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## A Review of ACE IT (February 2005 Intake)

Prepared for the

**Industry Training Authority**

June 2006

## Executive Summary

Fulford Harbour Consulting (FHC) was contracted by the Industry Training Authority to undertake an evaluation of the ACE IT program. The purpose of the evaluation was to determine the successes, challenges and lessons learned to date based on the experience of the students involved in the first ACE IT intake of February 2005.

Over the period of January and February 2006 FHC conducted interviews with 142 students, parents, administrators, teachers, employers and college representatives to get feedback on the ACE IT program.

While there were some learning curves associated with implementing ACE IT, the overall feedback on the program was very positive. It was also interesting from the consultant's perspective to compare the industry training environment in secondary schools today as compared to 2 years ago when the secondary school transition pilot projects were assessed. Two years ago high schools were downsizing shop facilities and converting shops into computer labs or performing arts spaces. During the current review, schools were ramping up trades programs and up-dating/expanding shop facilities. It would appear that the constant reporting of skills shortages in the trades, an increased desire by School Districts to provide non-university options for students and the availability of support programs such as ACE IT and SSA have contributed to this change in attitude towards trades training.

### Interview results

Students, parents, teachers, employers and college representatives were asked a series of structured interview questions to gather feedback on ACE IT. The following is a summary of the interview results from these five stakeholder groups.

Students were asked a number of questions including "how would you rate your experience with the ACE IT program" where 1= "low" and 5 = "very high". The average rating of all the students' experiences was a very positive 4.3 out of 5. From the students' perspective, ACE IT provided them with an opportunity to develop hands-on skills and knowledge, while earning credit towards an industry training certification and a clear career

opportunity. The availability of ACE IT also caused 18% of the students to consider a career in the trades for the first time.

An interesting unsolicited response from the students was that 11% said they would have dropped out of secondary school if ACE IT had not been offered. This is a significant impact of the ACE IT program and is likely under-reported given the question was not directly asked of the students or their parents.

Feedback from parents revealed that they were similarly supportive of ACE IT. When asked to rate the experience of their son or daughter in ACE IT, the average response was 4.1 out of 5. Parents saw ACE IT as an excellent opportunity for their sons and daughters to explore non-university career options and obtain credit towards a trade certification that would always be valuable to have.

Employers said they were looking for three things in new apprentices, in order of priority: good attitude, knowledge of safety procedures and some basic skills. Employers interviewed felt that ACE IT students generally had all three of these qualities. When asked to rate the quality of the ACE IT apprentices, the employers' average rating was 4.2 out of 5. Employers felt the ACE IT students were as good or better than apprentices they have traditionally seen which was supported by the fact the 61% of the employers subsequently took on their ACE IT students as apprentice employees.

Colleges were supportive of the ACE IT program as it elevated the overall interest in industry training and built on existing partnerships many already had with School Districts. When asked to rate the quality of the apprenticeship students they saw from ACE IT, the average rating from all colleges was 3.6 out of 5. The quality of the ACE IT students was generally felt to be on par with that seen in regular Entry Level Trades Training. One area of difficulty for the colleges was dealing with the less mature high school students. In-service for college instructors and creating mixed classes of high school and adult students were identified as ways of addressing this issue.

High schools liked the ACE IT program as it helped support their efforts to offer more diversified career options for their students. ACE IT also built on the School Districts' experience with Secondary School Apprenticeship. District staff identified a number of key success factors around ACE IT, these included:

- Dual credit with college
- Funding

- Support from School Board / Superintendent
- Effective coordination & communication with all stakeholders
- Good relationship with college
- Good student application process
- Committed & qualified teachers
- Connection to employment opportunities
- Supportive relationship with ITA staff

Schools also experienced a number of issues that had to be addressed during the initial implementation of ACE IT, these included:

- Development of an effective student application process
- Program administration and student tracking was challenging
- Small class sizes create some resource allocation issues
- Coordination requirements were high: school team; school/college; school/employers; school/ITA

### **Recommendations**

Recommendations based on the feedback from the five stakeholder groups were divided into those that can be addressed over the short term and those that will require more time to complete:

Short term recommendations:

1. Implement a more rigorous application process for students entering ACE IT
2. Prepare students for entry into ACE IT earlier
3. Streamline administration
4. Ensure strong partnerships with colleges
5. Provide more information on the certification process
6. Undertake additional promotion of ACE IT

Longer term recommendations:

1. Ensure availability of appropriate math courses
2. Support the coordination of the ACE IT program
3. Provide in-service training for college instructors
4. Incorporate safety training
5. Increase the supply of certified teachers
6. Monitor success of different delivery models

## Introduction

Based on the success of the 2004 school-to-work transition pilot project, the Industry Training Authority (ITA) developed the Accelerated Credit Enrollment in Industry Training (ACE IT) program. Through ACE IT students can take courses that give them credits towards graduation, and credit towards one or more levels of apprenticeship technical training. Students are registered trainees/apprentices with the Industry Training Authority. The School District acts as the sponsor/employer for ACE IT trainees/apprentices. Work-based training is an optional element of the ACE-IT program. Work-based training may be paid or unpaid under the ACE IT program. Work-based training hours may be submitted to the Industry Training Centre for credit towards the trainee/apprentice's industry training program. Work-based training hours must be verified by a credentialed tradesperson or equivalent. The ITA provides ACE IT funding (a maximum of \$2,750 per student) to the school districts/board authority as follows:

- \$1,000 upon registration;
- \$1,000 upon successful completion of training; and
- \$750 upon placement and completion of 240 hours of training in industry related work experience.

ACE IT programs are developed and offered as partnerships between school districts and post-secondary institutions. Employers are also involved in the development of ACE IT programs typically through participation on advisory committees and by making donations of equipment or materials to schools. Employers also play a critical role in the delivery of ACE IT by providing students with work experience opportunities and, in many cases, on-going employment.

The ACE IT program was first made available in February 2005, at which time 24 School Districts offered courses to 731 students. **This report looks specifically at participants in the February 2005 intake.** Since that time, greater awareness and the early success of ACE IT have resulted in the program growing to 34 School Districts offering courses in 20 different trades. As of May 31, 2006, there were more than 2,500 students registered in ACE IT. A listing of participating School Districts and the trade areas offered is including in appendix B.

Fulford Harbour Consulting (FHC) was contracted by the Industry Training Authority to undertake an evaluation of the ACE IT program. The purpose of the evaluation was to determine the successes, challenges and lessons learned to date based on the experience of the students involved in the first ACE IT intake of February 2005.

The desire was to receive feedback from all stakeholders including School District staff (ACE IT Coordinators and teachers), ACE IT students and their parents, post-secondary partners and employers. Feedback was also desired from a representative cross section of School Districts delivering ACE IT.

