



GROWING A CAREER PATHWAY PROGRAM

Through shared responsibility and accountability, Alberta's government, school authorities, post-secondary institutions, partner organizations, and employers enable students to **EXPLORE, ENGAGE,** and **EXPERIENCE** skilled trades and technologies.



It's Normal to feel Overwhelmed

Instance #1

2007 Teachers Convention

Topic: Assessment

Instance #2

2023 Cass 6 Meetings

Topic: Collegiates



Growing a Career Pathway Program

Today's Intentions:

1. Share with you where we were, where we think we are today the process we followed to get from there to here.
2. To let you know that you are not alone or behind and provide you with some actionable steps you can take today.
3. Provide a chance for you to share your own learning and start developing or refining a plan.



Some Context

A Little Bit About MHPSD

Approximately 7000 Students

2 High Schools and 1 Online High School

1 Post Secondary

Transition rate of around 30%

Pandemic

Suicide Contagion

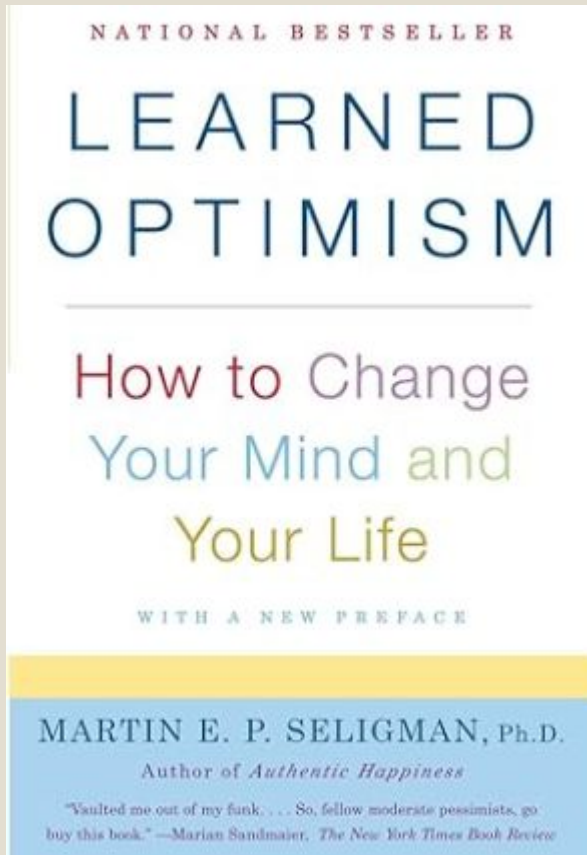
Industry slowdowns

Combined with worker shortages



Some Context

How does that connect to Dual Credit?



“

“Life inflicts the same setbacks and tragedies on the optimist as on the pessimist, but the optimist weathers them better.”

Seligman, 2006, p. 312

Drawing a connection between Dual Credit & Hope seemed to be a natural progression for us.

Can we reframe what High School success means and reposition various careers?



Consider Context

What is your Context?

On your own or with your team, use the place mat provided to consider your own context.

- What are some of your school demographic factors?
- Community demographic factors?
- Important industries?
- Important community partners?
- Other Factors?



