

Pan-Canadian Study of Career Development Practices in K-12 Public Schools

FINAL Report

Prepared for

Canada Millennium Scholarship Foundation

Prepared by:

R.A. Malatest & Associates Ltd.

December 22, 2009



****Please note that this report is prepared to be printed double-sided****

EXECUTIVE SUMMARY

Many reports, including the *Role of Guidance in Post-Secondary Planning 2003*, highlights the benefits of enhanced career development in planning pathways into post-secondary education. Similarly, a report issued by the Council of Ministers of Education, Canada and the Canada Millennium Scholarship Foundation entitled *An Examination of Barriers to Pursuing PSE and Potential Solutions 2008*, concluded that inadequate information on post-secondary choices and their relationship to careers has led some grade 11 students to discount the possibility of additional studies after high school. Many of these students said that information about post-secondary education and careers should be provided to students and parents/guardians well before the final years of high school, possibly as early as grade 9.

These reports highlight the need to strengthen student decision-making with reference to post-secondary choices. Unfortunately prior to this study there was little available information on K-12 career development programs and services in public schools across the country.

Guidance counsellors were chosen for the completion of this study as it was anticipated that they would be aware of the career education/transition activities taking place in their respective schools.

The *Pan-Canadian Study of Career Development Practices in K-12 Public Schools* was designed as a self administered online survey coupled with an online log that allowed participating counsellors to detail how they spent three consecutive days of their time and to document the availability of mandatory career education course(s) offered at their schools along with the number, if any of parent/guardian career education workshops. The study was conducted between September 28 and October 23. A total of 491 guidance counsellors contributed to the study. Although there was some participation from all provinces and territories and from both English and French language counsellors, not all provinces/territories promoted the survey to the same extent. Consequently, because respondents chose to participate in the study and were not randomly selected, the results cannot be projected onto the population of counsellors in Canada and the report makes no reference to margin of sampling error. Furthermore, to ensure the privacy of respondents, the report suppresses provincial data where there are fewer than 25 respondents. In most cases the provincial data is only displayed for British Columbia, Saskatchewan, Ontario, Québec and New Brunswick (Anglophone sector and Francophone sector).

The results at a national level show a well-educated population, but not necessarily in the field of guidance and counselling. They are an experienced, but thinly spread counselling resource with ratios such that one on one career counselling for all students would be impossible. The data show that most counsellors who participated are employed full-time as guidance counsellors (67%). Part-time counsellors accounted for 26% of the survey participants and

itinerant counsellors made up the remainder (7%). Bachelors of Education degrees were the most commonly mentioned credential (39% of full-time counsellors had them) although there were a significant percentage of Master of Psychology (28%) and Doctorate degrees (21%) as well. There was a good distribution of full-time counsellors by years of experience with 25% having over fifteen years experience (part-time counsellors 18% and itinerant counsellors 12%).

There appears to be significant regional differences in the number of schools with counsellors whose specific mandate is to counsel students on career pathways. Nearly half of the counsellors participating from Saskatchewan and British Columbia indicated that their schools have career counsellors compared to fewer than 20% of those schools in Québec, Ontario and New Brunswick. However, the ratio of students to career counsellors is also high; consequently it would be unrealistic to project that all students receive in-depth individual career counselling in schools where career counsellors exist.

Approximately one-third of participating guidance counsellors reported that their schools do not have mandatory career education courses. Mandatory career education courses are more prevalent in grades 9-12. Counsellors, whose schools have mandatory career education courses spent less time on individual career counselling. Given the small number of guidance counsellors per school, mandatory courses appear to be a more efficient method of delivering career education to the greatest number of students. Regional differences were observed; Ontario (84%) had far more schools offering a mandatory stand-alone course in career education than other provinces (all under 50%).

Another finding with overlapping implications is that counsellors spend approximately two hours on administrative and non-guidance related activities, approximately one and a half hours on individual career counselling, and 47 minutes on career education either teaching in the class room, facilitating small groups or supporting the career education courses being taught by other teachers. There were some regional differences here as well, with counsellors from Saskatchewan (predominantly part-time counsellors) reporting that they spent almost half their day on administrative and non-guidance activities. It was also the case that counsellors at smaller schools spent more of their time on administration.

Given that previous research has shown that parents/guardians play a particularly important role in influencing their children's career pathways and post-secondary education, it is somewhat surprising that only one-third of counsellors noted that their school offered career education workshops for parents/guardians. Saskatchewan (45%) and Ontario (41%) were the leaders in this regard. In schools where workshops are offered, they tend to be offered once per year.

The results also show that there is little uptake of cooperative education opportunities. The large majority of respondents indicated that fewer than 20% of students enrol in coop placements. The study did not determine whether this was

due to a lack of student awareness, lack of student interest, lack of potential placements or whether 20% uptake is a successful target.

The *Pan-Canadian Study of Career Development Practices in K-12 Public Schools* is a snapshot of how guidance counsellors' time is used and also a snapshot of the current presence of career education in schools. It has identified regional differences in the employment status of counsellors, in the delivery of career education to both parents and students, and in the amount of time spent on guidance and non-guidance activities.

Each of the provinces and territories has different resources and priorities. These obviously have a bearing on how guidance counsellors utilize their time and whether career education is seen as a priority by the provinces/districts/boards. The current study has identified several conclusions and future considerations. These include:

Conclusions

1. Guidance counsellors spending too much time on non-guidance activities

British Columbia, Ontario and New Brunswick (Francophone sector) spent the most amount of time on individual career planning. On average, guidance counsellors spent 1 hour and 59 minutes on administrative and non-guidance responsibilities, while only 1 hour 23 minutes was spent on individual career planning, and 47 minutes on career education curriculum in the classroom. This trend existed across the three days of study, and was most evident in Saskatchewan and Québec in terms of non-guidance, non-administrative activities.

Saskatchewan guidance counsellors reported spending the largest portion of their day on non-guidance responsibilities, spending an average of 47% of their day on administrative, non-guidance non-administrative responsibilities and lunch/break. This finding relates to the fact that Saskatchewan notably hired more part-time guidance counsellors than the other provinces; part-time counsellors were more likely to report spending a high percentage of their day on administrative responsibilities.

2. Lack of Mandatory Career Education Courses Offered in School

At the national level, more than one-third (34%) of guidance counsellors reported that mandatory courses were not being offered at their school. At the provincial level, more than one-half of New Brunswick (Francophone sector) and Québec guidance counsellors reported not offering a course. Mandatory courses are more likely to be offered in high school than in elementary and middle/junior high school. When courses are offered in high school, they are a maximum of one semester.

Schools that offered mandatory career education courses as standalone courses had counsellors who were more likely to spend less time on individual career planning with students, whereas those that offered mandatory courses as part of another course, or no mandatory course at all, spent the largest part of their day on individual career planning with students. Therefore, a 'trade-off' exists in the findings. Where there is no mandatory program, counsellors are spending more time with students on an individual basis. However considering the current ratio of guidance counsellors to students, the question remains how many students are accessing these individual career planning sessions on multiple occasions. At the same time, where there is a mandatory standalone program offered, counsellors are spending their time teaching or supporting the mandatory course or on other areas of guidance.

3. Lack of Career Education Workshops for Parents and Guardians

Only 33% of guidance counsellors indicated their school offered a career education workshop for parents and guardians. New Brunswick (Anglophone sector) and Saskatchewan were most likely to offer workshops and British Columbia and Québec were least likely to offer workshops. Workshops were offered infrequently, just once a year. Grades 9-12 as well as Alternative Education Sites/Schools were most likely to offer the workshops to parents/guardians, while Pre-Kindergarten to Grade 5 was least likely to offer these workshops.

4. Students are not participating in cooperative education opportunities

The majority of counsellors reported that less than 20% of the student population enrolled in cooperative education opportunities. Differences in percentage of students enrolling in co-op were insignificant when compared across provinces, therefore indicating a cross-Canada shortfall in the number of students enrolling in cooperative education opportunities.

5. Differences in employment status across provinces

Ontario and Québec were most likely to hire full-time counsellors, which this survey determines, hold higher education levels, spend the most time providing individual career planning, and have more experience than part-time or itinerant guidance counsellors.

Part-time guidance counsellors spent the majority of their day on administrative responsibilities and were more likely to have taken a certificate program than other statuses. Part-time counsellors were employed mostly by British Columbia and Saskatchewan, and rarely employed in Québec. Part-time guidance counsellors were also more likely to have less experience as a guidance counsellor than both full-time and itinerant counsellors.

Future Considerations

1. A substantial portion of guidance counsellors' working day is devoted to non-guidance tasks. Guidance counsellors' tasks comprise a wide sphere of responsibilities; however, future efforts could be dedicated to identifying and promoting school board/district and school policies and procedures that reduce the expectations on guidance counsellors with respect to time spent on non-guidance activities.

By freeing up counsellors' time from non-guidance activities, these efforts listed above will deepen the impact of counsellors' services/programs without being an imposition on their time. This in turn will enable parents/guardians to couple information with insight as they advise their children. Ultimately the students will benefit – they will make more informed choices about their futures, pursue more appropriate areas of study and work in careers that are most suited to their interests and aptitudes.

2. With the current ratios of students to guidance counsellors it is obvious that the K-12 school system cannot expect that guidance counsellors have the total responsibility for career and post-secondary education preparation. It has to become the shared responsibility of all K-12 educators, parents/guardians and the communities. Innovative and cost-effective models of service, program and delivery need to be examined and/or developed.
3. Provinces/districts/boards may want to ensure that all counsellors in their respective jurisdictions have adequate professional training for their mandated roles and responsibilities.
4. Provinces should consider developing and implementing targeted career education programs for those youth who are underrepresented in post-secondary education (Aboriginal; first generation students and low income).
5. Provinces need to develop a coherent framework for career development programming with the K-12 system. Mandatory curricula should be monitored to ensure it is being delivered as intended.
6. The current and future career education programs need to be researched to see if they are working.
7. Relatively speaking, surprisingly few schools offer Career Education Workshops for Parents/Guardians. Given that the literature reviewed in this report stresses the pivotal role that parents/guardians play in students' career choices and advocates for more active involvement of parents/guardians in school career development programs, schools may need more support in offering Career Education Workshops for Parents/Guardians. An examination of Career Education Workshop models, frequency, and delivery could point towards best practices in this regard.

8. The low student enrolment rates in cooperative education programs across Canada merits further inquiry. Future research or program evaluation questions could examine whether or not current models of cooperative education are successfully preparing students to follow workplace, apprenticeship or post-secondary education pathways. Are there groups of students who do not have sufficient access to cooperative education programs, and if so, why not? Drawing upon both qualitative and quantitative data, a comparative approach could be taken in which school boards/districts that have high levels of student participation in cooperative education programs are compared to school boards that have low levels of student participation in cooperative education programs. More in-depth analyses could examine provincial school examination results, where available, and socio-demographic data of the neighbourhood catchment areas of participating schools
9. There is an inverse relationship or “trade-off” between (a) mandatory stand-alone career education courses and (b) individual career planning with students. While a caveat must be issued with respect to over-generalization of findings, it appears that the model of mandatory stand-alone career education courses, supported by guidance counsellors, may make the best use of guidance counsellors’ time and reach more students. Future work could examine how to best utilize both classroom teachers’ and guidance counsellors’ insights and input into the delivery of such courses.
10. Discrepancies across the provinces with respect to employment status (full-time, part-time, or itinerant) are associated with differences in work experience, education levels, and time dedicated to individual career planning. Full-time guidance counsellors, on an aggregate level, tend to have more professional preparation. Thus, future considerations could examine the feasibility of offering more full-time (rather than part-time or itinerant) guidance counsellor positions so that all students across Canada, regardless of the province they reside in, have the opportunity to benefit from quality career education.

TABLE OF CONTENTS

EXECUTIVE SUMMARY	I
ACKNOWLEDGEMENTS	1
SECTION 1: INTRODUCTION	3
1.1 PURPOSE AND OBJECTIVES	3
1.2 BACKGROUND	4
1.3 OVERVIEW OF REPORT	8
SECTION 2: RESEARCH APPROACH AND METHODOLOGY	9
2.1 RESEARCH DESIGN	9
2.2 QUANTITATIVE RESEARCH COMPONENTS	9
2.2.1 Communication Plan.....	9
2.2.2 Survey	9
2.2.3 Research Considerations.....	11
SECTION 3: BASELINE DEMOGRAPHICS	13
3.1 SAMPLE OF SURVEY RESPONDENTS.....	13
3.1.1 All Provinces/Territories	13
3.1.2 Language of Respondents.....	14
3.2 EDUCATION.....	15
3.3 EXPERIENCE	16
3.4 EMPLOYMENT STATUS.....	17
3.4.1 Full-time, Part-time, & Itinerant.....	17
SECTION 4: PROVINCIAL FINDINGS	21
4.1 EDUCATION.....	21
4.2 EXPERIENCE	21
4.3 EMPLOYMENT STATUS.....	22
4.4 SPECIFIC CAREER COUNSELLORS.....	23
SECTION 5: MANDATORY CAREER EDUCATION COURSES	25
5.1 PROVINCE.....	26
5.2 GRADE LEVELS	27
5.3 FREQUENCY OF COURSES.....	30
SECTION 6: CAREER EDUCATION WORKSHOPS FOR PARENTS/ GUARDIANS	33
6.1 PROVINCE.....	33
6.2 GRADE LEVELS	34
6.3 FREQUENCY OF WORKSHOPS	35
SECTION 7: COOPERATIVE EDUCATION OPPORTUNITIES	37
7.1 PROVINCE.....	37
SECTION 8: DAILY ACTIVITIES	39
8.1 DAILY ACTIVITIES.....	39
8.2 OTHER RESPONSIBILITIES.....	41

SECTION 9: MAJOR DAILY ACTIVITIES BREAKDOWN	43
9.1 PROVINCES	43
9.2 EMPLOYMENT STATUS	44
9.3 MANDATORY CAREER EDUCATION COURSES.....	45
9.4 SIZE OF SCHOOL	46
SECTION 10: CONCLUSIONS	47
SECTION 11: FUTURE CONSIDERATIONS	49
BIBLIOGRAPHY	51

APPENDIX A: SURVEY INSTRUMENT

APPENDIX B: MAJOR DAILY ACTIVITIES

ACKNOWLEDGEMENTS

The research team at R.A. Malatest & Associates acknowledges the financial support for this project from the Canada Millennium Scholarship Foundation, and wished to thank Yves Y. Pelletier and Margie Layden-Oreto at the Foundation for their intellectual leadership in this project. Access to guidance counsellors was facilitated by key contact individuals in the provinces and the territories, in some school districts and in provincial guidance associations. We thank all of them for their support of the project. Finally, the research team of R.A. Malatest & Associates Ltd. would most like to express their appreciation to all the individuals whose participation in this research contributed to its success.



