



**CAREER**

**CONNECTIONS**

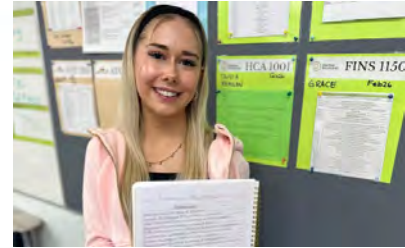
**STUDENTS ABILITIES**  
**CONFIDENCE ADAPT PLAN**  
**SKILLS TRANSITION**  
**CLEAR WORLD IMPLEMENT**

# Today's Design

## *Reaching High Levels of Student Success Transitioning Beyond High School*

**Today we are sharing our journey across 10+ years and highlighting the BUILDING BLOCKS we feel have been key to get us to our work today.**

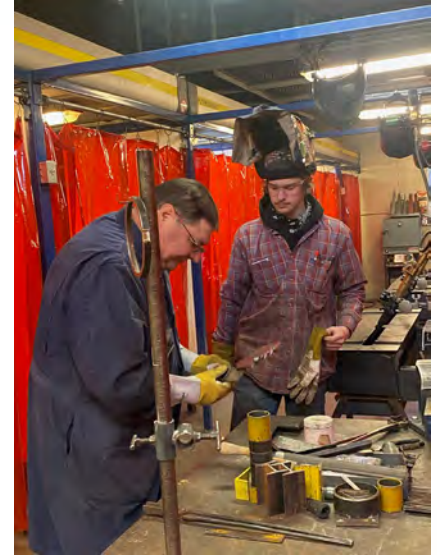
1. Our journey developing the design and division capacity
2. Board endorsement and establishing our Career Connection Goal
3. Our Career Connection Design and Our Why
4. The Essential Building Blocks
  - Centralized Leadership and Roles
  - School Teams and Capacity Building
  - Development of Division Goal/Priority/Strategies/Measures
  - Career Pathway Design - Select Pathway(s) of Focus



# Our Journey to Divisional Career Readiness Programming

## 2015 to Now

- Established Grades 9-12 Career Connection Teams - Division and School (admin and staff)
  - Leadership from central team and school administration key to guide and influence division focus and culture
  - Development of staff roles in the schools also grew further influence across all schools
- Spent 2 years collectively sorting through what we believed should be our Best Practices
  - Reviewed our current practices
  - Began to research where data was strongest for post-secondary transitioning
  - Defined what Best Practices we would begin to deepen practice of
- Developed our first Career Connection Goal version and presented it to senior leadership



# Our Journey to Divisional Career Readiness Programming

## 2015 to Now

- Established/Maintain capacity of Career Connection teams
  - Consistent focus and leadership from roles from the Central Team
  - Whole division days - two per year
  - 1:1 school visits and coaching
  - Frequent Micro-online sessions
- Development of a Scope & Sequence of Career Connection Actions
- Development of multiple career pathways (still a work in progress)
- Development of Handbooks to maintain focus, support teams, create consistent practice
- Next steps are Grades 6-8 with CTF and other, followed by K-5

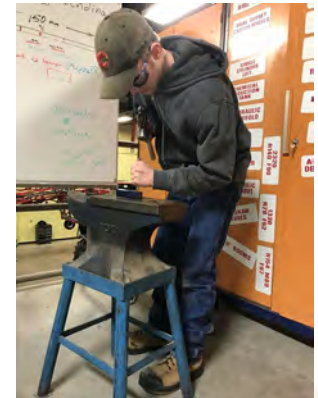
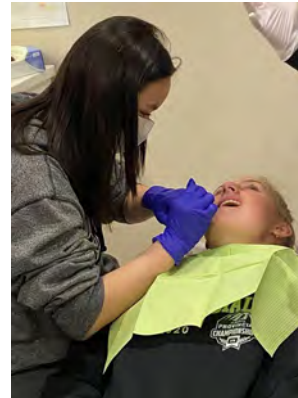


# Development of Division Goal

- **2015-2016** Using the newly established Career Connection Central and School Teams a DRAFT goal emerged which we wanted to present to Senior Leadership for consideration.
- **2016-2017** the below goal was selected as one of four for the division

## Our Vision of Careers (2015 DRAFT)

**All** high school students in CESD will develop **meaningful** and **purposeful** plans to create a **successful transition** to post-secondary or the world of work.





