



Post Secondary Perspectives on Pathways

TAVE Trades + Technologies Summit
May 15, 2024





Land Acknowledgement

- ● We honour and acknowledge that the land on which we are on today is
 - ● Treaty Six territory. This place is a traditional homeland for the First
 - ● Nations and Métis Peoples, and today we are all part of this treaty land.
- The traditional name of this place is Amiskwaciy Waskahikan, which we also call the city of Edmonton.





Introductions



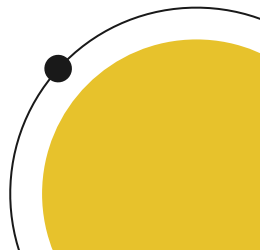
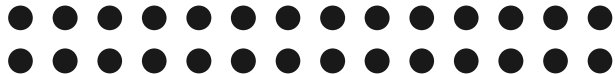
Patrick Nicholson
Dual-Credit Coordinator, SAIT



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Lethbridge College



Topics to Tackle



01

**Value of
Partnership**

02

**Best
Practices**

03

**Challenges
+ Solutions**

04

**Impact of
Pathways**

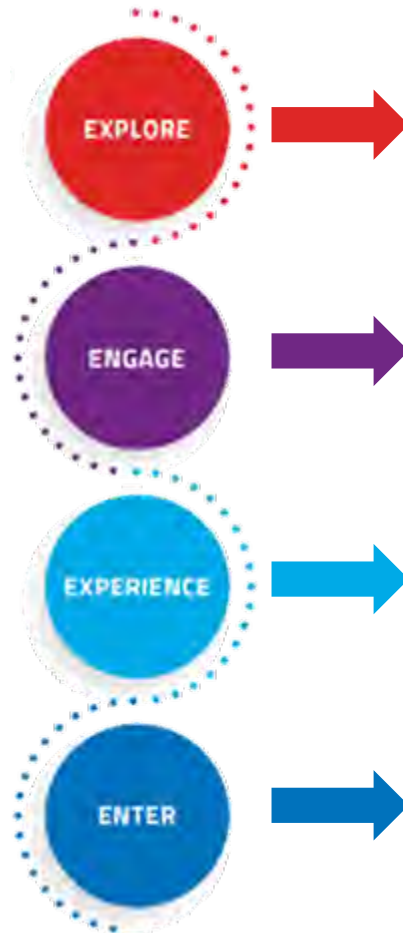
Defining Pathways

Structured Programs to help students:

- Transition to Post-Secondary
- Registered Apprenticeships
- Entry-Level Employment

Combination of:

- Transition to Post-Secondary
- Registered Apprenticeships
- Entry-Level Employment



- Summer Camps
- Try-a-Trade
- Campus/Industry Tours
- Career Exploration Workshops
- Exploratory Programs
- Inter-Disciplinary CTF Challenges
- Community Projects
- Digital Youth Workshops
- Dual-Credit
- Foundations Programs
- Community Projects/Challenges
- Internships/Job Shadowing
- Transition to Post-Secondary
- Registered Apprenticeships
- Entry-Level Employment



Value of Partnerships

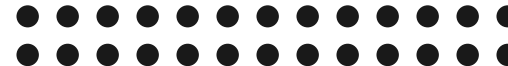
Teamwork makes the dream work.



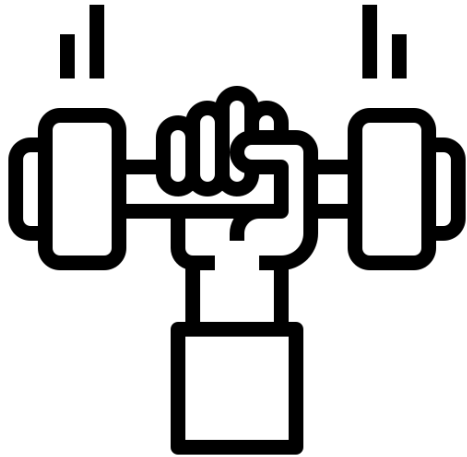
Partners collaborate to:

- Identify and understand student interest
- Anticipate local labour market needs
- Decide areas/sectors of focus/priority
- Design programs intentionally
- Ensure pathway and curriculum alignment
- Provide “wrap-around” student supports
- Track and share important data
- Support transitions between programs
- Facilitate work experience opportunities
- Grow industry and community support
- Produce promotional materials
- Host information sessions

Partnership serves as the foundation for all program development + delivery.



