

## **Request Form for Best Practices: Equity and Inclusive Education**

The Ministry is interested in learning more about your Board's best or promising practices designed to achieve Equity and Inclusive Education. In the boxes below, please provide a brief synopsis of your best or promising practices.

### **BEST/PROMISING PRACTICES #2**

#### **CHANGE YOUR FUTURE PROGRAM**

##### **Target Group:**

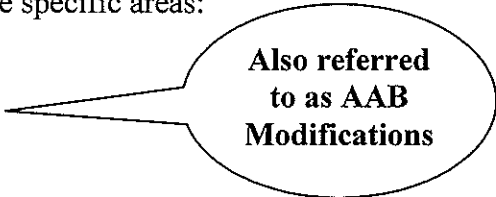
Racial Minority Students in selected GECDSB Secondary Schools who are not succeeding academically and who are at risk of dropping out of school,

##### **Equity/Inclusive Education Objectives:**

The CYF Program targets three specific areas for overall improvements: academics, attendance and behaviour. By improving these three areas, identified students will be on their way to obtaining the requirements to graduate high school and become successful in their communities.

The **CYF Program** targets three specific areas:

1. Improving Academics
2. Improving Attendance
3. Improving Behaviour



**Also referred  
to as AAB  
Modifications**

**Improving Academics** includes monitoring assignment completion, grades and graduation requirements.

**Improving Attendance** involves monitoring absenteeism and lates.

**Improving Behaviour** entails modifying behaviours that result in absenteeism, lates, detentions and suspensions.

##### **Program Initiative (brief description):**

The Change Your Future (CYF) program is an innovative educational support program designed to enhance success for visible minority youth. The CYF is a school-based intervention program intended to assist minority youth to remain in school and achieve academic success. It is designed to help students succeed in school, in the community and in life.

The GECDSB has been involved with the Change Your Future Program since 1993. The Program operated out of four secondary schools: Century, Forster, Herman and Lowe.

Initially, from 1993 to 1995 the program was completely funded through a grant from the Ontario Anti-Racism Secretariat. In 1995, OARS contributed 75% of the program budget while the school board contributed 25%. Unfortunately, in 1996, due to cutbacks and a change in government, the Ontario Anti-Racism Secretariat was disbanded. In effect, this meant that the CYF program would no longer receive funding from the provincial government. In the Toronto area a corporate/community sponsor was found for the CYF program; the Learning Partnership. Here in Windsor, since the 1996-1997 academic year, financial support for the Change Your Future Program has been provided solely through the Board of Education. There has been limited support for the Program from corporate/community sponsorship through donations. The GECDSB is the only Board of Education in the province to solely sponsor its CYF program. Today, the program operates out of three secondary schools; Century, Forster and Herman serving nearly 150 students. The Board employs two full-time CYF Counsellors.

**Partners (e.g. other boards, community agencies/organizations, police, faculties of education):**

The critical factor in the success of the program has been the forging of valuable partnerships between the GECDSB youth, CYF counsellors, parents, GECDSB teachers and staff and community leaders. These partners, together, participate in building a quality program and a strong organizational structure.

The external partners involved in the CYF program change from year to year depending on the needs of the individual students currently in the CYF program. For example, in the CYF job shadowing program, community partners are recruited based on student interests. A brief listing of CYF external partners include but are not limited to:

- City of Windsor
- University of Windsor
- St. Clair College
- Windsor Police Services
- Canadian Auto Workers Local 444 and 200
- Windsor Jewish Federation
- CAW Workers of Colour Caucus
- Windsor and District Black Coalition
- North American Black Historical Museum
- Black Youth Taking Action Coalition
- National Society of Black Engineers

**Indicators of Benefits (e.g. improved student achievement, reduced rates of student absenteeism and increased student participation):**

Each year a detailed statistical report is prepared outlining the CYF Program's progress against the identified "AAB Modifications". Indicators of success include benchmarks with respect to Attendance, Academics and Behaviour. Statistics are compiled for each individual student, for each participating school and for the program as a whole.

**School Board:**

**GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD**

**School Board Contact (for follow-up):**

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**YEAR END REPORT SUMMARY**  
**2011-2012**

This year was a rebuilding year for the Change Your Future Program. A major area of change involved staffing of the Change Your Future Program Counsellors. Due to personnel changes the school year began with a staffing complement of only 1.5 fulltime equivalent counsellors. On a positive note the CYF staff vacancies were due to the fact that the two or the three incumbent CYF Counsellors were successful in obtaining jobs as Secondary Teachers with the GECDSB; one contract and one long-term occasional. While this is beneficial for the GECDSB system as a whole to have teaching staff that reflect the diversity of the communities we serve, it is somewhat problematic in terms of consistency for the CYF program.