# Development of Division Goal

## 2016-2020

- Kurt's leadership with senior leadership and the Board to establish this focus and support the work
- Refinement of the goal, strategies and measures
  - The data (quantitative and qualitative) became the fuel of our continued growth and refinement
- Continued focus of the Central Team on the direction and growth of impact on students



## Development of Division Goal

### **2024 CESD Career Connection Division Goal:**

**Students will graduate high school having had purposeful career pathway experiences that lead to all students confident and prepared for a successful transition to post-secondary career training - journey person certification, certificates, diplomas, degrees.**



**Your HOW  
focus on  
Career  
Pathways  
today.**

**Premier  
Smith's  
Mandate  
Letter to  
the Minister  
of  
Education  
July 2023**

- Working in cooperation with the Minister of Advanced Education, fund growth of “CAREERS” with public and separate school divisions to increase student participation in off-campus programs or paid internships.
- **Enhancing dual credit grant programs to make more funding available for new dual credit programming and equipment.**
- Continuing to bring more collegiate schools online across the province to create pathways for students to post-secondary or their chosen fields in the workforce.
- In collaboration with the Minister of Advanced Education, reviewing the Skills for Jobs Task Force Report, and advancing key recommendations from the report pertaining to your ministry, including the **design and implementation of an apprenticeship system (similar to the Germanic model) for high school age students interested in pursuing vocational education and training in the skilled trades.**
- Investing \$20 million over 4 years in promoting career pathways including:
  - Organizing career fairs for high school students in high demand sectors.
  - Establishing an online career counselling website for students and parents to assist with career and education road mapping.
  - Launching a high school targeted advertising campaign to promote high demand careers.
  - Developing more teacher training for career and technology studies.
  - Collaborating with the Minister of Advanced Education to develop and promote career educational scholarships in areas of labour shortage for Alberta’s K-12 students.
  - Funding additional mobile CTS and CTF labs

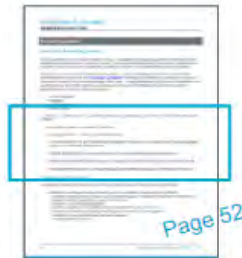
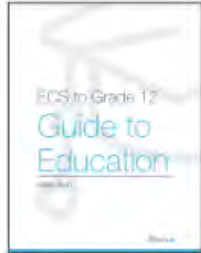


# Staying focused on our HOW: Aligning to the Guide to Education

EXPLORE

ENGAGE

EXPERIENCE



## Designing Divisional Goals/Priorities, Strategic Plans, Actions

In planning for student-centred organization, programming and planning, schools and *school authorities* should consider:

- ◆ supporting students to *prepare for transitions*
- ◆ *engaging students* in *career* and *personal planning*
- ◆ providing students with *personalized learning opportunities* such as dual credit and off-campus education programs, as well as optional courses
- ◆ creating opportunities for *students* to have *input* into their learning and school environment
- ◆ offering opportunities for *flexible pacing* and programming that is *responsive* to diverse learning needs
- ◆ that programming decisions be *research based, data informed and regularly monitored* and reviewed

# Compelling Use of Divisional Measures

As school authorities we can use compelling data to establish the work to high levels.

Student success (career certainty, career skills and confidence) transitioning to post-secondary career education and training with the needed skills to successfully complete their high school learning.