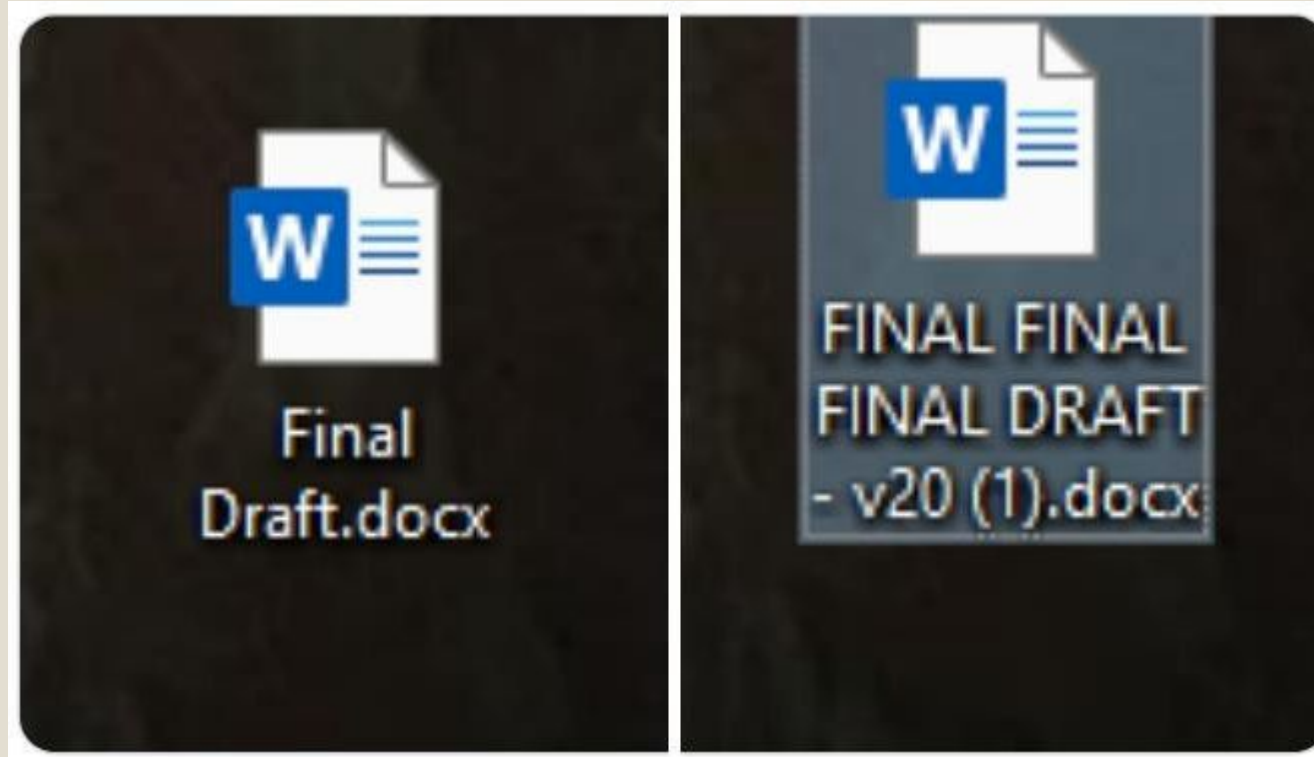
How it Started, How it's Going



How it Started, How it's Going

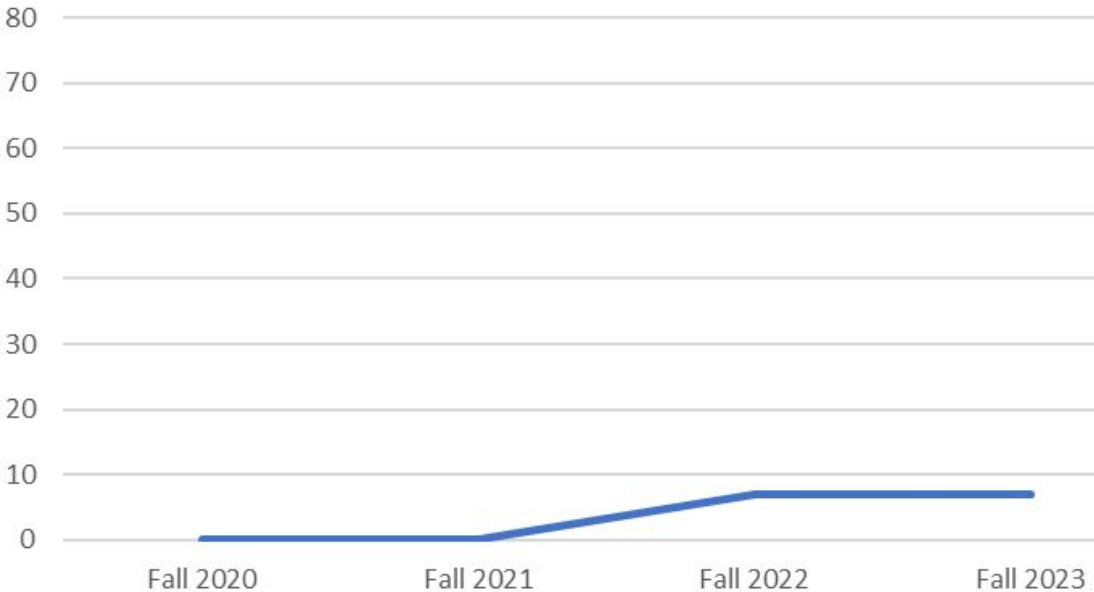


