

# Sustainable Career Pathways in Collegiate Education

*Welcome Warm-Up: Finish the sentence:*

Students thrive when schools deliver...

...intentional, ongoing support that aligns with individual goals and readiness levels.





# Sustainable Career Pathways in Collegiate Education

*CASS Annual Conference  
March 20, 2025*



# Session Outcomes

Visionary  
Leadership

SLQS 3

Leading  
Learning

SLQS 4

Leading a  
Learning  
Community

LQS 4

Understanding  
and Responding  
to the Larger  
Societal Context

LQS 9

- **Programming Requirements:** Understand how Alberta Education's guidelines shape collegiate education for career-focused pathways into post-secondary and workforce success.
- **Career Pathways:** Explore Alberta examples of student career pathways, highlighting innovative practices and partnerships.
- **Universal Data Points:** Collaboratively define measures for effective tracking, outcome measurement, and continuous improvement.

# Agenda



- **Session Outcomes**
- **Alberta Education Collegiate Schools Overview**
  - Programming Requirements
  - Current State
- **Building Career Pathways for Student Success Showcase**
  - Professional Certification: Peace River Driving School
  - Trades – Pre-employment, Work Placements
  - Advanced Education-Academic
  - A Post Secondary Perspective
- **Collegiate Schools Measuring Success**

**Alberta  
Education**

# *Collegiate Schools Overview*

**Eric Tetreau**, Manager, Accreditation  
and Monitoring

**Jennifer Robson**, School  
Accreditation Lead

# Collegiate School Requirements

- Applicants seeking collegiate school status must demonstrate that their proposed programming aligns with the purpose of collegiate schools. While some features of collegiate schools are **mandatory**, others are **optional**.



# Collegiate School Requirements

- Offer specialized programming in a specific subject/field.
- Partner with a publicly funded post-secondary institution and industry partner.
- Provide experiential learning opportunities/work experience and dual credit programming and/or bridging opportunities into post-secondary
- Follow the Alberta programs of study.
- Ensure instruction is delivered by a certificated teacher or individuals with acceptable qualifications as determined by the Minister.
- Serve high school students.

# Optional Collegiate School Components

- Be scalable through online learning.
- Be part of a consortium consisting of multiple school authorities.
- Propose other flexible models to deliver collegiate programming.
- Offer additional learning opportunities outside of the Alberta Programs of Study.
- Serve junior high students.



# Application Components

- A collegiate school application includes:
  - Marketing and sector analysis
  - Leadership and staffing plans
  - Programming purpose, needs and composition
  - Proposed facility plan
  - Financial projections
  - Project management timeline
  - Potential risks to successful launch and ongoing operations
  - Detailed grant request for collegiate commencement funding

# Current State

- There are currently 12 collegiate schools offering over 30 pathways into post-secondary education and chosen fields in the workforce:
  - 5 opened in the 2023/24 school year; and
  - 7 opened this year (2024/25).
  - Collegiates are on track to support approximately 20,000 students over three years.
- A public list of approved collegiates, their associated school authority and location is maintained at <https://www.alberta.ca/collegiate-schools>.

# Current Pathways

- Some pathways currently being offered by existing collegiates include:

Agriculture & Agricultural Technology	Film, Media & Entertainment Arts Graphic Design
Air Brakes Q Endorsement	Green Building Design and Construction
Business & Entrepreneurship	Health Care
Class 1 Driver Training	Hospitality
Environmental Sciences	Variety of Skilled Trades

# Key Tenants of Pathway Development

- Think about course progression through grade 10-12.
  - Does the pathway build both the knowledge and required skills for a student to participate in work experience?
  - Are there additional courses which could allow a student to go into their second semester of a post-secondary program upon graduation?
  - Does the pathway provide credits towards a certificate, diploma or degree?

# Evaluating Local Economy Needs

- Important for potential collegiates to look at their local economy needs; leverage those local needs.
  - Focus your pathways to target what your environmental scan highlights.
  - What does your research say?
  - What industry is in your area?
  - What areas do students already have interest in and access to?
- Pathways are the main component of establishing a strong collegiate!