## Methodology

In order to get a manageable yet representative sample of School Districts to conduct an evaluation of the ACE IT program it was determined that the sample must include: Districts that had a significant number of registered ACE IT students; small and large Districts; representation from different regions of the province; Districts using different program delivery models; and, both rural and urban Districts

Based on these criteria, eight School Districts were chosen for the evaluation:

1. Greater Victoria SD 61
2. Sooke SD 62
3. Gulf Islands SD 64
4. Surrey SD 36
5. Vancouver SD 39
6. Peace River North SD 60
7. Central Okanagan SD 23
8. North Okanagan-Shuswap SD 83

In person and telephone interviews were used as the primary method for gathering information (interview questions are included in appendix C). FHC interviewed 142 stakeholders during the months of January and February 2006. The following report offers the summary of these interviews and recommendations based on the feedback from these stakeholders.

## Interview Results

Representatives from the 5 stakeholder groups – students, parents, employers, school districts and colleges – provided feedback through structured interviews over the period of January and February 2006. The following provides a summary of the results of these interviews.

### Students

FHC interviewed a total of 45 students across the 8 school districts that were involved in the February 2005 in-take. Students were asked a number of questions including “how would you rate your experience with the ACE IT program” where 1= “low” and 5 = “very high”. The average rating of all the students’ experiences was a very positive 4.3 out of 5. Over half (58%) of the students also rated the ACE IT program more highly than their other high school courses. The most commonly cited reasons for this high level of satisfaction were:

- Opportunity to do hands-on learning
- Connection between the ACE IT program and a good job
- Opportunity to get a jump start on a trade credential
- Ability to accomplish things like building a house
- Get the first year of apprenticeship training paid for
- Small class size
- Enjoyed doing the work

The majority of the students became aware of the ACE IT program through their teachers (58%), followed by counsellors (27%), friends (7%) and “other” (9%) which included college representatives, parents and career fairs.

The opportunity to take ACE IT caused 18% of the students to consider a trade career for the first time. The other 82% had at least considered a trade career before the introduction of ACE IT but, for many, the opportunity to participate in ACE IT allowed students to focus in on a specific career and seriously begin their training.

When asked what made them enrol in ACE IT most students responded that “it sounded like a good idea”. Other reasons

*“My teacher said ‘you should do ACE IT’, so I did”*

*ACE IT student*

*“The course really opens your eyes”*

*ACE IT student*

included being able to get a head start on a trade certification and to get the first year of their trades training for free.

The majority of students (89%)<sup>1</sup> did work experience through the ACE IT program. Challenges associated with work experience included transportation to work sites, particularly for those students in the construction trades, and not knowing how to do some things once on the job - which is natural for a person starting their first job in a new career.

Of the 45 students interviewed, 87% had completed their ACE IT program and 13% were still in the process of completing. Of those students that had completed their program 80% had completed their Level 1 or Level 2 certification and 20% were not able to pass their Level 1 exam.

When students were asked whether they were continuing their apprenticeship 89% responded that they were, 1 student (2%) responded that he was not (decided to go into the military) and 9% weren't sure.

When asked what the best thing about ACE IT was, student responses fell into one of four answers. The most frequent was the opportunity to do hands-on learning which accounted for two thirds of the students' responses. The next most frequent response was the supportive learning environment. Students in this response group noted that their teachers were excellent and that they got to learn in smaller, more settled classes with more one-on-one instruction. The last two answers, which accounted for 10% of the responses, were the ability to get a trade certification and the fact the Level 1 of their apprenticeship was free.

When asked what they would say to a friend considering the ACE IT program, students were universally supportive of other students taking the course but also warned that they have to be dedicated and make sure they studied hard.

In terms of suggested changes, the single largest response was that no changes were needed (40%). A few students felt the instructors needed more experience either with the trade or handling classes of high school students. Others suggested more course time spent covering theory in preparation for the exam.

*“It’s an amazing program. I want to say thanks to everyone. I’m working right now, today is my 2<sup>nd</sup> day!”*

*ACE IT student*

*“Make sure you’re ready to put the time in and give it your all”*

*ACE IT student*

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<sup>1</sup> Refers to the proportion of students reporting any work experience and does not necessarily reflect the completion of the required 240 hrs. Discussions with ITA staff indicate that this is a higher than average figure for all schools in the province.

The remaining comments were from only one or two students suggesting the course be longer while others suggested it be shorter.

Although the question was not asked, 11% of the students interviewed indicated that they would have dropped out of high school if the ACE IT program hadn't been introduced.

## Parents

Thirty nine (39) parents were interviewed. Parent feedback revealed that they were as supportive of ACE IT as their children. When asked to rate the experience of their son or daughter in ACE IT, the average response was 4.1 out of 5. The reasons parents liked the program included:

- Opportunity for hands-on learning
- Provided a head start on a good job/career
- Engaged their son/daughter and made them happier
- Provided an alternative to university
- Provided a better learning and social environment
- Kept their son/daughter in school
- Provided a great opportunity

*“This was hands down the way to go for my daughter”*

Most parents (54%) learned about ACE IT from their children, schools were the next most common source of information (33%). School based information was typically provided through material sent home or ACE IT information nights for parents. Career fairs and “other” sources such as friends or colleges rounded out the list of ACE IT information sources.

*Parent of ACE IT student*

The majority of parents (92%) felt that it was easy to get information on the ACE IT program. A lower number but still the majority (85%) felt that the program was easy to understand. Where difficulties understanding the program did occur they typically centred on misunderstandings about the certification requirements.

The ACE IT program affected parents' awareness of trades careers for their children as 21% of parents had not considered trades as an option for their children before ACE IT was offered. Two thirds of the parents interviewed had considered a trade career for their

children before ACE IT was introduced and 13% left career considerations entirely to the children.

The majority of parents (87%) felt that their sons and daughters received sufficient instruction and support to succeed in their ACE IT program. Where parents did not feel their children were given sufficient instruction or support, the leading criticism was insufficient treatment of theory to prepare for their exam or college top-up session. The other criticism was that some ACE IT classes had students that were not dedicated or capable and that these students created a disruptive environment.

When asked whether their sons/daughters had sufficient information to continue with their apprenticeship after completing ACE IT, 79% indicated that they did. Thirteen per cent (13%) indicated they did not and 8% did not know. Occasions where parents felt they did not have enough information corresponded to instances where there were misunderstandings between the college and the student on their certification requirements.

When asked what advice they would give other parents whose son or daughter was considering ACE IT, all parents except for one said they would recommend the ACE IT program to others.

When parents were asked to suggest changes that would improve the program, the majority had no suggestions. Fifteen per cent (15%) of parents suggested that the program would be better if there was clearer information on the certification requirements and how to carry on with the apprenticeship after ACE IT. Thirteen per cent (13%) of parents suggested that a better application process should be used to remove disruptive students from the class. Ten per cent of parents felt that there should be a greater variety of trades and spaces offered to students.

### **Employers**

Most of the employers did not distinguish between ACE IT and other programs under which high school students came to work for them. However, by referencing the names of the ACE IT students during the interview, employers were able to give ACE IT specific comments.