Partnership Power Ups



K-12

- Multiple boards
- Cost efficiencies
- Work efficiencies

PSIs

- Multiple institutions
- Consistent practice
- Credit transferability

INDUSTRY

- Charitable support
- Ensure relevance
- Work placements



- Unique partnership of six school divisions, two non-profit organizations, Lethbridge College and industry members.
- Gives youth across Southern Alberta the opportunity to explore career pathways in Trades, Agriculture and Healthcare sectors.





- Grades 7-9 Exploratory Programming
- Grades 10-12 Dual Credit and Work-Integrated Learning
- Educator Professional Learning Opportunities

Programming hosted on campus, as well as in schools.



Lethbridge College

Improved transitions

Lower attrition

Division Partners

Complimentary programming

Increased engagement

Improved transition rates

Student wellness

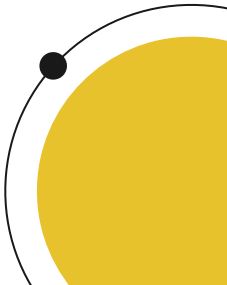
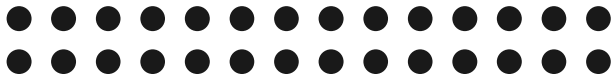
Industry

Filling the “pipeline”

***Genuine desire
to help students***

Strong Partnerships:

- Demonstrate commitment to provincial needs/priorities.
- Require significant coordination amongst multiple stakeholders.
- Produce highly impactful pathway programs and experiences.
- Make efficient use of resources.





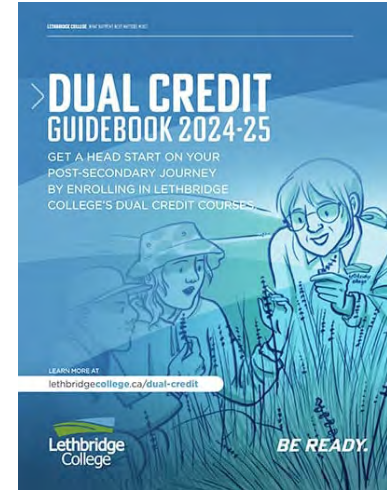
Best Practices

In Dual Credit and Youth Pathways (from two different PSIs).



Communicate Consistently

- Establish a solid communication plan that allows for consistent back-and-forth with partners and internal stakeholders.



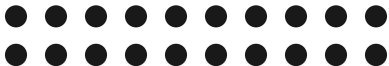
Ex. Monthly newsletter, summit meetings, check-ins, email updates, intake spreadsheet, event calendar, resources, one-pager for internal stakeholders, etc.



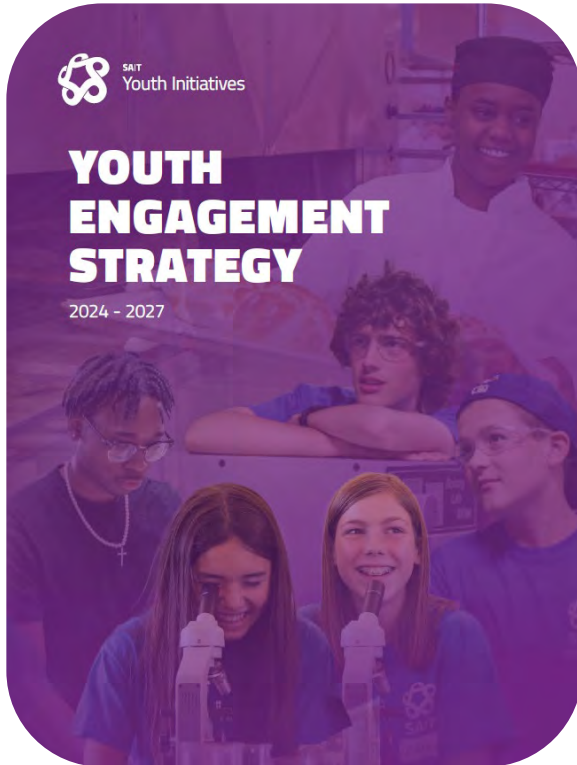
Think Big

- Encourage internal cohesion and priority alignment with an institutional youth engagement strategy.
- Should include mission statement, vision and deliverables, that highlight the importance of partnerships and communicate institutional commitment and direction.

