well or very well informed*. Conversely, career, occupational, employment and income prospects ranked the lowest (22.5%). Nearly one in five (19.7%) felt that when it came to financing post-secondary education and training students were poorly or very poorly informed. The majority of respondents felt that students’ were somewhat informed in career-related issues, although they varied significantly by area.

Respondents’ suggestions for better informing students in the area of career-related issues centered on the following main themes:	
Theme	% of Responses
1. More Career Exploration. This includes career exploration experiences, hands-on experience, co-op and mentoring experiences, students visiting workplaces, and subject matter experts (including PSE institutions) doing school presentations.	23.3%
2. Making Career Development Compulsory and Dedicating Career Counseling Resources. Suggestions include designating a full-time career counselor, mandating career development programs with regular allocated time, and finally professional development geared toward comprehensive career development.	15.8%
3. Improving Department Programs and Resources. There was a perception by respondents that career development programs and resources, curriculum and/or access (including on-line) need to be improved and promoted.	14.9%

Respondents' suggestions for better informing students in the area of career-related issues centered on the following main themes:	
Theme	% of Responses
4. Career Development is Inappropriate for Early/Middle Years Schooling. Many respondents indicated that they thought career development programming was best left to the senior level to ensure that resources were used most beneficially.	13.9%
5. Best practices were already in place. This includes implementing Manitoba Education, Citizenship and Youth's curriculum, programs and resources.	7.8%
6. Status Quo. Some respondents felt that the current level of career development was fine.	5.4%
7. Schools or School Divisions should Improve Career Development Initiatives.	5.4%
8. Negative or Indifferent Attitudes. Some students have negative or indifferent attitudes toward career development and planning.	4.5%
9. Integration. Finally, it was stated that career development should be integrated into the spectrum of subject curricula (e.g. cross-curricular integration).	4.0%

Part B – Staff and Related Resources

More than half (56.1%) of schools indicated that they had a designated career/guidance counselor. Additionally, over half of schools (51.0%) indicated that they counsel students individually, while nearly two-thirds (63.9%) indicated that they counsel students in a classroom setting.

Respondents indicated that 45.1% of designated career counselors spend 5% or less on actual career counseling. In terms of the provision of career / guidance counseling, respondents indicated that this is largely administered by the classroom teacher, either alone, or with the principle, or with another staff member (such as resource teacher, guidance counselor, etc.).

The majority of schools (42.5%) actively encourage parents to become involved in their children's career exploration and development. However, nearly a third (32.1%) do not. Respondents identified a number of ways that that parents are involved in their children's career development:

How respondents indicate parents are involved in their children's career development :	
Theme	% of Responses
1. Attending information sessions. This includes seminars, orientations, career fairs, etc.	21.7%

How respondents indicate parents are involved in their children's career development :	
Theme	% of Responses
2. One-on-one consultations. Consultations between parents, students, and teacher/counselors (19.1%)	19.1%
3. Career-related presentations. These include such things as parents sharing career experiences, or helping schools with career activities.	15.3%
4. Providing career development advice to children. Also keeping informed of career related trends and school and/or division career related activities.	14.6%
5. Student work placements. Encouraging student work placements such as working in parent workplaces and community businesses	12.1%
6. Parent involvement problematic. Some respondents indicated that parental involvement was problematic or that schools were not committed to parental involvement.	7.0%
7. Distribution of career-related material. Another method of involving parents includes distributing career-related information to parents such as websites.	5.7%
8. Using department resources. Using department resources for career exploration with children such Career Trek and developing portfolios with their children to help them with career exploration activities, etc.	4.5%

A large percentage of respondents (42.5%) indicated that they were aware that MECY is developing optional career development courses for grades 9 to 12, and most were planning to implement them; however, a sizeable minority (23.7%) was not. The most cited reason for not planning to implement these courses was that they were not appropriate for the early / middle years (40.0%). In addition, some respondents (16.0%) were unaware of department courses.

The "top three" rated MECY developed / identified resources used to support career development in schools were: Career Cruising, Take our Kids to Work, and Manitoba Career Symposiums.

When considering "Blueprint" or "Essential Skill" competencies as they applied to career development, respondents were almost equally divided on being familiar with these competencies (38.6%), as not being familiar (41.1%). Equally, some schools had integrated these competencies (45.4%) while other had not (38.8%).

Summary of Analysis by Grade Type and Location:

Overall, the analysis by grade type and location present two general findings. One is a picture that is consistent with career development being somewhat more emphasized in senior years. Specifically, nearly a quarter (23.7%) of high schools indicated that they had implemented career development

programming that would be considered “unique and innovative”, and could be shared for the benefit of other schools and divisions. In addition, high school career/guidance counsellors spend more time, on average, counselling students, and encouraging parental involvement in their children’s career exploration and development. Not unexpectedly, high schools were more inclined to be familiar with “Blueprint” and “Essential Skill” competencies as they apply to career development, and they were more likely to have integrated or planning to integrate these competencies into their school’s career development services/programming.

The second finding is that Northern schools also put emphasis on career development, as 37.9% of schools indicated that they have a written policy or guidelines on the provision of career development programming in the schools (versus 12.7% overall). Northern schools also indicated that a higher percentage of time is allocated to career development, with a higher proportion of schools reporting spending over 5% of any given week on the topic (48.3% of Northern schools as compared to 29.6% for rural schools, and 33.8% for urban schools). While the north reports having a lower percentage of schools with a designated career counsellor, they report a higher level of individualized career counselling. Finally, northern schools were more inclined to be familiar with “Blueprint” and “Essential Skill” competencies as they apply to career development, and they were more likely to have integrated these competencies into their school’s career development services/programming.

Survey Responses by Grade Type and Urban/Rural/Northern Location

Survey responses by grade type indicate that senior schools account for approximately 16% of schools.

Combination schools (having an early and/or middle grade with a senior grade) comprise over a third of schools.

Kindergarten to grade 8 schools accounts for almost half of all schools.

Survey responses by location indicate

that northern schools account for a little over 8 per cent of schools. Rural schools comprise somewhat under half of all schools, while urban schools a little under 45 per cent.

le under 45 per cent.

Grade Type / Urban	School Count	%
9-12	59	16.6%
Combo	124	34.9%
K-8	172	48.5%
Total Grade Type	355	100.0%
Northern	29	8.2%
Rural	169	47.6%
Urban	157	44.2%
Total Urban / Rural / Northern	355	100.0

Survey Responses by Question - Part A Career Development Practices, Programming and Resources

A-1) Does your school or school division have a written policy or guidelines on the provision of career development programming in the schools?

- Half of all schools in the survey indicated that they do not have written policy or guidelines on the provision of career development programming.
- A little fewer than thirteen per cent indicated that they did have written policy.
- A third of schools were unsure whether their school or division had a written policy on career development provision.

Response	N	%
Yes	45	12.7%
No	179	50.4%
Unsure	121	34.1%
No Response	10	2.8%
Total	355	100.0%

A-2) Has your school or school division implemented any career development programming that would be considered “unique and innovative”, and could be shared for the benefit other schools / divisions?

- A little over 16.0% of schools indicated that they had “unique and innovative” career development programming which may be beneficial to other schools / divisions. The balance of schools indicated they did not have, or were unsure.

Response	N	%
Yes	59	16.6%
No	166	46.8%
Unsure	112	31.5%
No Response	18	5.1%
Total	355	100.0%

A-3) Out of the any given week in the school year, approximately what percentage of time is allocated to career development?

- Six of out ten schools (59.2%) indicated that they spend less than 5% on career development in a given week.
- A further 18.0% indicated that they spent between 5% and 10% on career development in a given week

% Time	Total	%	Cum %
0-5%	210	59.2%	59.2%
5-10%	64	18.0%	77.2%
10-15%	22	6.2%	83.4%
15-20%	8	2.3%	85.6%
20-25%	6	1.7%	87.3%
25-30%	4	1.1%	88.5%
30-35%	1	0.3%	88.7%
35-40%	6	1.7%	90.4%
40-45%	6	1.7%	92.1%
No Response	28	7.9%	100.0%
Total	355	100.0%	

A-5) For which grade level(s) is career development programming provided in your school?

- Not unexpectedly, the profile for the provision of career programming by grade indicate that lower grades receive less, while senior years receive more. Grade 9 receives the highest provision, no doubt reflecting the transition to high school, with its accompanying need for course selection and consideration of career paths.

Grades	N	%
NONE	79	22.3%
Grades 1-4	40	11.3%
Grade 5	50	14.1%
Grade 6	64	18.0%
Grade 7	81	22.8%
Grade 8	111	31.3%
Grade 9	125	35.2%
Grade 10	107	30.1%
Grade 11	111	31.3%
Grade 12	112	31.5%
Total Schools	355	*247.9%

**Percentage higher than 100 since schools could indicate more than one grade*

- A little over 22% of schools indicated they didn't provide career development programming for any grade. However, over half of these schools offer grades from Kindergarten to grade 8, where, perhaps less emphasis is made for career development programming (see table 6).