SECTION 1: INTRODUCTION

The Canada Millennium Scholarship Foundation was established in 1998 to help Canadians meet the challenges of a rapidly changing economy and society by creating opportunities for them to pursue their post-secondary studies.

The Foundation initiated the Millennium Research Program, which is dedicated to examining the determinants of access to and persistence in post-secondary education in Canada. The Research Program advances the study of barriers to post-secondary education and the impact of policies and programs designed to alleviate them. The Program's work has touched on a broad range of subjects that can be grouped under two broad research themes. The first theme is Access to Postsecondary Education, with a focus on who participates in post-secondary education, who does not, and why. The second theme is on Preparing for Postsecondary Education, with a focus on whether students, families and schools have the information, academic support and financial means necessary to plan and prepare for successful entry into the post-secondary level.¹

The Foundation commissioned R.A. Malatest & Associates Ltd. to conduct a time and motion study to strengthen its understanding of the presence of career education in elementary, middle and high schools through the support of school-based counsellors. Since its inception, the Foundation has funded a considerable number of research projects and reports on the role of career education in improving access to post-secondary education. They include: the *Future to Discover* pilot project; the 2003 *Role of Guidance in Post-Secondary Planning*; and *an Examination of Barriers to Pursuing PSE and Potential Solutions*.

1.1 Purpose and Objectives

There is currently no comprehensive study that delineates actual career education being offered through the Pre-Kindergarten to Grade 12 public education sector. The Foundation, in conjunction with the provinces and territories, conducted a pan-Canadian time and motion survey to analyze the amount of career education/counselling currently existing in public schools in order to gain a realistic picture. This survey has the potential to assess the level of career education resources available to all students in Pre-Kindergarten to Grade 12 schools.

¹ Council of Ministers of Education, Canada and Canada Millennium Scholarship Foundation. "An Examination of Barriers to Pursuing PSE and Potential Solutions." Montreal: Canada Millennium Scholarship Foundation, 2008 pg. 5.

1.2 Background

Over the last ten years, several studies have focused on the barriers to accessing post-secondary education, especially among the traditionally underserved groups (first-generation students, lower-income groups, Aboriginals).

For example, *the Price of Knowledge* (2004) identified three categories of barriers to post-secondary studies: academic, financial and informational/motivational.² The report argued that a lack of motivation to go further or lack of information about the benefits/costs are the most significant issues for those who do not have access to post-secondary education. Informational/motivational barriers are defined either as a lack of information to pursue post-secondary studies or lack of information about the importance, advantages and cost of a post-secondary education. Information barriers may include lack of awareness of student loans, career and education options and institution entrance requirements. As such, the report concludes that enhanced career development, especially targeted to those less likely to pursue post-secondary studies, could remove some of these informational/motivational barriers. This report led to the implementation of the Canada Millennium Scholarship Foundation's Future to Discover pilot project.

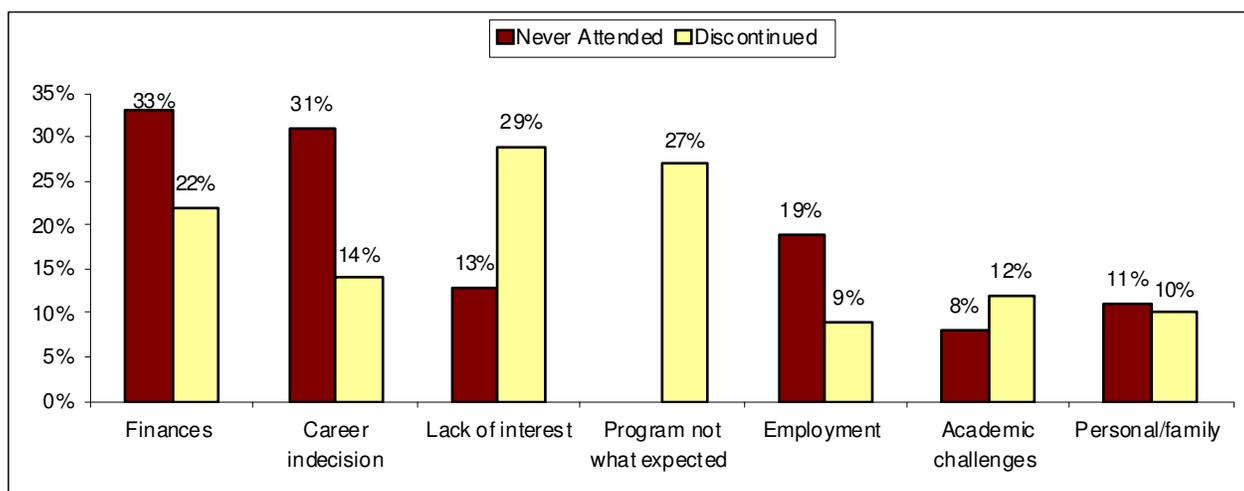
In 2007, the Canada Millennium Scholarship Foundation commissioned a survey targeting the graduating high school class from 2003 in four Canadian provinces to see what post-high school pathways these students selected. Through this *Class of 2003: High School Follow-up Survey*, the report provides the self-reported reasons why some students opted not to pursue post-secondary studies during the four years since graduating high school or why others discontinued their post-secondary studies prior to achieving their credential.³

Respondents were asked to indicate one or more reasons why they had not chosen to pursue post-secondary education after high school or at the time of the survey. Figure 1.1 illustrates the most commonly reported barriers.

² Junor, Sean, and Alex Usher. *The Price of Knowledge 2004: Access and Student Finance in Canada*. Montreal: Canada Millennium Scholarship Foundation, 2004.

³ R.A. Malatest & Associates Ltd. *The Class of 2003: High School Follow-Up Survey*. Montreal: Canada Millennium Scholarship Foundation, 2007, pg. 11.

Figure 1.1
Barriers to Access and Persistence



Never attended n=1,116; Discontinued n=424

Note: Multiple responses possible

Although a financial barrier was reported as the highest percentage regarding the reason students did not pursue post-secondary education, the number of students who reported a lack of career development was the greatest overall factor. The reason is simple: three of the categories fall under the umbrella of career development. In fact, 44% of the *Class of 2003* who did not pursue post-secondary studies identified career indecision or lack of interest in post-secondary education among the factors in not pursuing higher education. For those respondents who had attended post-secondary education but had discontinued, 70% reported their reason for discounting as relating to lack of career direction (lack of interest in the program: 29%; program did not suit them: 27%; and 14% were undecided on their career).⁴

The findings from the *Class of 2003* suggest that an information gap exists with respect to making decisions about post-secondary studies. Less than half of respondents reported that high school had fully provided them with enough information to make informed choices about their career path. In addition, 36% of respondents felt that high school had not fully provided them with enough information to make good post-secondary decisions.⁵ The level of information provided in high school is important: half of respondents who reported that they had discontinued their post-secondary studies because they were undecided about their career also stated that they had not been provided with sufficient information about post-secondary options.⁶

4 R.A. Malatest & Associates Ltd. *The Class of 2003: High School Follow-Up Survey*. Montreal: Canada Millennium Scholarship Foundation, 2007, pg. 13-15.

5 R.A. Malatest & Associates Ltd. *The Class of 2003: High School Follow-Up Survey*. 2007, pg. 13-15.

6 R.A. Malatest & Associates Ltd. *The Class of 2003: High School Follow-Up Survey*. 2007, pg. 13-15.

The need for more emphasis on career development was one of the main conclusions from a report issued by the Council of Ministers of Education, Canada and the Canada Millennium Scholarship Foundation in 2008. The report *An Examination of Barriers to Pursuing PSE and Potential Solutions* concluded that inadequate information on post-secondary choices and their relationship to careers has led some grade 11 students to discount the possibility of additional studies after high school. It also found that only a minority of participants had interacted with their school's guidance counsellors. Those who spoke to them typically reviewed grades and courses. Very few participants had approached their guidance counsellors to inquire specifically about post-secondary education.⁷ In most cases, discussions with guidance counsellors took place after students already began considering alternatives to post-secondary studies.

Many of these students said that information about post-secondary studies and careers should be provided to students and parents/guardians well before the final years of high school, possibly as early as Grade 9. The report also suggests that exploring post-secondary options with students earlier on, and increasing the level of detailed information that is shared as they mature, may lead some students to access to post-secondary studies.⁸ An important finding that emerged from this report is the strong need to present information about post-secondary education alongside information about careers. This would illustrate how they are both linked, but also would help students think more about post-secondary education and future careers. Students who attended a high school "career" course that required them to research different career paths tended to be better informed about post-secondary education than students who did not.⁹

From the review of longitudinal data sets, similar patterns also emerge. One of the findings from analyzing the results of Statistics Canada's *Youth in Transition Survey* (YITS), is "among youth who had left PSE without completing their program, the major reason cited related to a lack of program fit...Ultimately, a notable proportion of post-secondary leavers stated that they had done so either because they didn't like the program or their program wasn't for them."¹⁰

Finally, the *Price of Knowledge* (2007) concludes that a lack of career direction is a barrier to persistence in and of itself.¹¹

The Canadian Career Development Foundation's *Role of Guidance in Post-Secondary Planning* report speaks to the importance of career-development programs and services in students' decision making. The report stressed the need to strengthen student awareness, planning and decision-making with reference to post-secondary education choices and accessing financial supports. The study revealed students' frustration with the following:

7 CMEC. "An Examination of Barriers to Pursuing PSE and Potential Solutions." 2008 pg.12.

8 CMEC "An Examination of Barriers to Pursuing PSE and Potential Solutions." 2008 pg.21-22.

9 CMEC. "An Examination of Barriers to Pursuing PSE and Potential Solutions." 2008 pg. 24

10 Lambert, Mylène, Klarka Zeman, Mary Allen, and Patrick Bussière. 2004. Who Pursues Postsecondary Education, Who Leaves and Why: Results from the Youth In Transition Survey. Ottawa: Statistics Canada, pg 17

11 Berger, Joseph, Anne Motte and Andrew Parkin. The Price of Knowledge: Access and Student Finance in Canada. Montreal: Canada Millennium Scholarship Foundation, 2007, pg 39-40.

- Not enough help connecting entrance requirements and courses of study with a career direction or career path;
- A relatively narrow focus on university as the preferred option;
- The complexity of information and applications; and
- The understanding of costs associated with post-secondary participation.¹²

The findings of these research reports raise an important question: is the career planning that occurs in the K-12 sector adequate?

Beyond the K-12 sector, findings show that parents/guardians are the biggest source of influence in their children's career pathways. The role of parents/guardians in their child's career decision-making process echoes the research done by E. Dianne Looker and Graham S. Lowe as well as Kris Magnusson and Kerry Bernes. Their studies demonstrate that parents/guardians have a significant and lasting impact on the career choices of their sons and daughters.¹³ In fact, University of Lethbridge education professor Kris Magnusson makes it clear that parents/guardians exert the strongest influence on their children's career and post-secondary choices.¹⁴ However not all parents/guardians have the same ability, based on their own lived experiences, to mentor this reflection. Parents/guardians without a post-secondary education experience have greater difficulty in mentoring their children about their options. For these parents/guardians and students, the role of guidance in post-secondary planning becomes increasingly important.

Based on the review of previous studies and reports cited above, career guidance and career education in the K-12 schools is a pivotal part of an effective lifelong learning system. As such, this study aims to delineate actual career education being offered through the K-12 sector.

12 Canadian Career Development Foundation. "The Role of Post-Secondary Planning." Montreal: Canada Millennium Scholarship Foundation, 2003, pg. 25.

13 Looker, Dianne E. and Graham Lowe, Post-secondary Access and Student Financial Aid in Canada: Current Knowledge and Research Gaps . Canadian Policy Research Networks, 2001.

14 Mangnusson, and Kerry Bernes, Comprehensive Career Needs Survey: An Overview. Unpublished paper prepared in partnership with the Chinook Regional Career Transitions for youth Project, the South-western Rural Youth Career Development Project and eight participating school divisions, 2001.

1.3 Overview of Report

This report outlines the detailed results and key findings based on the current research. Following a brief overview of the research approach and methodology, the report is structured to follow the sections of the survey.

The first section of findings, **Baseline Demographics**, provides a profile of guidance counsellors in Canada.

The **Provincial Findings** section presents findings related to the Provinces.

The third section, **Mandatory Career Education Courses**, summarizes the offering of such courses.

The **Career Education Workshops for Parents/Guardians** section focuses on the workshops and frequency with which they are offered.

The next section, **Cooperative Education Opportunities**, focuses on students' involvement in co-op.

The following section, **Major Daily Activities**, reviews the daily activities of guidance counsellors.

Finally, **Major Daily Activities Breakdown** analyses the findings in greater detail.

The **Conclusions** and **Future Considerations** are outlined in Sections 10 and 11. The report also includes, as Appendices, the data collection instrument for this project.

SECTION 2: RESEARCH APPROACH AND METHODOLOGY

2.1 Research Design

The Pan-Canadian Study of Career Development Practices in K-12 Public Schools is a comprehensive study involving an online survey. The survey began on September 28, 2009 and concluded on October 23, 2009. Although the type of work of guidance counsellors do changes throughout the school year, the research team and its advisors felt the time period of this study reflected a typical period of work within schools. A total of 491 surveys were completed by guidance counsellors. All efforts were made to maximize the survey response; however, not all provinces encouraged participation. A copy of the survey instrument used can be found in Appendix A.

2.2 Quantitative Research Components

2.2.1 Communication Plan

An important component of this study was soliciting the support of Departments/Ministries of Education across the country. An initial letter to the Deputy Ministers of K-12 was sent by the Canada Millennium Scholarship Foundation. This letter explained the purpose of the study and the steps involved in the participation. In some provinces, the Departments referred the letter to school boards/districts who liaise more closely with the target audience for this survey. In most jurisdictions, the coordination was taken on by the provincial or territorial consultant for guidance. In addition to approaching the Departments of Education, some provinces, like Manitoba, Ontario and Québec, have well established school counsellors' association. They were also contacted and were encouraged to disseminate a message to their members regarding the importance of the survey through listserv and other electronic forms of communications.

The provincial, territorial, school board and school counselling association contacts were provided with the parameters of the study. They were asked to forward an email to the guidance counsellors within their respective jurisdictions. This email contained a brief description of the objective of the study and the URL. In some school districts/boards, the project team was asked to complete an ethics application. Following the initial email that was sent to the appropriate individual, numerous follow-up emails were sent to highlight the importance of the study and to encourage participation.

2.2.2 Survey

The study examined the responsibilities of school-based guidance counsellors and the provision of career education in their respective schools. Each guidance counsellor was asked to update a log at the end of every morning and afternoon for three consecutive days in a standard week. The findings report data as an average

over the 3 days. Counsellors were encouraged to update the log as frequently as possible so as to prevent any recall errors.