Ex. Youth Engagement Strategy (including annual reports to all stakeholders)



Think Big

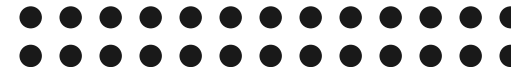


SAIT's Youth Engagement Strategy aims to create impactful experiences that influence the decisions youth make about their futures. By focusing on key areas, such as career and program exploration, digital skills development, and trying out different trades, SAIT seeks to engage and empower young individuals to make informed choices about their educational and professional pathways. This strategy underscores SAIT's commitment to supporting and guiding the next generation towards successful and fulfilling futures.



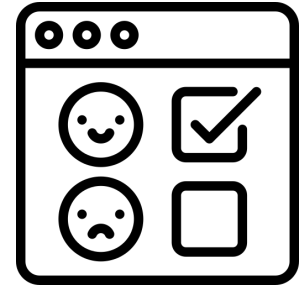
Protect Minors on Campus

- Institutional policy that creates a secure and nurturing environment conducive to learning and personal development, as well as mitigates potential risks.



Go to the Source

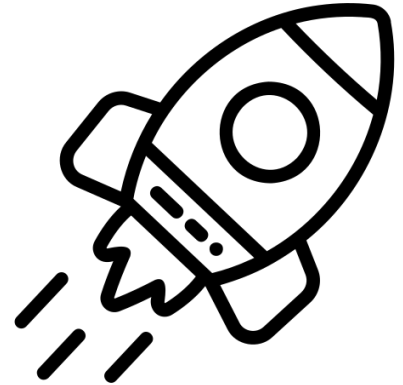
- Connect with students via survey to evaluate programs' content, impact, barriers, etc.
- Surveys conducted both pre and post completion best evaluate overall experience.
- Mixture of closed and open-ended questions maximizes quality.



Ex. Surveys incorporated into SAIT's LMS

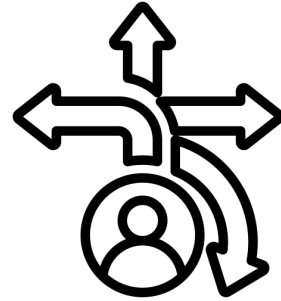
Get a Head Start

- Connect with students in earlier years to allow for in-depth exploration, that sooner identifies interests + aptitudes.
- Waiting until high school is too late, as junior high selections impact qualification.



Ex. STEM program, summer camps, field trips





Ensure Program Alignment

- To foster further curiosity, create obvious alignment in pathways.
- Eliminate "dead ends" that leave students stranded.
- Leveraging partnerships and maintaining relationships is key.

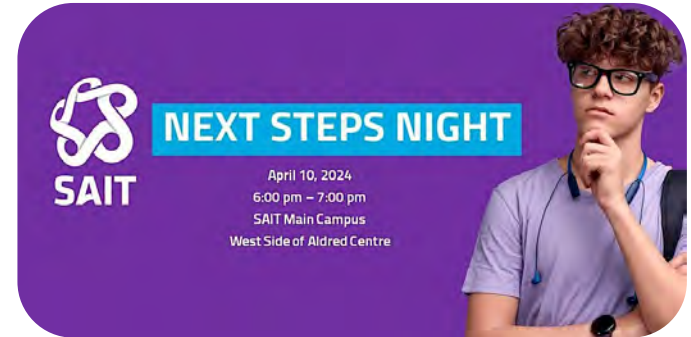
Ex. Carpentry Camp - Exploratory Session - Regional Skills Competition - Intro to the Trades Dual Credit Course

Pave the Way

- Take measures to smooth transitions along pathways.
- Help students connect with resources and services to facilitate decisions and next steps.

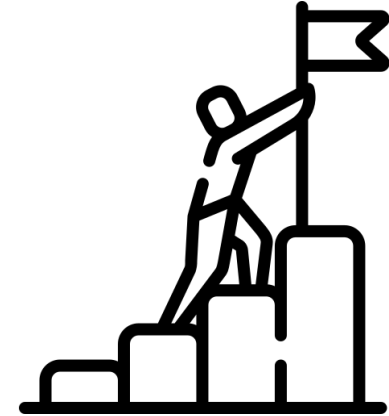
Ex. Next Steps Night

Ex. Recruitment Intros

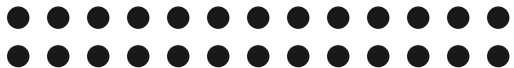


Provide Room for Growth

- Once students are on a pathway, ensure specialization opportunities exist as well.
- *May be difficult to achieve.*