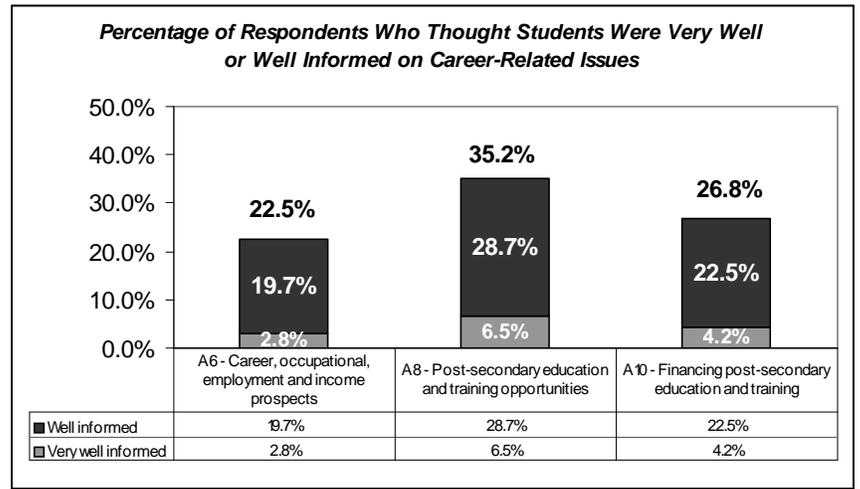
Grade Type	Total	%
9-12	13	16.5%
Combo	24	30.4%
K-8	41	51.9%
Nursery	0	0.0%
No Response	1	1.3%
Grand Total	79	100.0%

How well are students informed about career-related issues, and how can they be better informed?

Questions A6 through A11 concerns itself about whether students are informed about a number of career-related issues and how to better inform them. There are three main areas which are presented and discussed below.

Response	A6 - Career, occupational, employment and income prospects		A8 - Post-secondary education and training opportunities		A10 - Financing post-secondary education and training	
	N	%	N	%	N	%
Very Well Informed	10	2.8%	23	6.5%	15	4.2%
Well Informed	70	19.7%	102	28.7%	80	22.5%
Somewhat Informed	155	43.7%	113	31.8%	82	23.1%
Poorly Informed	39	11.0%	30	8.5%	42	11.8%
Very Poorly Informed	19	5.4%	10	2.8%	28	7.9%
Unsure, or Not Applicable	52	14.6%	69	19.4%	96	27.0%
No Response	10	2.8%	8	2.3%	12	3.4%
Total	355	100.0%	355	100.0%	355	100.0%

- Post-secondary education and training opportunities ranked the highest (35.2%) in terms of respondents feeling they were well or very well informed. Conversely, career, occupational, employment and income prospects ranked the lowest (22.5%)
- Nearly one in five (19.7%) felt that when it came to financing post-secondary education and training students were poorly or very poorly informed. Also, many respondents felt that this questions was not applicable to them or they were unsure (27.0%)
- The majority of respondents felt that students' were somewhat informed in career-related issues, although they varied significantly by area.



A-7/ A-9/ A-11) If your response to the above question was “somewhat, poorly or very poorly informed”, what suggestions could you offer to help students become better informed in this area?

Response	A7 - Career, occupational, employment and income prospects		A9 - Post-secondary education and training opportunities		A11 - Financing post-secondary education and training		Total A7, A9, A11	
	N	%	N	%	N	%	N	%
More career exploration	39	20.0%	29	25.2%	31	27.2%	99	23.3%
Make Career Development compulsory and dedicate career counseling resources	38	19.5%	15	13.0%	14	12.3%	67	15.8%
Improved Dept Programs & Resources	38	19.5%	11	9.6%	14	12.3%	63	14.9%
Career Development inappropriate for Early / Middle years	15	7.7%	23	20.0%	21	18.4%	59	13.9%
Best practices currently in place	19	9.7%	6	5.2%	8	7.0%	33	7.8%
Status quo	13	6.7%	7	6.1%	3	2.6%	23	5.4%
Improve School or School Division Initiatives	11	5.6%	9	7.8%	3	2.6%	23	5.4%
Not applicable / No Suggestions	7	3.6%	7	6.1%	7	6.1%	21	5.0%
Student attitudes	2	1.0%	5	4.3%	12	10.5%	19	4.5%
Cross-curricular integration	13	6.7%	3	2.6%	1	0.9%	17	4.0%
Total Responses	195	100.0%	115	100.0%	114	100.0%	424	100.0%
<i>No Response</i>	160	45.1%	240	67.6%	241	67.9%	641	60.2%
Grand Total	355		355		355		1,065	

Respondents' suggestions for better informing students in the area of career-related issues centered on the following main themes:

- One, more career exploration (23.3%); this includes career exploration experiences, hands-on experience, co-op and mentoring experiences, students visiting workplaces, and subject matter experts (including PSE institutions) doing school presentations.
- Secondly, making career development compulsory and dedicating career counseling resources (15.8%). Suggestions include designating a full-time career counselor, mandating career development programs with regular allocated time, and finally professional development geared toward comprehensive career development.
- The third main theme is improving department programs and resources (14.9%); there was a perception by respondents that career development programs and resources, curriculum and/or access (including on-line) need to be improved and promoted.
- Many respondents indicated that career development was inappropriate for early/middle years schooling (13.9%). They thought career development programming was best left to the Senior level to ensure that resources were used most beneficially.
- Another oft quoted response was that best practices were already in place (7.8%), including implementing Manitoba Education, Citizenship and Youth's curriculum, programs and resources.
- Some respondents felt that the current level of career development was fine (status quo) (5.4%).
- Respondents indicated that schools or school divisions should improve career development initiatives (5.4%)
- Respondents also indicated that some students have negative or indifferent attitudes toward career development and planning (4.5%)
- Finally, it was stated that career development should be integrated into the spectrum of subject curricula (e.g. cross-curricular integration) (4.0%).

Part B – Staff and Resources

B-1) If career development programming is available to students in your school, does it involve the provision of counseling to students?

- Over a half of schools (51.0%) indicated that they counsel students individually, and nearly two-thirds (63.9%) indicated they counsel students in a classroom setting.

Response	Individually	Individually %	Classroom Setting	Classroom Setting %
Yes	181	51.0%	227	63.9%
No	102	28.7%	54	15.2%
Unsure	21	5.9%	16	4.5%
No Response	51	14.4%	58	16.3%
Total	355	100.0%	355	100.0%

B-2) Does your school have a designated career / guidance counselor?

- More than half of schools (56.1%) indicated that they have designated career/guidance counselor.

Response	N	%
Yes	199	56.1%
No	130	36.6%
Unsure	4	1.1%
No Response	22	6.2%
Total	355	100.0%

B-3) Approximately what percentage of time during any given week in the school year does the designated career / guidance counselor actually spend on career counseling?

- Respondents indicated that 45.1% of designated career counselors spend 5% or less on actual career counseling. Nearly three quarters (74.3 %) spend 15% or less.
- At the other end of the spectrum, 8.3% of career counselors spend 40-45% on actual career counseling.

% Time	Total	%	Cum %
0-5%	93	45.1%	45.1%
5-10%	34	16.5%	61.7%
10-15%	26	12.6%	74.3%
15-20%	10	4.9%	79.1%
20-25%	8	3.9%	83.0%
25-30%	7	3.4%	86.4%
30-35%	8	3.9%	90.3%
35-40%	3	1.5%	91.7%
40-45%	17	8.3%	100.0%
Total	206	100.0%	
No Response	149	42.0%	
Grand Total	355	100.0%	

B-4) If your answer to B-1) is “no”, which staff members is/are responsible for providing career /guidance counseling?

- Respondents indicated that the provision of career / guidance counseling is largely administered by the classroom teacher, either alone (39.7%), or with the principle (12.2%), or with another person (13.0%). Others include resource teachers, regular counselors, and guidance counselors.
- Guidance counselors not working in tandem with other school staff members only accounted for 11.5% of all respondents.
- The survey suggests that career/guidance counseling has many different types of staff engaging in it.
- It should be noted that nearly two thirds of respondents (63.1%) provided no response.

Staff Member	Total	%
Classroom Teacher	52	39.7%
Classroom Teacher and Other	17	13.0%
Classroom Teacher and Principal	16	12.2%
Guidance Counselor	15	11.5%
Principle	12	9.2%
Resource Teacher	6	4.6%
None	4	3.1%
Other	4	3.1%
Principle and Other	3	2.3%
Guidance Counselor and Resource Teacher	1	0.8%
Social Services	1	0.8%
Total	131	100.0%
No Response	224	63.1%
Grand Total	355	

B-5) If your answer to B-2) is “no”, approximately what percentage of time during any given week of the school year does the staff member(s) spend on career counseling?

