

STARTING

IT TAKES A SYSTEM

*ALIGNING A DIVISION TO
SUPPORT STUDENT FUTURES*

Katie Graham - Assistant Superintendent, Learning Services
Cameron Bernhard - Career Pathways Lead

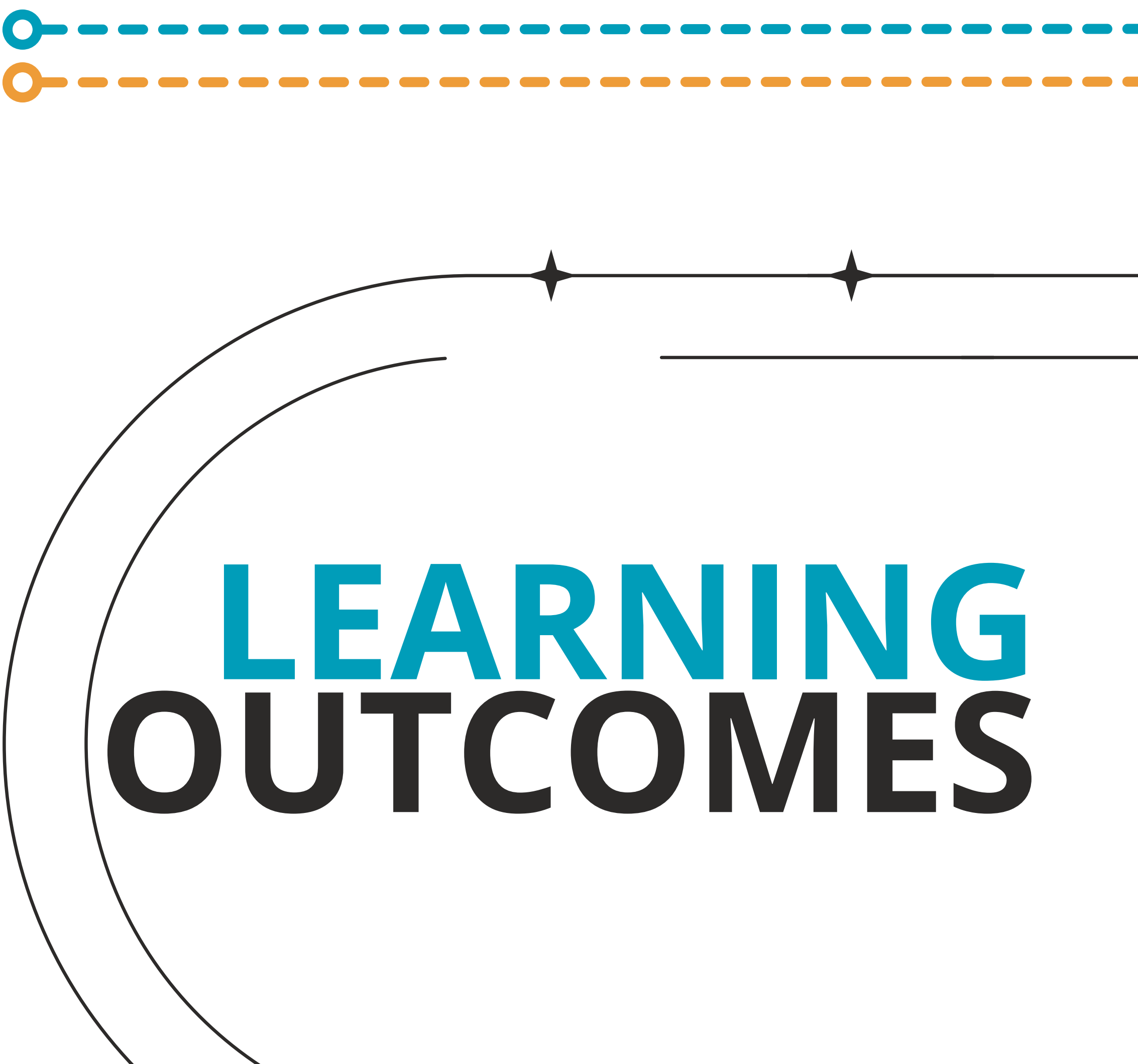


Grasslands
Public Schools

NICE TO MEET YOU!

What is one skill that you have, that is pretty unique to you, that is transferable to another career?