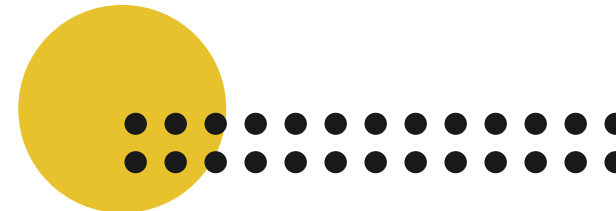


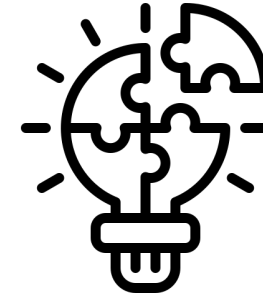
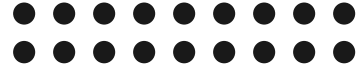
Ex. Intro to the Trades - Intro to Pipe Trades - Pre-Pipe Trades Certificate Program
Ex. Incorporating safety certifications



Standardize Processes

- In order to collect consistent demographic/achievement data for government reporting.
- Helps students to development digital citizenship skills, while also ensuring continuity when transferring between PSIs + careers.





Creative Problem Solving

- Every partner has unique students, resources, problems, etc.
- Flexibility in meeting partners where they're at and developing collaborative solutions greatly impacts students.

Ex. Computer Software Issue

Ex. Conflicting school breaks in Fall, Spring and/or Easter



Challenges + Solutions

From various stages of program development.



Challenge

- Limited instructor and facility resources.

Solution

- Shared sessions with Dual Credit and Exploratory Students.
- Schedule programs during summer or during breaks in apprenticeship programming.
- Dual-Credit cohorts consist of students from across all boards.



Challenge


- Exponential growth that surpassed manual systems.

Solution

- Granted LMS access for observers to monitor student progress.
 - Adopted college-wide application system.
 - Developed automated Microsites.
 - Expanded dual-credit coordination team to facilitate growth.
-

Microsites for Tracking Student Data

Dual Credit Applications School Divisions ▾



Holy Spirit Catholic School Division

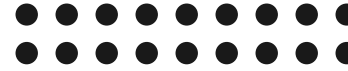
Dual Credit - Holy Spirit Catholic School Division Site contents Edit ☆ Not following 🗺 Site access

+ New ▾ ⚙ Page details 📊 Analytics Published 3/6/2024 📄 Share ▾ ✎ Edit ↗

Lethbridge College Dual Credit Students - Holy Spirit Catholic School Division

▾ First Name ▾	Last Name ▾	School Division ▾	Course ▾	Grades ▾	Notes ▾	Withdrawn ▾
▾ School : CATHOLIC CENTRAL HIGH SCHOOL (2)						
██████	██████	Holy Spirit Catholic School Division	INS1155 - Intro to Indigenous Studies			No
██████	██████	Holy Spirit Catholic School Division	ECE1151 - Health, Nutrition and Safety			No





Challenge

- Servicing students from a wide geographic range.

Solution

- Wide variety of delivery models to ensure accessibility and equity to learning opportunities:

Ex. In person, online synchronous, online asynchronous, on location delivery, local teachers contracted, condensed schedules



Addressing access equity with LRSD





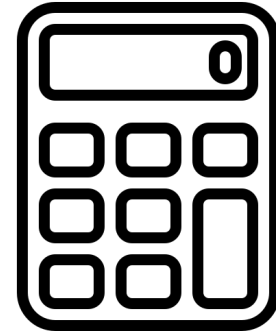
SAIT in the Community

- Granted LMS Mînh Thnî (Morley) - *culinary instructors travel*
- Golden Hills Canadian Rockies/Palliser - *culinary instructors travel*
- Edmonton Catholic - *local AME instructor contracted*
- Prairie Rose - *full-time teacher contracted to teach AME*



Challenge

- Cost barriers: dual-credit funding and operational budgets may struggle to sustain impactful initiatives.