- Respondents stated that nearly eighty per cent of staff spends less than 5% of time during any given week on career counseling.
- A further ten per cent of staff spends 5% to 10% of time during any given week on career counseling.
- It should be noted that nearly two thirds of respondents (65.4%) provided no response.

% Time	Total	%	Cum %
0-5%	98	79.7%	79.7%
5-10%	12	9.8%	89.4%
10-15%	5	4.1%	93.5%
15-20%	2	1.6%	95.1%
20-25%	0	0.0%	95.1%
25-30%	1	0.3%	95.9%
30-35%	0	0.0%	95.9%
35-40%	2	0.6%	97.6%
40-45%	3	0.8%	100.0%
Total	123	100.0%	
No Response	232	65.4%	
Grand Total	355		

B-6) Does your school actively encourage parental involvement in their children’s career exploration / development?

- Respondents indicated that 42.5% of schools actively encouraged parental involvement in their children’s career exploration/development, while 32.1% did not.

Response	N	%
Yes	151	42.5%
No	114	32.1%
Unsure	17	4.8%
No Response	73	20.6%
Total	355	100.0%

B-7) If yes, in what ways are parents involved?

- Respondents identified a number of ways that that parents are involved in their children’s career development.
- Attending information sessions, including seminars, orientations, career fairs, etc. was the most popular parental involvement (21.7%). This was followed by one-on-one consultations between parents, students, and teacher/counselors (19.1%)
- Career-related presentations such as parents sharing career experiences, or helping schools with career activities was the third most cited parental involvement (15.3%).

Response	N	%
Attending Information Sessions	34	21.7%
“One-on-one” consultations	30	19.1%
Career-related presentations & in-school volunteer activities	24	15.3%
Provide CD advice to children & keep informed of CD activities	23	14.6%
Encouraging student work placements	19	12.1%
Parental involvement problems; school non-committal	11	7.0%
Distribution of CD information to parents	9	5.7%
Using department resources for career exploration with children	7	4.5%
Total Responses	157	100.0%
No Response	198	55.8%
Grand Total	355	

- Another popular parental involvement was providing career development advice to children and keeping informed of career related trends and school and/or division career related activities (14.6%).
- Also cited were encouraging student work placements such as working in parent workplaces and community businesses (12.1%)
- Some respondents indicated that parental involvement was problematic or that schools were not committed to parental involvement (7.0%).
- Another method of involving parents includes distributing career-related information to parents such as websites (5.7%).
- Finally, using department resources for career exploration with children such Career Trek, developing portfolios with their children to help them with career exploration activities, etc. (4.5%).

B-8) Are you aware that MECY is developing optional career development courses for grades 9-12?

- A majority of respondents (42.5%) indicated that they were aware that MECY is developing optional career development courses for grades 9 to 12.
- Many K-8 schools felt that the question was not applicable to them (20.6%)

Response	N	%
Yes	151	42.5%
No	114	32.1%
Unsure	17	4.8%
Not applicable	73	20.6%
Total	355	100.0%

B-9) If yes, are you planning to implement these courses in the future?

- Of those respondents who felt the questions was applicable to themselves or chose to respond (186 responses), 42.5% indicated they were planning to implement these courses in the future, while 23.7% did not. A third (33.9%) was unsure.

Response	N	%
Yes	79	42.5%
No	44	23.7%
Unsure	63	33.9%
Total Responses	186	100.0%
<i>Not Applicable</i>	73	20.6%
<i>No Response</i>	96	27.0%
<i>Grand Total</i>	355	

B-10) If you answered “no” to the above question, please describe the reasons for not planning to implement these courses.

- The most cited reason for not planning to implement optional career development courses is that these courses are inappropriate for the early/middle years (40.4%)
- The next most cited reason was one of available time and resources to do so (27.7%)
- Some respondents were unaware of department courses (16.0%).
- Some respondents were interested and planning to implement optional career development courses (9.6%).
- Others were implementing optional career development courses that were developed either by the school or school division (3.2%).
- Finally, some respondents felt that they required support by the division administration (3.2%).

Response	N	%
Career development course/curriculum inappropriate for early/middle years	38	40.4%
Issue of available time/resources	26	27.7%
Unaware of department courses (more information required)	15	16.0%
Interested and planning to implement	9	9.6%
Implementing division/school-developed career development courses	3	3.2%
Support required by division administration	3	3.2%
Total Responses	94	100.0%
No Response	261	73.5%
Grand Total	355	

B-11) MECY has developed and / or identified a number of resources to support career development in schools. Of the resources listed below, please rate the “top three” that has proven most useful for supporting your school’s career development programming and services?

Rank Order	Resources	Selected	All Respondents	%
1	Career Cruising	107	355	30.1%
2	Take our kids to work	105	355	29.6%
3	MB Career Symposiums	93	355	26.2%
4	Unsure, or not applicable	90	355	25.4%
5	The "Real Game" Series	87	355	24.5%
6	Manitoba Prospects	60	355	16.9%
7	Choices Career Planner (Senior Years)	47	355	13.2%
8	Skills for Independent Living Course	43	355	12.1%
9	Canada Prospects	29	355	8.2%
10	A Self-Managed Career Portfolio Guide	27	355	7.6%
11	Destination 20/20	24	355	6.8%
12	Focus on the Future: Your Grad Planner	18	355	5.1%
13	Focus on the Future: Career Planning Begins at Home	8	355	2.3%

- The “top three” resources are “Career Cruising”, “Take our Kids to Work”, and Manitoba Career Symposiums.
- A little over a quarter of respondents (25.4%) were unsure, or felt this question was not applicable.

B-12) Are you familiar with “Blueprint” or “Essential Skill” competencies, as they apply to career development?

- The majority of respondents indicated they were unfamiliar with these competencies (41.1%). However, nearly identical amounts of respondents were familiar with these competencies as they apply to career development (38.6%).

Response	N	%
Yes	137	38.6%
No	146	41.1%
Unsure	29	8.2%
No Response	43	12.1%
Total	355	100.0%

B-13) If yes, have you integrated these competencies into your schools’ career development services / programming?

- Of those respondents who answered this question, the majority indicated that they had integrated “Blueprint” or “Essential Skill” competencies in their schools’ career development services / programming (45.4%). However, nearly identical amounts of respondents indicated they had not (38.8%).

Response	N	%
Yes	83	45.4%
No	71	38.8%
Unsure	29	15.8%
Total Responses	183	100.0%
No Response	172	48.5%
Grand Total	355	

- Nearly half of respondents did not answer this question (48.5%).

B-14) If you answered “no” to the above question, are you planning to integrate Blueprint and Essential Skill competencies into your schools’ career development services / programming?

- Of those respondents who answered this question, the majority indicated that they were unsure if they were planning to integrate “Blueprint” or “Essential Skill” competencies in their schools’ career development services / programming (52.4%). Nearly a third indicated they were not (31.3%), while only 16.3% indicated that they were.

Response	N	%
Yes	34	16.3%
No	65	31.3%
Unsure	109	52.4%
Total Responses	208	100.0%
No Response	147	41.1%
Grand Total	355	

Summary Review: Career Development “Promising Practices” in Manitoba Schools

Introduction:

As part of the survey, participants were asked to send any possible examples of career development based “Promising Practices” in their schools and divisions. The following is a briefing of some of the innovative career development concepts, resources and activities that Manitoba schools have developed in recent time:

Promising Practices – Assumptions: Common Elements:

- All the programs that have been reviewed have developed unique, innovative models in their approach to career development education - with an underlying emphasis on career exploration.
- The majority of the reviewed school programs draw upon current Department curriculum / resources (e.g., Career Cruising, portfolio models, Blueprint / Essential Skill concepts), adapting them to the needs of their respective school systems and communities. While some schools / divisions have been utilizing curriculum materials that are dated, they have still succeeded in adapting these materials in an innovative way that seemingly “works” for their respective students and communities.
- Active provision of one-on-one” counselling support is another common element of the featured schools / divisions.
- A number of the programs offer a balance between teaching relevant workplace concepts in the classroom, while providing work placements that provide students the opportunity to integrate classroom knowledge into a “real world” context.
- Partnerships with local businesses and organizations is another common theme in a number of the reviewed programs. This arrangement is a “win-win” situation for all concerned. It provides organizations with the opportunity to mentor the “next generation”, with the possibility of offering future full-time employment to students involved in work placements. More importantly, students also have the opportunity to develop the attitudes and skills necessary to seek, find and retain employment.
- The encouragement of parental and community involvement is another significant component in the submitted programs.

- Most of the reviewed programs integrate Blueprint / Essential Skills and / or Conference Board of Canada's "Employability Skills". These objectives are either formally stated or implicit in the respective program objectives.
- Most of the secondary level incorporate vocational courses. In these cases, some effort is made in articulating vocational course content with post-secondary programs.