- 
- 01 Learn about the structure & implementation of a division-wide Career Pathways approach
- 02 Understand the importance of multi-level collaboration & community engagement
- 03 Reflect on your own role in supporting career learning in your division
- 04 Identify transferable strategies you can take and use in your own contexts

LEARNING OUTCOMES

GRASSLANDS Public Schools

Initial Context (2018-2023)

- apx 926 HS Students (gr 10-14)
- Guidance counselling in place
- Mobile CTS lab for rural HS
- CTS Bridging program teachers
- Strong CTS program at biggest HS
- Strong desire for agriculture programming & trades in community



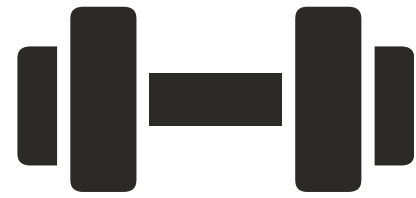


Grasslands

Public Schools

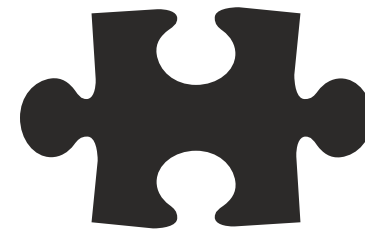
- 2 hrs south of Calgary
- 1 hour north of Med Hat
- “Rurban” - centred in Brooks, with 1 mid-sized high school
- 3 K-12 and 1 small, onsite outreach highschool
- 1/3 students are EAL, many with refugee backgrounds

BEGINNING THE JOURNEY



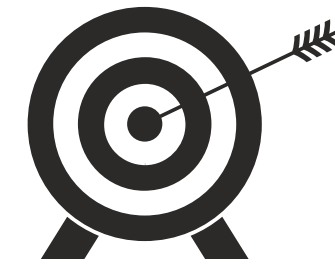
STRENGTHS

- Strong SKILLS team
- Off-Campus programming
- Community partners
- CTS Journeyman teachers
- Passionate staff



STRETCHES

- Dual Credit understanding
- CTS programming
- Guidance counselling
- Alignment
- Time & resourcing