Eventually 1.5 full time equivalent CYF Counsellor were hired, however, the full staffing complement of 3.0 fulltime equivalent counsellors was not achieved until mid October. This resulted in a late start for the CYF Program this year at Forster Secondary School. To help reduce the impact of having three new relatively inexperienced counsellors who were not that familiar with the program, the Diversity Officer spent several days a weeks staffing and assisting the CYF Program. This resulted in a drop in overall Diversity services elsewhere in the system

This year improvements were realized in two of the three core components of the program mandate; AAB modifications—Attendance, Academics and Behaviour. Improvements were realized in academics; of the 735 credits attempted, 692 were achieved for a 94.1% success rate. Modest improvements were realized in behaviour in terms of lateness and suspensions. Regarding suspensions, it is important to note that only 15 out of the 99 students who were tracked experienced suspensions. In other words, 84 out of 99 or 85% of students had no suspensions whatsoever. Unfortunately, once again, attendance rates actually declined. Regular, consistent attendance, despite the implementation of several improvement strategies, continued to be problematic throughout the year for many CYF students. Areas for growth for next year will be to improve attendance rates, student participation within the program and staff relationships at all three CYF schools.

Overall the school showing the most consistent results and improvements for individual students was Forster. This can be attributed to the tremendous student, administrative and staff support given to the program. At Forster, the CYF Program was embraced wholeheartedly by both staff and students. Further, the school administrative team at Forster worked collaboratively to provide a positive school climate and culture for both staff and students. At Forster, all three aspects of the program's AAB modifications were embraced not only by the CYF Counsellor but also by the whole student body and staff. The fact that the CYF Counsellor assigned to Forster can read and write Arabic



fluently, certainly contributed to the success of the program given Forster's large Arabic speaking population.

It is important to note that the statistics are based on the CYF program as a whole. As such, they do not adequately reflect individual student achievements and successes. Conversely, certain anomalies, including a few very challenging students, served to skew the results negatively for the entire group. The statistics include rates for all three schools as a program average. Given that Century is a vocational school; the CYF program requirements at Century are quite unique and demanding. Despite the extra time and attention given to Century, the rates at Century tend to bring down the CYF program averages as a whole. Even though, as a whole, the improvements were modest, there were several challenging Century students who showed relatively marked improvements.

On a positive note, once again, for the second consecutive year, parental participation rates at all three schools greatly improved. Repeated attempts, requests, and invitations to involve parents meaningfully in the program were once again successful this year. Personal contact was made with each of the parents or guardians of students in the program by the end of the first semester. This one-on-one contact resulted in an increased parental presence at CYF program second semester events. Many of the parents actively participated in CYF fundraising initiatives and events. One particularly successful strategy was having events outside of regular school hours. This year some CYF program events were held on weekends and in the evenings. By having program events away from the formal school setting many parents who have had problematic relationships with the school system and are usually reluctant to attend school events were eager to attend. The lesson learned from this increase in parental participation is that as school staff we need to be cognizant of the fact that the school setting can be perceived as threatening and intimidating to some parents. Even the provision of support to some parents can be perceived as a criticism of their child, and their parenting skills. Clear, sensitive and transparent communications between school staff and families assist in building relationships based on trust and mutual respect and in the end convey the value of each student and their families.

The Bling Bling incentive program continued to be enormously successful again this year. Changes to the Bling Bling program based on feedback from previous years included having the Bling Bling Bulletin Board up and running in September, as well as having small awards distributed at the end of Semester One Party. Previously, it was noted by staff that students seemed to "pour it on" in April and May in anticipation of the June year end events. These two minor adjustments helped keep the students focused all year rather than just at the end of semester two. It was extremely motivating for the students to have their progress tracked visually on the Bling Bling Bulletin Board. By encouraging the students to move their own 'game piece avatar' forward and backward, based on the weekly totals, the positive reinforcement nature of the incentive program was enhanced. The students took great pride in their relative positions on the Board. Due to budget constraints, this year the June year end banquet was scaled back and combined with the year end field trip.