The first part of the survey asked counsellors to complete background information about themselves and their schools. The second portion of the survey asked counsellors to complete an activity log in blocks of 30 minutes in a fixed time interval. In each block of time, the participant was asked to code their week to correspond with the following categories:

Major Daily Activities	Activity Subcategories
Career education curriculum (Could include any or all of the following: personal development, career awareness, career exploration; career decision making and lifelong learning.)	Delivering career education curriculum; Assisting in-career education classroom activities; Supporting in-career education classroom activities; Leading career-specific group activities; Not applicable; Other
Individual planning (Includes work relevant to learning disabilities, classroom placement, individual education plan, etc.)	Individual advisement; Individual assessment; Placement; Not applicable; Other
Individual career planning (Includes work relevant to career planning and preparation for life after high school)	Individual advisement; Individual assessment; Placement; Career exploration; Not applicable; Other
Responsive services	Consultation; Personal counselling; Small groups; Provide educational or career information; Crisis counselling; Referral; Not applicable; Other
Program support	Research; Community development; Curriculum development; Professional development; Not applicable; Other
Administrative responsibilities	Course selection; Course change; Timetables; Registering new students; Balancing class sizes; Not applicable; Other
Non-guidance, non-administrative activities	Teaching duty; Bus duty; Lunchroom duty; Corridor duty; Not applicable; Other
Lunch/Break	Personal lunch hour; Break

Guidance counsellors also had the opportunity to enter into a draw for \$1,000 in professional development funding.

2.2.3 Research Considerations

Considerable effort was made throughout all stages of the *Pan Canadian Study of Career Development Practices in K-12 Public Schools* to gather information that is representative and reliable. However, as with all research endeavours, some considerations should be noted.

The small sample size limits the level of detail in the data analysis. The survey used a sample of convenience – those who were aware of the study and who opted to participate. A total of 491 respondents provided input. These respondents were not randomly selected.

A comprehensive outline of the Canadian population of guidance counsellors was not available. This prevented the researchers from weighting the sample. Without weighting, the researchers could only use raw data. The data will be provided at the national level. In some provinces, where there were greater than 25 respondents, some province-specific data will be shared. Provinces with fewer than 25 respondents will not be presented separately to protect the privacy of the respondents.

Due to the cross sectional nature of the survey, it provides a 'snapshot in time' of the duties, activities and responsibilities of guidance counsellors and their perceptions of the career education programming in their respective schools. As a result, the findings must be viewed in context, when the data was gathered, and should not be generalized to all guidance counsellors.



SECTION 3: BASELINE DEMOGRAPHICS

3.1 Sample of Survey Respondents

The nature of the survey allowed respondents to log in and out of the online survey and complete different parts at their convenience. All questions were optional, and respondents could stop the survey at any time. As a result, differences exist between the number of people who started the survey, answering some questions, and those respondents who completed the survey. Many of the respondents completed the first portion of the survey; however, some chose not to complete the activity logs. Most of the respondents who chose to complete the activity logs, completed day one. As a result of the differing patterns of response, all respondents who started the survey were included in the analysis.

As such, 71% of respondents completed the survey up to the activity logs; 51% completed the survey and the first day of activity log; 36% completed the survey and two days of activity logs; and 33% completed the survey and all three days of activity logs.

3.1.1 All Provinces/Territories

A web-based survey approach was used to reach as many counsellors in elementary, middle/junior, and high schools throughout Canada. Table 3-1 details the total number of respondents from each of the provinces and territories.

Table 3-1
Provincial/Territorial Response Statistics

Province/ Territory		Number of Responses
Nunavut		2
Northwest Territories		3
Yukon		2
British Columbia		63
Alberta		4
Saskatchewan		64
Manitoba		15
Ontario		145
Québec		51
New Brunswick	Anglophone sector	101
	Francophone sector	25
Nova Scotia		6
Newfoundland and Labrador		1
Prince Edward Island		9
Total		491

Source: Survey question B1

Due to the low response rates in some of the provinces and territories, only five of the provinces: British Columbia, Saskatchewan, Ontario, Québec, and New Brunswick (Anglophone and Francophone sectors) are analyzed further on an individual provincial level throughout the report.

3.1.2 Language of Respondents

The survey was made available in the two official Canadian languages, English and French. Despite this availability, English dominated as the primary language of response, with 83% of respondents selecting to complete the survey in English.

Table 3-2
Language of Responses

Language	Percentage of Responses
English	83%
French	17%

n= 491

As indicated in Table 3-3, French-language responses were primarily from the provinces of Québec (62%) and New Brunswick (31%), with a few other French-language responses in Manitoba, Ontario and Newfoundland and Labrador.

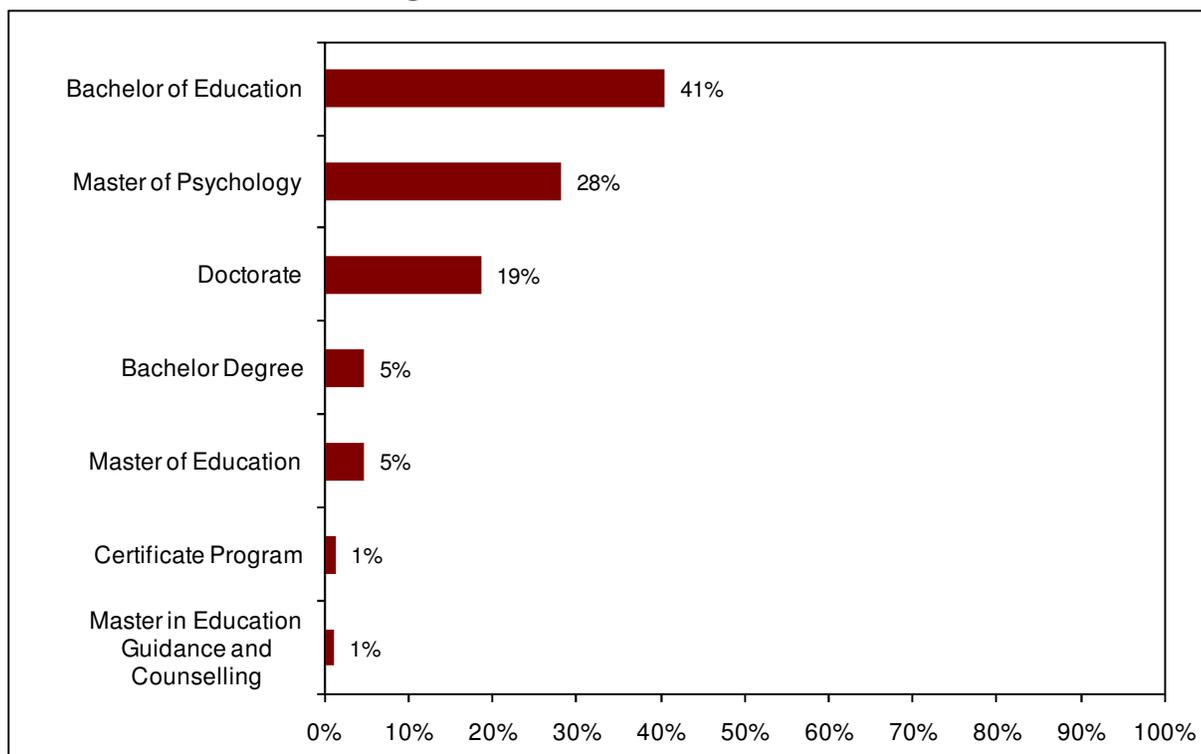
**Table 3-3
Language of Respondents by Province**

	English	French
Northwest Territories	3	0
Yukon	2	0
Nunavut	2	0
British Columbia	63	0
Alberta	4	0
Saskatchewan	64	0
Manitoba	13	2
Ontario	142	3
Québec	0	51
New Brunswick	101	25
Newfoundland and Labrador	0	1
Nova Scotia	6	0
Prince Edward Island	9	0

3.2 Education

Nationally, the majority of counsellors (41%) indicated that they held a Bachelor of Education degree, followed by 28% holding a Master of Psychology. Almost one-fifth of guidance counsellors had a doctorate. For those holding only a Bachelor of Education degree – the largest group of our survey respondents -- this survey cannot determine if they have specific training in guidance, counselling or career education.

Figure 3-4
Highest Level of Education



n=503

Source: Survey Question A1

3.3 Experience

Respondents reported how many years of experience they had working as guidance counsellors. Those with fewer than five years experience made up the largest group of respondents (38%), although all levels of experience were represented in the sample.

Table 3-5
Year of Experience as a Guidance Counsellor

Fewer than 5 years	38%
6 to 10 years	25%
11 to 15 years	16%
16 to 20 years	11%
Over 20 years	11%

n=494

Source: Survey question A4

There appears to be a balance in the system regarding the number of years of experience in the field. The energy, enthusiasm and most likely current ways of

thinking that would be representative of the 38% reporting fewer than 5 years of experience, could be coupled with the corporate history and experience of those counsellors reporting over 20 years of experience. An excellent opportunity for mentoring exists and is hopefully being pursued.

3.4 Employment Status

3.4.1 Full-time, Part-time, & Itinerant

Three distinct categories of guidance counsellor employment were sampled: full-time counsellors, part-time counsellors, and itinerant guidance counsellors. An itinerant guidance counsellor is defined as an individual assigned to several schools as opposed to one school. When a school's population does not warrant a full time counsellor, the itinerant guidance counsellor may be assigned to 3 smaller schools, for example. The majority of counsellors surveyed were employed full-time (67%). The employment status of respondents cannot be weighted as it is not known how many in each category exist throughout Canada.

Table 3-6
Employment Status

Employment Status:	# of Respondents	% of Responses
Full Time counsellor	321	67%
Part-time counsellor	125	26%
Itinerant counsellor	35	7%

n= 481

Source: Survey question A2

Guidance counsellor employment status was further examined to assess levels of education across different employment statuses. Table 3-7 details the differing levels of education; all counsellors, regardless of employment status, most often report holding a Bachelor of Education as their highest level of education. There are also strong similarities for those people indicating they hold a Master of Psychology. Almost a fifth of full time counsellors and itinerant counsellors hold doctorates. Once again, for those holding only a Bachelor of Education degree, this survey cannot determine if they have specific training in guidance, counselling or career education.

**Table 3-7
Employment Status by Education**

	Full-time counsellor	Part-time counsellor	Itinerant counsellor
Bachelor Degree	5%	4%	6%
Bachelor of Education	39%	46%	40%
Master of Education	4%	6%	0%
Master of Psychology	28%	25%	31%
Master in Education Guidance and Counselling	1%	2%	3%
Doctorate	21%	13%	20%
Other	0%	0%	0%
Other type of Masters	0%	1%	0%
Certificate Program	1%	2%	0%

Full-time n=321, Part-time n=125, Itinerant n=35
Source: A1 and A2

It is interesting to note that itinerant guidance counsellors spend 80-100% of their time on guidance and counselling, while part-time counsellors spend only 40-60% of their time on the same. It is certainly worthy of further investigation as to whether part-time counsellors, since they are housed in the schools, are being assigned other duties that are non guidance related. Itinerant counsellors on the other hand may go to their assigned schools for certain portions of their week then move on to their next school. They may have more influence over their individual schedules and their duties due to the transient nature of their presence in any particular school.

**Table 3-8
Percentage of Time Allotted for Guidance**

	Part-time counsellor	Itinerant counsellor
Under 20%	13%	6%
20% to 40%	15%	0%
40% to 60%	35%	18%
60% to 80%	27%	15%
80% to 100%	9%	62%

Part-time n=124, Itinerant n=34
Source: Survey questions A2 and A3

All guidance counsellors were asked how many years of experience they had as a guidance counsellor. As demonstrated in Table 3-9, counsellors with fewer than 5 years of experience were the largest group of respondents. Full-time counsellors reported having the most experience, with 12% reporting over 20 years of experience. The survey also indicates that only 6% of itinerant guidance counsellors have 16 – 20 years of experience and 6% over 20 years. One observation that may

be applied is that guidance counsellors entering the field may accept itinerant positions as a way of gaining experience and then aspire and apply for full time guidance positions. When considering the numbers of school guidance positions, it is most likely a competitive field to access.

Table 3-9
Employment Status by Years of Experience

	Full-time counsellors	Part-time counsellors	Itinerant counsellors
Fewer than 5 years	33%	44%	38%
6 to 10 years	26%	23%	26%
11 to 15 years	16%	14%	24%
16 to 20 years	13%	7%	6%
Over 20 years	12%	11%	6%

Full-time n=320, Part-time n=124, Itinerant n=34
Source: A2 and A4

In order to further examine the number of counsellors to students, the number of full and part-time counsellors was reported based on the size of the schools. Table 3-10 reports the split between full and part-time counsellors based on school size; from this table, it is evident that small schools have an even split of full and part-time counsellors. Medium and medium large schools tend to have higher percentages of full-time guidance counsellors than part-time guidance counsellors, whereas large schools have an approximate 4:1 ratio of full time to part-time counsellors.

Table 3-10
Percentage of Full and Part-Time Counsellors Per School by Size of School

	Small	Medium	Medium Large	Large
	1 to 500 students (n=153)	501 to 1000 students (n=145)	1001 to 1500 students (n=106)	1501 or more students (n=36)
Full-time	50%	79%	90%	81%
Part-time	50%	21%	10%	19%

Further examination of counsellors to students, showed that the larger the school, increased the likelihood of more full-time counsellors and fewer part-time counsellors.

By taking the midpoint of each category, an improvised ratio of students to guidance counsellors can be calculated for illustrative/ comparative purposes only. The results show that small schools most often have 1 part-time counsellor for every 250 students, medium schools have 1 full time counsellor for every 750 students, medium large schools have one full time counsellor for every 625 students, and large schools had 1 full time counsellor for every 666 students (assuming the school size

was 2000). Based on these midpoint ratios, medium large schools have the highest ratio of full time counsellors to students.

Table 3-11
Number of full time counsellors per school by size of school

Number of Full time counsellors	Small	Medium	Medium Large	Large
	1 to 500 students (n=184)	501 to 1000 students (n=154)	1001 to 1500 students (n=106)	1501 or more students (n=41)
No full time counsellors	61%	16%	4%	5%
1 counsellor	36%	47%	17%	15%
2 counsellors	2%	33%	38%	17%
3 counsellors	1%	3%	31%	27%
4 counsellors	0%	0%	9%	24%
5 or more counsellors	1%	1%	1%	12%

It is cause for concern to note that 5% of large schools, which have a population of 1501 or more students, 4% of medium large, which have 1001 – 1500 students and 16% of medium sized schools 501-1000 students have no full time guidance counsellors. Given that, as reported in the *Role of Guidance in Post-Secondary Planning 2003*, parents/guardians believe that the guidance counsellors are looking after the career education of their children. These percentages certainly represent red flags. Equally as noticeable are the percentage of large schools who have only one counsellor (15%) and 17% have only two counsellors.