Solution

- Shared Secure other courses of funding.
Ex. Provincial/municipal grants (Alberta at Work, OCIF); private donors; industry sponsorship



Challenge

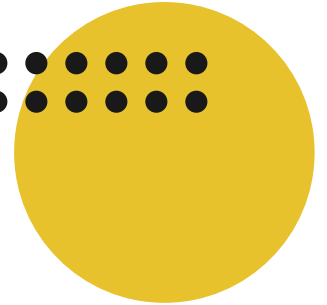
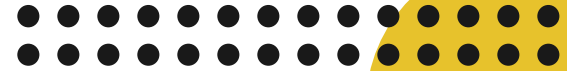
- Lack of understanding on course/program laddering.

Solution

- Pathway information sheets created for each dual-credit course.



Challenge



- Access to instantaneous student data, as impact on enrollment is realized years later.

Solution

- Play the long game.
- Track data of returning/non-returning students.
- Establish a clear communication strategy, with high visibility of transition supports.
- Utilize provincial tracking of transitions between institutions.





Impact of Pathways

On students and enrollment.



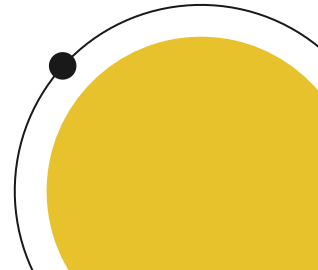
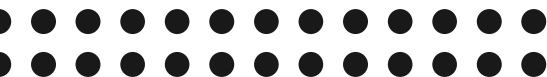
Returning Student Data Tracking

Academic Year	Return %
2014-15	26%
2015-16	18%
2016-17	22%
2017-18	23%
2018-19	21%
2019-20	28%
2020-21	17%
2021-22	8%
2022-23	7%

2019 milestone: first SAIT dual-credit trades student completed full apprenticeship and achieved journeyman status.

+20 SAIT dual-credit trades students have now reached 3rd or 4th year in their apprenticeships.

+30 SAIT dual-credit students returned to take a degree program at SAIT.



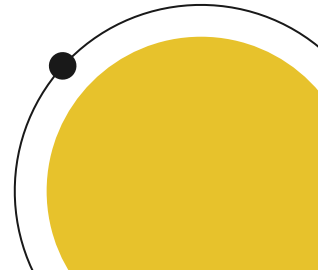
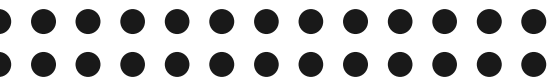
Returning Student Data Tracking



Fall 2023: 50 Dual Credit students returned to take a certificate/diploma/degree.

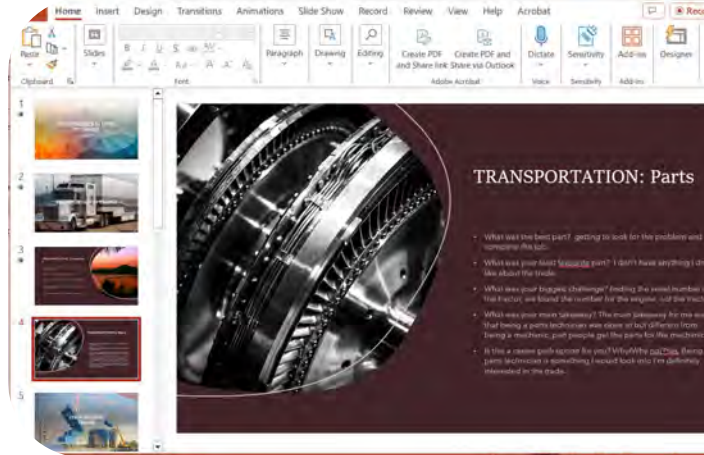
Spring 2024: 70+ Dual Credit students returned to take a certificate/diploma/degree.

Exploratory Programming: work in progress...