FHC interviewed 20 employers involved in ACE IT. Employers said they were looking for three things in new apprentices, in order of priority: good attitude, knowledge of safety procedures and some basic skills. Employers interviewed felt that ACE IT students

*“The school did a good job getting the kids ramped up, we kept them all”*  
*ACE IT employer*

generally had all three of these qualities. When asked to rate the quality of the ACE IT apprentices, the employers' average rating was 4.2 out of 5. Companies felt the ACE IT students they employed were as good or better than the apprentices that they see from the traditional apprenticeship programs. The things that the employers liked about ACE IT were:

- The enthusiasm of the students
- That the program is addressing the skills shortage
- They get to scout good workers
- Students were generally reliable and knowledgeable

Employers became aware of ACE IT through industry associations (28%), high schools (28%) and from students (17%). The remaining employers were informed by colleges, other companies or through staff.

The role that most of the companies played (94%) was hiring students. Forty four per cent (44%) of the employers also played advisory roles to the program. A significant proportion of the employers (61%) have taken, or are in the process of taking, ACE IT students on as apprentices.

All of the employers felt they had sufficient resources and support to take the ACE IT students for work experience or paid employment. Many commented that the ACE – IT students came well prepared. In general, employers were not looking for any external support or resources.

A majority of the employers interviewed (78%) were taking additional ACE IT students for work experience or summer employment this year. Many of the employers were taking a number of ACE IT students (one employer was taking 10 ACE IT students, another 5). For the employers that were not taking additional students it was due to a decrease in work or insufficient lead hands to supervise more students and not due to the quality of the students.

Employers were asked what they felt were the key success factors of the program. The majority of employers responded that it was the combination of the good attitude and basic skills that the students had. Others felt that the students' ability to get started on their trades training early while they were still at high school was key.

When asked what advice they would give an employer considering hiring an ACE IT student, all of the employers said they would

*“The attitudes of the kids are great. They look at carpentry as a chosen career. We should have done this 10 years ago”*

*ACE IT employer*

recommend it. A number of employers felt that companies had a duty to hire these students and provide a good training experience in order to develop the future work force for their industry.

Suggested changes to the ACE IT program from the employers included more promotion of the program, starting students earlier, a more effective application process, having a full time liaison person and receiving more information about how to apprentice a student after ACE IT. One of the employers also felt that the schools should request more from industry in terms of support and involvement.

### School Districts and Teachers

FHC interviewed 28 administrators and teachers from eight School Districts about ACE IT. While the Districts had to overcome some implementation hurdles with the first in-take and have some on-going administration challenges, they are very supportive of the ACE IT program.

An interesting side-bar was the contrast in high school trades programs that were seen as compared to two years ago when the pilot to ACE IT was reviewed. Two years ago high schools were downsizing shop facilities and converting shops into computer labs or performing arts spaces. During the current review, schools were ramping up trades programs and up-dating/expanding shop facilities. It would appear that the constant reporting of skills shortages in the trades, an increased desire to provide non-university options for students and the availability of support programs such as ACE IT and SSA have contributed to this change in attitude towards trades training.

Districts were fairly consistent in their promotion of the ACE IT program using web sites, newsletters, newspaper stories/inserts, presentations, industry advisory groups, trade fairs and parent information sessions. Most Districts also used a team approach to promote the program and recruit students that were good ACE IT candidates involving teachers, career coordinators, counsellors and CAPP instructors. Some more innovative activities included BBQs and social events to celebrate ACE IT successes with students, parents and industry partners.

During the initial ACE IT in-take there was a tendency in a number of Districts to place as many students as possible into the program. The motivations for this were to get enough students to run a class (which was a challenge given ACE IT was new and

*“The ACE IT philosophy is right on”*

*ACE IT coordinator*

*“The initial in-take didn’t attract a lot of students, so we took all comers”*

*ACE IT teacher*

students/parents weren't aware or sure about it) and to send students that were not academically inclined into a hands-on program where they could be more successful. The result of this approach was that some of the students initially enrolled in ACE IT did not have the skills or attitude to succeed.

However, all of the Districts interviewed have since implemented a more rigorous application process based on grades, attendance and attitude of the potential ACE IT students.

While the more rigorous application process will likely create better success rates for students enrolling in ACE IT, it does raise the issue that potentially successful students will be screened out of the program. Therefore striking a balance in the application process is important, as is making students aware of trades options earlier in their school careers through initiatives such as Youth Exploring Skills to Industry Training (Yes-to-IT)<sup>2</sup>. This type of career awareness combined with schools showing students the requirements for successful entry into the trades early enough will allow more students to meet these requirements by grade 11.

Districts are running a number of different ACE IT delivery models, as well as different models within Districts depending on the trade. The models can be summarized as:

1. All in high school instruction
2. All in college instruction (on-site and off-site)
3. Majority in high school with some modules in college
4. Majority in high school with college "top-up" at the end

All of these models, with the exception of #2 (all in college), were delivered either as a block over two semesters or as an intensive single semester course. While not all the completion figures were in at the time of this review, it would appear that the more intensive single semester approach yields higher completion levels. This may be due to students being able to focus entirely on the ACE IT course and not having long periods of time between learning course material and the final exam. The single semester approach also gives the students approximately twice the

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<sup>2</sup> YES 2 IT is designed to increase awareness of trades amongst younger students, those in grades 6 to 9, as well as their parents, educators and communities. The program provides an opportunity for youth to have an engaging, hands-on experience applying some of the skills used in a variety of trade occupations while making connections with tradespersons in their communities. In addition, classroom learning activities support the hands-on experience and parental involvement increases education about career opportunities in the trades.

instruction time than the single block over two semesters approach.

There seemed to be challenges for some students keeping up in the college “top up” session in delivery model #4 as these tended to be short and very intensive. However, this issue may have been a result of the lower level of student screening that took place during the initial in-take.

Other delivery variations on the four models included running ACE IT classes within other classes and mixing ACE IT students with adult apprentices. Running ACE IT within other classes was generally seen as less optimal as the instructor’s attention is split between two groups and ACE IT students are not given as intensive an experience. It was also felt by some that not having ACE IT as a separate class reduced the profile and status of the program. However, in schools where there were only a few students interested in ACE IT, this blended delivery was the only option.

To address situations where ACE IT student enrolments were not high enough to justify a stand alone class, some Districts and colleges mixed ACE IT students with adult apprentices. These mixed classes were seen as being beneficial as the presence of the adult students helped to set a more mature learning environment. However, the screening issue still must be applied to the adult learners as there were instances where some of the adult participants were more disruptive than the high school students.

When teachers were asked whether they felt they had sufficient resources and support to do a good job delivering ACE IT, most felt resources and support were adequate but that they could have done a better job with additional resources. For some teachers, the additional resource required was paid time to handle the extra workload for others it was better equipment or facilities.