# Questions?

- Please feel free to contact the department should any questions come up after this presentation.

# Alberta Stories of Practice:

## *Building Career Pathways for Student Success*

<b>Professional Certification</b>	<b>Trades – Pre-employment, Work Placements</b>	<b>Advanced Education (Academic)</b>	<b>A Post Secondary Perspective</b>
<b>Prairie Rose School Division</b>	Black Gold School Division <b>Calmar Secondary Collegiate School</b>	<b>Fusion Collegiate</b>	<b>Olds College Lethbridge Polytechnic</b>



# Career Pathway: Professional Certification



*Darren MacMillan, Director  
of Enhanced Programming*

# Career Pathway: Professional Certification



- SFA and CPR
- Childcare First Aid
- NFPA Level one and two firefighter, Ice Water Rescue, Medical First Response Training
- Basic and Advanced Drone Operator Certificate
- Radio License, P-Star, Private Pilot License, Night Rating, Commercial Pilot License, Instrument and Multi-engine, Instructor Rating, Shallow Water Egress Training
- Workplace Certification Institutes: Skid Steer Operator, Fork Lift, Confined Spaces, Fall Protection (SFA and CPR is a pre-rec)





**Black Gold  
School Division**

# **Career Pathway:**

## **Trades - Pre-employment and Work Placements**

***Calmar Secondary  
Collegiate School***

***Terri Reid, Curriculum Manager***



# Trades

## Pre-employment and Work Placements



Calmar Secondary  
Collegiate School

### Pathways

- Junior High - Career Exploration and Trades Introduction
- Year 1 (Grade 10) - Trades Exploration 10
- Year 2 (Grade 11) - Trades Skills 20
- Year 3 (Grade 12) - Period 1 Trades Training 30