A particularly troubling trend that emerged for the third consecutive year, was that all three schools experienced a marked increase in the number of students using the "snack cupboard". All three CYF rooms have cupboards containing cereal bars and other portable snacks that students can discreetly help themselves to whenever they need to. In previous years, the cupboards needed to be replenished only periodically. This year, the cupboards had to be replaced sometimes weekly. When the CYF Counsellors spoke to the students about the issue in monthly group meetings it became clear that many CYF students do not have food in their homes and are coming to school hungry. Some CYF students told their Counsellor that their only lunch was the cereal bars from the snack cupboard. This was surprising since almost all the CYF students have cell phones and/or portable media devices, yet some did not have lunch or money to purchase lunch. At Century where there is a robust, subsidized breakfast program some of the students did not even have \$1 to purchase breakfast. This trend was noticed at all three schools. A large portion of the CYF budget this year was spent on food. Through the Diversity Office, a link was made with the GECDSB Jumpstart Nutrition programs to try and address this issue for the secondary schools. To date a solution has not been found. All three school administrative teams were notified and informed of the issue to try and collaboratively find a school wide systemic remedy. In the meantime, a Costco membership was purchased and snacks were purchased in bulk from Costco to help keep snack costs down.

In conclusion, overall the 2011-2012 school year was a successful one. Challenges for the 2012-2013 year include maintaining consistent staffing. One of the three incumbent permanent CYF Counsellors will be taking a maternity leave in October. It is hoped that the posting and staffing process will be completed in a timely fashion to ensure program consistency and the visible on-going presence of the Counsellors in all three schools for as much of the academic year as possible. This will help to ensure that next year improvements will be realized in all three core areas of the CYF program mandate. A goal for the 2012-2013 school year will be to expand the program into the elementary feeder schools using current CYF students as mentors and role models for the elementary students.



## ***HIGHLIGHTS***

### **2011-2012**

- |  |                          |                          |                         |
|--|--------------------------|--------------------------|-------------------------|
| 1. Schools:  | <b>CENTURY</b>           | <b>FORSTER</b>           | <b>HERMAN</b>           |
| 2. In-School Supervisors:  | Kristie McKim            | David Garlick            | Josh Canty              |
| 3. Total # of Students currently in the CYF Program: <b>(99)</b> | <b>33</b>                | <b>35</b>                | <b>31</b>               |
| 4. Total # of :  | Female ~ 16<br>Male ~ 17 | Female ~ 24<br>Male ~ 11 | Female ~ 22<br>Male ~ 9 |
| 5. Students' Self-Defined Living Arrangements:                   |                          |                          |                         |

<b>Type of Lodging</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Living With 1 Parent	25	14	39
Living With 2 Parents (not necessarily biological)	34	19	53
Foster Care	2	1	3
Other/Guardian (includes living on one's own)	1	3	4
<b>TOTAL</b>	<b>62</b>	<b>37</b>	<b>99</b>

6. Students' Self-Defined Origins:

<b>Origin</b>	<b>Century</b>	<b>Forster</b>	<b>Herman</b>	<b>Total</b>
Aboriginal/First Nations	3	0	0	3
African	1	4	3	8
Arab	4	23	2	29
Chinese	0	0	1	1
European/Caucasian	4	2	0	6
Filipino	1	0	1	2
Japanese	0	0	0	0
Korean	0	0	0	0
Latin American	2	1	0	3
North American Black	9	0	10	19

South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)	0	2	0	<b>2</b>
South East Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese, etc.)	0	0	0	<b>0</b>
West Asian (e.g., Afghan, Iranian, etc.)	0	3	0	<b>3</b>
Caribbean	1	0	2	<b>3</b>
Other (incl. Multi-racial)	8	0	12	<b>20</b>

7. Breakdown of students by grade level:

	<b>Female</b>	<b>Male</b>	<b>Total</b>
Grade 9	9	15	<b>24</b>
Grade 10	6	5	<b>11</b>
Grade 11	19	7	<b>26</b>
Grade 12	27	11	<b>38</b>
<b>Total</b>	<b>61</b>	<b>38</b>	<b>99</b>

8. a) Average absenteeism rate (unexcused) per school upon referral (Sept 2011 and June 2012 calculated from TREV LAC):

<b>School</b>	<b>Sep 2011</b>	<b>June 2012</b>
Century	51	77.5
Forster	37.5	66.5
Herman	34.5	70.5
<b>Average</b>	<b>41</b>	<b>71.5</b>

**Sept:**  
**41 days**

**June:**  
**71.5 days**

b) Average absenteeism rate (unexcused) per school as of June 2012 by Semester:

<b>School</b>	<b>Semester 1</b>	<b>Semester 2</b>	<b>Average Rate</b>
Century	71.1	81.5	76.3
Forster	63.3	98	80.7
Herman	55.1	94.8	74.9
<b>Average</b>	<b>63.2</b>	<b>91.4</b>	<b>77.3</b>

**Avg:**  
**77.3 days**

9. a) Percentage of students whose behaviour (in terms of suspension) improved from referral to the time of reporting:

<b>School</b>	<b>Sem 1 % Not Suspended</b>	<b>Sem 2 %Not Suspended</b>	<b>Average</b>
Century	94%	79%	<b>87%</b>
Forster	94%	94%	<b>94%</b>
Herman	81%	68%	<b>75%</b>

**Average % Not Suspended**

**85%**



b) Total improvement (in terms of absenteeism, lateness and suspension) per school: += **Improvement** , -= **Decline**

	<b>Suspensions</b>	<b>Lates</b>	<b>Absences</b>
<b>Century</b>	<b>40</b>	<b>649</b>	<b>766</b>
Semester 1	14	268	358.5
Semester 2	26	381	407.5
<b>% change</b>	<b>-30%</b>	<b>-17%</b>	<b>-6%</b>
<b>Forster</b>	<b>16</b>	<b>152</b>	<b>806.5</b>
Semester 1	8	76	316.5
Semester 2	8	76	490
<b>% change</b>	<b>0%</b>	<b>0%</b>	<b>-21.5%</b>
<b>Herman</b>	<b>59.5</b>	<b>211.5</b>	<b>749.5</b>
Semester 1	21	90.5	275.5
Semester 2	38.5	121	474
<b>% change</b>	<b>-29%</b>	<b>-14%</b>	<b>-26%</b>

10. Total number of students who started in CYF this year and have left the program: 28

11. Reasons for leaving:

<b>Reason</b>	<b>Century</b>	<b>Forster</b>	<b>Herman</b>	<b>Total</b>
Expelled from school	0	0	0	<b>0</b>
Voluntarily dropped out of school	0	2	0	<b>2</b>
Removed from school register (after 15 consecutive days absent)	1	2	0	<b>3</b>
Changed school	3	2	0	<b>5</b>
Did not like the program	0	1	0	<b>1</b>
Moved out of the area	1	0	0	<b>1</b>
Graduated	0	3	1	<b>4</b>
Other: no participation, uninterested, not suited for program, referred to social worker, beyond the scope of the program, no effort to participate, felt we're getting nothing out of it	7	5	0	<b>12</b>

12. Number of students graduating this year: 31

13. Number of students receiving scholastic awards and honours: 16

14. Number of students receiving extra-curricular awards/honours: 25

15. Graduating students' plans:      University      11  
    College      15  
    Workforce      1  
    Work & part-time education      11  
    Other (unknown, upgrade)      4

16. Percentage of students whose marks improved from referral to the time of reporting: **58.4%**

School	% Improvement
Century	71.1%
Forster	51%
Herman	53%
<b>Average</b>	<b>58.4%</b>

17. Number of students who worked part-time during the school year. 16  
     a) Worked 15 hours or more. 3  
     b) Worked less than 15 hours. 13

18. Number of students writing the OSSLT this year: **Total: 41**  
     a) Passed 17/41 **41%**  
     b) Failed 24/41 **59%**

School	Attempted	Pass	Fail
Century	21	6	15
Forster	14	7	7
Herman	6	4	2

19. Number of Credits Attempted and Achieved By School:

School	Attempted	Achieved	% Achieved
<b>Century</b>	<b>238</b>	<b>232</b>	<b>97%</b>
Semester 1	118	114	97%
Semester 2	120	118	98%
<b>Forster</b>	<b>251</b>	<b>231</b>	<b>92%</b>
Semester 1	124.5	113	91%
Semester 2	126.5	118	93%
<b>Herman</b>	<b>246</b>	<b>229</b>	<b>93%</b>
Semester 1	122	115	94%
Semester 2	124	114	92%

Total Credits Attempted: 735

Total Credits Achieved: 692

**TOTAL % Achieved: 94.1%**

# Forster Change Your Future Students

Present

A Grade 8 Conference

# Step It Up!

*a healthy body and engaged mind creates a better student*

**When:** Monday 26<sup>th</sup> November 2007

**Where:** Forster Secondary School

**Time:** 8.45 a.m. to 3.15 p.m.





## Student Information Form

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

Grade: \_\_\_\_\_

Academic \_\_\_\_\_

Year: \_\_\_\_\_

### ACADEMIC Current Year

	<b>Course Name and Code</b>	<b>Mid-Term Grade</b> (If Available)	<b>Final Grade</b>	<b>Credit Achieved (Y/N)</b>
<b>Semester 1</b>				
<b>Semester 2</b>				