The introduction of the on-line registration system was universally welcomed by all the Districts. Suggested enhancements included the ability to sort the ACE IT and SSA students by school; adding a report for the student completion marks; and, adding a calendar that highlights the monthly tracking requirements. Two reported bugs with the system were the inability to up-date the employers for ACE IT students that existed before the introduction of the system and the inability to remove students that had dropped out. A related request was for AIMS to be able to provide regular up-

*“The great thing about having adults in the class is they set a more serious tone”*

*ACE IT teacher*

*“Every school that wants to deliver ACE IT needs good facilities, versus the adequate ones we have now”*

*ACE IT teacher*

*“The on-line system is good, you can see all the info and print reports”*

*ACE IT coordinator*

dates on the apprenticeship status of students once they had left the high school.

The discussion of the on-line administration system led to feedback on the administrative burden of the ACE IT program. Specific references were to ITA paperwork such as industry signatures being required every semester, inefficient movement of documentation to and from the ITC, delays in payments and the challenge of tracking a growing number of ACE IT students. (It should be noted that during the completion of this report the ITA has taken steps to address many of these issues.) A number of Districts have developed tracking systems, it would be good if these could be shared or the ITA could adopt an easy to use, standardized, tracking tool.

Success factors of the ACE IT program cited by the coordinators and teachers included:

- The dual credit with the college
- Funding support
- Support from School Board and Superintendent
- Committed and qualified teachers
- Connection to employment opportunities
- Having a good relationship between the high school and the college
- A good application process for students
- Supportive relationship with the ITA ACE IT staff
- Effective coordination and communication among all the stakeholders

*“ACE IT students see themselves getting a career and they become more committed to their education”*

*ACE IT teacher*

School Districts found that effective coordination of the ACE IT program’s many partners (students, teachers, colleges, employers, ITA, administrators and parents) was critical to its success. The ACE IT Coordinators played a central role in this coordination and it was generally felt that the more support that could be given to the coordination function the more successful the ACE IT program. This level of support issue links to another key success factor: the support of the District for ACE IT and the provision of trades training options. While all the Districts were very grateful for the ACE IT funding, the costs associated with delivering ACE IT – college tuition, subsidy for small classes, shop renovations, equipment, coordination, promotion and administration – exceed the funding and required additional financial commitment from the

Districts.<sup>3</sup> Commitment to the provision of industry training options was seen at the highest levels in a number of the Districts, as many School Boards have made trades training one of their performance priorities.

When asked what advice they would give to a School District preparing to start an ACE IT program, suggestions included:

- Make sure students are well screened
- Start with teachers who are committed
- Do lots of promotion
- Devote lots of resources to coordination
- Make sure you have support from your Superintendent & School Board
- Build a solid relationship with your college partner and their instructors
- Make sure there is industry demand and jobs

The universally requested change to the ACE IT program was to streamline the required paperwork and payment process. Other suggestions included removing the baseline (which has now been done); additional resources for program coordination and to establish partnerships with employers; and, expanding the time frame available to finish the program. This last request refers to the 3 month deadline after June of the student's graduation year for completion of the program Level 1 requirement. It was argued that timing of work experience and college training sometimes makes it difficult for students to complete within this time frame. However, discussions with the Ministry of Education indicated that this should be less of a problem now as students have more awareness of the program and that graduation requirements can easily be completed by January of their graduation year. The Ministry of Education is also concerned that any extension of the deadline will effectively create a grade 13 which is not supported in BC.

One of the Districts experienced difficulties establishing a strong partnership with its local college due, in part, to philosophical differences about the delivery of the program. The weak relationship combined with a misunderstanding of the Level 1 challenge examination content caused a high failure rate. This

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<sup>3</sup> It should be noted that ACE IT funding was designed as an incentive for School Districts to increase their industry training programs and not to cover all the associated costs.

situation highlighted the importance for Districts to find a compatible technical training partner which may or may not be the local college.

Two final comments made by many of the School Districts concerned the shortage of qualified ACE IT teachers and the on-going stability of the program. All the schools interviewed felt that it was important to have fully qualified teachers to deliver their ACE IT programs. However, the general shortage of skilled trades persons combined with changes to teacher certification for journey persons has resulted in shortages of teaching staff and many temporary arrangements such as letters of permission.

Commitment to the on-going stability of the ACE IT program was also mentioned by many Districts as being vitally important. Schools have had previous experiences with programs that have been introduced and then changed or discontinued due to shifting priorities or funding. Consequently, there is a strong desire that the ACE IT programming be kept stable for at least the next five years.

A final observation of FHC's interviews with the School Districts was the blurred nature of the ACE IT and SSA programs. Many of the students were registered in both programs and the programs were referred to almost interchangeably in some cases. Some parents also referenced features of SSA (\$1,000 scholarship) when describing the features of ACE IT. This lack of separation may not be a significant issue but it does make understanding the distinct features of each program more difficult.

### Colleges

FHC interviewed five representatives from four colleges involved with the ACE IT program. Colleges were supportive of the ACE IT program and gave the quality of students an average rating of 3.6 out of 5. The quality of the ACE IT students was felt to be as good or better than traditional Entry Level Trades Training (ELTT) students. Lower scores for the ACE IT students were generally from colleges who received students who had gone through a limited application process during the first in-take. Consequently, it may be assumed that the rating will increase as greater screening of students is done.

The role that college partners played varied depending on the model being used. Where high schools were delivering all, or a portion, of the trades training, college partners helped to modify the high school curriculum, provide resources, quizzes and

*“We are  
110%  
behind the  
ACE IT  
program  
giving  
opportunities  
to students”*

*College  
instructor*

professional development of the high school teachers. In models where the colleges were doing all of the ACE IT instruction their role was integrating the high school students into their existing entry level trades training programs or creating stand alone programs for the ACE IT students.

The model in which students did part of their training in high school and part in college seemed to have the greatest number of challenges as it required high levels of integration between the high school teachers and college instructors. This model also required ACE IT students to make a quick transition to perform under a more mature, and in some cases more intensive, environment while at college. The “all in college” model experienced some challenges around the integration of less mature high school students. Mixing the high school students with older apprentices was found to be helpful in setting a more mature tone. It was also suggested that in-service training for college instructors would be useful to give them techniques to teach and manage younger students. Matching time tables for ELTT training and high school semesters was addressed by one college by moving all ELTT training to a 20 week format to coincide with the high school semesters.

Better student screening was raised as an issue by the colleges as it was with all of the other stakeholder groups. Some colleges felt that high school counsellors needed to be more informed on the requirements for students to be successful in trades programs to prevent the tendency of placing poor students into ACE IT.

The ACE IT program was felt by all of the college representatives to be lowering the average age of apprentices. It was less clear whether ACE IT was increasing the overall number of apprentices, as some had only seen one in-take and it was also difficult to isolate the ACE IT effect from the overall increase in trades enrolments due to increased job opportunities.

When asked what the key elements of the ACE IT program were that made it successful, college representatives responses included:

- A strong relationship between the college and the high school
- Effective screening of potential ACE IT students. Math skills and attitude were specifically referenced, i.e. math “essentials” is not sufficient and students must be truly motivated to pursue a trades career

*“The average age of our apprentices used to be 25, now it’s more like 19”*

*College instructor*

- Quality of the teachers was seen as critical requirement to maintain the credibility of the training. Colleges felt that whoever is teaching ACE IT must be a certified journey person and have connections to industry. Some colleges felt that there was an opportunity for them to help certify existing high school teachers.
- The dual credit was seen as a key element especially if the ACE IT delivery emphasized the career path to the high school students
- Some colleges felt that the more mature the students the more successful they were likely to be, suggesting that grade 12 students make the best ACE IT candidates.