# Compelling Use of Divisional Measures

**Academic  
Empowerment**

**Post-Secondary  
Transition Success**

**Mental Health**

**Graduation Rates**

# Compelling Use of Divisional Measures

## Academic Empowerment

- ◆ Students enrolled in DC/exploratory programming are more engaged in learning at home high school, see the “why” of courses, upgrading, etc.
- ◆ Teachers see increases in student academic focus
- ◆ Students feel supported in their career pathway, have improved mental health, ready for the world of work
- ◆ System connectedness - “all hands on deck” -
  - Systemness - Collective efficacy





# Compelling Use of Divisional Measures

## High School Completion Data

CBE, Chinook's Edge, Palliser,  
Red Deer Catholic, Wolf Creek

### Graduation Rates

- ★ Measured three graduating classes 2019-2021
- ★ Graduation rates for students who participated in at least one single dual credit course in their high school journey
- ★ Average graduation rate of a dual credit student for all 4 school authorities = 98%



This program has really helped me understand what I wanna do with my future.

# Compelling Use of Divisional Measures

## Alberta Dual Credit Student Transition to Learning After High School

### Dual Credit Enrollment

The students who entered grade 10 in 2017-2018 were tracked by the Dual Enrollment Flag and CTS and then cross-referenced with their transition to learning at postsecondary after high school.

#### Transition to Post-Secondary

##### Certificate Learning:

Not Enrolled in Dual Credit

2%  
Transition Rate

Enrolled in Dual Credit

20%  
Transition Rate

#### Transition to Post-Secondary

##### Degree Learning:

Not Enrolled in Dual Credit

16%  
Transition Rate

Enrolled in Dual Credit

28%  
Transition Rate

#### Transition to Post-Secondary

##### Diploma Learning:

Not Enrolled in Dual Credit

4%  
Transition Rate

Enrolled in Dual Credit

8%  
Transition Rate

#### Transition to Post-Secondary

##### Non-Credential

Not Enrolled in Dual Credit

6%  
Transition Rate

Enrolled in Dual Credit

71%  
Transition Rate

<https://www.alberta.ca/media/3401671/2020-12-16-adding-post-secondary-enrollment-data-to-the-dual-enrollment-report-2017-2018.pdf>

### School Jurisdiction Supports for Dual Credit Students

- Career Education Exposure - experiential and/or hands-on learning in an area of interest
- High School Teacher Supervisor - support in navigating requirements of post-secondary learning, accessing services, supplying course materials and PPE, communicating with instructors
- Financial Supports - remove barriers and improve equity of access by covering some or all costs associated with programming
- Career and Post-Secondary Transitions - supporting next steps via employer sessions, industry safety credentialing, and connections to community partners



## Post-Secondary Transition Success





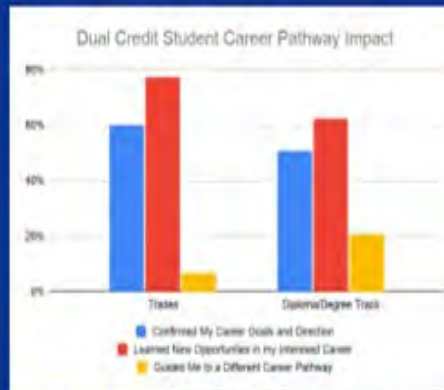
# Compelling Use of Divisional Measures

## Mental Health

- ◆ Mental Health Benefits
- ◆ Social-emotional driver
  - Students see purpose and value in their education
  - Develop confidence and resilience
  - Empowerment

## Dual Credit Impact Data

Student Exit Survey Data (Fall 2020)



**98%** of students believe that their dual credit program has prepared them to successfully transition from high school



## Top 5 Reasons Students Enroll in Dual Credit

1. It will lead to a future career that I am interested in
2. Gain skills for employment
3. Earn credits at the high school and post secondary level
4. Try something different that extends beyond high school
5. Test out a post-secondary program before I graduate from high school

# Development of Career Connection Design

## The Importance of Building School and Division Cultures that Provide:

- Flexibility for students
- Multiple “entry” and “exit” points to support student learning
- Transitions
- Varying levels of “risk” based on where learner is at in their journey
- Academic Readiness, Ability to Articulate Pathway Connection, Maturity, Connection to Student Goals and Career Plan
- Confidence Building for career choice and post-secondary readiness
- Student support for success in place throughout

# Development of Career Connection Design

Our focus on a collegiate model.