**Compared to Previous Year** (If available. Not applicable to Grade 9 students)

	<b>Last Year</b>		<b>This Year</b>		<b>Net Change</b> (This Year – Last Year)	
<b>Total Credits Achieved</b>						
<b>Total Grade Average (%)</b>	First Semester	Second Semester	First Semester	Second Semester	First Semester	Second Semester

OSSLT Results (Pass/Fail, if applicable): \_\_\_\_\_

Number of Community Service Hours Completed: /40

Total Credits Achieved to Date: \_\_\_\_\_

**ATTENDANCE AND BEHAVIOUR**

<b>Month</b>	<b>Number of Days Absent (Excused)</b>	<b>Number of Days Absent (Unexcused)</b>	<b>Number of Times Late</b>	<b>Number of Suspensions</b>
<b>September</b>				
<b>October</b>				
<b>November</b>				
<b>December</b>				
<b>January</b>				
<b>February</b>				
<b>March</b>				
<b>April</b>				
<b>May</b>				
<b>June</b>				
<b>Total</b>				

**CYF Counsellor's Name:** \_\_\_\_\_

**CYF Counsellor's Signature:** \_\_\_\_\_

**Date Completed:** \_\_\_\_\_





## CHANGE YOUR FUTURE PROGRAM Confidential Referral Form

Your comments will assist in providing information for the selection of students in the Change Your Future Program.

Date: \_\_\_\_\_ Student: \_\_\_\_\_

Grade: \_\_\_\_\_ Referred by: \_\_\_\_\_

- Please complete this form and return to the CYF counsellor or drop off in the CYF mailbox as soon as you are able.

### Student Profile:

Please indicate the reason(s) for referral. Check all that apply.

- |   |   |
|---|---|
| <input type="checkbox"/> Attendance                 | <input type="checkbox"/> Behaviour              |
| <input type="checkbox"/> Class Participation/Effort | <input type="checkbox"/> Interaction With Peers |

In the space provided, please describe your reason(s) for referral.

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Thank you.

**Greater Essex County  
District School Board**



**PROGRAM OVERVIEW  
2006**

# CHANGE YOUR FUTURE

## PROGRAM OVERVIEW

*"An innovative educational support program designed to increase the odds for minority youth in Ontario Schools."*

### INTRODUCTION

Any program that successfully helps young people stay in school longer could yield significant benefits to individual students as well as to our entire society. High school graduates have a considerably higher chance of employment - and are also able to make more significant contributions to society than high school dropouts.

Youth who belong to visible minority groups are particularly vulnerable. There is increasing evidence of a disproportionate dropout rate among the significant section of the population comprised of minority youth. Guidance programs in schools do focus on meeting the needs of all students, but students who belong to visible minority groups may need special interventions appropriate to their needs.

### MAJOR AREAS OF FOCUS\*

- self-awareness
- self-esteem building
- goal setting
- academic development
- organization skills
- study skills
- time management
- personal and social development
- anti-racism strategies
- positive conflict resolution
- work and employability skills
- job search strategies
- career planning

\*in order of importance

# CHANGE YOUR FUTURE

The CYF Program helps visible minority students progress through school and overcome the challenges they face in the education system through counselling, tutoring, access to job shadowing experiences, part-time and summer employment and/or career mentoring. The program helps students achieve personal growth, realize their full academic potential, identify appropriate career options and academic direction, and develop job search and interviewing skills. This program works because it builds meaningful relationships and provides young people with the time, attention and advice that they might need to develop the skills necessary for contributing meaningfully to society.

## THE CHANGE YOUR FUTURE COUNSELLOR

The CYF Counsellor is a person who is a mentor, role model and, at times, advocate for the students. Each counsellor maintains a caseload of 30-40 students in each school. The counsellor spends one to two days per week in each of his/her schools, working with students in small group settings and individually.

The CYF Counsellor has the "people skills" needed to work well with both staff and students, as well as the professional talent that CYF students need in order to develop and realize their potential. The Counsellor is a person to whom the kids can relate and who is trained in using a culturally sensitive and anti-racism counselling approach. She/he not only selects appropriate activities, but establishes the necessary climate for fostering student growth.

One of the CYF Counsellor's critical responsibilities is to advocate on behalf of the CYF student; to help all the individuals that co-exist in a CYF student's life develop the time and patience to listen, learn what knowledge they are lacking, and become flexible enough to assist visible minority youth in reaching success.