Another success factor that was shared by some but not all colleges, was matching the output of apprentices to the demand from the local labour market. While it is important that the ACE IT program not create a surplus of trades for which there are no job opportunities, the philosophy of some School Districts and colleges is that so long as there is demand somewhere in the province that producing more apprentices than the local labour market can absorb is not a constraint. The counter argument is high school students are too young to realistically relocate to other communities to complete the work experience portion of their apprenticeship.

There are two strategies that can be used to overcome this issue of expanding past the local labour market. One is to develop connections to employers in other regions and the other is to focus on the grade 12 students that are more able to relocate for work, as they would often be relocating for school or work after graduation in any case.

The changes to the ACE IT program suggested by the colleges included:

- Recognition of existing dual-credit programs that were discounted due to the baseline policy. (This issue has subsequently been addressed by removing the baseline)
- Adjusting the ACE IT payment structure as it has spawned different funding models for payment of ACE IT tuition across the colleges. In some, colleges are paid last and only if the students pass. In these instances the college bears all the financial risk. Other models require Districts to pay all tuition up front which shifts the risk to the schools. Both these scenarios create incentives to only send students that will be successful which may

result in lower ACE IT numbers and less opportunities for some students.

- Transportation and/or temporary relocation costs are significant in some regions where students are not close to the college. A subsidy for these costs would allow more students to participate.
- Support to deliver 2 day in-service training for college instructors on how to teach and manage high school age students.
- Extension of the time deadline or completion of ACE IT. As mentioned in the "School District and Teachers" section some colleges would like to get students that are as mature as possible which sometimes presents challenges completing the Level 1 certification by September of their graduation year. However, the Ministry of Education has indicated that this deadline should be less of a problem now as students have more awareness of the ACE IT program and that graduation requirements can easily be completed by January of their graduation year. The Ministry is also concerned that any extension of the deadline will effectively create a grade 13 which is not supported in BC.

## Recommendations

Based on the feedback received during the interviews of the five stakeholder groups a number of suggested recommendations emerged. These recommendations include actions that can be taken over the short term and as well as ones that will require longer lead times. The recommendations include suggestions for all of the ACE IT delivery partners including the Industry Training Authority, school districts, colleges, employers and the Ministry of Education.

### **Actions that can be undertaken over the short term:**

#### **1. Implement a more rigorous application process for students entering ACE IT**

Screening potential ACE IT students for appropriate academic skills and attitude was seen a key determinant for the success of the program by all stakeholders.

It is recommended that all schools delivering ACE IT have a more rigorous application process in place that assesses the relevant academic capabilities and attitude (motivation, attendance) to ensure students have a reasonable chance of success in ACE IT and will not disrupt the learning environment for others.

#### **2. Prepare students for entry into ACE IT earlier**

In order for students to consider trades as a career option in high school they must be aware of trades careers and the associated requirements (both academic and attitude) early enough to be ready. Programs like "YES 2 IT" will create greater career awareness but schools must make sure students understand the entry requirements to ACE IT by grade 7 or 8 so they can select the required courses in high school.

It is recommended that students receive information about industry training careers in grade 8, or earlier, to create awareness of career options. Students must also receive information on the academic and non-academic requirements for entry into the various careers so students can make appropriate course and behaviour decisions as they enter high school.

### **3. Streamline administration**

The introduction of the on-line registration system was welcomed by all of the Districts and any additional measures that can reduce the administrative overhead of the program will be similarly welcomed. One area of increasing activity is tracking the ACE IT students. Districts have developed different methods for tracking, the ITA could facilitate sharing of best practices or use the best of these systems as a basis for creating a standardized on-line tracking system for all Districts.

It is recommended that the ITA continue to streamline administration requirements of ACE IT as much as possible and reduce payment timelines (steps have already been taken to address a number of these issues). It is also recommended that the ITA facilitate the use of effective tracking systems for schools by distributing information on existing best practices and/or providing a standardized on-line tracking tool.

### **4. Ensure strong partnerships with colleges**

An effective relationship between the college and high school greatly enhanced the success of the students taking ACE IT. However, in cases where Districts are unable to develop a strong relationship with their local college they should be encouraged to seek a partnership with an alternate technical training partner that they can work with.

### **5. Provide more information on the certification process**

There were a number of instances where students and parents were unsure of the certification process within ACE IT and/or the certification requirements to continue their apprenticeship. Distribution of clearly defined certification requirements and how they are completed for each trade would help to prevent these misunderstandings.

It is recommended that all ACE IT students receive an orientation package that lays out the certification requirements for their specific industry training program. The orientation package should include information on required courses, exams and work experience hours (including the process for recording these hours). The orientation package should also include information on the

steps students will have to follow to continue with their apprenticeship.

In addition to the paper based orientation package the material should be placed on the ITA web site for future reference.

## **6. Undertake additional promotion of ACE IT**

While ACE IT is growing, many parents, students and employers are still not aware of the program. Additional promotion would help to increase student interest, school delivery and employer participation.

It is recommended that the ITA increase promotion of the ACE IT program to parents and employers in order to create greater awareness and participation.

### **Actions for longer term:**

#### **1. Ensure availability of appropriate math courses**

It was noted that some high schools only offer math “essentials” and “principles” and not “applications” which is most appropriate math for trades oriented students.

It is recommended that the Ministry of Education work with all School Districts to ensure that math “applications” is made available to all students either through conventional course offerings or through alternate delivery such as on-line. Schools offering ACE IT programs should make students aware of the availability of “applications math” and encourage students interested in pursuing trades careers to take either “applications” or “principles” level math courses.

#### **2. Support the coordination of the ACE IT program**

Coordination was seen a critical factor for the successful delivery of the ACE IT program. However, given the number of stakeholders this is very time intensive, particularly the interaction with industry to arrange donations, work experience placements and to get feedback. Industry partners through their local associations may wish to consider ways to support the coordination function from the industry side. Some

associations have taken on this role and one of the employers interviewed indicated that the schools should ask more from their industry partners.

### **3. Provide in-service for college instructors**

A number of the college instructors experienced challenges managing younger students from the high schools. One college suggested that it would be beneficial if a 1-2 day in-service training could be made available for college instructors to provide them with techniques for teaching and managing younger learners. This in-service training could potentially be delivered by high school teachers from partner school districts.

It is recommended that the ITA facilitate the development of an in-service training course for college instructors from the school districts offering ACE IT.

### **7. Incorporate safety training**

Some high schools have incorporated safety training (WIMIS, food safe, fall arrest, first aid, etc) into their ACE IT programs. Given the importance for students to be safe on work experience and the high priority employers place on safety, having these appropriate safety certifications built into ACE IT programs would be very desirable.