It is what we have been building towards for nearly a decade. Key components of experiences all work together for the student career readiness.

School Division and School Design is the key to success for students.

Collegiate Design = Career Readiness Pathway Model				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4 <small>(additional support year as needed)</small>
<b>School Programming</b>	Graduation Course Requirements			
	Use of division/school design to develop career pathways within school programming i.e. core, flex times, WE, Green Certificate, CTF/CTS develop growth of academic and skill readiness for career pathway success			
<b>Post Secondary Programming</b>	Dual Credit Single Course & Skill Development			
		Skilled Trades Year 1 (Pre-employment) & Other Full Career Certificates		
<b>Industry</b>	Exploration and early work integrated learning experiences		WIL/RAP Placement	
	Use of CAREERS as a partner in career placements September through June and Summer			
<b>Student Support &amp; Career Advising</b>	School division supervision, academic and career coaching for student career transitioning success			
	Use of CAREERS as a partner in career advising and career education support			

# Component #1

## High School Programming Design & Culture

Collegiate Design = Career Readiness Pathway Model				
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# Development of Career Connection Design

## Collegiate Pathways



### PATHWAY DESIGN

- Multiple entry and exit points with a focus on Grades 7 through 12
- Increasing amounts of structure
- Flexible

## AGRICULTURE

Exploratory Learning Days

Green Certificate

Introductory Agriculture Course

**Agriculture Dual Credit Courses**

Ag Business, Agronomy and Animal Science Diploma; Bachelor of Ag Science, Ag Tech and Design Thinking in Ag

## HEALTHCARE

Exploratory Learning Days

Foundations in Emergency Care

**Healthcare Dual Credit Courses/ Programs**

Anatomy & Physiology; Medical Terminology; Healthcare Aid (3 clinical placements); Healthcare Career Essentials; Medical Office Assistant

## ENVIRONMENTAL SCIENCE

Exploratory Learning Days

**Environmental Science Dual Credit Courses**

Botany; Ecology; Geology; Spatial Information; Innovation & Disruption in Water Systems; Data Collection and Technology, Zoology

## SKILLED TRADES

STEM Project Classroom Activity

Exploratory Industry Programming and Credentials

Skills Canada Competition

**Skilled Trades Dual Credit Courses/ Programs**

Intro to Trades; Pre-Employment Autobody, Auto Service Tech, Carpentry, Pipe Trades, RV Tech, Welding

## TECHNOLOGY

Classroom Robotics and STEAM Activities

Tech Talks and Industry Nights

Exploratory Programming

**Technology Dual Credit Courses/ Programs**

Software Development, Web Design, Intro to Hardware, Intro to Networks, UX/UI

Off-campus Education (Work Experience, RAP, Internships)



# Staying focused on our HOW: School Design of Programming

- Use of current CTS Programming
- Flex Time for Career Readiness
- Career exploration experiences at school and off site



# INTRO ROBOTICS PROGRAMMING & 3D PRINTING CREDITS

INTRO



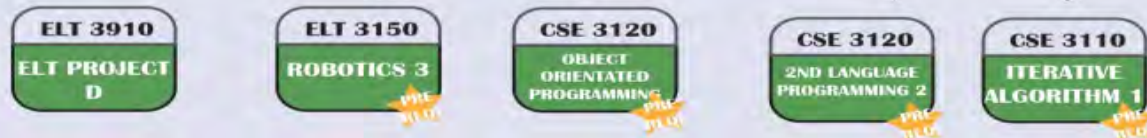
INTERMEDIATE



DUAL CREDIT COURSES

<b>ATG 1007</b> <b>Electronics &amp; Control Systems</b> Students will investigate foundations of control systems, electronics and practical applications in precision farming.	<b>ATG 1008</b> <b>Solving Technology Problems</b> This course focuses on equipping students with the necessary skills to solve technical agricultural issues using data-driven problem-solving techniques.	<b>COMING SOON!</b> <b>Robotics Coding and 3D Printing.</b> Students will design, create, and program functional robotic systems using 3D printed components.
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ADVANCED