## CHANGE YOUR FUTURE COUNSELLORS ARE:

- People from diverse
- Ethnic backgrounds, educating
- Advocating
- Caring, changing
- Empowering

# CHANGE YOUR FUTURE

## THE CHANGE YOUR FUTURE STUDENT

A CYF student participant is a person who:

- is motivated; yet not achieving his/her potential
- is a visible minority
- has parental support
- has passing grades in some subject areas
- needs to improve organizational and study skills
- is beginning to have regular attendance difficulties
- has the ability to function in the context of a peer group
- expresses a desire to develop his/her career aspirations

Although the CYF Program is designed for visible minority youth who have the desire to succeed academically, this criterion is not considered in isolation. Students, who are already succeeding academically, are interested in group participation and are positive role models, are also considered, since these students can make a dynamic contribution to the group process integral to the CYF Program experience.

Students who exhibit severe chronic difficulties, such as drug and alcohol abuse, persistent truancy, and legal problems, require different intervention strategies than those provided by the CYF Program. CYF Counsellors will make the effort to connect such young people with more appropriate assistance.

## THE REFERRAL PROCESS

The CYF Counsellor and the Vice-Principal establish a system to determine how the CYF Counsellor receives referrals to the CYF Program.

Generally, students are initially referred to the program by school personnel (such as the Vice-Principal, a Guidance Counsellor or a Teacher). However, due to the success of the program, students have now also begun to refer themselves, friends or acquaintances. They will use the same referral process.

When school personnel or students identify potential suitable candidates for the CYF Program, designated staff will fill out an initial referral form (attached) for each of these students. The Vice-Principal or his/her designate will notify those students who have been referred to the Change Your Future Program.

Ideally, the CYF Counsellor will receive the referral forms early in the school year. He/She will then interview each student individually to assess his/her potential for, and interest in, program participation.



# CHANGE YOUR FUTURE

## INTERVIEWING STUDENTS

Once the Counsellor has reviewed the completed referral forms, she/he can then schedule an initial appointment to meet with each student individually (with the knowledge of the school Vice-Principal and conforming to the school's procedures for meeting students during class time).

The main purpose of this initial interview is to establish the beginnings of a relationship between the student and Counsellor. They will also use this session for information-gathering. The Counsellor should feel free to pursue his/her or the student's area of interest during the interview, but should consider the following guidelines:

- Does the student fit the selection criteria?
- Why does the student want to participate in the program?
- What does the student hope to get out of the program?
- How does the student envision having his/her goals\* met?
- How does the student feel about participating in groups?
- How does the student feel about the fact that parental consent is needed for participation in the program?

\*During the initial intake interview, potential CYF students will be asked to identify one or more of the following three program mandate areas on which they wish to focus their attention:

- 1) Improving Academic Performance
- 2) Improving Attendance
- 3) Improving Behaviour

With the assistance of the CYF Counsellor, students will then formulate specific goals, and action plans to reach their goals, in one or more of the three target areas. Before being admitted to the program, students and their parents or guardians will be required to complete and sign the CYF Program Goal Worksheet (attached). CYF students will be formally tracked throughout the school year on their progress in achieving their self-identified goals.

# CHANGE YOUR FUTURE

## THE CHANGE YOUR FUTURE PARENT/GUARDIAN

Aside from consent, parental involvement is an integral part of the CYF process. The process of relationship-building with parents/guardians/responsible adults is an on-going and critical component of a successful CYF program. Research has shown that parental consent and participation are key factors to student success. According to Dr. Patricia Daenzer of the Canadian Alliance of Black Educators (C.A.B.E.), when parents are involved in their children's education, children do better in school and think that their parents have a better understanding of what is happening in their school.

Indeed, the C.A.B.E. CYF Evaluative Report 1993 recommends that parents be invited to actively participate in the CYF Program, be involved in selection criteria and be visible in schools. It points out that "active participation is not the same as agreement from parents to a set of criteria decided upon already."

Initially, students may be hesitant to have their parents involved in their school life and might even put up significant barriers. However, the initial time invested in developing strong and positive relationships with parents pays many dividends in the long run. Once parents know and trust the CYF Counsellor and value him/her as a true advocate for their children, they report that they appreciate the contact and are willing to work as part of a team to help their children.

To acquire support and participation of parents in the CYF Program, the Counsellor can initiate personal contact by:

- calling parents/guardians/responsible adults to introduce him /herself
- making appointments to meet parents/guardians/responsible adults in their home if at all possible
- explaining the program; answering questions, leaving a brochure along with his/her name and telephone number
- requesting signed consents from parents/guardians/responsible adults for student participation in the program.