How it Started, How it's Going

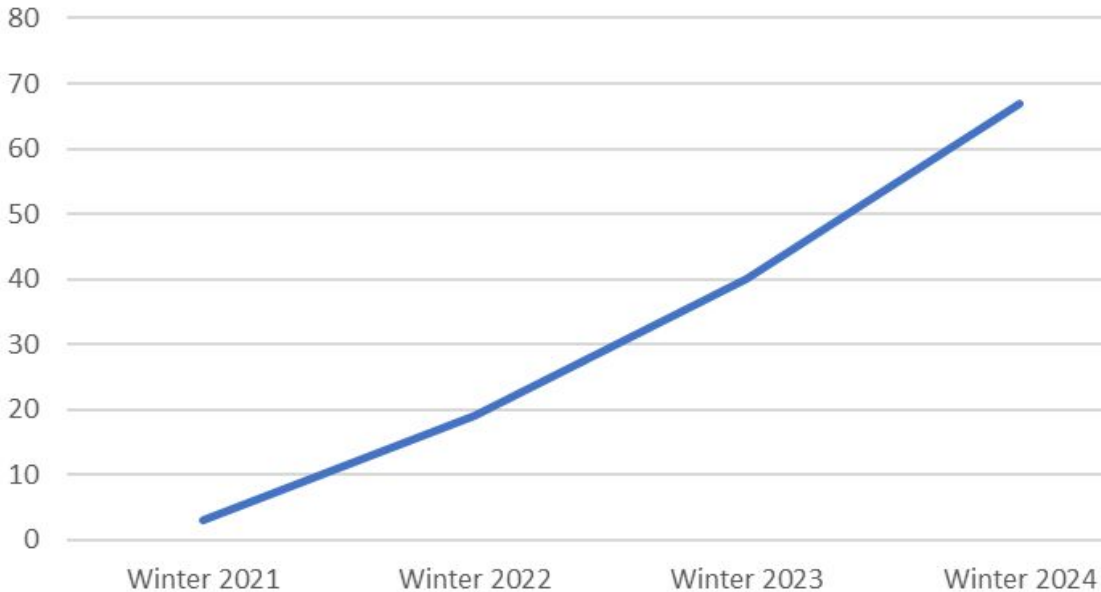


How it Started, How it's Going

Dual Credit Enrollments FALL (2020 - 2024)