### Partnerships



Wetaskiwin Regional  
Public Schools



# Trades

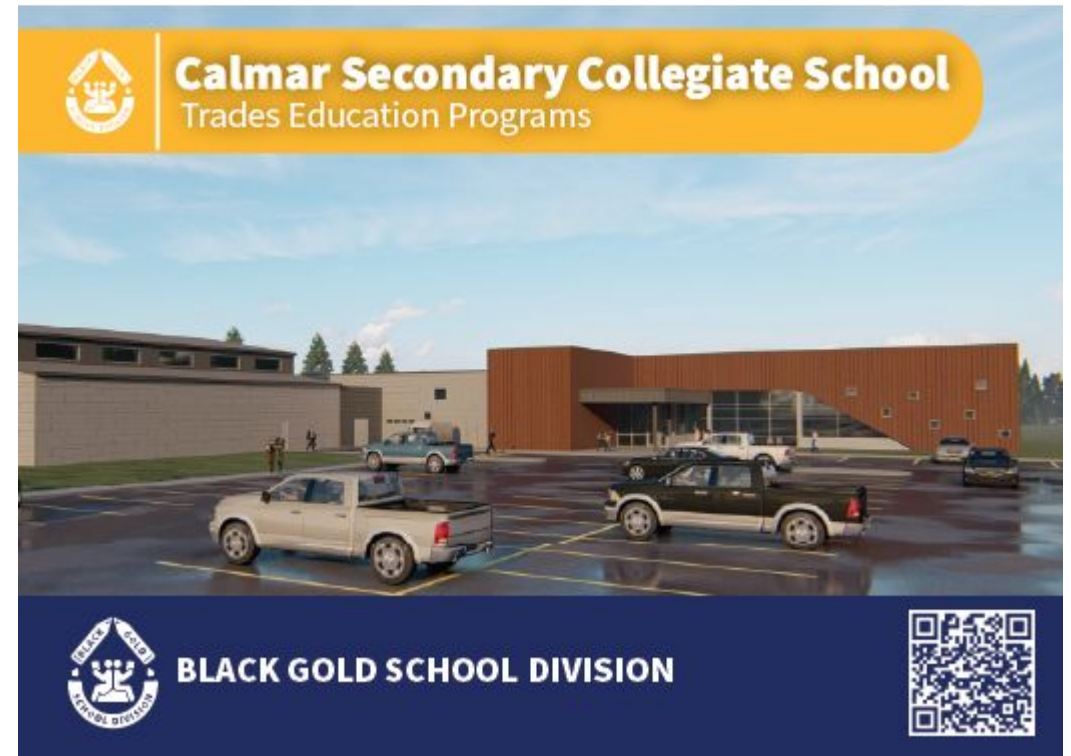
## Pre-employment and Work Placements



Calmar Secondary  
Collegiate School

### Considerations and Challenges

- Building
- Post Secondary Instructors
- Partnerships
- Work placements
- Funding and Fundraising
- Planning for student attrition





# Career Pathways to Advanced Education

*Fusion Collegiate  
Chris Meaden,  
Superintendent*

# Career Pathways to Advanced Education

*Fusion Collegiate*



- Fusion Collegiate Career Development Framework
- “Transitions to Post-Secondary Life” research
- Innovation, flexibility and response

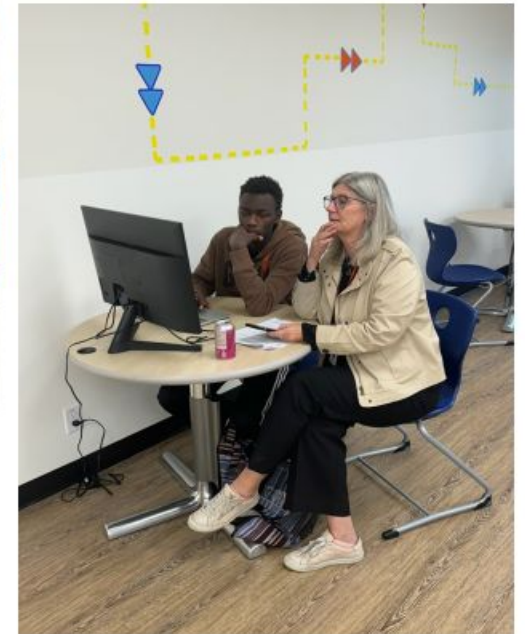




# Our Role: Interventions and Coaching



- Timely supports
- Literacy and Numeracy
- Ministerial Order
- Group and individual instruction
- Course development
- Off-campus, face to face and online



# Career Pathways

## *Two Post-Secondary Perspectives*



LETHBRIDGE  
POLYTECHNIC



OLDS COLLEGE  
OF AGRICULTURE & TECHNOLOGY

Career pathways for youth including exploratory, dual credit, and work-integrated learning provide multi-faceted benefits for youth, teachers, parents, industry, secondary and post-secondary systems:

- ◆ **accessibility** to diverse high school course offerings through multiple dual credit opportunities
- ◆ **student and parent voice** in customizing the high school experience
- ◆ high school **engagement, satisfaction, student wellness, and completion**
- ◆ **transition** to career and post-secondary study
- ◆ **retention, completion and affordability** of post-secondary programs

While the last two bullets are where post-secondary institutions realize the impacts of career pathway programming, we are invested in supporting the secondary school experiences that lead to all of these outcomes.

Recipe for success (a post-secondary perspective):

- ◆ invested, collaborative, and creative secondary school authority partners; and the same for the post-secondary
- ◆ leadership and support from both Alberta Education and Advanced Education
- ◆ stable, predictable reporting criteria and funding for both secondary and post-secondary systems to support operation of career pathway programs; establishing a multi year plan for delivery

# Career Pathways

## *Two Post-Secondary Perspectives*



**LETHBRIDGE  
POLYTECHNIC**



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How to establish a relationship with a post-secondary institution:

- designate a person from one of your leadership position to lead and establish this relationship with a post-secondary
- determine who at the post-secondary is at the appropriate level of the organization to engage - you need someone who can make decisions, who can find budget, who can operationalize a plan, who can influence leadership of the PSI/academic centers, commit to development of a long term dual credit program delivery
- these leadership roles involvement is key to long term stability and success

How to establish your dual credit working group:

- includes: start with your own roles, maybe other secondary school authorities, and the PSI partner(s). Advisory partners can be brought in as needed i.e. industry
- meet regularly and frequently
- bring in guest speakers from other functioning collegiate and dual credit partners - do this together

# Career Pathways

## *Two Post-Secondary Perspectives*



**LETHBRIDGE  
POLYTECHNIC**



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What are the key elements to be organized as per the Dual Credit Framework?