Table 3-12
Number of part-time counsellors per school by size of school

Number of Part time counsellors	Small	Medium	Medium Large	Large
	1 to 500 students (n=184)	501 to 1000 students (n=154)	1001 to 1500 students (n=106)	1501 or more students (n=41)
No part-time counsellors	32%	45%	47%	54%
1 counsellor	59%	35%	35%	12%
2 counsellors	8%	15%	9%	20%
3 counsellors	2%	5%	7%	10%
4 counsellors	1%	1%	2%	2%
5 or more counsellors	0%	0%	0%	2%

SECTION 4: PROVINCIAL FINDINGS

As previously noted, only five of the provinces: British Columbia, Saskatchewan, Ontario, Québec, and New Brunswick (Anglophone and Francophone sectors), had high enough response rates to report on. These provinces will be compared both to each other as well as to the national average, where applicable.

4.1 Education

Due to the multiple response of the question of education, respondents could report on all levels of education they held; Table 4-1 illustrates the highest level of education reported. Counsellors in Saskatchewan and Ontario typically reported holding a Bachelor's degree. The remaining provinces did not follow that trend, and most counsellors in those provinces held a Master's degree. New Brunswick Anglophone (33%) and Francophone (40%) as well as Québec (29%) had notably high percentages of guidance counsellors holding Doctorates.

Table 4-1
Education by Province

	British Columbia	Saskatchewan	Ontario	Québec	New Brunswick		National
					Anglo	Franco	
Bachelor's Degree	22%	72%	79%	8%	29%	4%	45%
Master's Degree	62%	22%	15%	61%	39%	52%	34%
Doctorate	14%	3%	5%	29%	33%	40%	19%
Certificate Program	2%	3%	1%	2%	0%	0%	1%
Other	0%	0%	0%	0%	0%	4%	0%

British Columbia n=63, Saskatchewan n=64, Ontario n=145, Québec n=51, New Brunswick EN n=101 FR n=25

Source: A1 and B1

Note: Totals do not add to 100% due to multiple responses.

4.2 Experience

Guidance counsellors across the country reported varying levels of experience in their field. Most notably, counsellors in Saskatchewan indicated they had the least amount of experience when compared to the other four provinces as well as the national average. Overall, Québec and Francophone New Brunswick counsellors reported having the widest range of years of experience. This table allows provinces to compare the experience level of their counsellors with other provinces and with the national average. It would be interesting to ascertain whether or not the high percentages in Québec (24% with fewer than 5 years; 31% with 6-10 years) and Saskatchewan with (42% with fewer than 5 years; 38% with 6-10 years) are as a result of adding additional school counsellors to their systems, thus over time lowering the ratio of students to counsellors. It is interesting to note that New Brunswick (Francophone sector) counsellors had the most experience.

Table 4-2
Years of Experience by Province

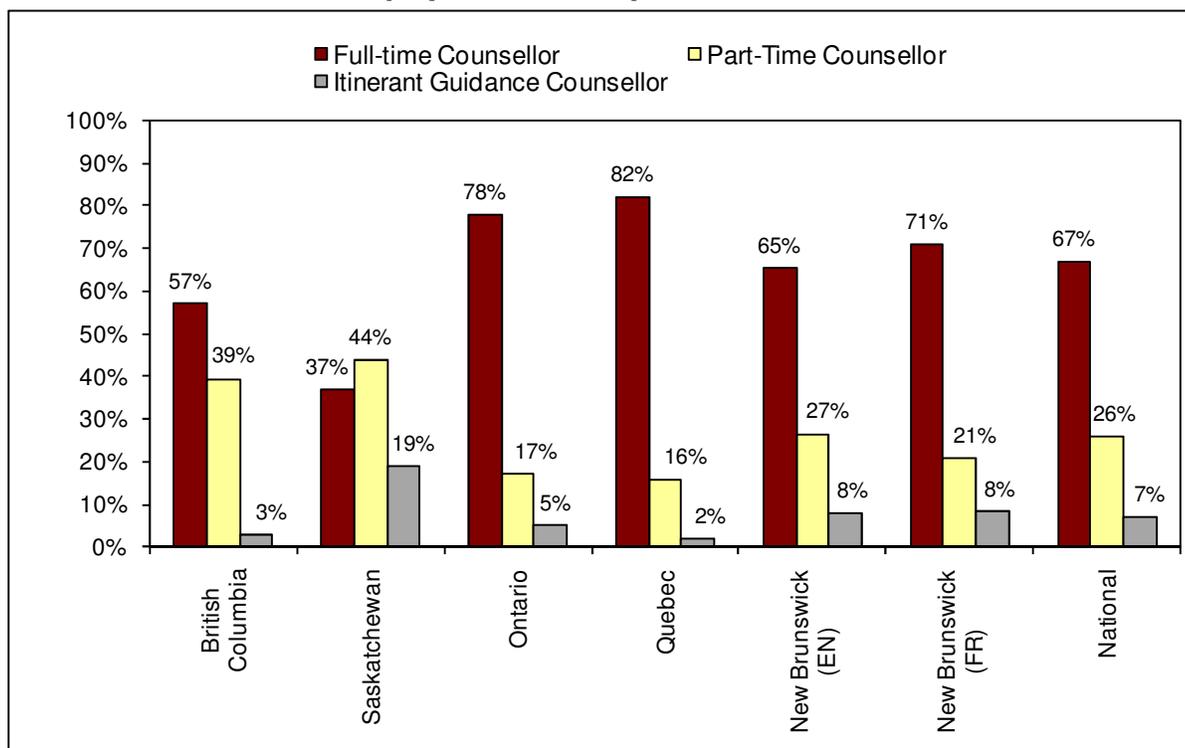
	British Columbia	Saskatchewan	Ontario	Québec	New Brunswick		National Average
					EN	FR	
Less than 5 years	40%	42%	39%	24%	43%	20%	38%
6 to 10 years	17%	38%	24%	31%	23%	12%	25%
11 to 15 years	19%	8%	15%	22%	17%	24%	16%
16 to 20 years	11%	6%	12%	12%	8%	12%	11%
Over 20 years	13%	6%	10%	12%	10%	32%	11%

British Columbia n=63, Saskatchewan n=64, Ontario n=145, Québec n=51, New Brunswick EN n=101 FR n=25
Source: A4 and B1

4.3 Employment Status

As Section 3.4 discussed, three employment statuses were reported: full-time guidance counsellors, part-time guidance counsellors, and itinerant guidance counsellors. Within the individual provinces, the employment statuses of guidance counsellors varied greatly. New Brunswick (Anglophone sector) very closely resembled the national average in terms of employment statuses of guidance counsellors. Ontario and Québec both hired a great deal more full-time counsellors than the national average, while hiring fewer part-time and itinerant counsellors than the national average. Saskatchewan was the only province where part-time guidance counsellors exceeded full-time guidance counsellors, and exceeded the number of itinerant guidance counsellors by 12% more than the national average.

**Figure 4-1
Employment Status by Province**



British Columbia n=63, Saskatchewan n=64, Ontario n=145, Québec n=51, New Brunswick EN n=101 FR n=25
Source: A2 and B1

4.4 Specific Career Counsellors

In addition to regular guidance counsellors, some schools have specific career counsellors. Respondents reported whether their school had these specific career counsellors; those who indicated their school had specific career counsellors were asked to report how many were in their respective schools. Schools which had specific career counsellors, usually had only one (80%), thus making the ratio of students to career counsellors very high.

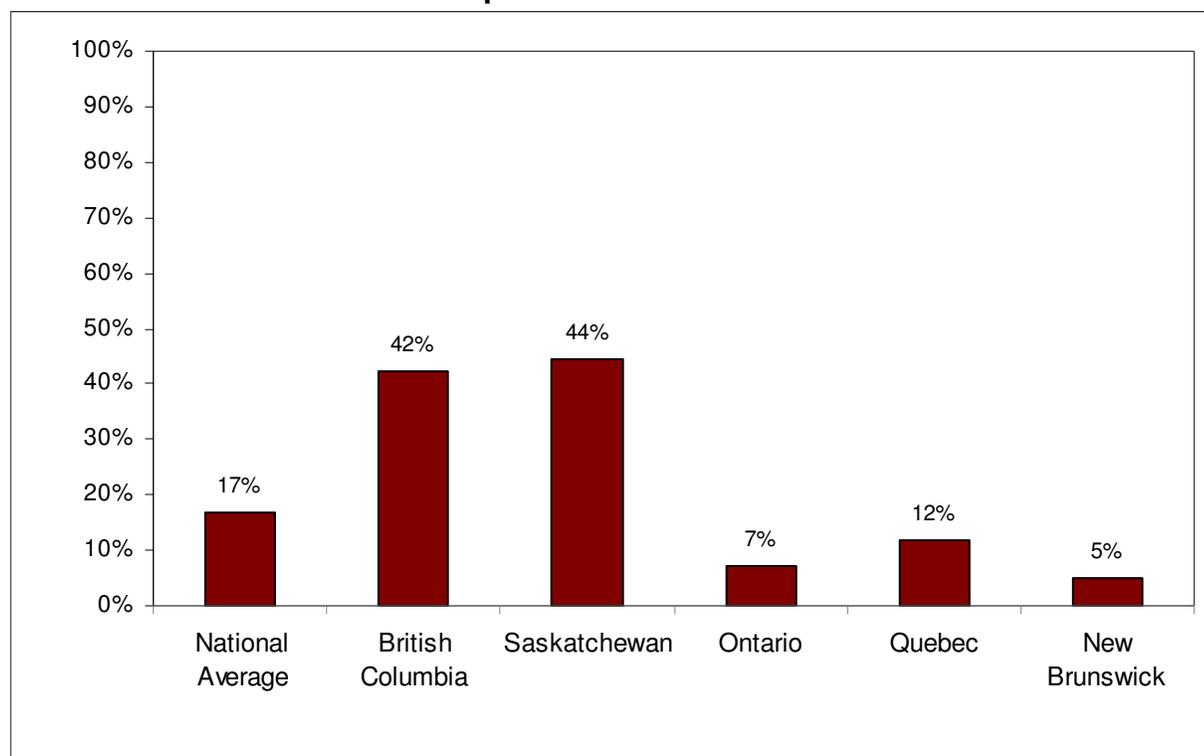
**Table 4-3
Number of Specific Career Counsellors**

1 counsellor	80%
2 counsellors	11%
3 counsellors	4%
4 counsellors	4%
5 counsellors	1%

n=75
Source: A8

Across the provinces, Figure 4-2 illustrates large differences exist in terms of which provinces have specific career counsellors. The findings show that the western provinces (British Columbia and Saskatchewan) have career specific counsellors in almost half of their schools; whereas Ontario (7%) and New Brunswick (5%) report very low incidence of specific career counsellors. As one might expect, due to the large ratio of students to career counsellors, these career counsellors would be challenged to provide one on one in depth career counselling for the entire school population. It is worthy of further investigation to determine their actual mandate regarding the total school population.

Figure 4-2
Schools with Specific Career Counsellors



British Columbia n=59, Saskatchewan n=61, Ontario n=143, Québec n=42, New Brunswick EN n=6 FR n=0.

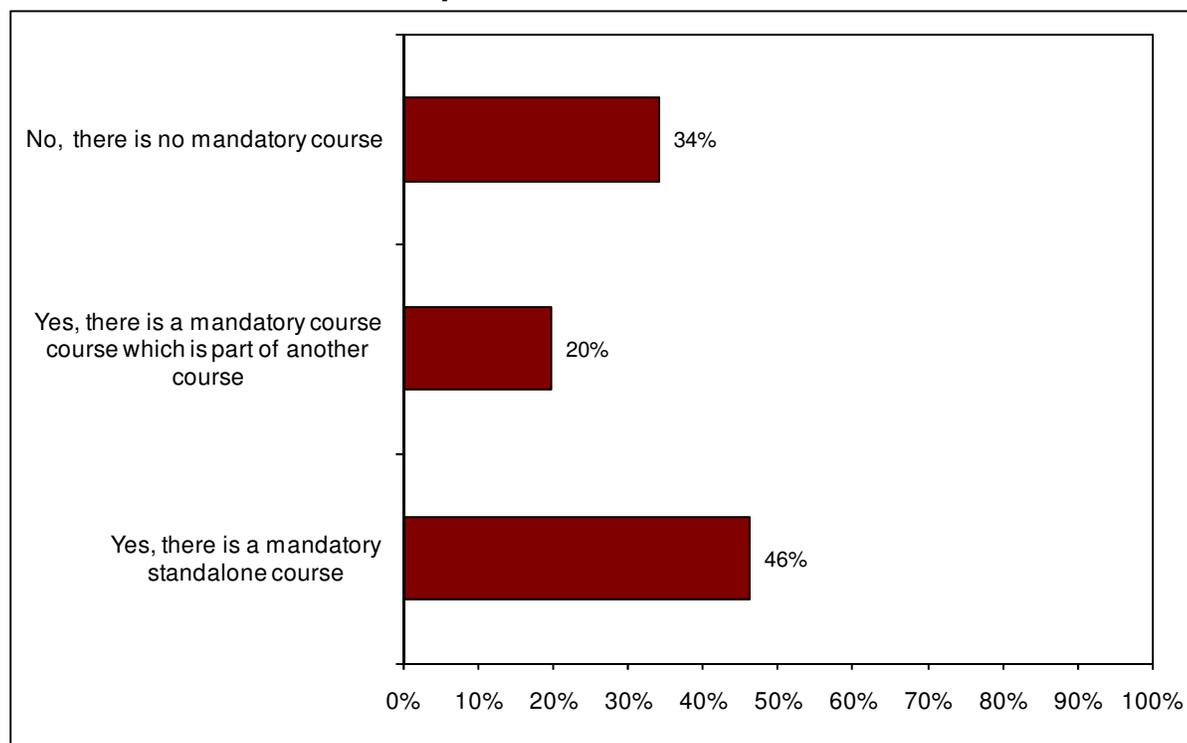
Source: A7 and B1

Note: No French guidance counsellors indicated their school had specific career counsellors in New Brunswick.

SECTION 5: MANDATORY CAREER EDUCATION COURSES

Mandatory career education courses are provided and endorsed by the Ministry/Department of Education. The survey questioned guidance counsellors about whether their school offered a mandatory career education course(s).

