

Developing a Facility Improvement Plan

Listed below are eight major steps with supporting actions that might be taken in developing a facility improvement plan for CTS. Although listed in sequential order, the steps and actions can be modified to accommodate local needs.

Step 1: Identify Intended Outcome

- specify desired strands to be offered
- formalize the scope of project
- review external factors that need to be considered; e.g., political, economic

Step 2: Organize an Advisory Team

- identify potential members of the team
- consider all stakeholders
- assess qualities of potential members
- determine staff involvement and level of authority
- establish communication plan

Step 3: Determine Program Needs

- conduct needs assessment
- confirm strands and courses to be offered
- develop plans for changes to facilities and equipment
- gain preliminary informal support

Step 4: Establish Project Timelines

- identify key dates/deadlines for the project
- establish timeline for planning and implementation efforts
confirm proposed agenda with school personnel

Step 5: Complete Planning Phase

- review existing equipment/materials
- finalize new equipment/material needs

Step 5: Complete Planning Phase (continued)

- propose budget details
- explore sources of funding
- complete renovation plans
- confirm plans with school and school system administration
- prepare formal presentations

Step 6: Present Plans to Authorities

- develop support among key stakeholders; e.g., advisory committee, principal
- present plan to school and school system administration
- modify plans, schedules, budget as required
- gain formal approval
- submit application for funding

Step 7: Implement the Plan

- improve program and facility as planned
- monitor/evaluate implementation efforts
- adjust plans and make changes as required

Step 8: Follow-up and Review

- review improvements with school authorities
- compare results to original plans
- formalize safety plans and maintenance program
- implement strategic plans to continue development

Sample Checklist for Facility Planning

The following checklist for facility planning can be modified as required to plan facilities that enhance teaching, learning and safety in CTS.

Determining Need	Yes	No
• Has a need assessment been completed?	_____	_____
• Has achieving the learner outcomes been planned?	_____	_____
• Can these outcomes be met within the existing school and resources?	_____	_____
• Are there community resources that meet these needs?	_____	_____
• Will a facility modernization within the school meet the needs?	_____	_____
• Is new space required?	_____	_____
Developing the Concept	Yes	No
• Has there been input from the community, students, staff, business, industry, organizations, local government?	_____	_____
• Have other districts and schools been contacted?	_____	_____
• Has there been discussion with local teachers, administrators and board members?	_____	_____
• Has the project been discussed with outside consultants?	_____	_____
• Are labs/work stations similar to those found in the occupations represented?	_____	_____
• Is there a need for direct outside access for customer service and delivery of materials?	_____	_____
• Has consideration been given to the relationship of spaces in and outside the facility?	_____	_____
• Is there a logical arrangement for instruction and lab management with adequate areas for both group and individualized instruction?	_____	_____
• Is there space for an instructor work centre?	_____	_____
• Is an instructional resource centre available/appropriate?	_____	_____
• Are there sufficient number of work stations?	_____	_____
• Have opportunities for curriculum integration been discussed?	_____	_____
• Has consideration been given for accessibility for all students including those with physical disabilities?	_____	_____
• Is it a safe environment overall?	_____	_____
Furnishings and Equipment	Yes	No
• Will modular furniture and cabinets be used?	_____	_____
• Will modular units be mobile where possible?	_____	_____
• Are the work surfaces and flooring appropriate for projected activities?	_____	_____
• Are assembly, fabrication, preparation areas adequate/appropriate?	_____	_____
• Are there sufficient white boards, bulletin boards, display boards and projection screens?	_____	_____
• Is there space to display three-dimensional work?	_____	_____

Furnishings and Equipment (continued)