Appendix A - Career Development in Manitoba Schools: Results by Grade Type and Location

Summary Table Overview

Detailed counts by grade type and location follow this summary table. This summary table provides an interpretive overview of the results for the two above mentioned factors. It does not present statistical significance for these groupings since this survey was conducted as a census (all differences are actual population differences rather than sample differences with margins of error). Therefore, the differences that are presented are judged significant in terms of the importance of the question and the amount of variation found in the groupings. As such, this overview represents the judgement of the author, rather than any stringent, objective, criteria-based reference.

For a given survey question, note that an upward pointing arrow signifies a higher result than average for that sub-group, while a downward pointing arrow signifies a lower result than average for that sub-group. For actual numeric differences, please refer to detailed counts presented in tables following this summary table.

Summary Results by Grade Type and Location – An Interpretive Overview						
Question	9-12	Combo	K-8	Northern	Rural	Urban
A-1) Does your school or school division have a written policy or guidelines on the provision of career development programming in the schools?				↑		
A-2) Has your school or school division implemented any career development programming that would be considered "unique and innovative", and could be shared for the benefit other schools / divisions?	↑					
A-3) Out of the any given week in the school year, approximately what percentage of time is allocated to career development?			↓	↑		
A-6) In your view, how informed are students in your school about their career, occupational, employment and income prospects?						
A-8) In your view, how informed are students in your school about post-secondary education and training opportunities (apprenticeship, university, private vocational school, college, military)?						
A-10) In your view, how informed are students in your school about financing post-secondary education and training?						
B-1) If career development programming is available to students in your school, does it involve the provision of counseling to students: individually?			↓	↑		
B-1) If career development programming is available to students in your school, does it involve the provision of						

Summary Results by Grade Type and Location – An Interpretive Overview

Question	9-12	Combo	K-8	Northern	Rural	Urban
counseling to students: in a classroom setting?						
B-2) Does your school have a designated career/guidance counselor?				↓		
B-3) If your answer to B2 is "yes", approximately what percentage of time during any given week in the school year does the designated career/guidance counselor actually spend on career counseling?	↑					
B-4) If your answer to B1 is "no", which staff member(s) is /are responsible for providing career/guidance counseling?						
B-5) If your answer to B2 is "no", approximately what percentage of time during any given week in the school year does the staff member(s) spend on career counseling?	↑			↑		
B-6) Does your school actively encourage parental involvement in their children's career exploration / development?	↑					
B-8) Are you aware that MECY is developing optional career development course for grades 9-12?	↑					
B-9) If yes, are you planning to implement these courses in the future?				↑		
B-12) Are you familiar with "Blueprint" and "Essential Skill" competencies, as they apply to career development?	↑			↑		
B-13) If yes, have you integrated these competencies into your school's career development services / programming?	↑			↑		
B-14) If you answered "no" to the above question, are you planning to integrate Blueprint and Essential Skill competencies into your schools' career development services / programming?	↑					

Survey Responses by Count by Grade Type and Location

A-1) Does your school or school division have a written policy or guidelines on the provision of career development programming in the schools?

Count by Grade Type				
A1	9-12	Combo	K-8	Grand Total
Yes	7	18	20	45
No	30	69	80	179
Unsure	20	33	68	121
No Response	2	4	4	10
Grand Total	59	124	172	355

Count by Grade Type				
A1	9-12	Combo	K-8	Grand Total
Yes	11.9%	14.5%	11.6%	12.7%
No	50.8%	55.6%	46.5%	50.4%
Unsure	33.9%	26.6%	39.5%	34.1%
No Response	3.4%	3.2%	2.3%	2.8%
Grand Total	100.0%	100.0%	100.0%	100.0%

Count by Urban / Rural				
A1	Northern	Rural	Urban	Grand Total
Yes	11	11	23	45
No	10	98	71	179
Unsure	8	52	61	121
No Response		8	2	10
Grand Total	29	169	157	355

Count by Urban / Rural				
A1	Northern	Rural	Urban	Grand Total
Yes	37.9%	6.5%	14.6%	12.7%
No	34.5%	58.0%	45.2%	50.4%
Unsure	27.6%	30.8%	38.9%	34.1%
No Response	0.0%	4.7%	1.3%	2.8%
Grand Total	100.0%	100.0%	100.0%	100.0%

A-2) Has your school or school division implemented any career development programming that would be considered “unique and innovative”, and could be shared for the benefit other schools / divisions?

Count by Grade Type				
A2	9-12	Combo	K-8	Grand Total
Yes	14	21	24	59
No	26	69	71	166
Unsure	16	30	66	112
No Response	3	4	11	18
Grand Total	59	124	172	355

Count by Grade Type				
A2	9-12	Combo	K-8	Grand Total
Yes	23.7%	16.9%	14.0%	16.6%
No	44.1%	55.6%	41.3%	46.8%
Unsure	27.1%	24.2%	38.4%	31.5%
No Response	5.1%	3.2%	6.4%	5.1%
Grand Total	100.0%	100.0%	100.0%	100.0%

Count by Urban / Rural				
A2	Northern	Rural	Urban	Grand Total
Yes	8	23	28	59
No	14	87	65	166
Unsure	7	49	56	112
No Response		10	8	18
Grand Total	29	169	157	355

Count by Urban / Rural				
A2	Northern	Rural	Urban	Grand Total
Yes	27.6%	13.6%	17.8%	16.6%
No	48.3%	51.5%	41.4%	46.8%
Unsure	24.1%	29.0%	35.7%	31.5%
No Response	0.0%	5.9%	5.1%	5.1%
Grand Total	100.0%	100.0%	100.0%	100.0%

A-3) Out of the any given week in the school year, approximately what percentage of time is allocated to career development?

Count by Grade Type				
A3 (Cleaned)	9-12	Combo	K-8	Grand Total
0-5%	31	66	113	210
5-10%	13	25	26	64
10-15%	1	12	9	22
15-20%	1	1	6	8
20-25%	1	3	2	6
25-30%	2	2		4
30-35%		1		1
35-40%	2	2	2	6
40-45%	2	3	1	6
No Response	6	9	13	28
Grand Total	59	124	172	355

Count by Grade Type				
A3 (Cleaned)	9-12	Combo	K-8	Grand Total
0-5%	52.5%	53.2%	65.7%	59.2%
5-10%	22.0%	20.2%	15.1%	18.0%
10-15%	1.7%	9.7%	5.2%	6.2%
15-20%	1.7%	0.8%	3.5%	2.3%
20-25%	1.7%	2.4%	1.2%	1.7%
25-30%	3.4%	1.6%	0.0%	1.1%
30-35%	0.0%	0.8%	0.0%	0.3%
35-40%	3.4%	1.6%	1.2%	1.7%
40-45%	3.4%	2.4%	0.6%	1.7%
No Response	10.2%	7.3%	7.6%	7.9%
Grand Total	100.0%	100.0%	100.0%	100.0%

Count by Urban / Rural				
A3 (Cleaned)	Northern	Rural	Urban	Grand Total
0-5%	13	103	94	210
5-10%	7	28	29	64
10-15%	3	11	8	22
15-20%	1		7	8
20-25%	1	3	2	6
25-30%	1	2	1	4
30-35%			1	1
35-40%		3	3	6
40-45%	1	3	2	6
No Response	2	16	10	28
Grand Total	29	169	157	355

Count by Urban / Rural				
A3 (Cleaned)	Northern	Rural	Urban	Grand Total
0-5%	44.8%	60.9%	59.9%	59.2%
5-10%	24.1%	16.6%	18.5%	18.0%
10-15%	10.3%	6.5%	5.1%	6.2%
15-20%	3.4%	0.0%	4.5%	2.3%
20-25%	3.4%	1.8%	1.3%	1.7%
25-30%	3.4%	1.2%	0.6%	1.1%
30-35%	0.0%	0.0%	0.6%	0.3%
35-40%	0.0%	1.8%	1.9%	1.7%
40-45%	3.4%	1.8%	1.3%	1.7%
No Response	6.9%	9.5%	6.4%	7.9%
Grand Total	100.0%	100.0%	100.0%	100.0%

How well are students informed about career-related issues, and how can they be better informed?

Questions A6 through A11 concerns itself about whether students are informed about a number of career-related issues and how to better inform them. There are three main areas which are presented and discussed below.

A-6) In your view, how informed are students in your school about their career, occupational, employment and income prospects?