Figure 5-1
Mandatory Career Education Courses



n=487

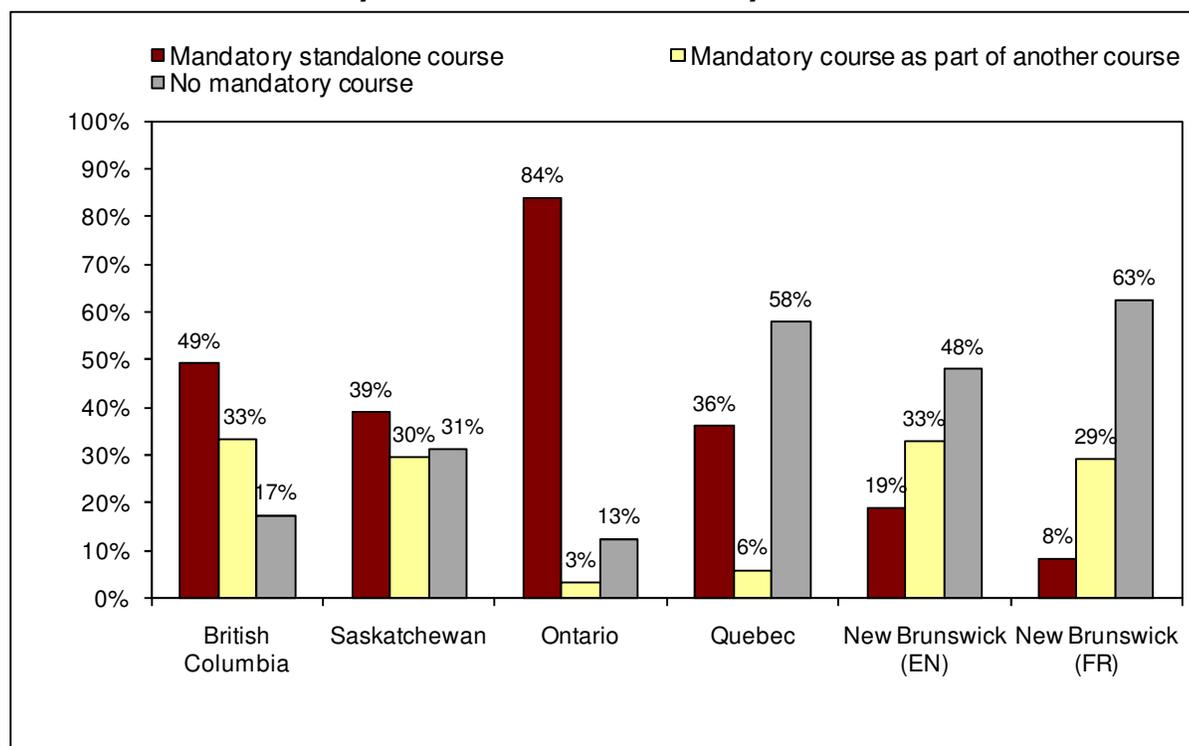
Source: B4

Considering the research that has been earlier cited regarding the importance of career development and considering the uneven distribution of guidance counsellors in the system, it is surprising to realize that it is possible for students to graduate from high school never having been exposed to career education. Thirty-four percent of respondents said there was no mandatory career education course in their respective schools, with 46% of respondents stating that there was a mandatory course. If students are to make informed decisions about their future career paths and post-secondary education, this report underscores that career education is not currently happening in all provinces. Additionally in at least two of the reporting provinces, the mandatory course exists at the grade 10 level, leaving all other career related courses as electives. It would also be interesting to investigate how the model of having a mandatory course that is part of another course is working out as 20% of respondents reported that this was the case.

5.1 Province

Mandatory career education courses were delivered in different manners and at different rates throughout the provinces. It is interesting to note that although Ontario and New Brunswick (Anglophone sector), to name two provinces, indicate in other reports that they do in fact have a mandatory career education course, the counsellors in these two provinces who responded to the study indicated that in Ontario 84% of the schools had a mandatory career education course and in New Brunswick (Anglophone sector) only 48% reported having one. Fewer than one in ten (8%) of New Brunswick (Francophone sector) guidance counsellors reported having a mandatory course. This of course begs the question as to why mandatory curriculum is not being offered in all schools. It is worthy of noting that Ontario overwhelmingly offered a mandatory career education course(s) when compared to the other provinces.

Figure 5-2
Mandatory Career Education Courses by Province



British Columbia n=63, Saskatchewan n=64, Ontario n=144, Québec n=50, New Brunswick EN n=100 FR n=24.
Source: B1 and B4

5.2 Grade Levels

Guidance counsellors in the survey were asked to report the grade levels in their schools. The question was multiple responses, so respondents reported yes or no to each grade level, beginning at Pre-Kindergarten to Grade 12 or Alternative Education Site/School.

Pre-Kindergarten to Grade 5 (51%) did not offer a mandatory career education course for students. Of those who reported yes, they were more likely to have a mandatory standalone course than have the career education as part of another course. The overall offering of mandatory career education courses was 49%. It is important to note that career development experts would emphasize the importance of early intervention programs at the elementary level.

Table 5-1
Mandatory Career Education Courses by Pre-K to Grade 5

	Mandatory Standalone Course	Mandatory Course (Part of Another Course)	No Mandatory Course
Pre-kindergarten	37%	26%	37%
Kindergarten	28%	16%	55%
Grade 1	27%	18%	56%
Grade 2	27%	16%	57%
Grade 3	27%	16%	57%
Grade 4	28%	15%	57%
Grade 5	29%	18%	52%
Pre-Kindergarten – Grade 5 Total	29%	20%	51%

Pre-Kindergarten – Grade 5 n=112

Source: B4 and B3

Note: Multiple responses permitted.

Québec (67%) and Saskatchewan (58%) had a mandatory course offered from Pre-Kindergarten to Grade 5.

Table 5-2
Mandatory Career Education Courses by Pre-K to Grade 5

Pre-Kindergarten - Grade 5	Mandatory Standalone Course	Mandatory Course (Part of Another Course)	No Mandatory Course
British Columbia	38%	13%	50%
Saskatchewan	58%	27%	15%
Ontario	0%	0%	100%
Québec	67%	17%	17%
New Brunswick (Anglophone)	18%	16%	67%

British Columbia n=8, Saskatchewan n=26, Ontario n=3, Québec n=6, New Brunswick n=51.

Source: B1, B4 and B3.

Note: Multiple responses permitted. The absence of respondents from the K-5 sector in New Brunswick (Francophone sector) results in no separate reporting in this table.

Grades 6 through 8 showed an increase (11%) in the offering of mandatory career education course(s) when compared to Pre-Kindergarten to Grade 5. Grades 6 through 8 were 1% more likely to offer mandatory standalone course(s) than no course(s) at all. Overall, the offering of mandatory course(s) was 60%.

Table 5-3
Mandatory Career Education Courses by Grade 6-8

	Mandatory Standalone Course	Mandatory Course (Part of Another Course)	No Mandatory Course
Grade 6	32%	24%	44%
Grade 7	39%	18%	44%
Grade 8	41%	21%	38%
Grade 6-8 Total	40%	20%	39%

Grade 6-8 n=250

Source: B4 and B3

Note: Totals may not equal 100% due to rounding. Multiple responses permitted.

Over half (56%) of Saskatchewan and Ontario guidance counsellors reported that they offered a mandatory course. In contrast, 53% of Québec guidance counsellors indicated they did not have a mandatory course.

Table 5-4
Mandatory Career Education Courses by Grade 6-8

Grade 6-8	Mandatory Standalone Course	Mandatory Course (Part of Another Course)	No Mandatory Course
British Columbia	48%	35%	17%
Saskatchewan	56%	24%	20%
Ontario	56%	3%	42%
Québec	40%	7%	53%
New Brunswick (Anglophone)	25%	35%	40%

British Columbia n=48, Saskatchewan n=41, Ontario n= 36, Québec n=45, New Brunswick n=97.

Source: B1, B4 and B3.

Note: Multiple responses permitted. Reporting for the Francophone sector in New Brunswick was suppressed due the base being too small.

Grades 9 through 12 showed the strongest offerings of mandatory career education course(s), with 74% of surveyed guidance counsellors reporting that their school offered a mandatory course. Of the mandatory courses offered, they were most likely to be offered as a standalone course (55%), rather than as part of another course (19%).

Table 5-5
Mandatory Career Education Courses by Grade 9-12

	Mandatory Standalone Course	Mandatory Course (Part of Another Course)	No Mandatory Course
Grade 9	56%	19%	25%
Grade 10	56%	19%	24%
Grade 11	56%	19%	25%
Grade 12	59%	21%	20%
Grade 9-12 Total	55%	19%	26%

Grade 9-12 n=395

Source: B4 and B3

Note: Multiple responses permitted.

Grade 9 through 12 showed the strongest offering of mandatory course(s) especially in Ontario. Québec lagged behind.

Table 5-6
Mandatory Career Education Courses by Grade 9-12

Grade 9-12	Mandatory Standalone Course	Mandatory Course (Part of Another Course)	No Mandatory Course
British Columbia	55%	36%	9%
Saskatchewan	39%	31%	31%
Ontario	92%	4%	5%
Québec	36%	6%	58%
New Brunswick	Anglophone	28%	34%
	Francophone	11%	50%

British Columbia n=53, Saskatchewan n=62, Ontario n=132, Québec n=50, New Brunswick EN n=50 FR n=18.

Source: B1, B4 and B3

Note: Multiple responses permitted.

Alternative Education Schools/Sites were very similar to Grades 9 through 12 in terms of their offerings of mandatory career education course(s). A total of seventy-two percent of counsellors surveyed indicated that their school offered a mandatory career education course, with 54% indicating that course was a standalone course.

Table 5-7
Mandatory Career Education Courses for Alternative Education School/Site

	Mandatory Standalone Course	Mandatory Course (Part of Another Course)	No Mandatory Course
Alternative Education Site	54%	18%	28%

Alternative Education Site n=125.

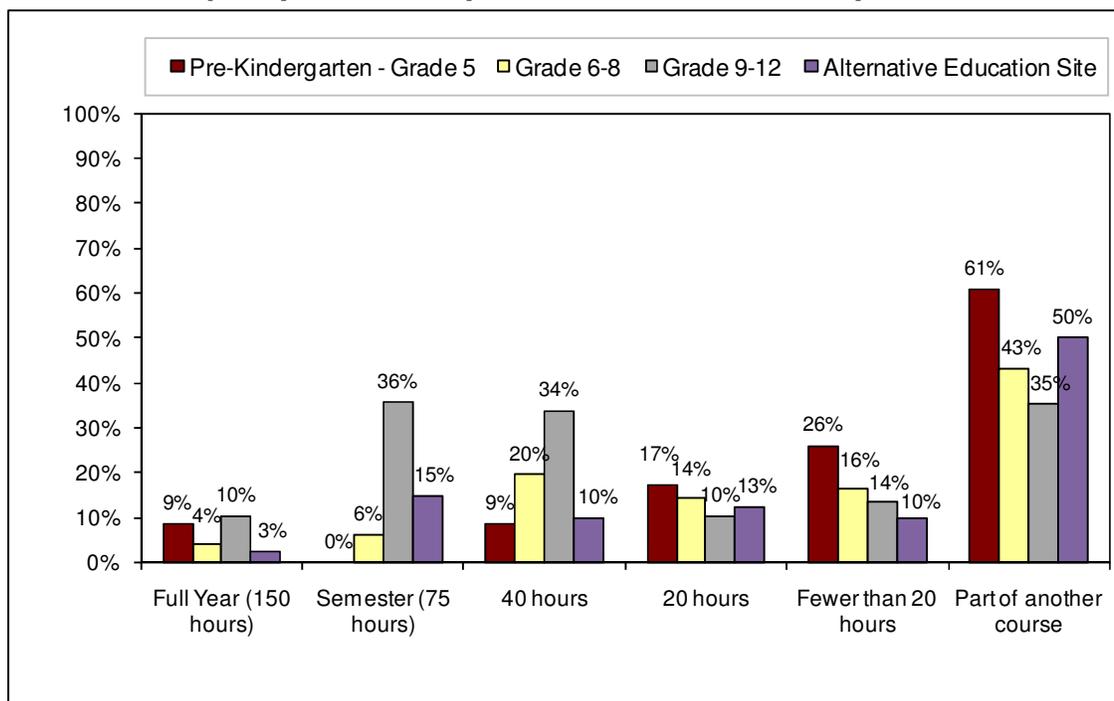
Source: B4 and B3

Note: Multiple responses permitted.

5.3 Frequency of Courses

Surveyed guidance counsellors were asked to report the frequency of the mandatory career education courses that their school offered. The majority of schools, as illustrated in Figure 5-3, indicated that their course was part of another course and therefore did not have specific time allotted to it. For grades 9-12, it was common for mandatory career education courses to be either a semester (36%) or 40 hours (34%).

Figure 5-3
Frequency of Mandatory Career Education Courses by Grade



Pre- Kindergarten n=23, Grade 6-8 n=97, Grade 9-12 n=286, Alternative Education Site n=40.
 Source: B4 Note: Multiple Responses Permitted

According to the respondents, Table 5-5 clearly indicates that despite the growing body of research, career education and career planning are not priorities in grades 9 through 12.

It is also obvious from tables 5-1 to 5-7 that there is great deal of inconsistency both nationally and within individual provinces regarding career development. Given the dramatic changes and new demands of the workplace, widespread attention has to be focused on the need for high quality career development programs for youth. Canada has the *Blueprint for Life/Work Designs* which includes specific guidelines for elementary, middle/junior and high school to strengthen their career development and transition programs. If education systems support life long learning and equal opportunities for all children and believe that all children could benefit from guidance and career education from within the K-12 school system then this report will assist provinces as they closely examine what the current status is in their respective systems.

We know that roughly 70% of all jobs will soon require credentials beyond those of a high school diploma. If K-12 systems are not offering career education courses that closely link career pathways with post-secondary education, then it begs the question as to where the K-12 students will access this information in a meaningful way. It is clear from the research that students require assistance and support while attempting to move through the labyrinth of information regarding career pathways and post-secondary education.