# Component #2 Career Pathway Dual Credit

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# Alberta Education Dual Credit

## The Dual Credit Framework

### Important Key Practices to Establish

- Students must be carefully supervised by an assigned K-12 teacher
- Processes for student success need to be in place by both K-12 and the PSI's
  - **CESD Levels of Support**

Alberta Dual Credit Framework



JANUARY 2022

Alberta



# Current Dual Credit Single Courses

## Single Course Options (examples)

- Anatomy and Physiology
- Basic Bookkeeping
- Basic Psychological Processes
- Canadian Politics: Institutions and Issues
- Sports Management
- Hospitality
- Ecology
- Engineering Math
- Health Fields
- Agriculture Technology
- Infection Prevention and Control
- Introduction to Accounting
- Introduction to Business

- Introduction to Cree 1
- Introduction to Criminal Justice System
- Introduction to Early Childhood Education
- Introduction to Marketing
- Animal Sciences
- Introductory Anthropology
- Introductory Sociology
- Medical Terminology
- Physical Geology
- Principles of Animation
- Research & Writing in the Context of Indigenous and Settler Relations
- Horticulture



# Dual Credit Pathways

## ***Skilled Trades Pathways:***

### Pre-employment Certifications

- Carpentry, Pipe Trades, Electrician, Welding
- Heavy & Agriculture Equipment Technician
- Aviation
- Power Engineering 4th Class

## ***Health Care Pathways:***

- Pharmacy Assistant Certificate
- Healthcare Career Essentials
- Unit Clerk Certification
- Health Care Aide
- Single online course offerings

## ***Information Technology Pathways***

- IT Services
- Web Development

## ***Natural Sciences Pathways***

- Veterinary Technical Assistant Certificate

## ***Emergency Services Pathways***

- Fire Academy
- Police Studies
- Emergency Care

## ***Agricultural Pathways***

- Horticulture
- Animal Sciences
- Agricultural Technologies





## Component #3

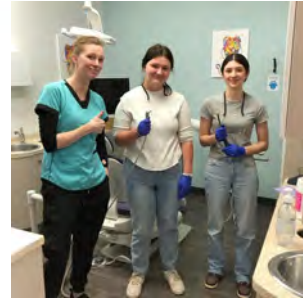
**Purposeful  
Work  
Integrated  
Learning in  
alignment with  
the Dual  
Credit  
Learning**

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# Staying focused on our HOW: School Design of Programming

## Use of Work Integrated Learning to varying levels of credit

- 1 credit +
- Hugh Sutherland School recent all Grade 10's Internships (Meaningful and learning focused)
  - Classroom readiness learning October to March
  - April 3-Day internship experience (student's #1 choice)
  - Follow-up learning and advising