Count by Grade Type				
A6-Cleaned	9-12	Combo	K-8	Grand Total
Very well informed	1	3	6	10
Well informed	10	29	31	70
Somewhat informed	25	55	75	155
Poorly informed	8	12	19	39
Very poorly informed	2	8	9	19
Unsure, or not applicable	12	13	27	52
No Response	1	4	5	10
Grand Total	59	124	172	355

Count by Grade Type				
A6-Cleaned	9-12	Combo	K-8	Grand Total
Very well informed	1.7%	2.4%	3.5%	2.8%
Well informed	16.9%	23.4%	18.0%	19.7%
Somewhat informed	42.4%	44.4%	43.6%	43.7%
Poorly informed	13.6%	9.7%	11.0%	11.0%
Very poorly informed	3.4%	6.5%	5.2%	5.4%
Unsure, or not applicable	20.3%	10.5%	15.7%	14.6%
No Response	1.7%	3.2%	2.9%	2.8%
Grand Total	100.0%	100.0%	100.0%	100.0%

Count by Urban / Rural				
A6-Cleaned	Northern	Rural	Urban	Grand Total
Very well informed	1	6	3	10
Well informed	5	29	36	70
Somewhat informed	15	71	69	155
Poorly informed	3	23	13	39
Very poorly informed	1	9	9	19
Unsure, or not applicable	4	23	25	52
No Response		8	2	10
Grand Total	29	169	157	355

Count by Urban / Rural				
A6-Cleaned	Northern	Rural	Urban	Grand Total
Very well informed	3.4%	3.6%	1.9%	2.8%
Well informed	17.2%	17.2%	22.9%	19.7%
Somewhat informed	51.7%	42.0%	43.9%	43.7%
Poorly informed	10.3%	13.6%	8.3%	11.0%
Very poorly informed	3.4%	5.3%	5.7%	5.4%
Unsure, or not applicable	13.8%	13.6%	15.9%	14.6%
No Response	0.0%	4.7%	1.3%	2.8%
Grand Total	100.0%	100.0%	100.0%	100.0%

A-8) In your view, how informed are students in your school about post-secondary education and training opportunities (apprenticeship, university, private vocational school, college, military)?

Count by Grade Type				
A8-Cleaned	9-12	Combo	K-8	Grand Total
Very well informed	5	10	8	23
Well informed	12	40	50	102
Somewhat informed	19	41	53	113
Poorly informed	7	8	15	30
Very poorly informed	1	6	3	10
Unsure, or not applicable	14	17	38	69
No Response	1	2	5	8
Grand Total	59	124	172	355

Count by Grade Type				
A8-Cleaned	9-12	Combo	K-8	Grand Total
Very well informed	8.5%	8.1%	4.7%	6.5%
Well informed	20.3%	32.3%	29.1%	28.7%
Somewhat informed	32.2%	33.1%	30.8%	31.8%
Poorly informed	11.9%	6.5%	8.7%	8.5%
Very poorly informed	1.7%	4.8%	1.7%	2.8%
Unsure, or not applicable	23.7%	13.7%	22.1%	19.4%
No Response	1.7%	1.6%	2.9%	2.3%
Grand Total	100.0%	100.0%	100.0%	100.0%

Count by Urban / Rural				
A8-Cleaned	Northern	Rural	Urban	Grand Total
Very well informed	2	15	6	23
Well informed	9	47	46	102
Somewhat informed	12	47	54	113
Poorly informed	2	15	13	30
Very poorly informed	1	6	3	10
Unsure, or not applicable	3	34	32	69
No Response		5	3	8
Grand Total	29	169	157	355

Count by Urban / Rural				
A8-Cleaned	Northern	Rural	Urban	Grand Total
Very well informed	6.9%	8.9%	3.8%	6.5%
Well informed	31.0%	27.8%	29.3%	28.7%
Somewhat informed	41.4%	27.8%	34.4%	31.8%
Poorly informed	6.9%	8.9%	8.3%	8.5%
Very poorly informed	3.4%	3.6%	1.9%	2.8%
Unsure, or not applicable	10.3%	20.1%	20.4%	19.4%
No Response	0.0%	3.0%	1.9%	2.3%
Grand Total	100.0%	100.0%	100.0%	100.0%

A-10) In your view, how informed are students in your school about financing post-secondary education and training?

Count by Grade Type				
A10-Cleaned	9-12	Combo	K-8	Grand Total
Very well informed	2	7	6	15
Well informed	10	33	37	80
Somewhat informed	17	30	35	82
Poorly informed	5	16	21	42
Very poorly informed	6	8	14	28
Unsure, or not applicable	16	27	53	96
No Response	3	3	6	12
Grand Total	59	124	172	355

Count by Grade Type				
A10-Cleaned	9-12	Combo	K-8	Grand Total
Very well informed	3.4%	5.6%	3.5%	4.2%
Well informed	16.9%	26.6%	21.5%	22.5%
Somewhat informed	28.8%	24.2%	20.3%	23.1%
Poorly informed	8.5%	12.9%	12.2%	11.8%
Very poorly informed	10.2%	6.5%	8.1%	7.9%
Unsure, or not applicable	27.1%	21.8%	30.8%	27.0%
No Response	5.1%	2.4%	3.5%	3.4%
Grand Total	100.0%	100.0%	100.0%	100.0%

Count by Urban / Rural				
A10-Cleaned	Northern	Rural	Urban	Grand Total
Very well informed	1	8	6	15
Well informed	10	37	33	80
Somewhat informed	6	41	35	82
Poorly informed	5	22	15	42
Very poorly informed	1	11	16	28
Unsure, or not applicable	6	42	48	96
No Response		8	4	12
Grand Total	29	169	157	355

Count by Urban / Rural				
A10-Cleaned	Northern	Rural	Urban	Grand Total
Very well informed	3.4%	4.7%	3.8%	4.2%
Well informed	34.5%	21.9%	21.0%	22.5%
Somewhat informed	20.7%	24.3%	22.3%	23.1%
Poorly informed	17.2%	13.0%	9.6%	11.8%
Very poorly informed	3.4%	6.5%	10.2%	7.9%
Unsure, or not applicable	20.7%	24.9%	30.6%	27.0%
No Response	0.0%	4.7%	2.5%	3.4%
Grand Total	100.0%	100.0%	100.0%	100.0%

B-1) If career development programming is available to students in your school, does it involve the provision of counseling to students: individually?

Count by Grade Type				
B1-individually(Cleaned)	9-12	Combo	K-8	Grand Total
Yes	34	68	79	181
No	13	34	55	102
Unsure	3	7	11	21
No response	9	15	27	51
Grand Total	59	124	172	355

Count by Grade Type				
B1-individually(Cleaned)	9-12	Combo	K-8	Grand Total
Yes	57.6%	54.8%	45.9%	51.0%
No	22.0%	27.4%	32.0%	28.7%
Unsure	5.1%	5.6%	6.4%	5.9%
No response	15.3%	12.1%	15.7%	14.4%
Grand Total	100.0%	100.0%	100.0%	100.0%

Count by Urban / Rural				
B1-individually(Cleaned)	Northern	Rural	Urban	Grand Total
Yes	17	79	85	181
No	6	59	37	102
Unsure	3	6	12	21
No response	3	25	23	51
Grand Total	29	169	157	355

Count by Urban / Rural				
B1-individually(Cleaned)	Northern	Rural	Urban	Grand Total
Yes	58.6%	46.7%	54.1%	51.0%
No	20.7%	34.9%	23.6%	28.7%
Unsure	10.3%	3.6%	7.6%	5.9%
No response	10.3%	14.8%	14.6%	14.4%
Grand Total	100.0%	100.0%	100.0%	100.0%

B-1) If career development programming is available to students in your school, does it involve the provision of counseling to students: in a classroom setting?

Count by Grade Type				
B1-classroom setting	9-12	Combo	K-8	Grand Total
Yes	38	82	107	227
No	10	17	27	54
Unsure	1	8	7	16
No response	10	17	31	58
Grand Total	59	124	172	355

Count by Grade Type				
B1-classroom setting	9-12	Combo	K-8	Grand Total
Yes	64.4%	66.1%	62.2%	63.9%
No	16.9%	13.7%	15.7%	15.2%
Unsure	1.7%	6.5%	4.1%	4.5%
No response	16.9%	13.7%	18.0%	16.3%
Grand Total	100.0%	100.0%	100.0%	100.0%

Count by Urban / Rural				
B1-classroom setting	Northern	Rural	Urban	Grand Total
Yes	19	103	105	227
No	3	37	14	54
Unsure	2	4	10	16
No response	5	25	28	58
Grand Total	29	169	157	355

Count by Urban / Rural				
B1-classroom setting	Northern	Rural	Urban	Grand Total
Yes	65.5%	60.9%	66.9%	63.9%
No	10.3%	21.9%	8.9%	15.2%
Unsure	6.9%	2.4%	6.4%	4.5%
No response	17.2%	14.8%	17.8%	16.3%
Grand Total	100.0%	100.0%	100.0%	100.0%

B-2) Does your school have a designated career/guidance counselor?