It is recommended that the ITA provide a mechanism for schools to share their experiences integrating safety training into ACE IT programs and where there are associated costs provide a mechanism for collective negotiation of cost savings.

### **4. Increase the supply of certified teachers**

The general shortage of skills trades people combined with recent changes to the teacher certification process for journeypersons have contributed to a shortage of qualified ACE IT teachers. Colleges have already assisted some high school teachers to successfully attain their trade certification and could be a partner in this initiative.

It is recommended School Districts support ACE IT teachers to attain their industry training certification. College partners can often assist with this certification process.

It is also recommended that the ITA work with the Ministry of Education and the BC College of Teachers to make it easier for certified journeypersons to become certified high school teachers.

## **5. Monitor different delivery models**

The preliminary review of the different delivery models suggested that the delivery of ACE IT as a single course for one semester appeared to generate higher completion rates and more opportunities for hands-on training and work experience as compared to ACE IT as a block over two semesters.

It is recommended that the ITA continue to monitor the performance of the different delivery models to determine if the single course over one semester does prove to yield better results.

**Appendix A – Summary of ACE IT Stakeholder Feedback (Based on the February 2005 Intake)**

<b>Students</b>	
Rating of ACE IT	4.3 out of 5
How they became aware of ACE IT	Teachers (58%) Counsellors (27%)
ACE IT created 1 <sup>st</sup> interest in trades	18%
Received Level 1 or 2 certification	80% (of the students that had finished their program)
Students continuing apprenticeships	89%
Students indicating ACE IT kept them in high school (unsolicited responses, not part of questionnaire)	11%
<p>The reasons why students liked ACE IT included:</p> <ul style="list-style-type: none"> <li>• Opportunity to do hands-on learning</li> <li>• Connection between the ACE IT program and a good job</li> <li>• Opportunity to get a jump start on trade credential</li> <li>• Ability to accomplish things like building a house</li> <li>• First year of apprenticeship paid for</li> <li>• Small class size</li> <li>• Enjoy doing the work</li> </ul>	

<b>Parents</b>	
Rating of ACE IT	4.1 out of 5
How they became aware of ACE IT	Children (54%) High school (33%)
Felt it was easy to get information on ACE IT	92%
Felt ACE IT was easy to understand	85%
Had not considered trade career for child before ACE IT	21%
Children received instruction & support to succeed	87%

Received sufficient information to continue apprenticeship	79%
<p>What parents liked about ACE IT:</p> <ul style="list-style-type: none"> <li>• Opportunity for hands-on learning</li> <li>• Provided a head start on a good job/career</li> <li>• Engaged their son/daughter and made them happier</li> <li>• Provided an alternative to university</li> <li>• Provided a better learning and social environment</li> <li>• Kept their son/daughter in school</li> <li>• Provided a great opportunity</li> </ul>	

<b>Employers</b>	
Rating of ACE IT students	4.2 out of 5
How they became aware of ACE IT	Ind. Assoc. (28%) High school (28%) Students (17%)
Role employers played in program	Work exp. (94%) Advice (44%)
Taken ACE IT student as an apprentice	61%
Taking additional ACE IT students	78%
<p>What employers liked about ACE IT:</p> <ul style="list-style-type: none"> <li>• The enthusiasm of the students</li> <li>• That the program is addressing skills shortage</li> <li>• They get to scout good workers</li> <li>• Students were generally reliable and knowledgeable</li> </ul>	

<b>High Schools</b>	
<p>Four delivery models being used:</p> <ol style="list-style-type: none"> <li>1. All in high school instruction</li> <li>2. All in college instruction (on-site and off-site)</li> <li>3. Majority in high school with some modules in college</li> <li>4. Majority in high school with college “top-up” at the end</li> </ol>	
<p>Success factors for effective delivery of ACE IT:</p> <ul style="list-style-type: none"> <li>• The dual credit with the college</li> <li>• Funding support</li> <li>• Support from School Board and Superintendent</li> </ul>	

<ul style="list-style-type: none"> <li>• Committed and qualified teachers</li> <li>• Connection to employment opportunities</li> <li>• Having a good relationship between the high school and the college</li> <li>• A good application process for students</li> <li>• Supportive relationship with the ITA ACE IT staff</li> <li>• Effective coordination and communication among all the stakeholders</li> </ul>
<p>Challenges with initial ACE IT implementation:</p> <ul style="list-style-type: none"> <li>• Creating awareness of program to generate sufficient enrolments</li> <li>• Absence of rigorous student application processes in some Districts</li> <li>• Managing small class sizes for ACE IT</li> <li>• Administrative burden and delays in payment</li> <li>• Getting certified teachers</li> </ul>

<b>Colleges</b>	
Rating of ACE IT students	3.6 out of 5
<p>Role in delivering ACE IT: (Depending on the delivery model)</p> <ul style="list-style-type: none"> <li>• Provided curriculum and associated resources to high schools and/or</li> <li>• Incorporated ACE IT students into college programs</li> </ul>	
<p>Success factors:</p> <ul style="list-style-type: none"> <li>• A strong relationship between the college and the high school</li> <li>• Effective application process for potential ACE IT students.</li> <li>• ACE IT teachers being a certified journey person with connections to industry</li> <li>• The dual credit especially when the ACE IT delivery emphasized the career path to the high school students</li> <li>• Some colleges felt that the more mature the students the more successful they were likely to be, suggesting that grade 12 students make the best ACE IT candidates</li> </ul>	
<p>Issues with initial delivery:</p> <ul style="list-style-type: none"> <li>• Effective screening of students, particularly math skills and attitude</li> <li>• College instructors not used to teaching younger students</li> </ul>	

**Appendix B – School Districts delivering ACE IT (As of February 2006 Intake)**

<b>District</b>	<b>Program</b>
006 - Rocky Mountain	
	Cook (RS)
	Residential Construction Framing Technician
008 - Kootenay Lake	
	Carpenter (RS)
	Industrial Mechanic (RS) Millwright
020 - Kootenay-Columbia	
	Automotive Service Technician (RS)
	Carpenter (RS)
	Heavy Duty Equipment Technician (RS) Mechanic
	Industrial Mechanic (RS) Millwright
	Machinist (RS)
022 – Vernon	
	Aircraft Maintenance Technician
	Aircraft Structural Technician
	Cook (RS)
023 - Central Okanagan	
	Aircraft Maintenance Technician
	Aircraft Structural Technician
	Automotive Refinishing Prep Technician
	Automotive Service Technician (RS)
	Carpenter (RS)
	Construction Electrician (RS) Electrician
	Cook (RS)
	Diesel Engine Mechanic
	Hairstylist (RS) Cosmetologist
	Heavy Duty Equipment Technician (RS) Mechanic
	Motorcycle Mechanic (RS)
	Recreation Vehicle Service Technician
	Welder Level "C"
034 – Abbotsford	
	Automotive Electrical And Tune-Up Service Technician