# **CHANGE YOUR FUTURE**

## **REFERRAL PROCESS AT A GLANCE**

STUDENT IS IDENTIFIED BY LOCAL SCHOOL STAFF



DESIGNATED STAFF COMPLETES REFERRAL FORM



VICE-PRINCIPAL INFORMS STUDENT OF REFERRAL



CYF COUNSELLOR RECEIVES REFERRAL FORM  
AND SCHEDULES INITIAL INTERVIEW WITH STUDENT



CYF COUNSELLOR SCHEDULES INTERVIEW WITH  
PARENT/GUARDIAN/RESPONSIBLE ADULT



CYF COUNSELLOR INTERVIEWS STUDENTS



STUDENT PARTICIPANTS ARE SELECTED  
IN CONSULTATION WITH VICE-PRINCIPAL



STUDENTS ARE ADVISED OF THEIR SELECTION



STUDENTS' TEACHERS ARE ADVISED OF PARTICIPANTS' NAMES

# CHANGE YOUR FUTURE

## MONITORING SUCCESS

After all the interviews have been completed, the CYF Counsellor, in cooperation with the school Vice-Principal, selects the students who will participate in the program. The school principal and teachers of all CYF students should then receive the names of all selected participants, in writing.

At regular monthly intervals during the school year the CYF Counsellor will provide formal feedback about the students' progress in the group on the monthly report form to the school principal or designate. A signed copy of each monthly report including the date that the monthly school meeting was held will be sent to the Diversity Officer.

## RECORD KEEPING

To ensure orderly and systematic record-keeping, the CYF Counsellor will open a file on each student. A standard file folder with the student's name and school is adequate. The file will contain the referral form, student interview summaries, parental consent forms, copies of report cards, student goal sheets, activities in which students have participated, and any other relevant information.

All information contained in this file should be known to the students, and students should have access to this information. CYF students must have reasonable assurance that what they say remains, for the most part, confidential. However, CYF students must be aware that, at the discretion of the CYF Counsellor, pertinent information may have to be shared with school administration. At year end, students should carefully review their folder so that they have tangible evidence of their participation in the CYF Program.

# Appendix





# BACKGROUND

## CHANGE YOUR FUTURE PROGRAM

Greater Essex County District School Board, 451 Park Street West, Windsor ON N9A 5V4 Tel: (519) 255-3200

### Background

A number of respected studies, including the report prepared by the Ministry of Citizenship's Visible Minority Youth Project (1989), the Stephen Lewis Report (1992), and the Report of the Royal Commission on Learning (1995), have all been unanimous in recognizing that there was a disproportionate dropout rate among a significant section of our population--minority youth.

### The findings ....

- ~ Many minority youth feel alienated from the education system because their experiences with racism have eroded their self-confidence, self-esteem and motivation.
- ~ Guidance programs in schools focus on meeting the needs of all students, but students who belong to visible minority groups need special interventions appropriate to their needs.
- ~ Addressing these needs has shown that these students have the ability to succeed.
- ~ Students at risk generally want to do well in school and, given the chance, express a desire to develop their self-confidence in order to be motivated about school and to achieve their full potential (Newton et al, 1992).

### Provincial Pilot

Given this context, in March 1991 the Ministries of Citizenship and Education designed the Change Your Future (CYF) Pilot Project and instituted it in seven boards of education in the Metropolitan Toronto area. In October 1992, the Ontario Anti-Racism Secretariat, Ministry of Citizenship, launched the CYF program based on the successful pilot. For the 1995-1996 school year, the program served over 700 students in twelve participating Ontario Boards of Education, in the Greater Toronto area, Hamilton, Ottawa and Windsor. For the 1995-96 school year, 97% of CYF program participants either graduated or remained in school.

**GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD**  
DIRECTOR'S OFFICE: Mary Dick (255-3259). Fax: 255-3215  
Building Tomorrow Together!

## Our Local Launch

### Here in Windsor ....

- The Board has been involved with the Change Your Future Program since 1993.
- The Program operated out of four secondary schools: Century, Forster, Herman and Lowe.
- Initially, from 1993 to 1995 the program was completely funded through a grant from the Ontario Anti-Racism Secretariat.
- In 1995, OARS contributed 75% of the program budget while the school board contributed 25%.

Unfortunately, in 1996, due to cutbacks and a change in government, the Ontario Anti-Racism Secretariat was disbanded. In effect, this meant that the CYF program would no longer receive funding from the provincial government.

### Our Local Commitment

In the Toronto area a corporate/community sponsor was found for the CYF program; the Learning Partnership. **Here in Windsor, since the 1996-1997 academic year, financial support for the Change Your Future Program has been provided solely through the Board of Education.** Although, there has been limited support for the Program from corporate/community sponsorship through donations. **The GECDSB is the only Board of Education in the province to solely sponsor its CYF program.**

### The Change Your Future Program is....

- ~ A school-based intervention program;
- ~ Intended to assist minority youth, who are not succeeding academically and who are at risk of dropping out of school, to remain in school and achieve academic success; and
- ~ Designed to help students succeed in school, in the community and in life.