Count by Grade Type				
B2(Cleaned)	9-12	Combo	K-8	Grand Total
Yes	34	69	96	199
No	22	45	63	130
Unsure		2	2	4
No response	3	8	11	22
Grand Total	59	124	172	355

Count by Grade Type				
B2(Cleaned)	9-12	Combo	K-8	Grand Total
Yes	57.6%	55.6%	55.8%	56.1%
No	37.3%	36.3%	36.6%	36.6%
Unsure	0.0%	1.6%	1.2%	1.1%
No response	5.1%	6.5%	6.4%	6.2%
Grand Total	100.0%	100.0%	100.0%	100.0%

Count by Urban / Rural				
B2(Cleaned)	Northern	Rural	Urban	Grand Total
Yes	15	100	84	199
No	13	54	63	130
Unsure		1	3	4
No response	1	14	7	22
Grand Total	29	169	157	355

Count by Urban / Rural				
B2(Cleaned)	Northern	Rural	Urban	Grand Total
Yes	51.7%	59.2%	53.5%	56.1%
No	44.8%	32.0%	40.1%	36.6%
Unsure	0.0%	0.6%	1.9%	1.1%
No response	3.4%	8.3%	4.5%	6.2%
Grand Total	100.0%	100.0%	100.0%	100.0%

B-3) If your answer to B2 is "yes", approximately what percentage of time during any given week in the school year does the designated career/guidance counselor actually spend on career counseling?

Count by Grade Type				
B3(Cleaned)	9-12	Combo	K-8	Grand Total
0-5%	14	30	49	93
5-10%	7	10	17	34
10-15%	4	12	10	26
15-20%	2	4	4	10
20-25%		4	4	8
25-30%	2	3	2	7
30-35%	1	1	6	8
35-40%		1	2	3
40-45%	6	7	4	17
No Response	23	52	74	149
Grand Total	59	124	172	355

Count by Grade Type				
B3(Cleaned)	9-12	Combo	K-8	Grand Total
0-5%	23.7%	24.2%	28.5%	26.2%
5-10%	11.9%	8.1%	9.9%	9.6%
10-15%	6.8%	9.7%	5.8%	7.3%
15-20%	3.4%	3.2%	2.3%	2.8%
20-25%	0.0%	3.2%	2.3%	2.3%
25-30%	3.4%	2.4%	1.2%	2.0%
30-35%	1.7%	0.8%	3.5%	2.3%
35-40%	0.0%	0.8%	1.2%	0.8%
40-45%	10.2%	5.6%	2.3%	4.8%
No Response	39.0%	41.9%	43.0%	42.0%
Grand Total	100.0%	100.0%	100.0%	100.0%

Count by Urban / Rural B3(Cleaned)	Northern	Rural	Urban	Grand Total
0-5%	4	54	35	93
5-10%	2	15	17	34
10-15%	4	9	13	26
15-20%	1	4	5	10
20-25%		6	2	8
25-30%	1	4	2	7
30-35%	1	3	4	8
35-40%	1	1	1	3
40-45%	1	6	10	17
No Response	14	67	68	149
Grand Total	29	169	157	355

Count by Urban / Rural B3(Cleaned)	Northern	Rural	Urban	Grand Total
0-5%	13.8%	32.0%	22.3%	26.2%
5-10%	6.9%	8.9%	10.8%	9.6%
10-15%	13.8%	5.3%	8.3%	7.3%
15-20%	3.4%	2.4%	3.2%	2.8%
20-25%	0.0%	3.6%	1.3%	2.3%
25-30%	3.4%	2.4%	1.3%	2.0%
30-35%	3.4%	1.8%	2.5%	2.3%
35-40%	3.4%	0.6%	0.6%	0.8%
40-45%	3.4%	3.6%	6.4%	4.8%
No Response	48.3%	39.6%	43.3%	42.0%
Grand Total	100.0%	100.0%	100.0%	100.0%

B-4) If your answer to B1 is "no", which staff member(s) is /are responsible for providing career/guidance counseling?

Count of Grade Level(s) CLEANED	9-12	Combo	K-8	Grand Total
B4(Cleaned)				
Classroom Teacher	9	14	29	52
Classroom Teacher & Other	2	3	12	17
Classroom Teacher & Principal	1	8	7	16
Guidance counsellor	2	5	8	15
Principle	2	6	4	12
Resource Teacher		3	3	6
None		3	1	4
Other	1	3		4
Principle & Other	1	1	1	3
Guidance counsellor & Resource Teacher	0	0	1	1
Social Services		1		1
No response	41	77	106	224
Grand Total	59	124	172	355

Count of Grade Level(s) CLEANED				
B4(Cleaned)	9-12	Combo	K-8	Grand Total
Classroom Teacher	15.3%	11.3%	16.9%	14.6%
Classroom Teacher & Other	3.4%	2.4%	7.0%	4.8%
Classroom Teacher & Principal	1.7%	6.5%	4.1%	4.5%
Guidance counsellor	3.4%	4.0%	4.7%	4.2%
Principle	3.4%	4.8%	2.3%	3.4%
Resource Teacher	0.0%	2.4%	1.7%	1.7%
None	0.0%	2.4%	0.6%	1.1%
Other	1.7%	2.4%	0.0%	1.1%
Principle & Other	1.7%	0.8%	0.6%	0.8%
Guidance counsellor & Resource Teacher	0.0%	0.0%	0.6%	0.3%
Social Services	0.0%	0.8%	0.0%	0.3%
No response	69.5%	62.1%	61.6%	63.1%
Grand Total	100.0%	100.0%	100.0%	100.0%

Count of Urban / Rural				
B4(Cleaned)	Northern	Rural	Urban	Grand Total
Classroom Teacher	5	22	25	52
Classroom Teacher & Other	2	5	10	17
Classroom Teacher & Principal	3	8	5	16
Guidance counsellor		6	9	15
Principle		7	5	12
Resource Teacher		5	1	6
None	1	1	2	4
Other		2	2	4
Principle & Other		2	1	3
Guidance counsellor & Resource Teacher	0	0	1	1
Social Services		1		1
No response	18	110	96	224
Grand Total	29	169	157	355

Count of Urban / Rural				
B4(Cleaned)	Northern	Rural	Urban	Grand Total
Classroom Teacher	17.2%	13.0%	15.9%	14.6%
Classroom Teacher & Other	6.9%	3.0%	6.4%	4.8%
Classroom Teacher & Principal	10.3%	4.7%	3.2%	4.5%
Guidance counsellor	0.0%	3.6%	5.7%	4.2%
Principle	0.0%	4.1%	3.2%	3.4%
Resource Teacher	0.0%	3.0%	0.6%	1.7%
None	3.4%	0.6%	1.3%	1.1%
Other	0.0%	1.2%	1.3%	1.1%
Principle & Other	0.0%	1.2%	0.6%	0.8%
Guidance counsellor & Resource Teacher	0.0%	0.0%	0.6%	0.3%
Social Services	0.0%	0.6%	0.0%	0.3%
No response	62.1%	65.1%	61.1%	63.1%
Grand Total	100.0%	100.0%	100.0%	100.0%

B-5) If your answer to B2 is "no", approximately what percentage of time during any given week in the school year does the staff member(s) spend on career counseling?

Count by Grade Type				
B5(Cleaned)	9-12	Combo	K-8	Grand Total
0-5%	13	33	52	98
5-10%	4	3	5	12
10-15%	1	2	2	5
15-20%			2	2
25-30%			1	1
35-40%		1	1	2
40-45%	1	1	1	3
No Response	40	84	108	232
Grand Total	59	124	172	355

Count by Grade Type				
B5(Cleaned)	9-12	Combo	K-8	Grand Total
0-5%	22.0%	26.6%	30.2%	27.6%
5-10%	6.8%	2.4%	2.9%	3.4%
10-15%	1.7%	1.6%	1.2%	1.4%
15-20%	0.0%	0.0%	1.2%	0.6%
25-30%	0.0%	0.0%	0.6%	0.3%
35-40%	0.0%	0.8%	0.6%	0.6%
40-45%	1.7%	0.8%	0.6%	0.8%
No Response	67.8%	67.7%	62.8%	65.4%
Grand Total	100.0%	100.0%	100.0%	100.0%

Count by Urban / Rural				
B5(Cleaned)	Northern	Rural	Urban	Grand Total
0-5%	9	51	38	98
5-10%	2	3	7	12
10-15%	1	2	2	5
15-20%		1	1	2
25-30%			1	1
35-40%			2	2
40-45%			3	3
No response	17	112	103	232
Grand Total	29	169	157	355

Count by Urban / Rural				
B5(Cleaned)	Northern	Rural	Urban	Grand Total
0-5%	31.0%	30.2%	24.2%	27.6%
5-10%	6.9%	1.8%	4.5%	3.4%
10-15%	3.4%	1.2%	1.3%	1.4%
15-20%	0.0%	0.6%	0.6%	0.6%
25-30%	0.0%	0.0%	0.6%	0.3%
35-40%	0.0%	0.0%	1.3%	0.6%
40-45%	0.0%	0.0%	1.9%	0.8%
No response	58.6%	66.3%	65.6%	65.4%
Grand Total	100.0%	100.0%	100.0%	100.0%

B-6) Does your school actively encourage parental involvement in their children's career exploration / development?