GOALS

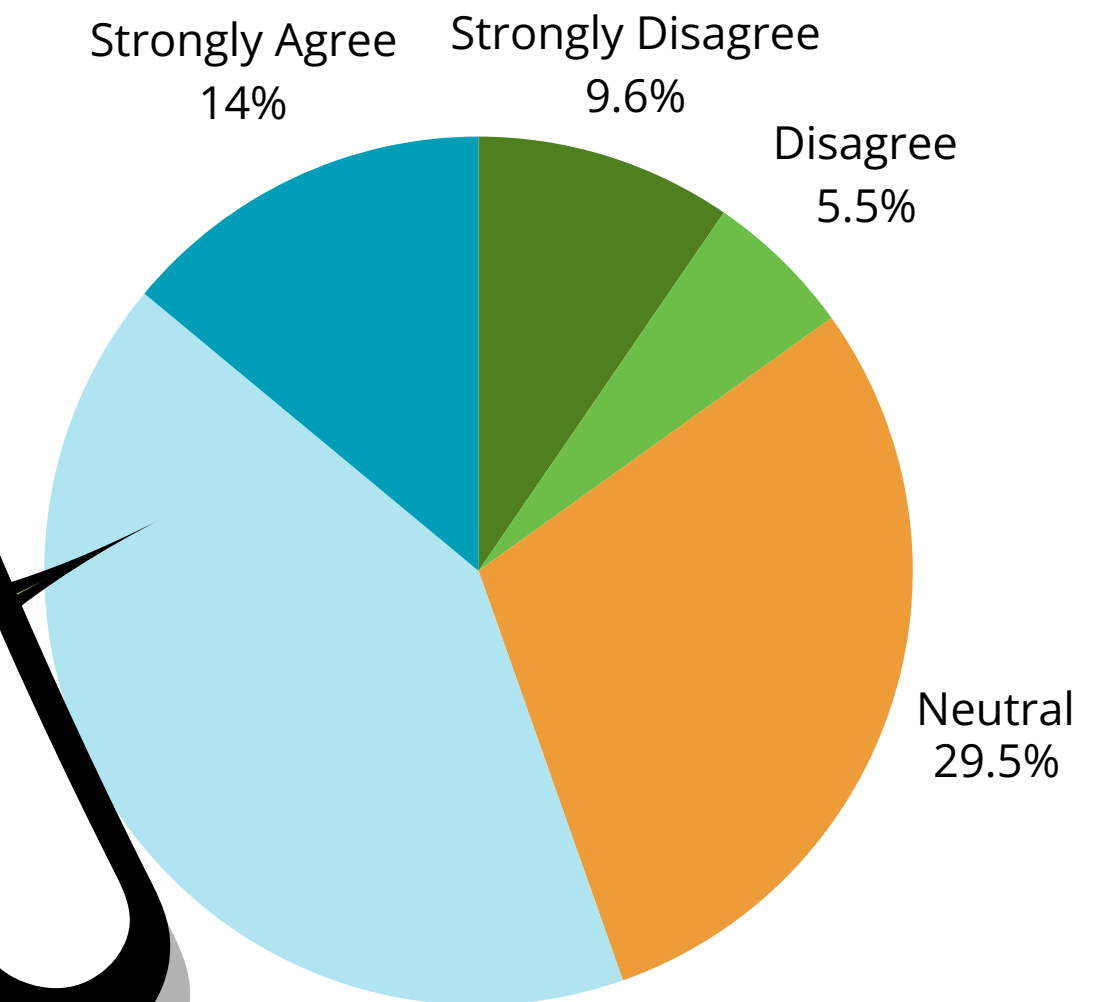
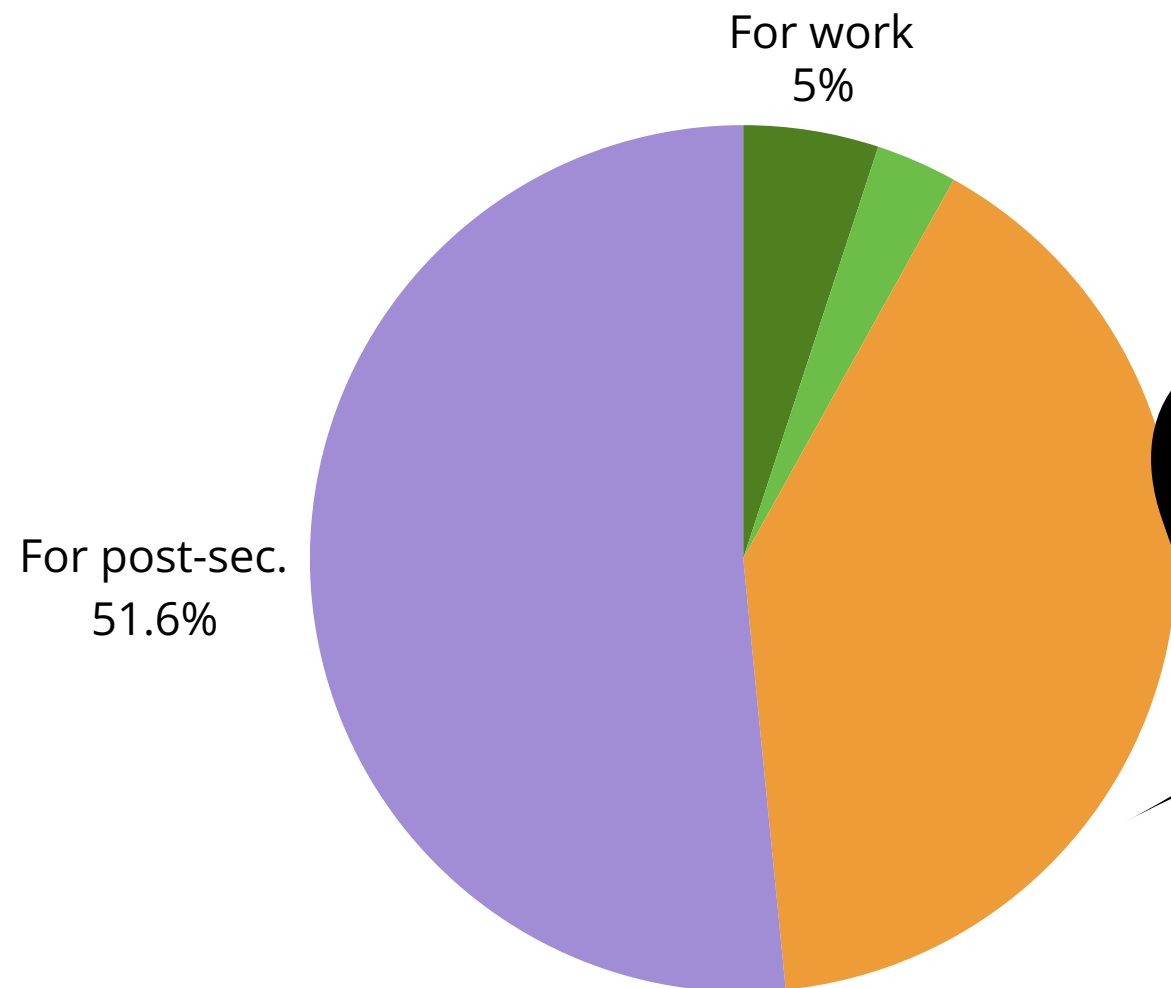
- Build our understanding of what students need.
- Build a sustainable program.
- Create positive change for students, teachers and the community.
- Figure out where to start... how to do this...