- identify shared roles of student oversight ie coordinators, teacher supervisors - student success monitoring
- financial processes and costing of programming
- strategic focus
- student enrollment processes
- materials and spaces
- organizational and logistics
- pilots and scaling - start small and get your model right



**CASS**

College of  
Alberta School  
Superintendents

# Measuring Success in Collegiate Schools

## THINK

Why is AERR reporting important for collegiate programming?

## PAIR

Discuss your thoughts with a partner. Review the following:

- Purpose: Universal Data Points for Alberta Education (AERR) Reporting
- Tracking Long-Term Impact – Measures career readiness, post-secondary transitions, and student retention.
- Systematic, Large-Scale Reporting – Ensures consistent educational outcomes across programs through standardized data collection.
- Comprehensive Scope – Expands beyond student feedback to include program demand, post-secondary success, and workforce readiness.
- Ensuring Consistency – Establishes uniform reporting practices for accurate and reliable data submission to Alberta Education.

## SHARE

Did you and your partner identify any other purposes for Collegiate School AERR Reporting?

# Universal Data Points Identified By Collegiate Community

## **Student Participation & Engagement**

- Track student enrollments in programs/courses (including exploratory programming).
- Equity, Diversity & Inclusion: Monitor access by student demographics (e.g., students with exceptionalities, Indigenous students, EAL students).
- Measure program completion rates to analyze student retention and interest shifts.
- Academic Performance & Growth (Tracking grades, pass rates, assessment trends).

## **Credit Attainment & Credentials**

- Record the number and types of credits awarded (including Career Pathway Education Credits - CPEC).
- Track industry credentials and certifications earned by students.

# Universal Data Points Identified By Collegiate Community

## Student Satisfaction & Feedback

- Collect qualitative data through student surveys to understand the impact of programs on student growth and success.
- Develop standardized survey questions for consistent data collection across programs.
- Gather compelling impact stories highlighting how programs have supported students, particularly those at risk of not completing high school or who previously didn't see themselves pursuing further education.



# Universal Data Points Identified By Collegiate Community



## Post-Secondary Transition & Outcomes






- Measure PSI transition rates for dual-enrolled students.
- Track work-integrated learning experiences (apprenticeships, placements, further education/training)
- Employment & Career Readiness (Tracking job placements, employer feedback)



## Program Demand & Capacity

- Monitor waitlist numbers to assess unmet demand.
- Analyze student participation rates relative to total student population.

# Table Circulation: Gathering Insights & Suggestions

Universal Data Point	What Data is Needed for Consistency Across Collegiate Schools?	Where Does This Data Come From?	How Will This Data Be Used?
 <b>Student Participation &amp; Engagement</b>	<ul style="list-style-type: none"><li>• Enrollment numbers by program/course</li><li>• Demographics (e.g., exceptionalities, Indigenous, EAL)</li><li>• Program completion rates</li></ul>	<ul style="list-style-type: none"><li>• Student Information System (SIS)</li><li>• Enrollment reports</li><li>• School/division data</li></ul>	<ul style="list-style-type: none"><li>• Identify participation trends</li><li>• Assess equity and inclusion</li><li>• Improve student retention strategies</li></ul>
 <b>Credit Attainment &amp; Credentials</b>			
 <b>Student Satisfaction &amp; Feedback</b>			
 <b>Post-Secondary Transition &amp; Outcomes</b>			
 <b>Program Demand &amp; Capacity</b>			

# GOOD NEWS: Alberta Skilled Trades and Technologies Insights Summit 2025

**May 27 and 28, 2025**

**Location: Olds College, Olds, Alberta**

**All Educators and System Education Leaders Welcome**



# Thank You!



For questions or more information, you may contact:

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# Thank You!



For questions or more information, you may contact:

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