Count by Grade Type				
B6(Cleaned)	9-12	Combo	K-8	Grand Total
Yes	29	54	69	152
No	24	47	64	135
Unsure	2	15	22	39
No Response	4	8	17	29
Grand Total	59	124	172	355

Count by Grade Type				
B6(Cleaned)	9-12	Combo	K-8	Grand Total
Yes	49.2%	43.5%	40.1%	42.8%
No	40.7%	37.9%	37.2%	38.0%
Unsure	3.4%	12.1%	12.8%	11.0%
No Response	6.8%	6.5%	9.9%	8.2%
Grand Total	100.0%	100.0%	100.0%	100.0%

Count by Urban / Rural				
B6(Cleaned)	Northern	Rural	Urban	Grand Total
Yes	12	70	70	152
No	11	72	52	135
Unsure	4	16	19	39
No Response	2	11	16	29
Grand Total	29	169	157	355

Count by Urban / Rural				
B6(Cleaned)	Northern	Rural	Urban	Grand Total
Yes	41.4%	41.4%	44.6%	42.8%
No	37.9%	42.6%	33.1%	38.0%
Unsure	13.8%	9.5%	12.1%	11.0%
No Response	6.9%	6.5%	10.2%	8.2%
Grand Total	100.0%	100.0%	100.0%	100.0%

B-8) Are you aware that MECY is developing optional career development course for grades 9-12?

Count by Grade Type				
B8(Cleaned)	9-12	Combo	K-8	Grand Total
Yes	30	56	65	151
No	15	44	55	114
Unsure		8	9	17
No Response	14	16	43	73
Grand Total	59	124	172	355

Count by Grade Type				
B8(Cleaned)	9-12	Combo	K-8	Grand Total
Yes	50.8%	45.2%	37.8%	42.5%
No	25.4%	35.5%	32.0%	32.1%
Unsure	0.0%	6.5%	5.2%	4.8%
No Response	23.7%	12.9%	25.0%	20.6%
Grand Total	100.0%	100.0%	100.0%	100.0%

Count by Urban / Rural				
B8(Cleaned)	Northern	Rural	Urban	Grand Total
Yes	13	75	63	151
No	9	57	48	114
Unsure	2	10	5	17
No Response	5	27	41	73
Grand Total	29	169	157	355

Count by Urban / Rural				
B8(Cleaned)	Northern	Rural	Urban	Grand Total
Yes	44.8%	44.4%	40.1%	42.5%
No	31.0%	33.7%	30.6%	32.1%
Unsure	6.9%	5.9%	3.2%	4.8%
No Response	17.2%	16.0%	26.1%	20.6%
Grand Total	100.0%	100.0%	100.0%	100.0%

B-9) If yes, are you planning to implement these courses in the future?

Count by Grade Type				
B9(Cleaned)	9-12	Combo	K-8	Grand Total
Yes	13	32	34	79
No	4	20	20	44
Unsure	11	25	27	63
Not Applicable	17	13	43	73
No response	14	34	48	96
Grand Total	59	124	172	355

Count by Grade Type				
B9(Cleaned)	9-12	Combo	K-8	Grand Total
Yes	22.0%	25.8%	19.8%	22.3%
No	6.8%	16.1%	11.6%	12.4%
Unsure	18.6%	20.2%	15.7%	17.7%
Not Applicable	28.8%	10.5%	25.0%	20.6%
No response	23.7%	27.4%	27.9%	27.0%
Grand Total	100.0%	100.0%	100.0%	100.0%

Count by Urban / Rural				
B9(Cleaned)	Northern	Rural	Urban	Grand Total
Yes	12	43	24	79
No	2	21	21	44
Unsure	6	28	29	63
Not Applicable	4	28	41	73
No response	5	49	42	96
Grand Total	29	169	157	355

Count by Urban / Rural				
B9(Cleaned)	Northern	Rural	Urban	Grand Total
Yes	41.4%	25.4%	15.3%	22.3%
No	6.9%	12.4%	13.4%	12.4%
Unsure	20.7%	16.6%	18.5%	17.7%
Not Applicable	13.8%	16.6%	26.1%	20.6%
No response	17.2%	29.0%	26.8%	27.0%
Grand Total	100.0%	100.0%	100.0%	100.0%

B-12) Are you familiar with "Blueprint" and "Essential Skill" competencies, as they apply to career development?

Count by Grade Type				
B12(Cleaned)	9-12	Combo	K-8	Grand Total
Yes	30	46	61	137
No	18	54	74	146
Unsure	5	9	15	29
No response	6	15	22	43
Grand Total	59	124	172	355

Count by Grade Type				
B12(Cleaned)	9-12	Combo	K-8	Grand Total
Yes	50.8%	37.1%	35.5%	38.6%
No	30.5%	43.5%	43.0%	41.1%
Unsure	8.5%	7.3%	8.7%	8.2%
No response	10.2%	12.1%	12.8%	12.1%
Grand Total	100.0%	100.0%	100.0%	100.0%

Count by Urban / Rural				
B12(Cleaned)	Northern	Rural	Urban	Grand Total
Yes	17	56	64	137
No	8	78	60	146
Unsure	1	18	10	29
No response	3	17	23	43
Grand Total	29	169	157	355

Count by Urban / Rural				
B12(Cleaned)	Northern	Rural	Urban	Grand Total
Yes	58.6%	33.1%	40.8%	38.6%
No	27.6%	46.2%	38.2%	41.1%
Unsure	3.4%	10.7%	6.4%	8.2%
No response	10.3%	10.1%	14.6%	12.1%
Grand Total	100.0%	100.0%	100.0%	100.0%

B-13) If yes, have you integrated these competencies into your school's career development services / programming?

Count by Grade Type				
B13(Cleaned)	9-12	Combo	K-8	Grand Total
Yes	19	28	36	83
No	12	17	42	71
Unsure	5	13	11	29
No Response	23	66	83	172
Grand Total	59	124	172	355

Count by Grade Type				
B13(Cleaned)	9-12	Combo	K-8	Grand Total
Yes	32.2%	22.6%	20.9%	23.4%
No	20.3%	13.7%	24.4%	20.0%
Unsure	8.5%	10.5%	6.4%	8.2%
No Response	39.0%	53.2%	48.3%	48.5%
Grand Total	100.0%	100.0%	100.0%	100.0%

Count by Urban / Rural				
B13(Cleaned)	Northern	Rural	Urban	Grand Total
Yes	13	35	35	83
No	4	31	36	71
Unsure	2	12	15	29
No Response	10	91	71	172
Grand Total	29	169	157	355

Count by Urban / Rural				
B13(Cleaned)	Northern	Rural	Urban	Grand Total
Yes	44.8%	20.7%	22.3%	23.4%
No	13.8%	18.3%	22.9%	20.0%
Unsure	6.9%	7.1%	9.6%	8.2%
No Response	34.5%	53.8%	45.2%	48.5%
Grand Total	100.0%	100.0%	100.0%	100.0%

B-14) If you answered "no" to the above question, are you planning to integrate Blueprint and Essential Skill competencies into your schools' career development services / programming?

Count by Grade Type				
B14(Cleaned)	9-12	Combo	K-8	Grand Total
Yes	9	13	12	34
No	9	20	36	65
Unsure	15	38	56	109
No response	26	53	68	147
Grand Total	59	124	172	355

Count by Grade Type				
B14(Cleaned)	9-12	Combo	K-8	Grand Total
Yes	15.3%	10.5%	7.0%	9.6%
No	15.3%	16.1%	20.9%	18.3%
Unsure	25.4%	30.6%	32.6%	30.7%
No response	44.1%	42.7%	39.5%	41.4%
Grand Total	100.0%	100.0%	100.0%	100.0%

Count by Urban / Rural				
B14(Cleaned)	Northern	Rural	Urban	Grand Total
Yes	1	22	11	34
No	3	29	33	65
Unsure	5	57	47	109
No response	20	61	66	147
Grand Total	29	169	157	355

Count by Urban / Rural				
B14(Cleaned)	Northern	Rural	Urban	Grand Total
Yes	3.4%	13.0%	7.0%	9.6%
No	10.3%	17.2%	21.0%	18.3%
Unsure	17.2%	33.7%	29.9%	30.7%
No response	69.0%	36.1%	42.0%	41.4%
Grand Total	100.0%	100.0%	100.0%	100.0%

Appendix “B” – Anecdotal Response Summary

Summary Brief:

In compiling and reviewing the survey submissions, a number of answers to the “open-ended questions” offered seemingly valuable qualitative information that complemented the quantitative data. To this end, the following is a selection of those responses to that may be of interest to the reader:

Anecdotal Responses:

Survey Question A-7: If students are not well-informed re: career-related issues, what suggestions could you offer which could help students become better informed in this area?”