THE DATA

Local Context

I can get advice about careers, post sec, trades, student loans and/or life after HS if I need it.

Why are you taking the classes you chose this year?

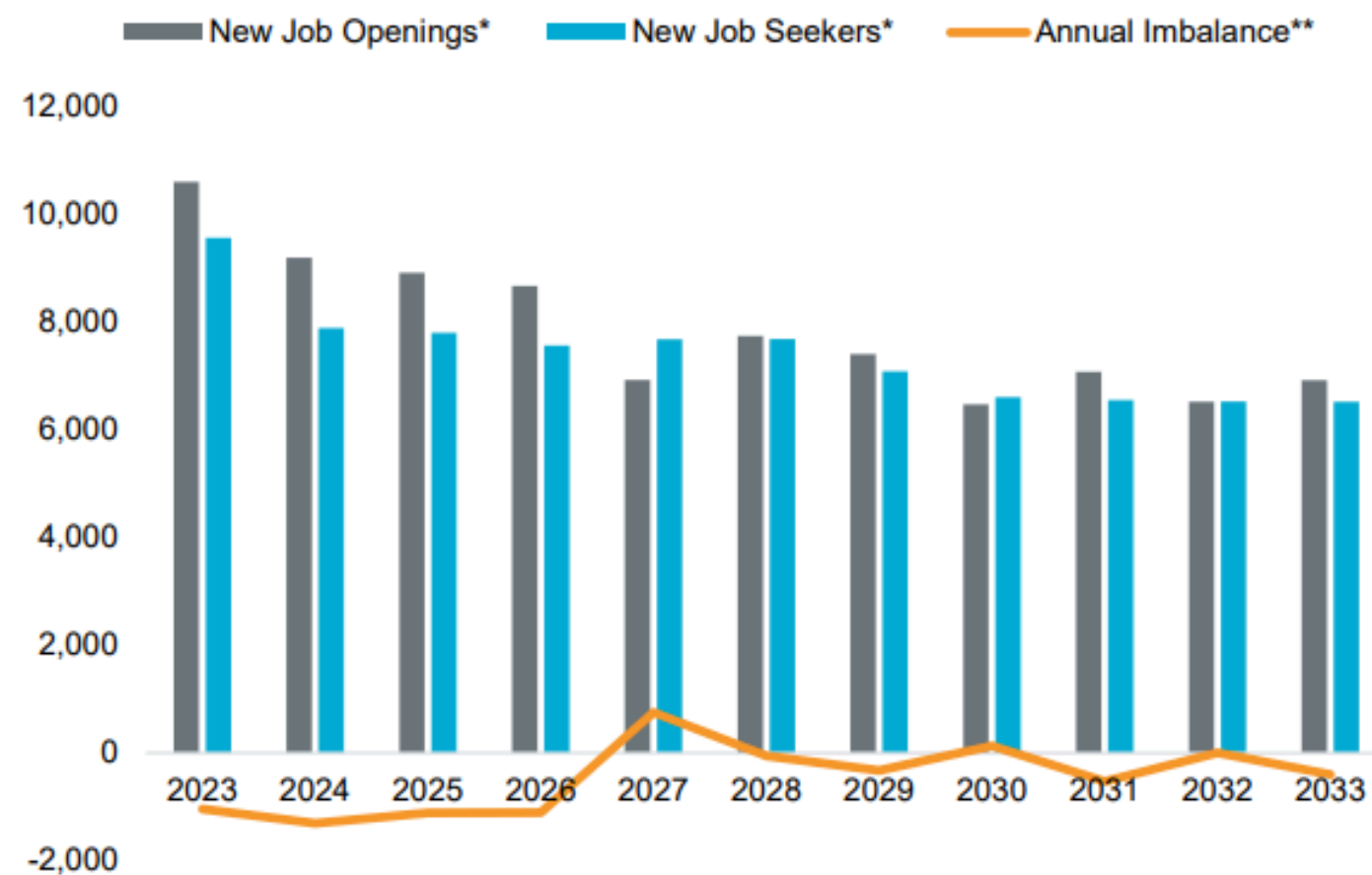


**Grasslands
Student Survey
*Spring, 2023***

THE DATA

Regional Context

FIGURE 8: OVERALL HIGHLIGHTS FOR LETHBRIDGE-MEDICINE HAT, 2023-2033
(persons rounded to 100)



Source: Alberta's Occupational Outlook

* New job openings combine forecasts from expansion demand due to economic growth and replacement demand due to people leaving their occupations. The number indicates a net change in job openings.