# Component #4

Student Supervision and Coaching Support Causing high levels of student success

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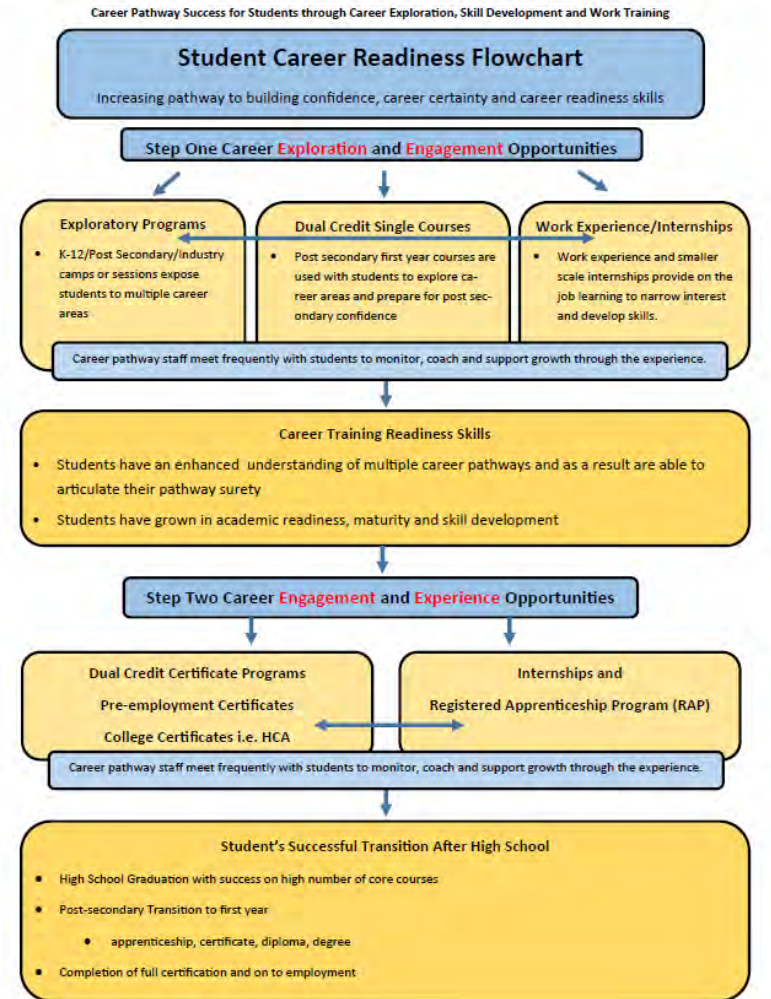


# Career Readiness Pathway Individual Planning

Our work with individual students needs to be meaningful and purposeful to their career readiness journey.

Students excel in these pathways when we have staff assigned to support and coach students through the learning process and stresses that come with this

- Meet at least once weekly to track student success
- Get to know a student
- Monitor and coach academic success in all high school and dual credit
- Wrap around students when struggles arise; bring in other supports as needed based on student need
- Advise on career pathways and post-secondary next steps
- Support resumes, application processes etc
- Follow the student over multiple years of schooling



# A day in the life of collegiate Student A...Skilled Trades

## Year 1 Student A

- Regular programming at home high school
- 90 hours of apprenticeship post secondary learning spread out across the school year on full days of on campus time
- Short Work Experience placements across multiple industries to gain awareness of opportunities
- Regular coaching with assigned division staff
- Exploratory experiences i.e. field trips Skills Canada

## Year 2 Student A

- Regular programming at home high school
- 90 hours of apprenticeship post secondary learning spread out across the school year on full days of on campus time. Compete in Skills Alberta Regionals
- Longer Work Experience placements across multiple industries to gain skill
- Regular coaching with assigned division staff
- Exploratory experiences i.e. field trips Skills Canada



# A day in the life of collegiate Student A...Skilled Trades

## Year 3 Student A

- Regular programming at home high school
- Pre-employment Skilled Trades Training (Year 1 of Apprenticeship April-June)
- Set up in Apprenticeship system and coached on job readiness ‘soft skills’
- RAP placement June onward
- Regular coaching with assigned division staff

## Year 4 (if needed) Student A

- (if needed) Regular programming at home high school
- RAP Placement and/or Pre-employment Skilled Trades Training (Year 1 of Apprenticeship April-June)
- Regular coaching with assigned division staff





# Where Can You Start or Grow From?

## 4 Essential Building Blocks to Focus On



# Essential Building Block: Development of Career Connection Teams and Capacity Building

What roles already exist in your schools and division?

- Leverage these and build your career teams from here

Mobilize these teams and wrap around with capacity building and continued development of next steps for your school authority.

- Design and facilitate
- Unpack current work and develop a draft goal/priority
- Research - lots currently in the province to learn from
- Narrow in on your best practices and refine over time
- Establish your school authority's strategic actions
- Establish team days of learning and 1:1 coaching

# Essential Building Block: Centralized Leadership & Roles

Who will lead and grow this work? This needs to be defined and direction set.