	Automotive Service Technician (RS)
	Carpenter (RS)
	Construction Electrician (RS) Electrician
	Cook (RS)
	Hairstylist (RS) Cosmetologist
	Welder Level "C"
035 – Langley	
	Baker (RS)
	Bricklayer (RS) Mason
	Carpenter (RS)
	Hairstylist (RS) Cosmetologist
	Landscape and Production Horticulturist
	Landscape Horticulturist
	Outdoor Power Equipment Technician
	Welder Level "C"
036 – Surrey	
	Automotive Light Parts Warehousing
	Baker (RS)
	Bricklayer (RS) Mason
	Carpenter (RS)
	Construction Electrician (RS) Electrician
	Hairstylist (RS) Cosmetologist
	Landscape and Production Horticulturist
	Machinist (RS)
	Metal Fabricator (RS); Fitter
	Outdoor Power Equipment Technician
	Partsperson (RS); Automotive Partsperson
	Welder Level "C"
037 – Delta	
	Automotive Light Parts Warehousing
	Bricklayer (RS) Mason
	Carpenter (RS)
	Cook (RS)
	Industrial Mechanic (RS) Millwright
	Landscape and Production Horticulturist
	Partsperson (RS); Automotive Partsperson

	Welder Level "C"
038 – Richmond	
	Automotive Light Parts Warehousing
	Automotive Service Technician (RS)
	Bricklayer (RS) Mason
	Carpenter (RS)
	Outdoor Power Equipment Technician
	Welder Level "C"
039 – Vancouver	
	Automotive Refinishing Prep Technician
	Baker (RS)
	Hairstylist (RS) Cosmetologist
	Industrial Mechanic (RS) Millwright
	Motor Vehicle Body Repairer (Metal Paint) (RS) Automotive Collision Repair Technician
041 – Burnaby	
	Automotive Refinishing Prep Technician
	Cook (RS)
	Hairstylist (RS) Cosmetologist
	Motor Vehicle Body Repairer (Metal Paint) (RS) Automotive Collision Repair Technician
	Residential Construction Framing Technician
042 - Maple Ridge-Pitt Meadows	
	Automotive Service Technician (RS)
	Bricklayer (RS) Mason
	Carpenter (RS)
	Hairstylist (RS) Cosmetologist
	Metal Fabricator (RS); Fitter
	Wall and Ceiling Installer
048 - Howe Sound	
	Carpenter (RS)
	Cook (RS)
054 - Bulkley Valley	
	Carpenter (RS)
	Construction Electrician (RS) Electrician
	Cook (RS)

	Hairstylist (RS) Cosmetologist
	Heavy Duty Equipment Technician (RS) Mechanic
057 - Prince George	
	Construction Electrician (RS) Electrician
	Cook (RS)
	Heavy Duty Equipment Technician (RS) Mechanic
	Industrial Mechanic (RS) Millwright
	Machinist (RS)
	Truck and Transport Mechanic RS (Commercial Transport Vehicle Mechanic)
	Welder Level "C"
059 - Peace River South	
	Aircraft Maintenance Technician
	Automotive Service Technician (RS)
	Carpenter (RS)
	Cook (RS)
	Heavy Duty Equipment Technician (RS) Mechanic
	Motor Vehicle Body Repairer (Metal Paint) (RS) Automotive Collision Repair Technician
	Steamfitter/Pipefitter
	Welder Level "C"
060 - Peace River North	
	Aircraft Maintenance Technician
	Automotive Service Technician (RS)
	Carpenter (RS)
	Construction Electrician (RS) Electrician
	Cook (RS)
	Heavy Duty Equipment Technician (RS) Mechanic
	Meatcutter
	Truck and Transport Mechanic RS (Commercial Transport Vehicle Mechanic)
	Welder Level "C"
061 - Greater Victoria	
	Automotive Service Technician (RS)
	Carpenter (RS)
	Construction Electrician (RS) Electrician

	Cook (RS)
	Plumber
	Sheet Metal Worker (RS)
	Welder Level "C"
062 – Sooke	
	Automotive Service Technician (RS)
	Carpenter (RS)
	Construction Electrician (RS) Electrician
	Cook (RS)
	Machinist (RS)
	Plumber
	Sheet Metal Worker (RS)
	Welder Level "C"
063 – Saanich	
	Automotive Service Technician (RS)
	Carpenter (RS)
	Construction Electrician (RS) Electrician
	Cook (RS)
	Plumber
	Sheet Metal Worker (RS)
	Welder Level "C"
064 - Gulf Islands	
	Carpenter (RS)
	Construction Electrician (RS) Electrician
	Cook (RS)
	Plumber
	Sheet Metal Worker (RS)
067 - Okanagan Skaha	
	Automotive Service Technician (RS)
	Cabinetmaker (RS); Joiner
	Carpenter (RS)
	Cook (RS)
	Heavy Duty Equipment Technician (RS) Mechanic
	Welder Level "C"
068 - Nanaimo-Ladysmith	
	Automotive Service Technician (RS)

	Carpenter (RS)
	Cook (RS)
	Hairstylist (RS) Cosmetologist
	Landscape Horticulturist
	Partsperson (RS); Automotive Partsperson
	Welder Level "C"
070 – Alberni	
	Automotive Refinishing Prep Technician
	Automotive Service Technician (RS)
	Cook (RS)
	Hairstylist (RS) Cosmetologist
	Industrial Mechanic (RS) Millwright
	Residential Construction Framing Technician
	Welder Level "C"
073 - Kamloops/Thompson	
	Automotive Service Technician (RS)
	Carpenter (RS)
	Construction Electrician (RS) Electrician
	Cook (RS)
	Heavy Duty Equipment Technician (RS) Mechanic
	Outdoor Power Equipment Technician
	Plumber
	Steamfitter/Pipefitter
	Welder Level "C"
079 - Cowichan Valley	
	Carpenter (RS)
081 - Fort Nelson	
	Aircraft Maintenance Technician
	Welder Level "C"
082 - Coast Mountains	
	Carpenter (RS)
	Cook (RS)
	Heavy Duty Equipment Technician (RS) Mechanic
	Welder Level "C"
083 - North Okanagan-Shuswap	
	Automotive Service Technician (RS)

	Cook (RS)
	Heavy Duty Equipment Technician (RS) Mechanic
	Machinist (RS)
	Motor Vehicle Body Repairer (Metal Paint) (RS) Automotive Collision Repair Technician
	Welder Level "C"
102 - Seabird Island Community School	
	Carpenter (RS)

## Appendix C – Interview Questions

### ACE – IT Students

1. How did you hear about the ACE-IT program?
2. Were you interested in a trades career before you heard about the ACE-IT program?
3. What made you decide to do the ACE-IT program?
4. Did you get any work experience related to your trade through ACE-IT?

During the school year?

Summer employment?

Any challenges related to your work experience?

5. Have you completed your ACE-IT program?

Yes \_\_\_\_ No \_\_\_\_

*If “yes”:*

Did you receive your Level 1/2 certification? \_\_\_\_\_

Did you continue with your apprenticeship (if not explain why)?

*If “no”:*

Are you still completing your ACE-IT program (if no, why)?