* New job seekers include school leavers, new immigrants and interprovincial migrants and other new entrants and re-entrants. For each occupation, the number of new job seekers also includes existing workers vertically moving from a different occupation in which they previously engaged.

** A negative forecasted imbalance indicates a shortage of workers and a positive number indicates a surplus of workers.

Occupations at higher risk of labour shortage

- professional occupations in **applied sciences** (except engineering);
- technical occupations in **health** (except practitioners of natural healing);
- assisting occupations in support of **health services**;
- technical **trades contractors** and supervisors;
- **nursing** and allied **health** professionals;
- technical maintenance **trades**;
- professional occupations in business;
- technical **electrical trades**;
- harvesting, landscaping and natural resources labourers;
- professional occupations in finance;
- technical **construction trades**;
- therapy and assessment professionals;
- supervisors in natural resources, **agriculture** and related production;
- technical occupations related to applied sciences (except engineering);
- professional occupations in social and community services;
- helpers and labourers;
- **health** treating and consultation services professionals;
- technical **industrial trades**; and
- transport drivers, operators and labourers.

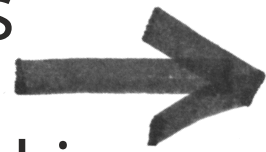
A word cloud featuring various professions and technical terms. The words are arranged in a dense, overlapping manner, with some words being significantly larger than others. The colors of the words range from dark green to light blue, with some orange and purple accents. The words are oriented horizontally, with some rotated vertically or at an angle. The background is plain white.

engineering supervisors sciences professional
helpers
resources support assisting harvesting consultation
construction drivers transport healing therapy
electrical production related industrial
except natural assessment applied
occupations operators
labourers treating allied nursing
business health finance social trades community
practitioners
landscaping agriculture services

PROGRESSION OF KNOWLEDGE

Action

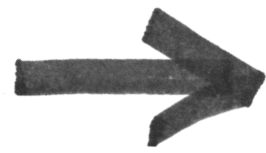
Quick meeting with local business owners (Allied Parts and ARMOR Construction) to discuss getting kids interested in trades



Impact

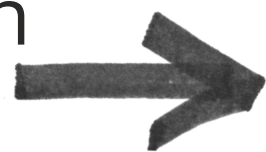
Advocacy by business with MLA/Premier for Careers programming.
Fundraisers in community for SKILLS.
Letters of support for Prairie Sky Collegiate.

Attending CASS Conferences
Fall & Spring 23/24



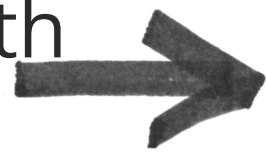
Basic structure of Grasslands Career Pathways Project takes shape.
Understanding of the importance of the layers of support is built.