A major consideration of the initiative is to determine factors that contribute to motivating visible minority youth, building their self-esteem and heightening academic achievement. Today, the program operates out of three secondary schools; Century, Forster and Herman serving more than 100 students. The Board employs two full-time CYF Counsellors.



# WEEKLY TRACKING SHEETS

NAME: \_\_\_\_\_

COURSE: \_\_\_\_\_ TEACHER: \_\_\_\_\_

WEEK START: \_\_\_\_\_ WEEK END: \_\_\_\_\_

	M		T		W		TH		F		ADDITIONAL COMMENTS
	Y	N	Y	N	Y	N	Y	N	Y	N	
DID STUDENT COME TO CLASS ON TIME?											
WAS STUDENT PREPARED FOR CLASS?											
WAS STUDENT CO-OPERATIVE IN CLASS?											
DID STUDENT WORK TO THEIR BEST ABILITIES?											
ASSIGNMENT(S) PAST DUE											
ASSIGNMENT(S) UPCOMING											
ASSIGNMENT/TEST(S)											GRADE
1.											
2.											
3.											
4.											
5.											
ABSENT											
LATE											

TEACHER SIGNATURE: \_\_\_\_\_



**CHANGE YOUR FUTURE PROGRAM  
Parent/Guardian Consent Form**

Student's Name \_\_\_\_\_

Date of Birth M \_\_\_\_ /D \_\_\_\_ /Y \_\_\_\_ Grade \_\_\_\_ Number of Credits Achieved to Date \_\_\_\_

Current Address \_\_\_\_\_ Postal Code \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

Please put an  beside the best times to reach you. (May be more than one)

\_\_\_\_\_ Morning \_\_\_\_\_ Afternoon \_\_\_\_\_ Evening

I agree to allow \_\_\_\_\_ (Student's Name) to participate in the CYF Program.

**\*\*Important:** Please put a  if you agree or an  if you disagree with the statements below.

\_\_\_\_\_ A CYF Counsellor can review my child's *Ontario Student Record (OSR)* subsequent to terms of a signed consent form provided by my child's school.

\_\_\_\_\_ I release to the CYF Program my name, telephone number, voice/verbal statements, portraits (video or still) and consent to their use by the CYF Program for purposes of public relations, public information, school or district promotion, publicity, and instruction.

Parent/Guardian Name \_\_\_\_\_ (Please Print)

Signature \_\_\_\_\_ Date \_\_\_\_\_

**THINGS THAT WE SHOULD KNOW...**

*Example: My child requires extra help with reading.*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Courses Completed to Date

### Compulsory Achieved (18)

Credits

Grade 9: \_\_\_\_\_

Grade 10: \_\_\_\_\_

Grade 11: \_\_\_\_\_

Grade 12: \_\_\_\_\_

Total: \_\_\_\_\_

### Optional Credits Achieved (12)

Grade 9: \_\_\_\_\_

Grade 10: \_\_\_\_\_

Grade 11: \_\_\_\_\_

Grade 12: \_\_\_\_\_

### Summer School Courses Achieved

Grade 9: \_\_\_\_\_

Grade 10: \_\_\_\_\_

Grade 11: \_\_\_\_\_

Grade 12: \_\_\_\_\_

Total: \_\_\_\_\_

Compulsory: 18 Credits	Course Code	Course Name	Year	Final Grade
<b>English (4)</b>				
1				
2				
3				
4				
<b>Mathematics (3)</b>				
1				
2				
3				
<b>Science (2)</b>				
1				
2				
<b>French (1)</b>				
1				
<b>Canadian History (1)</b>				
1				
<b>Canadian Geography (1)</b>				
1				
<b>The Arts (1)</b>				
1				
<b>Health &amp; Physical Education (1)</b>				
1				
<b>Civics (.5)</b>				
0.5				
<b>Career Studies (.5)</b>				
0.5				
<b>English or a third language or a Senior Social Science or Co-op (1)</b>				
1				
<b>Health &amp; Phys. Ed or Business Studies or The Arts or Co-op (1)</b>				
1				
<b>Senior Science or Technological Education or Co-op (1)</b>				
1				

The "English or a third language or a Senior Social Science" credit includes the following options as outlined by the Ministry of Education: "English, or French as a second language, or a Native Language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education"

Please also note that a total of only 2 credits can be awarded for cooperative education. If a student takes 3 or more co-op courses, he or she will only get credit for 2 of those courses.