**Your Central Team** is a must in divisional direction and growth of Career Connection work...

- Senior Leadership and Board support
- Senior Leader portfolio includes Career Connections
  - For CESD, Associate Superintendent of Learning Services Jason Drent
  - Director, Jackie Taylor
  - Coordinator and other roles ie CAREERS position, practitioner, off campus

**Your School-based Teams...**

- School Administration leads this goal for their school
- School-based Career Connection teams
  - School Admin, Career Counselor, Career Practitioner, Off Campus, CTS Assigned Teacher, other ie Advisory



# Essential Building Block: Development of Division Goal

Like any divisional goal being established, take the time to involve all key persons across the organization in the establishment of this using your best starting point for this work right now. Facilitate this well to establish the support needed at all levels.

Allow the goal to evolve as your capacity and programming strengthens.

**Students will graduate high school having had purposeful career pathway experiences that lead to all students confident and prepared for a successful transition to post-secondary career training - journey person certification, certificates, diplomas, degrees.**

**\*This has evolved at least 4 times in the past 7 years to best reflect us growing to a stronger position of practice as well as knowledge.**



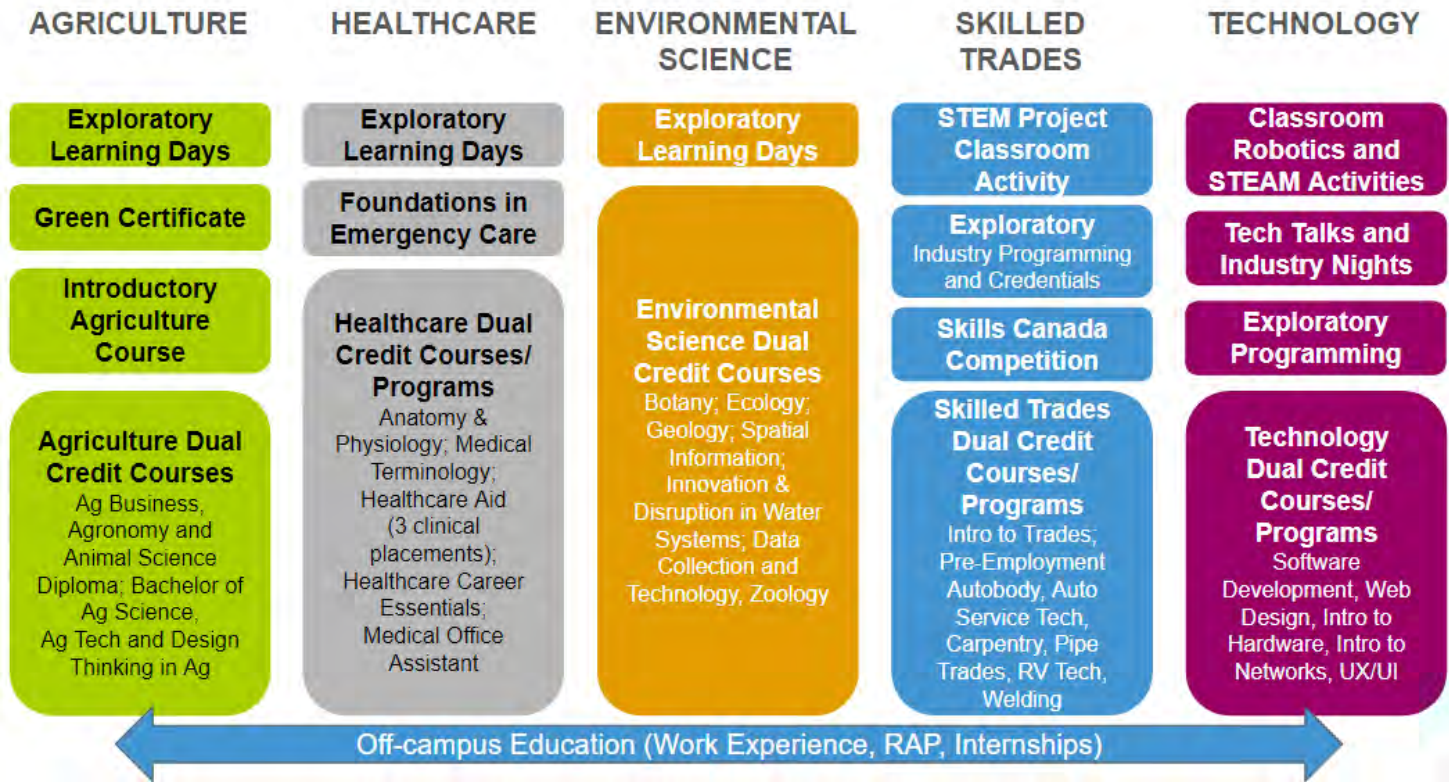


# Essential Building Block: Development of Division Measures

## **CESD Career Connection District Measures:**

- **90% of CESD students will achieve 3-year High School Completion**
- **60% of CESD students will transition to post-secondary within 6 years of grade 10**
- **100% of graduating students will be confident in their career choice and transition plan and can articulate this with clarity**