Do you plan to continue your apprenticeship (if no, why)?

6. How would you rate your experience with the ACE-IT program?

1-----2-----3-----4-----5  
low very high

How does this compare to your other high school courses?

7. What was the best thing about the ACE-IT program?
8. If a friend of yours was considering the ACE-IT program, what advice would you give them?



### Employers

1. How did you become involved/aware of the ACE-IT program?
2. What role did you play with the ACE-IT program?
3. Did you take any ACE-IT students for non-paid/paid work experience?

Yes \_\_\_ No \_\_\_\_

If “yes”, how many? \_\_\_\_\_

4. Did you hire any ACE-IT students as summer workers? If so, how many?

If “yes” were the students hired for summer employment the same ones as were given work experience during the school year?

5. Have you hired any ACE-IT students as apprentices? (*If the ACE-IT students have not finished their programs “Do you expect you will hire ACE-IT students as apprentices?”*)
6. Are you taking any additional ACE-IT students this year for work experience or summer employment?

Yes \_\_\_ No \_\_\_\_ How many:\_\_\_\_\_

Reasons for increase/decrease:

7. As an employer for the new ACE-IT program did you feel you had sufficient resources and support to do a good job?
8. How would you rate the overall quality of the apprenticeship students you saw from the ACE-IT program?

1-----2-----3-----4-----5  
low very high

How does this compare to the quality of workers you have seen from traditional apprenticeship programs?

9. What do you feel were the key elements of the ACE-IT program generally, and in your company specifically, that contributed to its success?

10. If an employer was considering becoming involved with the ACE-IT program, what advice would you give them?
11. If you could change anything about the ACE-IT program what would it be?
12. Any other comments that you would like to provide to the ITA about the ACE-IT Program?

### Program Coordinator and Teachers

#### A. Numbers of students and completions/projected completions

1. Attached is a spreadsheet with the completion information (as of December 5, 2005) for the February 2005 ACE-IT in-take students for your District.

Is this information accurate?

Yes \_\_\_ No \_\_\_

If “No” details of correct information:

There might be cases where it is not correct and ITA is working to determine issues

2. For February 2005 in-take students that are still completing their programs, when are they expected to finish?
3. Where students did not complete their ACE-IT program what are the reasons for not completing?
4. In the cases where students have completed their ACE-IT program what proportion will have:

Level 1 certification \_\_\_\_\_% Level 2 certification  
\_\_\_\_\_%

Related work-based training \_\_\_\_\_%

5. In the cases where students have completed their ACE-IT program, what proportion have continued with their apprenticeship (SSA/further training)?

\_\_\_\_\_ %

Does this vary by type of trade?

6. Have the number of ACE-IT students increased in the September 2005 in-take? Has the number of ACE IT programs increased for 2005?

Yes \_\_\_\_ No \_\_\_\_\_

Reasons for increase/decrease:

**B. Features of local ACE-IT Program**

7. How was ACE – IT promoted to students, parents and employers?
8. What model(s) of instruction did you use to deliver the ACE IT program?
- A. All in high school (100%) by high school teacher:  
\_\_\_\_\_
- B. Combination (percentage): \_\_\_\_\_% High School  
\_\_\_\_\_ %TTP
- C. All with Technical Training Partner: Public \_\_\_\_ Private
9. If you delivered all or a portion of the program in the high school, did your Technical Training Partner help revise your high school program to meet the technical training requirements? (certification or high school-to-post-secondary transition requirements)
10. How many industry partners did your program have? Who of these were the most active? Were any industry associations involved?
11. In what ways did industry participate in your program? How would you suggest trying to increase industry participation in programs?
12. How did the ACE IT coordinator in your school district help implement the ACE IT program?
13. As teachers of the new ACE-IT program what changes to your curriculum or instruction methods or facilities, if any, did you have to make?
14. As teachers of the new ACE-IT program did you feel you had sufficient resources and support to do a good job? Equipment and facilities?

15. What fees if any were the students charged to participate in the ACE-IT program? Who by?

\$\_\_\_\_\_ for \_\_\_\_\_

16. How were the theoretical knowledge and practical skills of the ACE-IT students evaluated? Who did the evaluations? Did your technical training partner help you/provide the tools for you to do the evaluation(s)?

**C. Successes and Challenges**

17. Has your School District done any formal or informal evaluation of your ACE-IT program?

Yes \_\_\_ No \_\_\_

If “yes”, what were your findings:\_\_\_\_\_

18. An on-line system administration system was introduced in Sept 2005, do you like it? If you could enhance it what would you do?

19. What do you feel were the key elements of the ACE-IT program that made it successful? (formal partnership SD and TTP, \$ support, local services)

20. If a School District was preparing to start an ACE-IT program, what advise would you give them?

21. If you could change anything about the ACE-IT program what would it be?

22. Any other comments that you would like to provide to the ITA about the ACE-IT Program?

**College / Technical Training Partner**

1. What role did you play as the technical training partner to the School District implementing the ACE-IT program?

1.a. Were you involved in modifying/developing the high school technology programs for ACE-IT?

1.b. Did you provide any resources or support to the high school or teachers (resource materials, industry contacts, equipment, professional development, supplies, etc)?

2. What proportion of the ACE-IT students' instruction was provided by you?

If you provided some portion of the training, what topics/program area did you deliver?

3. How were the theoretical knowledge and practical skills of the ACE-IT students evaluated? Who did the evaluations?

4. How many students from the ACE-IT program have received Level 1 /2 certification from your institution?

5. In the cases where students have completed their ACE-IT program, what proportion have continued with their apprenticeship with you? e.g., by taking level 2 or higher technical training?

\_\_\_\_\_ %

Does this vary by type of trade?

6. Have the number of ACE-IT students involved with your institution increased in the September 2005 in-take from the Feb 2005 intake?

Yes \_\_\_\_ No \_\_\_\_

Reasons for increase/decrease:

7. As the technical training partner for the new ACE-IT program did you feel you had sufficient resources and support to do a good job?

8. What fees were the students charged to participate in the ACE-IT program?

\$ \_\_\_\_\_ for \_\_\_\_\_

9. How would you rate the overall quality of the apprenticeship students you saw from the ACE-IT program? Before and/or after the training?

1-----2-----3-----4-----5  
low very high

How does this compare to the quality of students you have seen in traditional apprenticeship technical training or ELTT programs?

10. Has the ACE-IT program had any impact on your number of apprenticeship enrolments?
11. Has the ACE-IT program had any impact on the average age of the apprentices in your programs?
12. Have you done any formal or informal evaluation of your ACE-IT program?  
  
Yes \_\_\_ No \_\_\_  
  
If “yes”, what were your findings: \_\_\_\_\_
13. What do you feel were the key elements of the ACE-IT program generally, and in your institution specifically, that contributed to its success?
14. If a post-secondary institution was preparing to partner with a School District to deliver an ACE-IT program, what advice would you give them?
15. If you could change anything about the ACE-IT program what would it be?
16. Any other comments that you would like to provide to the ITA about the ACE-IT Program?