- All students should take at least one career exploration or career development course. All students in Grades 1-12 should use Real Game resources, volunteer time, etc.
- Compulsory career education province-wide as a prerequisite for graduation. Many other provinces already have this in place.
- We would allocate more time to career development programming if we were given more time by our division. They require Department funding to do that, though. Is the focus of school to be career prep or is it about lifelong learning?
- More emphasis on classroom delivery of career development courses by the school guidance counsellor. It shouldn't be the job of a tired guidance counsellor to educate the entire school by "begging" for time from classroom teachers.
- More money targeted for guidance teacher time.
- More 1 on 1 time with counsellors
- Students who seek out information are well informed. I would like to see courses offered - sessions initiated. Right now, as a 3/4 time counsellor, social emotional counseling eats up almost all of my time. I would love to be able to do more work in career development.
- Curriculum integration of this subject would ensure all schools regardless of resources would offer career development.
- More daily or weekly programming instead of short "bursts" of info.
- More available information required re: Workshops, seminars, job guide books, professional development / literature for staff, promotion of career-related online services for schools.
- Please bring back the Career Cruising computer program. I used this with Grade 8 students, some of who are now in Grade 12. They speak highly of that exposure. It was much superior to any other program I have seen or used.
- Career Trek is excellent for our students. Classroom videos should be used by teachers. Connections in the community - (families, businesses, university) sometimes enhances classroom projects/work/inquiries. University programs - i.e., "Women in Science", would also be helpful
- Better access to culturally appropriate material with an easier reading level for all grades

- We wish N-6 would get support like 9-12 do (as in, N-6 schools students still need to learn about careers).
- Perhaps the province or department could provide elementary schools with innovative programs like the ones available for junior & senior high.
- Have career education introduced at earlier grades. Have P.D. sessions for teachers on how to teach career development.
- Implement "exit portfolios", starting at grade 8 or 9. Each year have a set of questions, activities, etc intended to motivate students to focus, analyze and make academic/career choices.
- Implement a Career Development Handbook & Guide with blackline masters (re: Career Choices); Make information available re: various speakers from trades/profession, etc who are willing to present; Implement province-wide student career exploration handbooks for Grade 8 students transitioning to Grade 9.
- In our "Native" community we need to expose students become aware of the scope of job possibilities and what they entail to help them realize their own potential.
- More opportunities for Aboriginal students in remote northern communities to become involved in work education / apprenticeship opportunities etc. as early as Grade 5. Students need to see what is "out there". There are few jobs and few role models in their communities.
- Tech/Voc. Programs at Middle school level. A true work experience program for at-risk middle school students.
- Most students attending our school have grown up without working adult role models. They also lack a family network to help them get their first job. Our students need to experience a variety of worksites in order to understand what career choices they have!
- Rural kids need more exposure to a variety of career possibilities. Most will know only about employment that they see from services they use, or family members
- All our students are young offenders. We need, first of all, to provide them on hands experience in career exploration then a variety of experiences in various work/employment situations.

Survey Question A-9: What suggestions could you offer to help students become better informed in the areas of post-secondary and training opportunities (apprenticeship, university, private vocational school, college, military)?

- More PD for teachers and counsellors re: career development
- Actual visits to post-secondary institutions. This is difficult as we are at least 2 hours away from Brandon and 3 1/2 hrs from Winnipeg. More exposure must be given to Campus MB options and ACC in Dauphin.
- It would help if people came to us rather than us having to take a day to travel one hour one way.
- Compulsory career prep classes, speakers, visits to college/universities; more visits from Apprenticeship program
- Wide range of awareness of post-sec options; availability of info is just one factor affecting this. Typically students involved in our career program are "very well informed" because of the combination of their own curiosity and corresponding availability of related resources
- This information must reach parents. Parents do worry about financing their children's education.
- Information is here but students do not seek it out. Students do not attend presentations brought in to the school ad hoc. A post-secondary day once a year helps but it is not enough; many students do not attend, and there is little consequence.
- Isolation plays a large role - most students do not want to go to Winnipeg to attend high school. They don't see the need for education. There's no need for education for jobs in our communities.
- Most of our children's parents are on social assistance or work part-time. Parents and the school need to look at employment possibilities seriously. Getting students to attend enough school so they can pass Grade 8 is our priority.
- Most of our students come from families where none of the adults graduated from high school or experienced any additional training. Visits to the parents and school would help.
- Most of our students have no aspiration for getting through school - most have no hope. We need to provide them with experiential successes.
- Funds to access job fairs, or a traveling "dog & pony" show to northern schools.
- Our students must leave the community for high school and post-secondary education. Perhaps we need to provide opportunities for them to return to speak to others as role models and mentors.
- In our "Native" community we need to expose students to more job possibilities and what they entail through exposure to occupations and study them. Helping students realize their own potential in new areas is also key.

Survey Question A-11: What suggestions could you offer to help students become better informed about financing post-secondary education and training?

- More information needs to be provided about student loans & student aid; applications come out on-line in June when students are busy with exams/grad. Paper applications are not sent to schools and not available until July ... too late to meet with students/parents.
- Presentations by universities would be helpful to help students understand the financial burden of post-secondary study.
- More use of the Real Game that helps explain the real costs of post-secondary education
- Unbiased resources, developed and distributed by the Department
- We are introducing a 'meet and greet' parent night that will focus specifically on our school and division's career development plans. This evening will include scholarship information, student loan options & volunteer opportunities.
- We hope to offer parent information seminars, and have available information given to students and families through Career Trek information days.
- Teaching staff need to be informed and appreciate the need to put a more conscientious and concerted effort in this area. The development of a career development culture has already begun in our Division.
- Visit online sites; visit university and college sites to learn about the costs.
- Parents are the ones who should be informed. I don't know how informed they are. At this point, they do not have the background to search out bursaries and scholarships.
- We need a parent council & community presenters to provide this information to families.
- Well-trained counsellors; a full time person handling career development responsibilities
- Most of our inner city students don't see themselves in post secondary education

Survey Question B-7: How does your school actively encourage parental involvement in their children's career exploration / development?

- We provide booklets to guide parents on the career planning process, do seminars for parents and students. We also provide literature/articles for parents. Appointments with students also often include parents.
- Parents are invited in to school to share their own experiences/knowledge; parents are invited in to meet with career counsellor to discuss questions, etc; Information posted around the school building and our school website.
- Parents are actively involved in course selection. The school and school counsellor are open to and encourage parent inquiries. Information is made available during parent conferences and the school's open house.
- Scholarship information is shared with parents. Parents are provided with websites to explore with their children. Parent meetings are held in the spring re: course selections - in particular math and science choices and university entrance requirements.
- Visits / meetings with guidance counsellor and our career centre, email, telephone contacts. We have a parent/student course registration each Spring & encourage parents to come in a discuss courses, future plans, goals etc. for their students
- Parent Council meetings provide an avenue for sharing of information.
- Liaising with community groups in program planning, parent volunteers in classrooms (to present career info), career practicum placements.
- Individual planning where necessary; support of school initiatives; support of presentations - "Women in Sciences:, etc.
- Information is provided on an individual basis, open houses, promotion of apprenticeship options
- Job shadowing; Parents come in during Portfolio conferences and view their child's progress on career course.
- Parents are invited to all career activities & field trips
- Information re: colleges, universities, scholarships, etc are provided by our weekly school newsletter.
- Parents supporting their children through the Career Trek Program.

Survey Question B-11: If you are you aware that MECY is developing optional career development courses for grades 9-12 but are not planning to implement these courses in the future, please describe the reasons for not doing so.

- We do consider the pressure that put this option would place on course timetables. With the new expectations for, say, Gr11/12 PE it will be difficult to implement any additional courses regardless of how valuable they are.

- We are a small school - limited timetable & staff. I would like to see these offered in the future. We are a small school that offers the maximum number of courses. The only way we would offer this would be through a categorical grant which would be directed to the school and not the division.

- We would like to offer these, but would need to plan for this, including the identification of a teacher to teach these courses. Also, resources would need to be established.

- With a small high school and limited options, implementation of these courses will be a challenge.

- Lack of staff, time, guidance teacher

- If our teacher compliment does not decrease any we may be able to offer new optional courses. We lost 4 teachers over the past 3 years.

- We would like to implement these courses but it is dependent upon administration.

- Our students are very busy with core curriculum and social skills development. We can not continue to add curriculum / programs to the school's agendas unless we stop doing other things.

- Our students are interested in taking courses that fit in with a University prep curriculum.

- We do not have copies of this program, and it would difficult to fit into current programming due to time restrictions

- Would love more information and resources for middle years' kids.

- I would like to get this information. I am not aware that MECY is developing optional career development program

- I'm not aware of the development of the course but I would be willing to implement it. The students would have to get credit for it, in order for them to want to take it.

- If it was applicable (I'm in a Grade 6-8 school) I would definitely implement the courses as lack of current/alternative resources is my greatest challenge.

- Come to northern communities and do information workshops.