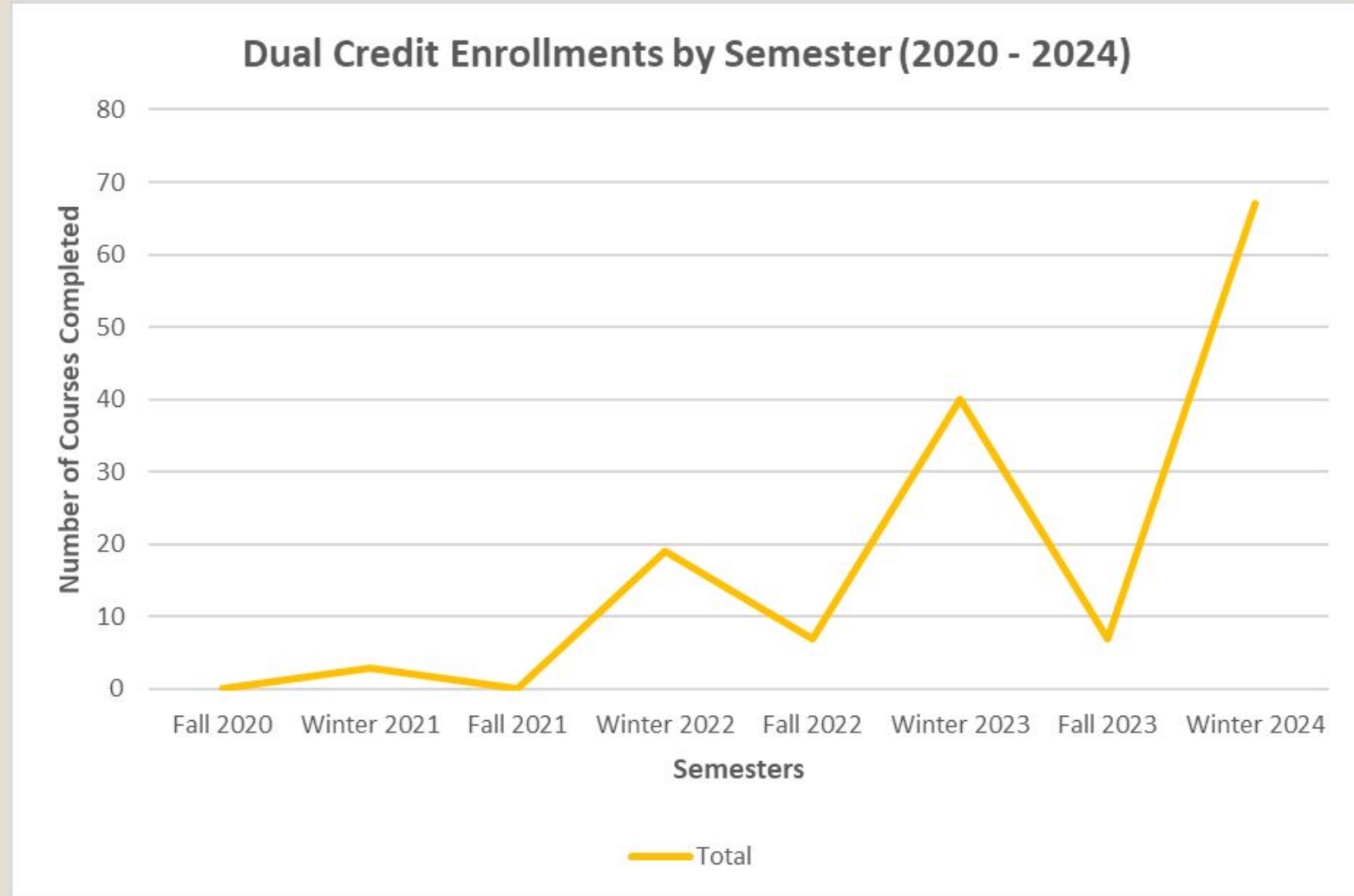


Dual Credit Enrollments WINTER (2020 - 2024)



How it Started, How it's Going

MHPSD
Dual Credit
Enrollments
Combined



Taking Stock

What we considered as we built our program

- Foundational Documents
- Redefining our Structure
- Looked for Resources
- Changed our Promotion and Brand
- Engaged Stakeholders
- Leaned on Provincial Support
- Starting at the end: Impact on students drives process
- How can dual credit drive other programming



Taking Stock

- Foundational Documents

Reports

CAREER EDUCATION IN

AL Skills for Jobs Task

Career
Marcel

Explored ways to re
students get the rig

SKILLED TRADES, APPRENTICES

Through shared responsibility and ac
partner organizations, and employers enab

EDUCATORS

**K - 12:
Strong Curricular Connections
& Bridging Experiences**
Build curricular connections and
provide authentic learning
experiences, garnering support of
parents in guiding students along an
informed career pathway that
ensures their academic and skilled
readiness.

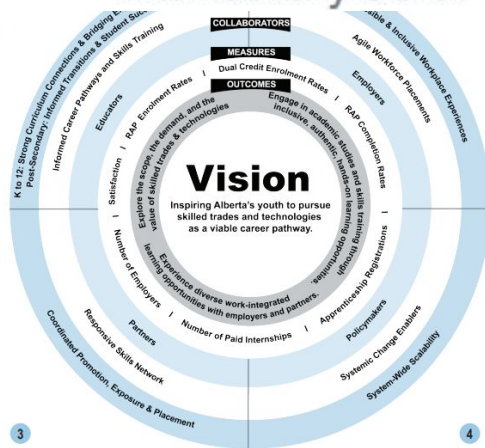
**Post-Secondary:
Informed Transitions &
Student Success**
Equip students to succeed through
rigorous academic studies and skills
training opportunities, bridging their
transition from high school to post-
secondary and the workplace.

PARTNERS

**Coordinated Promotion,
Exposure & Placement**
Provide accurate, informative,
and robust tools and resources
for students to experience the
workplace and connect with
employers.

1

3



to explore and experience the
workplace.

POLICYMAKERS

System-Wide Scalability
Prioritize skilled trades and
technologies programming for
students to inform policies and
funding that enable equitable,
system-wide scalability of learning
opportunities.