Grasslands Division Education
Plan Outcome III - Career
Pathways



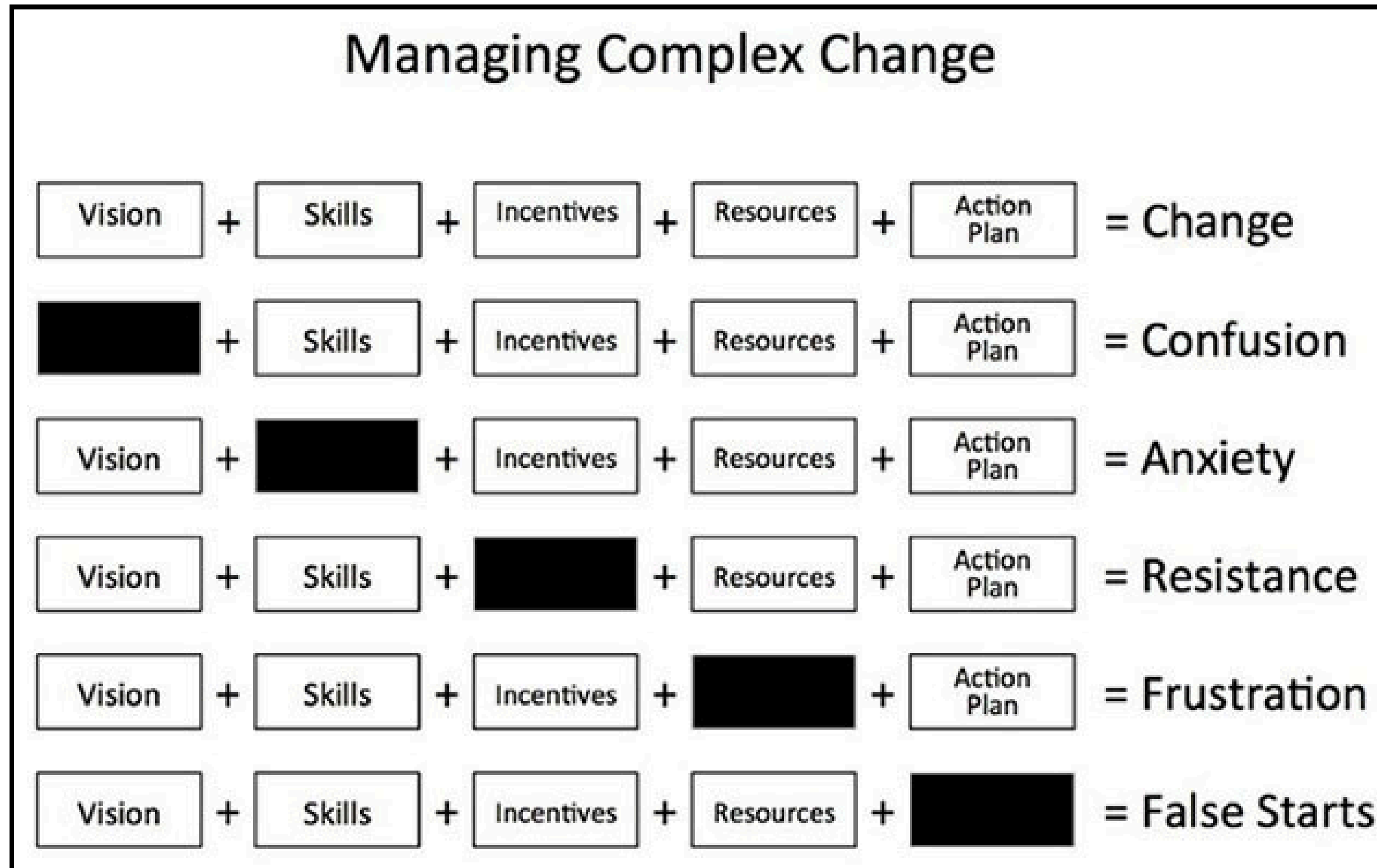
All highschools and junior highs are required to create a Career Pathways-aligned goal. Elementaries, though not required, also created goals.

MANY calls, emails & texts with
successful divisions



Begging, borrowing and stealing ideas from divisions who are leaders in this work.

STARTING STRONG - WINTER, 2024



adapted from: Lippitt, M., 1987, The Managing Complex Change Model. Copyright, 1987, by Dr. Mary Lippitt, Founder and President of Enterprise Management, Ltd.

STEP ONE: BUILDING A VISION

Managing Complex Change

Vision

+

Skills

+

Incentives

+

Resources

+

Action
Plan

= Change



Grasslands
Public Schools

Career Pathways

High School Admin - May, 2024



Grasslands
Public Schools

- Presentation to all high school principal's and vice principals
- Full morning, face to face
- BIG ask: try to provide us with a 3cr worth of time for a Career Pathways Teacher in your building (most schools had a reduction in FTE)
- TELL: You will have to have a CPT next year... it works best when it isn't admin

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Mandate 2023



Premier of Alberta

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

July 25, 2023

The Honourable Demetrios Nicolaides
Minister of Education

Dear Minister:

I want to thank you for your service to this government and congratulate you on your new role as Minister of Education.

Our Cabinet is made up of talented, diverse, and experienced leaders and I am proud to share with you our responsibility to fulfill the mandate given to us by Albertans. We all love this beautiful province and want the best for our families and our future. Over the next four years, we will take clear and decisive action to grow and diversify our economy while ensuring our health, education and other core social programs are world class.

I have full confidence that our team will build on our solid foundation of stability, informed decision-making, and good governance to improve the lives of Albertans and help our province realize its potential.