SECTION 6: CAREER EDUCATION WORKSHOPS FOR PARENTS/ GUARDIANS

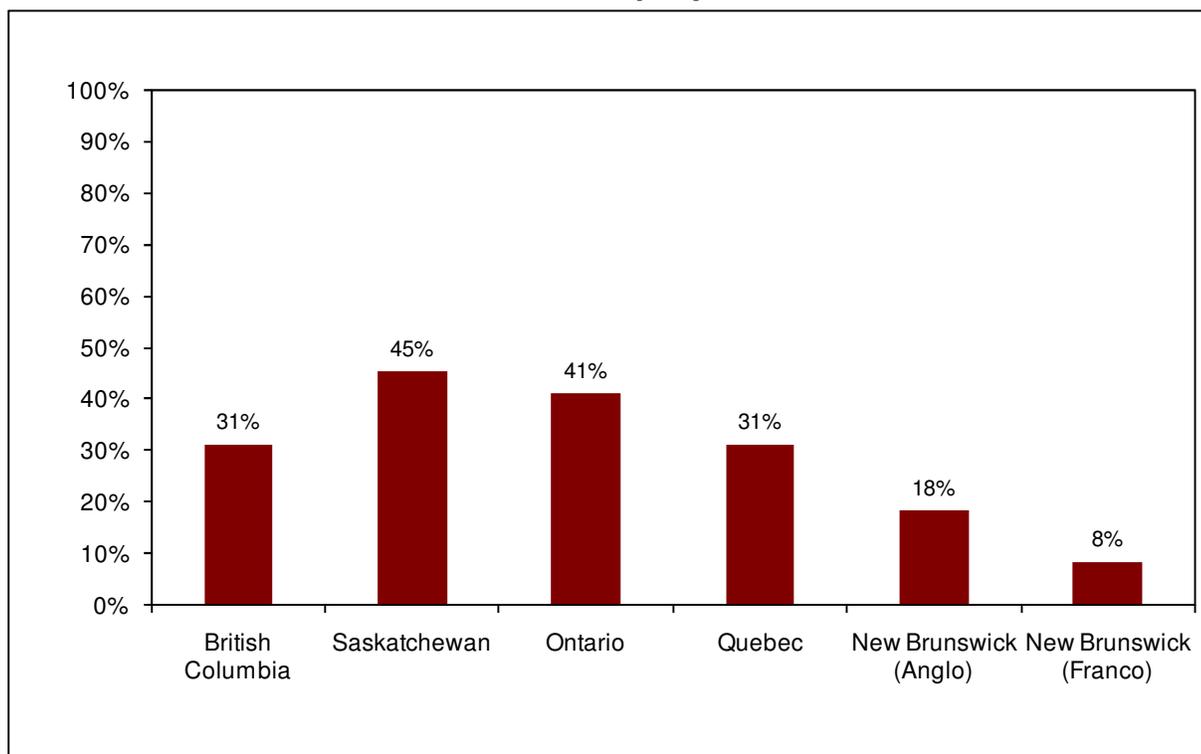
As mentioned in the introduction, several studies demonstrate that parents/guardians have the strongest influence on their children's career and post-secondary choices. However, parents/guardians without a post-secondary education experience have greater difficulty in mentoring their children about their options. For these parents/guardians and students, the role of guidance in post-secondary planning becomes critically important.

Guidance counsellors in the survey were asked whether their school offered any career education workshops for parents/guardians. Career Education Workshops provide up-to-date information to parents/guardians on career development, post-secondary education and the labour market. The Workshops help parents/guardians become career allies for their children. Thirty-three percent of counsellors indicated that yes, their school did offer these workshops for parents/guardians of students.

6.1 Province

Although overall, 33% of surveyed guidance counsellors indicated that their school offered career education workshops for parents/guardians of students, that rate differed throughout the provinces. As Figure 6-1 depicts, Saskatchewan (45%) and Ontario (41%) were most likely to offer these workshops, while New Brunswick (Anglophone sector) (18%), New Brunswick (Francophone sector) (8%), British Columbia and Québec (31%) were least likely to offer workshops for parents/guardians.

Figure 6-1
Career Education Workshops by Province



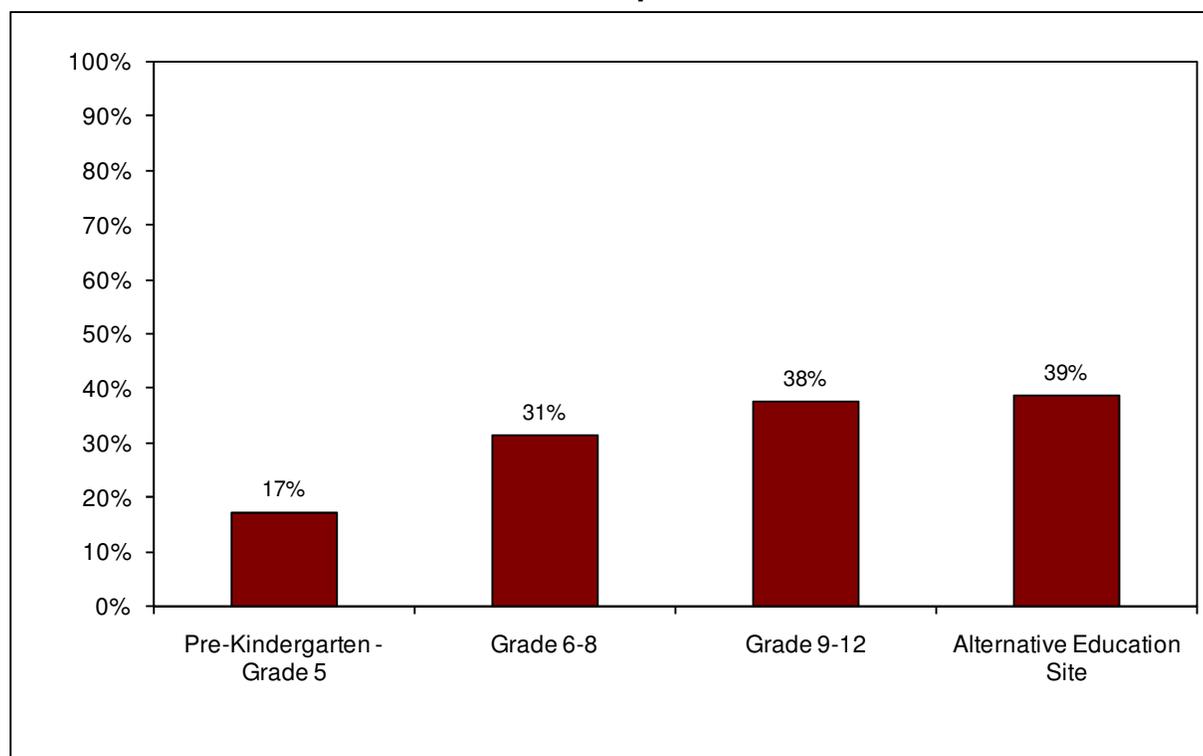
British Columbia n=61, Saskatchewan n=64, Ontario n=144, Québec n=48, New Brunswick EN n=100, FR n=24.
Source: B1 and B6

It is understood that it may be difficult to attract parents/guardians to after school hour workshops. Provinces and districts/boards should be encouraged to come up with creative solutions to this existing challenge.

6.2 Grade Levels

Whether or not career education workshops were offered for parents/ guardians was further assessed to determine at what grade level these workshops were most often offered. Figure 6-2 illustrates that workshops for parents/ guardians are most often offered at the grade 9 though 12 level (38%) or at an Alternative Education Site/School (39%). These workshops are less likely to be offered at the Pre-Kindergarten to Grade 5 levels (17%), though it would certainly be beneficial to do so, emphasizing the developmental appropriate stage of career awareness.

Figure 6-2
Career Education Workshops Grade Level

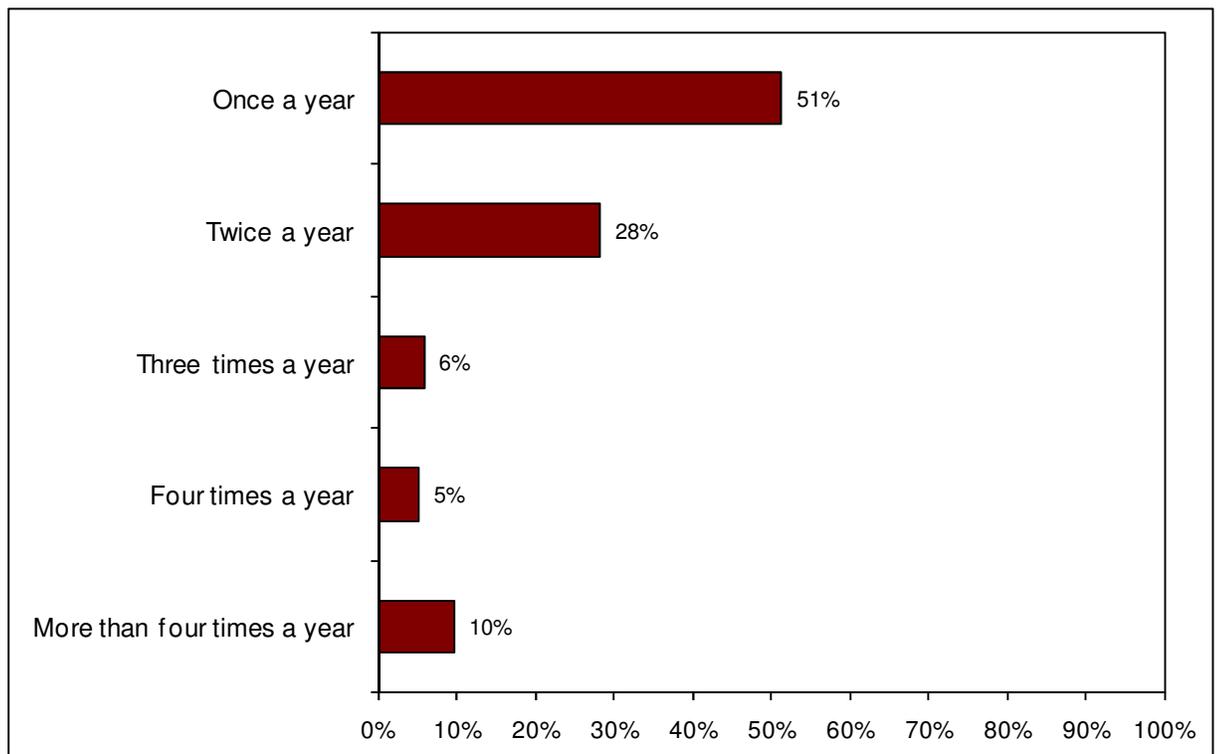


Pre-Kindergarten – Grade 5 n=110, Grade 6-8 n=245, Grade 9-12 n=390, Alternative Education Site/School n=124.
Source: B3 and B6

6.3 Frequency of Workshops

Counsellors were asked how often their school held the career education workshops for parents/ guardians of students. The most common response was once a year (51%) followed by twice a year (28%).

Figure 6-3
Frequency of Career Education Workshops



n=156
Source: B7

SECTION 7: COOPERATIVE EDUCATION OPPORTUNITIES

Guidance counsellors were asked to indicate what percentage of their student population enrolled in cooperative education opportunities. Cooperative education is a method of learning in which students alternate formal academic studies with unpaid work terms. Companies or institutions employ these students in projects related to their interests and aspired academic field. The majority of counsellors (87%) reported that fewer than 20% of the student population enrolled in the cooperative education courses at their schools.

Table 7-1
Total Percentage of Students enrolled in Cooperative Education

Under 20%	87%
20% to 40%	11%
40% to 60%	1%
60% to 80%	1%
80% to 100%	1%

n=476
Source: B8

7.1 Province

Percentage of students enrolling in cooperative education courses was further examined by province, in order to determine whether there was a difference throughout the provinces, especially considering the low reported enrolment rate in cooperative education courses. The provincial findings (Table 7-2) closely mirrored the national findings for cooperative education enrolment. Québec had the lowest percentage of students enrolling in cooperative education programs, with 94% of counsellors reporting that fewer than 20% of their student body enrolled. Ontario was the province with the highest enrolment in cooperative education courses, with 14% of counsellors reporting that 20 to 40% of the student body enrolled in the courses.

Experts in the field of career development strongly emphasize the importance of experiential learning when it comes to career awareness, exploration and decision-making. Yet it is obvious from this survey that only 20% of high school students either are offered or accept this opportunity to enrol in cooperative education course(s).

Table 7-2
Cooperative Education Enrolment Rates by Province

	British Columbia	Saskatchewan	Ontario	Québec	New Brunswick		National
					Anglophone	Francophone	
Under 20%	90%	87%	81%	94%	84%	94%	87%
20% to 40%	7%	0%	14%	6%	14%	6%	11%
40% to 60%	0%	0%	3%	0%	0%	0%	1%
60% to 80%	2%	0%	1%	0%	0%	0%	1%
80% to 100%	2%	2%	1%	0%	2%	0%	1%

British Columbia n=60, Saskatchewan n=63, Ontario n=140, Québec n=48, New Brunswick EN n=98 FR n=24
 Source: B1 and B8

SECTION 8: DAILY ACTIVITIES

This section reviews the responses to the activity logs of surveyed guidance counsellors. Counsellors were asked to keep a three-day, self-reported, fixed interval time use diary. The fixed intervals were 30-minute blocks of time beginning at 8:30am until 4:30pm.

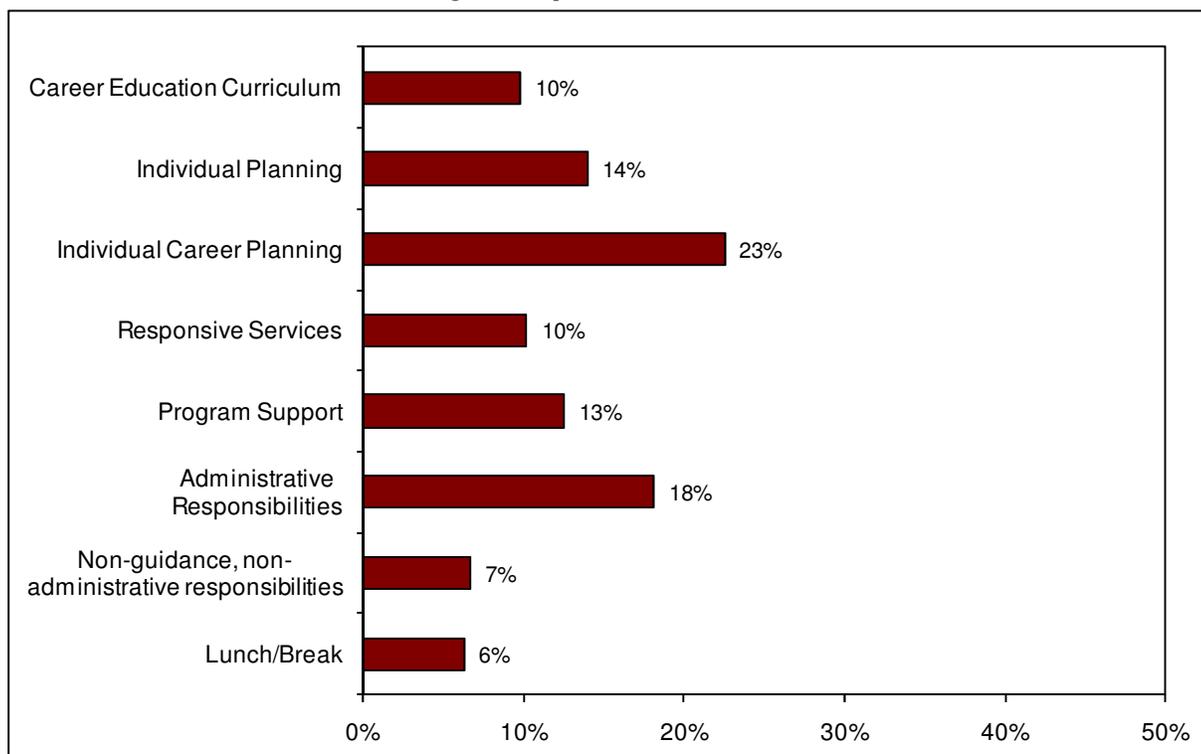
Counsellors could choose from a selection of 8 major daily activities for each fixed interval to describe their time use; subcategories were used as a method of describing the major daily activity (see section 2). The major daily activities were: career education curriculum, individual planning, individual career planning, responsive services, program support, administrative responsibilities, non guidance non administrative activities, and lunch/break. The responses to these major daily activities will be discussed in detail in this section.