Handbooks

Off-campus Education

Handbook

Mandatory as of September 1, 2019

Mandate Letters



Premier of Alberta

Office of the Premier, 307 Legislature Building, Edmonton, Alberta T5K 2B6, Canada



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- ... secondary institutions, and providing grants to help more Albertans pursue a career in aviation.
 - Investing \$4 million per year to add more mental health professional spaces in Alberta's post-secondary institutions.
- In addition, I expect you to deliver on further initiatives overseen by your ministry including:
- Reviewing Alberta's professional governing bodies and post-secondary institutions, for the purpose of making recommendations to protect the free speech rights of Alberta professionals.



Taking Stock

- Redefining our Structure

Pre 2021

- 0.0 FTE assigned
- 1 MOU – Olds
- Negligible enrollment
- Tried to return Grant

2021-2023

- 0.4 FTE assigned
- 2 MOUs – Olds/Lethbridge
- Slight enrollment increases
- Slight Grant usage

2023-Present

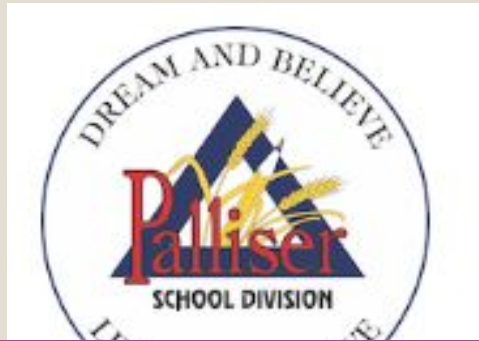
- 1.0 FTE assigned
- Expansion of Work Experience Team
- Partnership with Careers
- 4 MOU – SAIT/MHC added
- Substantial enrollment increases
- 12 month employees



Taking Stock

- Looked for Resources

Colleagues and Partners



Taking Stock

- Changed our Promotion and Brand

Original

- No one knew what it was
(including ourselves)
- Meet the Teacher nights
- Some Social Media
- Some email communication

Current

- Reorganization of Staff to meet needs
- Specifically engaging counsellors and administrators
- Created a Career Pathways Committee
 - *More on that in a bit
- Switched to Centralized Messaging
- Classroom Presentations for students (grade 13)
- Presentations to teaching staff



Taking Stock

- Engaged Stakeholders

Make up of Career Pathways Committee

- Careers Team
- Counsellors/Administrators
- CTS Teachers
- Middle School Admin/Leads
- Trustee Representation

Actions

- Medicine Hat College
- TAVE & ACAT Sessions (Olds)
- CTEC Conference (20 Staff) switched on
- Lethbridge Try-a-Trade – STEM Teachers
- Community Engagement – January 11th
- Middle School Committee development
- My BluePrint working group
- TAVE Symposium (Cass)
- Board Presentation
- Private Partners (*more on that...)



Taking Stock

- Provincial Support

Start Up Grants

Enhancement Grants

- Apply for them every year
- Expansion of Post Secondary Access
- Access to better resources – particular for students at a distance



Your Turn: Taking Stock

What to consider as you build your program:

On your own or with your team, use the place mat provided to consider your own context.

- Foundational Documents
- Redefining our Structure
- Looked for Resources
- Changed our Promotion
- Engaged Stakeholders
- Leaned on Provincial Support



Dual Credit AHA Moments

The Secret Sauce

Starting Early – Our Plan for Middle School (even elementary)

- My Blueprint
- Try-a-Trade kits
- Grade 10 “Pre-requisites”

Identifying and Establishing Pathways

- Assists in conceptualizing dual credit for all stakeholders
- Targets needs (proactive mindset)
- Creates limits for us

Partnerships

- TAVE, Palliser, CESD (Alignment of process)
- Bringing on new Post Secondary (MHC attending Cass symposium)
- Youth Initiatives Coordinators
- BILD

Possibility Thinking (System, Schools, Post-Secondary, Enterprise)



Challenges

The Journey is not a Straight Line

- Counsellor, Administration, Teacher, Sr. Exec, Board engagement and understanding
- Equity: reaching all students (what are the barriers?)
- Sustainable Funding
- Partner engagement
- Communication
- Attrition (understanding student goals & supporting our students)
- Aging CTS Equipment



NEXT Steps for MHPSD

Our Priorities

- Parent Engagement – May 23, 2024
- Building our Documentation – Online Presence
- Communication of Pathways to Students, Families and Staff
- Middle school alignment
- Establishment of Collegiate
- Sustainability Plan
- Youth initiatives Coordinator
- Expansion with MHC – rinse and repeat
- Allocation of dual credit spots
- Fill seats for Intro to trades, HCA, VTA (scholarships)
- Intro to Construction Trades
- Parallel cohorts
- Supporting grade 13 gap year students

Board goal?