Ensuring our children receive a world-class education is a top priority and focus of our government. Alberta's economy is creating tens of thousands of jobs in the modern economy, yet we are not doing enough to encourage Alberta students to pursue career paths with the most plentiful and lucrative employment opportunities. This is both hurting students and exacerbating our provincial labour shortage. We must do a better job of equipping Alberta's youth with the skills and direction they need to find meaningful employment in the economy we are building.

Part of achieving this objective is to promote greater choice in education. Expanding parent and student options in our public, separate, francophone, charter, independent (private), early childhood and home education systems will ensure parents have a host of tailored options for their children's education that best suit the needs of their individual students.

And importantly, as we grow new opportunities for students, we must address the growing needs of students with mental health and other learning challenges. These children must be provided with every opportunity to flourish in our education system and economy. We need them to be successful, fulfilled and fully participative in building our province.

Under your leadership as Minister of Education, I expect you to work closely with your Cabinet and Caucus colleagues and the public service through the committee, Cabinet, and legislative processes to deliver on our platform commitments to support Albertans, including:

- 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.



Premier of Alberta

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

- 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

In addition, I expect you to deliver on further initiatives overseen by your ministry including:

- As lead, working with the Minister of Seniors, Community, and Social Services to invest \$5 million to improve testing and educational supports for children with complex needs including children with autism.
- Collaborating with the Minister of Mental Health and Addiction, who is the lead, to expand access to young people struggling with severe mental illness to construct four new youth mental wellness centres to provide inpatient mental health and addiction treatment to youth while expanding prevention and early intervention mental health support for children and youth that are integrated within schools and communities.
- Reviewing the role of parent school councils and working with educators to explore ways parents can appropriately provide more input into school policies and learning options.
- Ensuring Alberta's educational funding model continues to promote parental choice in education. This includes ensuring that Alberta's public, separate, francophone, charter,



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- independent (private) schools and early childhood services operators and home education systems are all appropriately funded to ensure the highest educational outcomes for students.
- Working to significantly increase the number of schools in the communities of greatest need.
- Making recommendations on the best way to create an expedited teaching certificate to fast-track instructors of skilled trades and other professions into teaching positions in junior high and high schools.
- Exploring incentives to support the recruitment and retention of teachers, educational assistants and support staff in underserved areas of the province.
- Continuing to implement additional educational assistants in our classrooms to address learning loss and the increasing complexity of learning needs.
- Evaluating and, if needed, expanding supports for qualified professionals, such as speech language pathologists, physical therapists, occupational therapists, and psychologists.
- Reviewing and strengthening Program Unit Funding (PUF) to ensure programming and funding are addressing the educational needs of children with severe disabilities or delay.
- Working collaboratively with parents, teachers, and stakeholders to continue to implement K to12 curriculum, and implement additional basic life and home maintenance skills as well as financial literacy training into the high school curriculum where appropriate.
- Assisting each ministry to execute on their mandate to design a ministry-specific job-attraction strategy that raises awareness for young Albertans, especially those in grades 9-12, and adults changing careers of the skilled trades and professions available in each economic sector including pathways for education, apprenticeship, and training.

I direct you to work closely with the public service, including your Deputy Minister and other senior officials in your ministry, to support the priorities outlined in this letter with the highest standard of professionalism, integrity, and creativity.

I also expect you to regularly and proactively reach out to all ministry-related stakeholders in order to take feedback and identify potential solutions on issues of importance to them, including finding ways our government can reduce burdensome and unnecessary red tape and barriers that are hurting their members' ability to grow the economy and improve quality of life for the Albertans they serve.

Certificate Learning

Not enrolled in
Dual Credit

2%
Transition
Rate

Enrolled in
Dual Credit

20%
Transition
Rate

Trades Learning

Not enrolled in
Dual Credit

6%
Transition
Rate

Enrolled in
Dual Credit

71%
Transition
Rate

Degree Learning

Not enrolled in
Dual Credit

16%
Transition
Rate

Enrolled in
Dual Credit

28%
Transition
Rate

Diploma Learning

Not enrolled in
Dual Credit

4%
Transition
Rate

Enrolled in
Dual Credit

8%
Transition
Rate

GPSD Data



6 Yr Transition Rate

54.6% of GPSD students transition to post secondary within 6 years of entering Grade 10.

AB Transition Rate

60.2% of Alberta students transition to post secondary within 6 years of entering Grade 10.

High School to Post Secondary Transition Rates														
	Grasslands School Division											Alberta		
	2019		2020		2021		2022		2023		22-23	2023		Diff GPSD to AB
	N	%	N	%	N	%	N	%	N	%	% Diff	N	%	%
4 yr	269	33.4	272	36.7	240	35.7	240	32.2	258	35.9	3.7	48,296	41.1	-5.2
6 yr	229	49.1	240	59.8	269	55.4	272	56	240	54.1	-1.9	46,232	60.1	-6

What are Career Pathways?