# Essential Building Block: Career Pathway Design (Select a Focus)



*Go Slow to Go Fast*

# Essential Building Block: Career Pathway Design (Select a Focus)

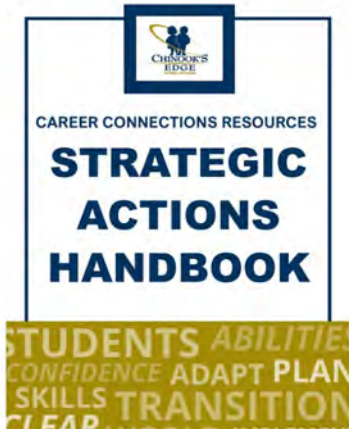
## Collegiate Pathways



### PATHWAY DESIGN

- Multiple entry and exit points with a focus on Grades 7 through 12
- Increasing amounts of structure
- Flexible

# Development of Division Strategies to Guide Practice



**STRATEGIC ACTIONS- EFFECTIVE SCHOOL ROLES**

**STRATEGIC ACTIONS- STAFF LEARNING AND ENGAGEMENT**

**STRATEGIC ACTIONS - SCHOOL STRATEGIC PLAN & ACTIONS**

**STRATEGIC ACTIONS - STUDENT LEARNING EXPERIENCES**

**STRATEGIC ACTIONS - CAREER/COLLEGIATE READY SCHOOL STRUCTURES & CULTURE**

**STRATEGIC ACTIONS - DUAL CREDIT**

**STRATEGIC ACTIONS - WORK INTEGRATED LEARNING/OFF CAMPUS**


**STRATEGIC ACTIONS - CAREER/POST-SECONDARY PATHWAY LITERATE**

**STRATEGIC ACTIONS - PARENT ENGAGEMENT**






# Essential Building Block: Development of Division Support Documents to Guide Practice




CAREER CONNECTIONS

## POST-SECONDARY PREPAREDNESS HANDBOOK




STUDENTS ABILITIES  
CONFIDENCE ADAPT PLAN  
SKILLS TRANSITION




CAREER CONNECTIONS

## TRADES & APPRENTICESHIP PREPAREDNESS HANDBOOK




STUDENTS ABILITIES  
CONFIDENCE ADAPT PLAN  
SKILLS TRANSITION




CAREER CONNECTIONS

## POST-SECONDARY & APPRENTICESHIP FINANCIAL AID HANDBOOK




STUDENTS ABILITIES  
CONFIDENCE ADAPT PLAN  
SKILLS TRANSITION




CAREER CONNECTIONS

## CAREERS CLUSTERS & PATHWAYS HANDBOOK




STUDENTS ABILITIES  
CONFIDENCE ADAPT PLAN  
SKILLS TRANSITION  
CLEAR WORLD IMPLEMENT



CAREER CONNECTIONS

## WORLD OF WORK PREPAREDNESS HANDBOOK



STUDENTS ABILITIES  
CONFIDENCE ADAPT PLAN  
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CAREER CONNECTIONS

## COUNSELOR & PRACTITIONER YEAR-AT-A- GLANCE

STUDENTS ABILITIES  
CONFIDENCE ADAPT PLAN  
SKILLS TRANSITION  
CLEAR WORLD IMPLEMENT