Closing Conversation

Your Thoughts:

- What excites you about this work?
- What worries you? Are there any potential downsides or threats we aren't seeing?
- What do you need to know more about at this stage?
- What recommendations or strategies might you suggest?







Trade

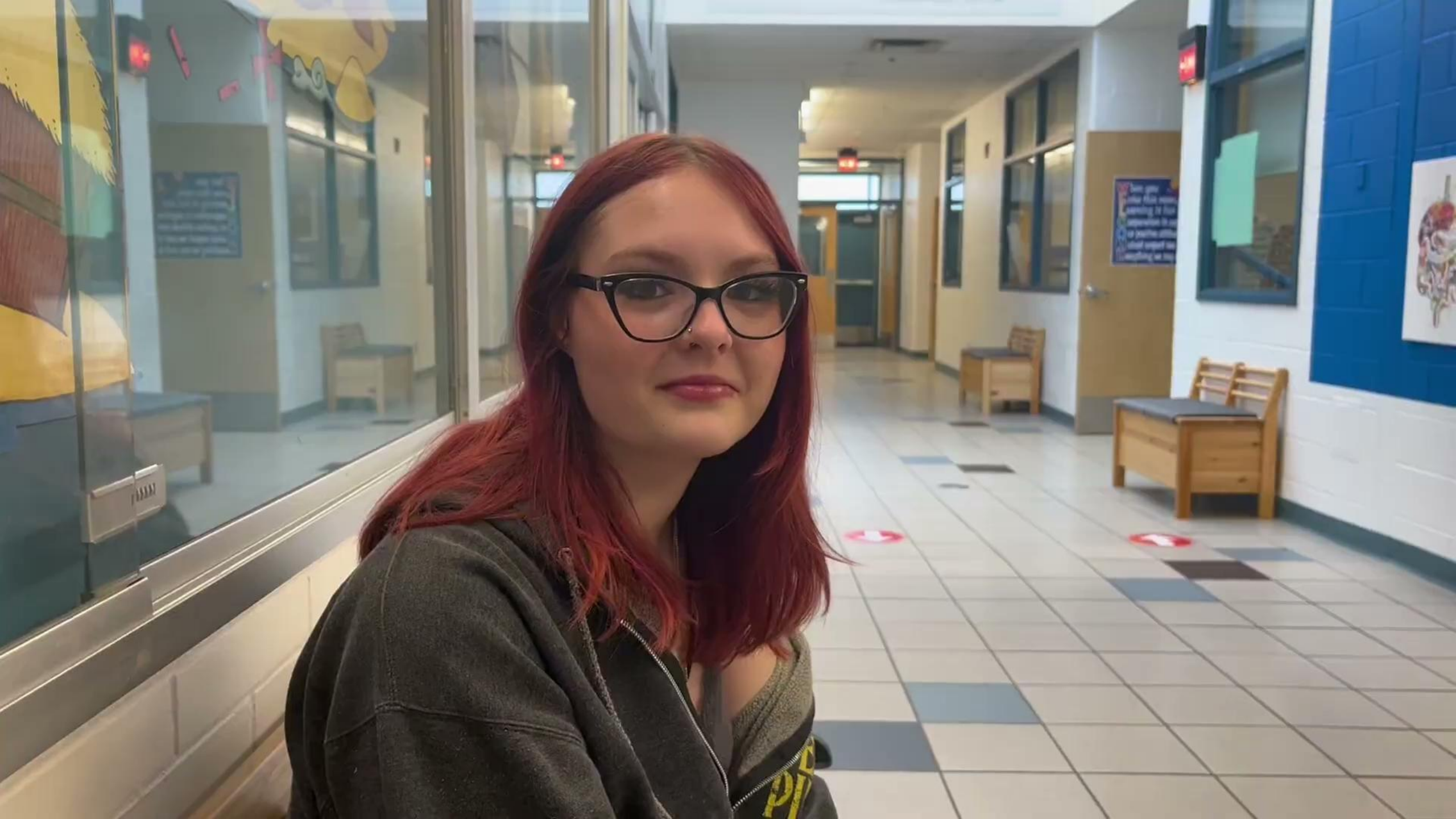
Science and everyday life cannot and should not be separated.
Rosalind Franklin, 1920-1958