Although data was collected over three days, the average of time used over those three days will be used rather than the individual days. This is to account for any recall bias that may have occurred, as well as to be representative of an average day of a guidance counsellor.

8.1 Daily Activities

As Figure 8-1 illustrates, counsellors spent diverse percentages of their days on different major activities. The highest percentage of guidance counsellor time, on average, was spent on individual career planning (23%), and followed by administrative responsibilities (18%). Typically, guidance counsellors spent the smallest percentage of their day on non-guidance, non-administrative responsibilities (7%), Lunch/Break (6%).

Figure 8-1
Major Daily Activities



Career education curriculum consists of structured developmental experiences presented systematically through classroom and group activities from kindergarten through grade twelve. The purpose of the career education curriculum is to provide opportunities for all students at all levels to achieve outcomes through a process that involves career awareness, career exploration and career decision-making. Career education curriculum includes delivering and assisting in-classroom activities and leading career specific group activities. On average, 10% of a guidance counsellor's day was spent on career education curriculum tasks, approximately 47 minutes.

Many similarities exist between individual planning and individual career planning. Despite these similarities, important differences also exist and therefore, they were categorized as two separate activities that guidance counsellors could select from in the online survey.

Individual (student) planning includes three aspects: individual assessment, advisement, and planning, which can be, but are not required to be related to career planning. These activities could include but are not limited to using information about the student to help them achieve personal and educational goals. On average, guidance counsellors spent 14% of their total day on individual planning, which equals approximately 1 hour and 7 minutes.

Individual career planning consists of activities that help all students plan, monitor, and manage their own learning as well as their personal and career development.

Within this component, students evaluate their educational, occupational, and personal goals. While counsellors offer leadership in this area, they work together with teachers to plan and direct the activities. These activities are generally delivered on an individual basis, or by working with individuals in small groups or advisement groups. Guidance counsellors typically spent the largest part of their days (23%) on individual career planning; usually spending 1 hour and 48 minutes per day on individual career planning.

Responsive Services consist of activities to meet the immediate needs and concerns of students, whether these needs or concerns require counselling, consultation, referral, or information. On an average day, guidance counsellors reported spending approximately 49 minutes, or 10% of their total day providing responsive services.

Program Support consists of management activities that establish, maintain, and enhance the total school-counselling program. Program support includes research, community development, curriculum development, and professional development. Approximately one hour per day was spent on providing program support by guidance counsellors, equal to almost 13% of their total day.

8.2 Other Responsibilities

In addition to the main activities of guidance counsellors, the survey included other categories that guidance counsellors could select from, in order to accurately account for the activities in their day. These other responsibilities included: administrative responsibilities; non-guidance, non-administrative responsibilities; and lunch/break.

Administrative responsibilities of guidance counsellors could include, but is not limited to: assisting students in course selection or change, registering new students, or balancing class sizes. Non-guidance, non-administrative responsibilities included such activities as, bus, corridor, or lunchroom duty. The lunch/break category included any personal break or lunchtime that the counsellor took during the day.

Guidance counsellors spent a large portion of their day (18%) on administrative responsibilities, totalling approximately an hour and a half (87 minutes) in an average day. Close to 7% of an average day was spent on non-guidance, non-administrative activities, close to 32 minutes of their day. Counsellors also indicated in the survey that they typically took a half hour lunch break, accounting for slightly more than 6% of their total day.

As such, 25% of the time of the survey respondents was dedicated to administrative responsibilities or non-guidance responsibilities. Considering the limitation of career education in the school system, school districts/boards and school administrators may wish to investigate these responsibilities and decide if they are the most appropriate use of resources.



SECTION 9: MAJOR DAILY ACTIVITIES BREAKDOWN

9.1 Provinces

Number of respondents differed throughout the provinces in terms of how they responded to each activity log day. Table 9-1 illustrates the differences in the provinces. Ontario had a notable drop-off between day 1 and days 2 and 3 of the activity logs, losing approximately half of respondents, similar drop-off was seen in British Columbia. Despite the drop-off of these provinces, the numbers still remain high enough in day 3 to continue analysis.

Table 9-1
Number of Respondents to Complete Activity Logs

	Day 1	Day 2	Day 3	
Northwest Territories	3	1	0	
Yukon	2	1	0	
Nunavut	2	0	0	
British Columbia	42	25	22	
Alberta	2	2	2	
Saskatchewan	53	41	39	
Manitoba	10	8	7	
Ontario	83	48	42	
Québec	34	24	23	
New Brunswick	Anglophone sector	77	60	57
	Francophone sector	19	13	13
Prince Edward Island	8	7	7	
Nova Scotia	5	5	5	
Newfoundland and Labrador	0	0	0	
Total	340	235	217	

Source: B1 and Activity Logs

Time allotment for major activities differed throughout the provinces. Table 9-2 presented the time allotment for each major activity based on a percentage of total day; highlighted cells represent the major activity that counsellors in the province spent the most amount of time on in an average day.

British Columbia (31%), New Brunswick (Anglophone sector) (29%), and Ontario (21%) spent the highest percentage of their days on individual career planning. However, when one considers the ratios of students to guidance counsellors it would be impossible for the entire school population to benefit from in depth individual career planning. Guidance counsellors in Saskatchewan spent the highest percentage

of their days on administrative responsibilities, with New Brunswick (Anglophone sector) not far behind. When combining Administrative Responsibilities and Non-guidance, non-administrative responsibilities, Saskatchewan counsellors report spending 40 % of their time in these two areas and New Brunswick (Francophone sector) 31%. Those in Québec spent 21% of their day on individual planning.

Ontario guidance counsellors reported spending the lowest percentage of their day taking lunch or breaks (4%), while counsellors in British Columbia spent only 3% of their day performing non-guidance, non-administrative responsibilities.

Table 9-2
Provincial Differences in Major Activities

	British Columbia	Saskatchewan	Ontario	Québec	New Brunswick		National
					EN	FR	
Career Education Curriculum	8%	10%	6%	18%	9%	24%	10%
Individual Planning	12%	12%	19%	21%	10%	14%	14%
Individual Career Planning	31%	13%	21%	16%	29%	8%	23%
Responsive Services	7%	9%	12%	9%	12%	8%	10%
Program Support	13%	11%	19%	11%	9%	9%	13%
Administrative Responsibilities	18%	27%	16%	6%	21%	16%	18%
Non-guidance, non-administrative responsibilities	3%	13%	4%	10%	4%	15%	7%
Lunch/Break	8%	7%	4%	9%	5%	7%	6%

British Columbia n=30, Saskatchewan n=44, Ontario n=58, Québec n=27 New Brunswick EN n=80 FR n=25.

Note: Multiple responses permitted.

9.2 Employment Status

As discussed in Section 3.4, counsellors were asked to identify their employment status, selecting from full-time guidance counsellor, part-time guidance counsellor, or itinerant guidance counsellor. Full-time (26%) and itinerant (20%) guidance counsellors reported spending the largest percentage of their day on individual career planning, while part-time guidance counsellors reported spending 32% of their day on administrative responsibilities. All employment statuses (full-time, part-time, and itinerant) reported spending the least amount of time in their day on lunch/breaks. Part-time guidance counsellors spent little time on responsive services (6%), career education curriculum (7%), and non-guidance, non-administrative responsibilities (7%).

Table 9-3
Employment Status Differences in Major Activities

	Full Time	Part Time	Itinerant
Career Education Curriculum	10%	7%	12%
Individual Planning	15%	12%	16%
Individual Career Planning	26%	18%	20%
Responsive Services	11%	6%	12%
Program Support	14%	11%	10%
Administrative Responsibilities	12%	32%	16%
Non-guidance, non-administrative responsibilities	6%	7%	8%
Lunch/Break	6%	6%	7%

Full time n=167, Part-time n= 69, Itinerant n=19.

Note: Multiple responses permitted.

9.3 Mandatory Career Education Courses

Differences in the percentage of an average day that guidance counsellors spent on major daily activities was assessed further based on whether or not the school offered mandatory career education courses for students.

Schools that offered mandatory standalone courses had guidance counsellors that reported spending 20% of their average day on administrative responsibilities. Conversely, schools that offered mandatory courses as part of another course or those that did not offer mandatory courses had guidance counsellors that reported spending the largest percentage of their days on individual career planning.

Table 9-4
Mandatory Career Education Courses differences in Major Activities

	Mandatory Standalone course	Mandatory, part of another course	None
Career Education Curriculum	9%	11%	10%
Individual Planning	15%	15%	13%
Individual Career Planning	19%	24%	25%
Responsive Services	10%	8%	12%
Program Support	15%	11%	11%
Administrative Responsibilities	20%	18%	16%
Non-guidance, non-administrative responsibilities	6%	8%	7%
Lunch/Break	5%	6%	7%

Mandatory standalone n=107, Mandatory but part of another course n=59, None n=98.

Note: Multiple responses permitted.

9.4 Size of School

Guidance counsellors that reported they worked in a school with between 501 and 1,500 students indicated they spent the majority of their day on individual career planning, spending 2 hours per day on it. Larger schools, with more 1501 students had guidance counsellors reporting spending the majority of their day on individual planning, while smaller schools, with fewer than 500 students, guidance counsellors spent ¼ of their day performing administrative activities. Regardless of school size, all guidance counsellors reported spending between 6-7% of their day on non-guidance, non-administrative activities.

Table 9-5
Number of Students by in Major Activities

	1 - 500 Students	501 – 1,000 Students	1,001 – 1,500 Students	1,501 or more
Career Education Curriculum	10%	10%	7%	13%
Individual Planning	11%	15%	17%	20%
Individual Career Planning	20%	26%	25%	15%
Responsive Services	10%	10%	11%	12%
Program Support	10%	13%	17%	13%
Administrative Responsibilities	25%	14%	11%	13%
Non-guidance, non-administrative responsibilities	6%	7%	7%	7%
Lunch/Break	7%	6%	4%	7%

1-500 students n=109, 501-1,000 students n=86, 1,001-1,500 students n=50, 1,501 or more students n=17.

Note: Multiple responses permitted.

SECTION 10: CONCLUSIONS

This section of the report presents conclusions drawn from the research findings. The research confirms what has been drawn from other research studies, regarding the lack of career education in schools. These findings represent the opinion of 491 guidance counsellors representing 13 provinces and territories. The conclusions are based on the data from the survey.

1. Guidance counsellors spending too much time on non-guidance activities

British Columbia, Ontario and New Brunswick (Anglophone sector) spent the most amount of time on individual career planning. On average, guidance counsellors spent 1 hour and 59 minutes on administrative and non-guidance responsibilities, while only 1 hour 23 minutes was spent on individual career planning, and 47 minutes on career education curriculum in the classroom. This trend existed across the three days of study, and was most evident in Saskatchewan and New Brunswick (Anglophone and Francophone sectors) in terms of non-guidance, non-administrative activities.

Saskatchewan guidance counsellors reported spending the largest portion of their day on non-guidance responsibilities, spending an average of 47% of their day on administrative, non-guidance non-administrative responsibilities and lunch/break. This finding relates to the fact that Saskatchewan notably hired more part-time guidance counsellors than the other provinces; part-time counsellors were more likely to report spending a high percentage of their day on administrative responsibilities.

2. Lack of Mandatory Career Education Courses Offered in School

Schools that offered mandatory career education courses as standalone courses had counsellors who were more likely to spend less time on individual career planning with students, whereas those that offered mandatory courses as part of another course, or no mandatory course at all, spent the largest part of their day on individual career planning with students. Therefore, a 'trade-off' exists in the findings. Where there is no mandatory program, counsellors are spending more time with students on an individual basis. However considering the current ratio of guidance counsellors to students, the question remains how many students are accessing these individual career planning sessions on multiple occasions. At the same time, where there is a mandatory standalone program offered, counsellors are spending their time teaching or supporting the mandatory course or on other areas of guidance.

3. Lack of Career Education Workshops for Parents and Guardians

Only 33% of guidance counsellors indicated their school offered a career education workshop for parents and guardians. New Brunswick (Anglophone sector) and Saskatchewan were most likely to offer workshops and British Columbia and Québec were least likely to offer workshops. Workshops were offered infrequently, just once a year. Grades 9-12 as well as Alternative Education Sites/Schools were most likely to offer the workshops to parents/guardians, while Pre-Kindergarten to Grade 5 was least likely to offer these workshops.

4. Students are not participating in cooperative education opportunities

The majority of counsellors reported that less than 20% of the student population enrolled in cooperative education opportunities. Differences in percentage of students enrolling in co-op were insignificant when compared across provinces, therefore indicating a cross-Canada shortfall in the number of students enrolling in cooperative education opportunities.

5. Differences in employment status across provinces

Ontario and Québec were most likely to hire full-time counsellors, which this survey determines, hold higher education levels, spend the most time providing individual career planning, and have more experience than part-time or itinerant guidance counsellors.

Part-time guidance counsellors spent the majority of their day on administrative responsibilities and were more likely to have taken a certificate program than other statuses. Part-time counsellors were employed mostly by British Columbia and Saskatchewan, and rarely employed in Québec. Part-time guidance counsellors were also more likely to have less experience as a guidance counsellor than both full-time or itinerant counsellors.

SECTION 11: FUTURE CONSIDERATIONS

A number of considerations can be derived from the findings that were presented in the previous sections. These considerations are based solely on the survey results.