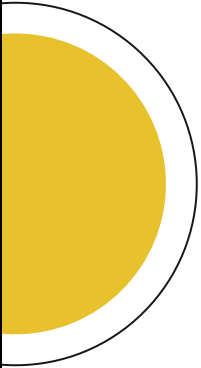
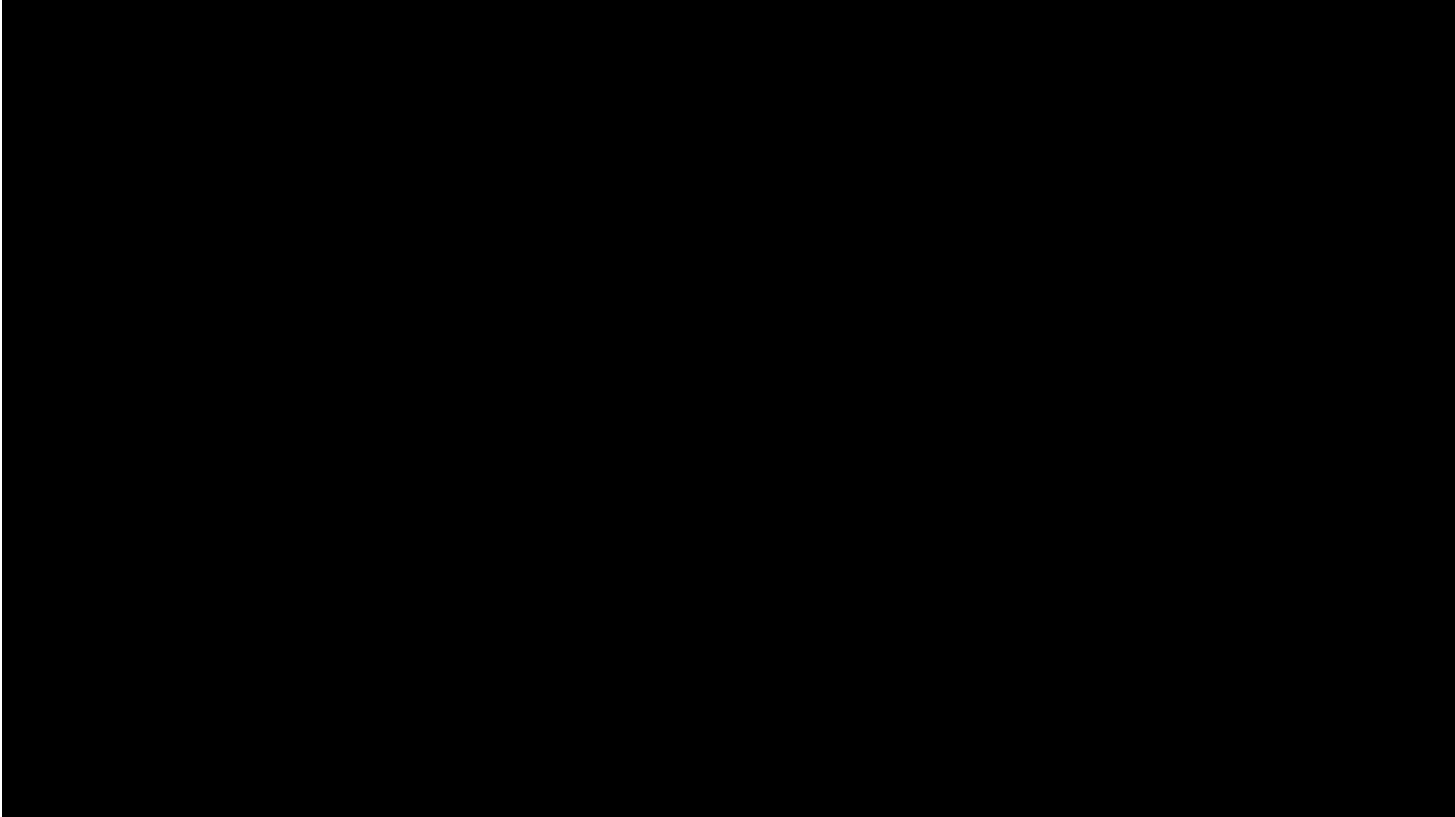
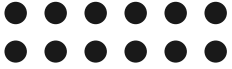
Portfolio Presentations

Impact of Pathways



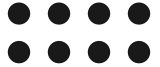
Thomas' Story

Impact of Pathways



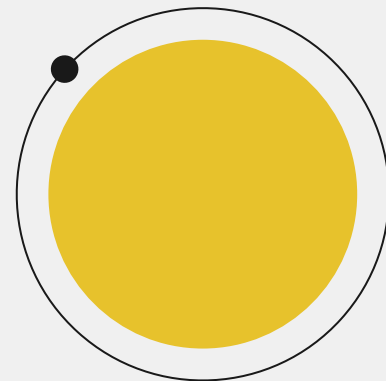
Former + Current Dual Credit Stories

Impact of Pathways





Questions?





Thank You!



Connect with us.



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