	Yes	No
• Is there sufficient storage space for equipment, instructional materials and supplies?	_____	_____
• Is there locker space for all students?	_____	_____
• Are there adequate utility connections for power, water, gas, etc?	_____	_____
• Have make, model, accessories, space needs and power requirements of the equipment been identified?	_____	_____
• Are there provisions for exhaust, ventilation, acoustics and illumination?	_____	_____
• Are provisions made for use of multimedia; i.e., sound, light control?	_____	_____
• Has a sketch been prepared to show the location of furnishings and equipment within the work centres (independent study or group work areas)?	_____	_____
• Are equipment and supplies adequate for the tasks identified for the program?	_____	_____
• Is there conformity to local, provincial and federal health and safety regulations?	_____	_____
• Is there sufficient space between work stations and equipment for a safe traffic flow pattern?	_____	_____
• Is it a safe environment overall?	_____	_____

Ambient Features

	Yes	No
• Does the colour scheme enhance the mental and physical well-being of the students and staff?	_____	_____
• Is there sufficient natural and full spectrum lighting?	_____	_____
• Are walls, ceiling and floor durable, yet appealing?	_____	_____
• Are there areas for small group work?	_____	_____
• Are there quiet spaces for students to engage in reflective thinking?	_____	_____
• Is there a visible and “customer” friendly location for the community to contact the school?	_____	_____

CTS without Labs

The following chart has been prepared to assist schools in determining which CTS courses can be offered in a regular classroom setting. In order to meet the curriculum and assessment standards for a course, it is assumed that students would have access to appropriate teaching and learning resources. Furthermore, it may be necessary to provide opportunities for students to gain practical experiences through participation in field trips and/or the use of computer simulations and other multimedia software.

STRAND	Introductory Level	Intermediate Level	Advanced Level
Agriculture	AGR1010, 1060, 1090, 1110	AGR2050, 2090	AGR3010, 3050, 3090, 3110, 3130
Career Transitions	CTR1010, 1020, 1110, 1120, 1210	CTR2010, 2020, 2030, 2110, 2120, 2130, 2140, 2150, 2210	CTR3010, 3020, 3030, 3110, 3120, 3130, 3150, 3210
Communication Technology	COM1010, 1020, 1030	COM2010, 2020, 2030	COM3010, 3020, 3030
Community Health	CMH1010, 1040, 1050, 1080	CMH2010, 2020, 2030, 2050, 2070, 2080, 2090, 2100, 2110, 2120, 2130	CMH3010, 3020, 3030, 3040, 3050, 3070, 3080, 3090, 3100, 3110, 3120, 3130
Construction Technologies		CON2190	CON3080, 3110
Design Studies		DES2060	DES3170, 3180
Electro-Technologies	ELT1050	ELT2050, 2060, 2070, 2080	ELT3100, 3110
Energy and Mines	ENM1010, 1100	ENM2010, 2080, 2100	ENM3010, 3050, 3080, 3100
Enterprise and Innovation	ENT1010, 1020	ENT2010, 2020, 2030, 2040	ENT3010, 3020
Fabrication Studies		FAB2020	
Fashion Studies	FAS1070	FAS2010, 2020, 2040, 2140	FAS3010, 3070, 3140
Financial Management	FIN1010, 1020, 1030	FIN2010, 2020, 2030, 2050	FIN3010, 3020, 3030, 3040, 3060, 3070
Forestry	FOR1010, 1020, 1100	FOR2010, 2030, 2070, 2100, 2120	FOR3010, 3060, 3070, 3080, 3120
Legal Studies	LGS1010, 1020	LGS2010, 2020, 2030, 2050	LGS3010, 3020, 3040, 3050, 3060, 3070, 3080
Logistics	LOG1010		
Management and Marketing	MAM1010, 1020	MAM2010, 2020, 2030, 2040, 2080	MAM3010, 3020, 3030, 3040, 3050, 3060
Mechanics			MEC3010, 3080
Tourism Studies	TOU1010, 1020, 1030, 1040, 1050, 1060, 1070	TOU2010, 2050, 2060, 2070, 2080, 2090, 2100	TOU3030, 3040, 3050, 3060, 3080, 3090, 3100, 3110
Wildlife	WLD1010, 1020, 1050	WLD2020, 2040, 2060, 2090	WLD3020, 3050, 3060, 3090