1. A substantial portion of guidance counsellors' working day is devoted to non-guidance tasks. Guidance counsellors' tasks comprise a wide sphere of responsibilities; however, future efforts could be dedicated to identifying and promoting school board/district and school policies and procedures that reduce the expectations on guidance counsellors with respect to time spent on non-guidance activities.
2. With the current ratios of students to guidance counsellors it is obvious that the K-12 school system cannot expect that guidance counsellors have the total responsibility for career and post-secondary education preparation. It has to become the shared responsibility of all K-12 educators, parents/guardians and the communities. Innovative and cost-effective models of service, program and delivery need to be examined and/or developed.
3. Provinces/districts/boards may want to ensure that all counsellors in their respective jurisdictions have adequate professional training for their mandated roles and responsibilities.
4. Provinces should consider developing and implementing targeted career education programs for those youth who are underrepresented in post-secondary education (Aboriginal; first generation students and low income).
5. Provinces need to develop a coherent framework for career development programming with the K-12 system. Mandatory curricula should be monitored to ensure it is being delivered as intended.
6. The current and future career education programs need to be researched to see if they are working.
7. Relatively speaking, surprisingly few schools offer Career Education Workshops for Parents/Guardians. Given that the literature reviewed in this report stresses the pivotal role that parents/guardians play in students' career choices and advocates for more active involvement of parents/guardians in school career development programs, schools may need more support in offering Career Education Workshops for Parents/Guardians. An examination of Career Education Workshop models, frequency, and delivery could point towards best practices in this regard.
8. The low student enrolment rates in cooperative education programs across Canada merits further inquiry. Future research or program evaluation questions could examine whether or not current models of cooperative education are successfully preparing students to follow workplace, apprenticeship or post-

secondary education pathways. Are there groups of students who do not have sufficient access to cooperative education programs, and if so, why not? Drawing upon both qualitative and quantitative data, a comparative approach could be taken in which school boards/districts that have high levels of student participation in cooperative education programs are compared to school boards that have low levels of student participation in cooperative education programs. More in-depth analyses could examine provincial school examination results, where available, and socio-demographic data of the neighbourhood catchment areas of participating schools

9. There is an inverse relationship or “trade-off” between (a) mandatory stand-alone career education courses and (b) individual career planning with students. While a caveat must be issued with respect to over-generalization of findings, it appears that the model of mandatory stand-alone career education courses, supported by guidance counsellors, may make the best use of guidance counsellors’ time and reach more students. Future work could examine how to best utilize both classroom teachers’ and guidance counsellors’ insights and input into the delivery of such courses.
10. Discrepancies across the provinces with respect to employment status (full-time, part-time, or itinerant) are associated with differences in work experience, education levels, and time dedicated to individual career planning. Full-time guidance counsellors, on an aggregate level, tend to have more professional preparation. Thus, future considerations could examine the feasibility of offering more full-time (rather than part-time or itinerant) guidance counsellor positions so that all students across Canada, regardless of the province they reside in, have the opportunity to benefit from quality career education.

BIBLIOGRAPHY

Berger, Joseph, Anne Motte and Andrew Parkin. *The Price of Knowledge: Access and Student Finance in Canada*. Montreal: Canada Millennium Scholarship Foundation, 2007.

Canadian Career Development Foundation. *"The Role of Post-Secondary Planning."* Montreal: Canada Millennium Scholarship Foundation, 2003.

Council of Ministers of Education, Canada and Canada Millennium Scholarship Foundation. *"An Examination of Barriers to Pursuing PSE and Potential Solutions."* Montreal, 2008.

Junor, Sean, and Alex Usher. *The Price of Knowledge 2004: Access and Student Finance in Canada*. Montreal: Canada Millennium Scholarship Foundation, 2004.

Lambert, Mylène, Klarka Zeman, Mary Allen, and Patrick Bussière. 2004. *Who Pursues Postsecondary Education, Who Leaves and Why: Results from the Youth In Transition Survey*. Ottawa: Statistics Canada.

Looker, Dianne E. and Graham Lowe, *Post-secondary Access and Student Financial Aid in Canada: Current Knowledge and Research Gaps* . Canadian Policy Research Networks, 2001.

Mangnusson, and Kerry Bernes, *Comprehensive Career Needs Survey: An Overview*. Unpublished paper prepared in partnership with the Chinook Regional Career Transitions for youth Project, the Southwestern Rural Youth Career Development Project and eight participating school divisions, 2001.

R.A. Malatest & Associates Ltd. *The Class of 2003: High School Follow-Up Survey*. Montreal: Canada Millennium Scholarship Foundation, 2007.



APPENDIX A: SURVEY INSTRUMENT

Pan-Canadian Counsellor Study

Thank you in advance for your participation in this research. The objective of the study is to obtain a pan-Canadian view of the enhanced career development provided in planning pathways into post-secondary education. Although there is no nationally endorsed definition of career development all definitions include the dimensions of identifying talents, making meaningful decisions and managing learning and work successfully. This study has the support of both your local School Board/District and your Ministry of Education. We would like guidance counsellors to participate in the study, as we know you are aware of the career development services and activities available in your respective schools.

The researcher, R. A. Malatest & Associates Ltd., would like you to complete a short questionnaire and document three consecutive days of your activities. Your data is entirely confidential. Your responses will be combined with those of all other respondents in your province. Please make note of the Access Code provided to you in the email.

At any point during this study if you have any questions or concerns, please contact 1-888-689-1847 to reach a bilingual researcher or you may email the project manager, Rob Assels at r.assels@malatest.com.

SCREEN 2

The first part of the study asks you to complete a short questionnaire about you and your school. The second part of the study asks you to allocate the hours of your day to the various activities you are engaged in over the next three days.

At a minimum, the researcher requests that you update the log at the end of every morning and afternoon for each of the three days; however, you are encouraged to update the log as frequently as is convenient. The more frequently you update your activity log, the more accurate the final data will be.

Part A: Introduction

This part of the survey collects information about you. Subsequently you will be asked to update your activity log.

A1. Which of the following academic degrees do you currently hold? (Select all that apply)

Bachelor of Arts	<input type="checkbox"/> 1
Bachelor of Arts or Science in Psychology	<input type="checkbox"/> 2
Bachelor of Science in Education	<input type="checkbox"/> 3
Master of Arts	<input type="checkbox"/> 4
Master of Education	<input type="checkbox"/> 5
Master of Psychology	<input type="checkbox"/> 6
Master in Education Guidance and Counselling	<input type="checkbox"/> 7
Doctorate	<input type="checkbox"/> 8
Diploma of Advanced Undergraduate Studies (DAUS)	<input type="checkbox"/> 9
Canadian Counselling Association Certified Counsellors	<input type="checkbox"/> 10
Other, please specify.	<input type="checkbox"/> 11

A2. Are you a full-time or part-time counsellor?

Yes, I am a full time counsellor	<input type="radio"/> 1
Yes, I am a part time counsellor	<input type="radio"/> 2
Yes, I am an itinerant guidance counsellor.	<input type="radio"/> 3

A3. If you are a part-time or itinerant guidance counsellor, what percentage of your time is allocated for guidance?

Zero percent	
1-10%	
10-20%	
20-30%	
30-40%	
40-50%	
50-60%	
60-70%	
70%-80%	
80%-90%	
90-100%	

A4. How many years of experience have you had as a guidance counsellor? The drop down menu would have one continuous list with "More than 35 years", "34 years" and so on to "1 year"; and "Less than a year"

I have been a guidance counsellor for _____

A5. How many full-time guidance counsellors are there in your school? Programmer Note: Insert a drop down menu. Please insert a drop down menu with a "1 counsellor" etc. "10 counsellors" and "Not Applicable."

There are _____ guidance counsellors in our school.

A6. How many part-time guidance counsellors are there in your school? Programmer Note: Insert a drop down menu. Please insert a drop down menu with a "1 counsellor" etc. "10 counsellors", and "Not Applicable."

There are _____ guidance counsellors in our school.

A7. Are there any specific career counsellors in your school in addition to the guidance counsellors? Please insert a drop down menu with a "1 counsellor" etc. "10 counsellors", and "Not Applicable."

There are _____ career counsellors in our school.

A8. How many specific career counsellors are there in your school?

Note: This is in addition to the guidance counsellors.

Part B: School Information

The following section will ask questions about your school.

B1. In what province or territory is your school? Insert a drop down menu. The drop down menu would have all the provinces and territories listed. Respondents can only select one.

My school is in _____

B2. How many students are enrolled in your school during this calendar year?

Under 50 students	<input type="radio"/> 1
51-500	<input type="radio"/> 2
501-1000	<input type="radio"/> 3
1001-1500	<input type="radio"/> 4
1501-2000	<input type="radio"/> 5
2001-2500	<input type="radio"/> 6
2501-3000	<input type="radio"/> 7
3001-3500	<input type="radio"/> 8
3501-4000	<input type="radio"/> 9
4001-4500	<input type="radio"/> 10
More than 4501 students	<input type="radio"/> 11
I don't know.	<input type="radio"/> 12

B3. What are the grade levels at your school?

Please indicate "yes" or "no" for each grade or type of education.

	Yes	No
Pre-Kindergarten	<input type="checkbox"/> 1	<input type="checkbox"/> 1
Kindergarten	<input type="checkbox"/> 2	<input type="checkbox"/> 2
Grade 1	<input type="checkbox"/> 3	<input type="checkbox"/> 3
Grade 2	<input type="checkbox"/> 4	<input type="checkbox"/> 4
Grade 3	<input type="checkbox"/> 5	<input type="checkbox"/> 5
Grade 4	<input type="checkbox"/> 6	<input type="checkbox"/> 6
Grade 5	<input type="checkbox"/> 7	<input type="checkbox"/> 7
Grade 6	<input type="checkbox"/> 8	<input type="checkbox"/> 8
Grade 7	<input type="checkbox"/> 9	<input type="checkbox"/> 9
Grade 8	<input type="checkbox"/> 10	<input type="checkbox"/> 10
Grade 9	<input type="checkbox"/> 11	<input type="checkbox"/> 11
Grade 10	<input type="checkbox"/> 12	<input type="checkbox"/> 12
Grade 11	<input type="checkbox"/> 13	<input type="checkbox"/> 13
Grade 12	<input type="checkbox"/> 14	<input type="checkbox"/> 14
Alternative Education Site/School	<input type="checkbox"/> 15	<input type="checkbox"/> 15

B4. Does your school have mandatory career education courses?

Note: A career education course could be a standalone course and or all of the following: personal development, career awareness, career exploration; career decision-making and lifelong learning.

Yes, there is a mandatory standalone course	<input type="radio"/> 1
Yes, there is a mandatory course which is part of another course	<input type="radio"/> 2
No, there is no mandatory course	<input type="radio"/> 3

B5. At each grade level, please indicate the number of hours scheduled for the mandatory career education courses in total per school year. "Full Year (150 hours), "Semester (75 hours)", "40 hours", "20 hours", and "Fewer than 20 hours" and "part of another course."

Grades	For each grade selected, indicate the duration of the course (drop down menu)
<input type="radio"/>	

B6. Does your school provide career education workshops for parents or guardians of the students in your school?

Yes, career education workshops are provided at the school	<input type="radio"/> 1
No, they are not provided at the school.	<input type="radio"/> 2

B7. How many times per year are the career education workshops offered?

Once a year	<input type="radio"/> 1
Twice a year	<input type="radio"/> 2
Three times a year	<input type="radio"/> 3
Four times a year	<input type="radio"/> 4
More than four times a year	<input type="radio"/> 5

**B8. What percentage of your school population enrolls in cooperative education courses? **

Zero percent	
1-10%	
10-20%	
20-30%	
30-40%	
40-50%	
50-60%	
60-70%	
70%-80%	
80%-90%	
90-100%	

Thank you. When you hit "continue", you will be sent to the Activity Log. In the future when you access this site to update your log, you will enter on the same page. You will be prompted to assign the hours of your workday to specific activities. The log should be updated over a consecutive three-day period.

Terminology

When completing the logs, you will be asked to select from a menu of the following major daily activities. You will then be asked to select activity subcategories to better describe what you do.

Major Daily Activities	Activity Subcategories
Career education curriculum (Could include any or all of the following: personal development, career awareness, career exploration; career decision making and lifelong learning.)	Delivering career education curriculum Assisting in-career education classroom activities Supporting in-career education classroom activities Leading career-specific group activities Not applicable Other
Individual planning (Includes work relevant to learning disabilities, classroom placement, individual education plan, etc.)	Individual advisement Individual assessment of learning abilities Placement Not applicable Other
Individual career planning (Includes work relevant to career planning and preparation for life after high school)	Individual advisement Individual assessment Placement Career exploration Not applicable Other
Responsive services	Consultation Personal counselling Small groups Provide educational or career information Crisis counselling Referral Not applicable Other

Program support	Research Community development Curriculum development Professional development Not applicable Other
Administrative responsibilities	Course selection Course change Timetables Registering new students Balancing class sizes Not applicable Other
Non-guidance, non-administrative activities	Teaching duty Bus duty Lunchroom duty Corridor duty Not applicable Other
Lunch/Break	Personal lunch hour Break

ACTIVITY LOG

Welcome to the Activity Log.

The three days are broken into 30-minute intervals. A menu with various major daily activities is provided. Each category has activity subcategories with more specific activities. Please select the major daily activity category that you spent the most time on in the 30-minute interval. Then please select the appropriate activity subcategory.

We are only interested in the portion of the guidance curriculum that deals with career education. We don't require the other parts of the curriculum.

DAY ONE/TWO/THREE ACTIVITY LOG

Major Daily Activities

First, complete the major daily activities for the day. You will then be asked to break down these activities into more specific tasks.

You may close this log and return to it as often as you like until it is complete. The survey will re-open on the same page. When you have completed the page, please hit "continue".

Morning Time Slot

8:30 to 9:00	<input type="text"/>
9:00 to 9:30	<input type="text"/>
9:30 to 10:00	<input type="text"/>
10:00 to 10:30	<input type="text"/>
10:30 to 11:00	<input type="text"/>
11:00 to 11:30	<input type="text"/>
11:30 to 12:00	<input type="text"/>

Afternoon Time Slot

12:00 to 12:30	<input type="text"/>
12:30 to 13:00	<input type="text"/>
13:00 to 13:30	<input type="text"/>
13:30 to 14:00	<input type="text"/>
14:00 to 14:30	<input type="text"/>
14:30 to 15:00	<input type="text"/>
15:00 to 15:30	<input type="text"/>
15:30 to 16:00	<input type="text"/>
16:00 to 16:30	<input type="text"/>

Final Activity Log Confirmation

B9. Was the three-day Activity Log you completed typical of your work over the course of a year?

Yes, It was typical	<input type="radio"/>	1
Yes, It was somewhat typical	<input type="radio"/>	2
No, It wasn't typical	<input type="radio"/>	3
Other, please specify	<input type="radio"/>	4

You have a unique opportunity to be entered into a pool for four draws for \$1,000 in professional development funding. The four draws will take place in November. If you are interested please provide your name and email address in the box below.

<input type="checkbox"/> I am not interested	<input type="radio"/>	1
--	-----------------------	---

APPENDIX B: MAJOR DAILY ACTIVITIES

Major Daily Activities	Activity Subcategories
Career education curriculum (Could include any or all of the following: personal development, career awareness, career exploration; career decision making and lifelong learning.)	Delivering career education curriculum Assisting in-career education classroom activities Supporting in-career education classroom activities Leading career-specific group activities Not applicable Other
Individual planning (Includes work relevant to learning disabilities, classroom placement, individual education plan, etc.)	Individual advisement Individual assessment Placement Not applicable Other
Individual career planning (Includes work relevant to career planning and preparation for life after high school)	Individual advisement Individual assessment Placement Career exploration Not applicable Other
Responsive services	Consultation Personal counselling Small groups Provide educational or career information Crisis counselling Referral Not applicable Other
Program support	Research Community development Curriculum development Professional development Not applicable Other
Administrative responsibilities	Course selection Course change Timetables Registering new students Balancing class sizes Not applicable Other
Non-guidance, non-administrative activities	Teaching duty Bus duty Lunchroom duty Corridor duty Not applicable Other
Lunch/Break	Personal lunch hour Break