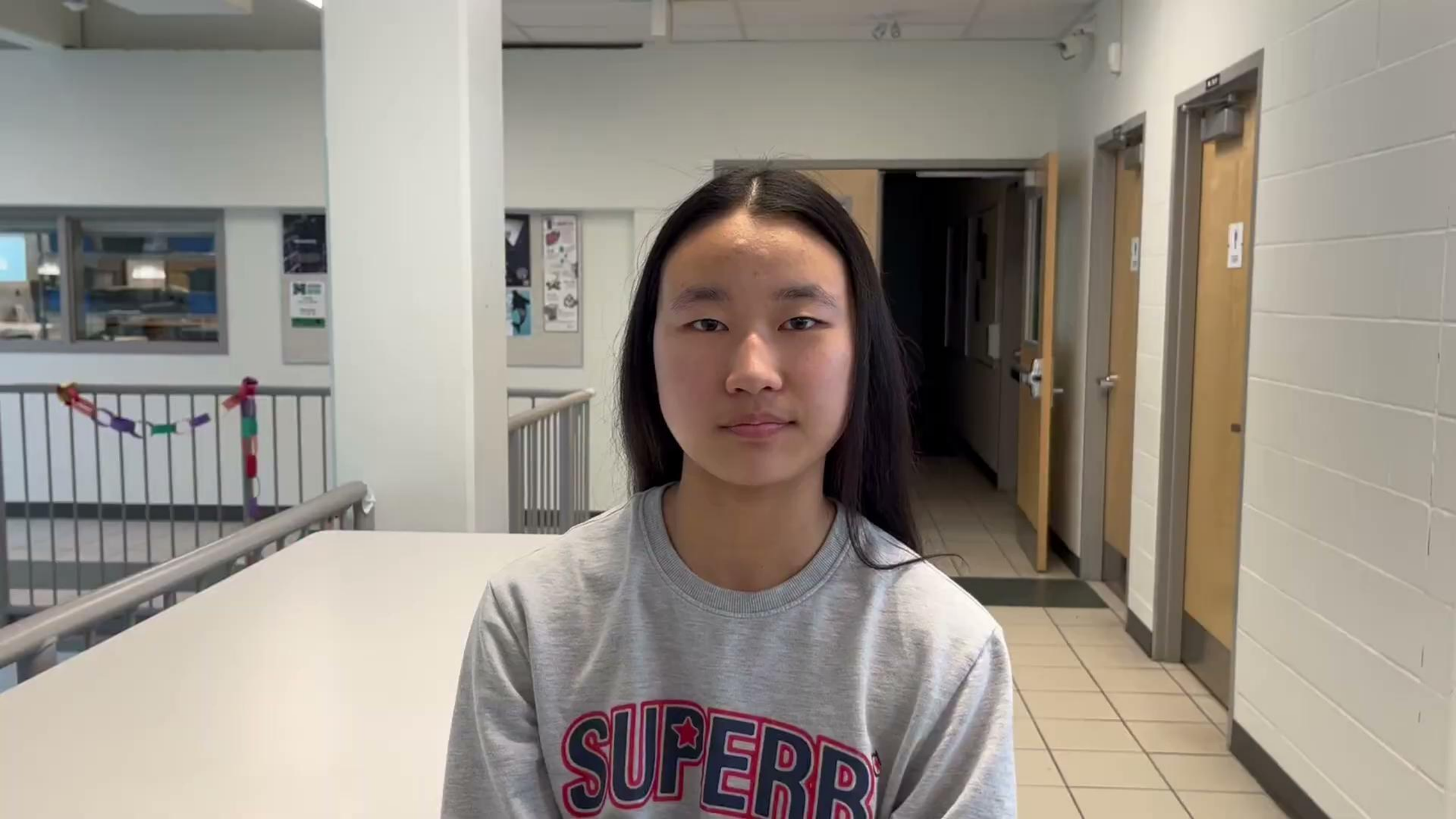
Science and everyday life cannot and should not be separated.
Rosalind Franklin, 1920-1958

Don't you wish that money was coming in from everywhere it can be paid off? Our patients often asked us to help them with their money.











Trades

Science and everyday life cannot and should not be separated.

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- Rosalind Franklin, 1930-1958

Don't give up. After this room, learning is fun. Experience it all. Be positive. Attend. School spirit is everything we do.

Science and everyday life cannot and should not be separated.