Career Pathway are formed from flexible, student-centred learning **opportunities that start broadly and gradually narrow** as students learn about their own interests and aptitudes.

Dual credit programming is often a part of the career pathway model, as one of the ways students can focus on a field of study. Career Pathways are directed by student choice and may look different for each student.

TRADES PATHWAY	STEM Classroom Activity - Lethbridge Poly	SKILLS Canada Competitions	Intro to Trades Dual Credit	Intro to Construction Dual Credit	Pre- Employment Carpentry
AG PATHWAY	Exploratory Learning Days - E3	Green Certificate Field Crop	Foundations in Agriculture Dual Credit	Greenhouse Tech Certificate	Work- Integrated Learning
HCA PATHWAY	Exploratory Learning Days - Rural Health Care	CTS HRH Courses	Health Care Dual Credit Courses	Health Care Aide Dual Credit	

Grades 5–14

Grade 9

Career Pathway Programming begins.

Students begin selecting pathways in Grade 9 that fit with Dual Credit opportunities in high school.

Ex. E3 - Agriculture, Trades and Health Care

Alcoma, Tilley, Rolling Hills - Cultivating Roots
Brooks Junior High School (EAL Class) - Farm to Table
Sunrise/Bassano - Hands on Health Care (Jan 2025)
Duchess - Exploring Trades (Feb 2025)



Grades 5–8

Exploratory Opportunities to provide students with the chance to try different careers.

These exploratory programs eventually lead to career pathways.

Ex. STEM - Lethbridge Polytechnic

2 Colony Schools - Newell and Springview
Griffin Park Grade 5 - Wind Turbines
Eastbrook Grade 5 - Simple Machines
Uplands Grade 6 - Simple Machines



Grades 10–14

All students are on a career pathway, guided by staff with the knowledge required to coach and develop student interests (Career Pathways Teachers).

Students complete CTS, core classes and Dual Credit. Students continue with pathway past graduation if necessary. Students may change paths as needed.

Ex: Lethbridge Polytechnic, Olds College, Medicine Hat College, AIT (RAP), Careers

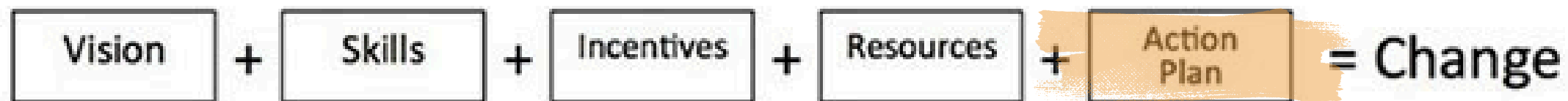


Collegiate Design = Career Readiness Pathway Model

	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR
School Programming	Graduation Course Requirements			
	Use of division/school design to develop career pathways with school programming (ex. core, flex time, W.Exp, Green Certificate, CTF/CTS). Develop growth of academic and skill readiness for career pathway success.			
Post Secondary Programming	Dual Credit Single Course & Skill Development			
		Skilled Trades Year 1 (Pre-Employmnt) & Other full Career certificates		
Industry	Exploration and early work integrated learning experiences		Work Integrated Learning (WIL)/RAP Placements	
	Use of CAREERS as a partner in career placements September through June and Summer			
Student Support & Career Advising	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			

STEP TWO: ACTION PLAN

Managing Complex Change



Career Pathways

Grasslands students will have access to innovative learning opportunities to ensure a variety of career pathways for students to enter post-secondary or their chosen fields in the workforce.

Outcome

Grasslands high school students will transition to post-secondary at a rate of 60% within 6 years of completing high school.

Assurance Domain: Student Growth and Achievement

Alberta's students are successful.

Related Grasslands Key Area of Action

Key Area of Action 1: Student Learning
Key Area of Action 2: Inclusive & Healthy Environments
Key Area of Action 3: School & Community Relationships

Reflection on Previous Year's Results: [Grasslands 2022-2023 AERR](#)

Successes

Grasslands maintains high scores from our stakeholders on work preparation (82.1% in 2023) and for our First Nations, Metis and Inuit students completing high school.

Opportunities for Growth

Our transition rate to post secondary has declined over the past three years from 56% to 54.8% and sits below the provincial average of 60%.



- All high schools put into place a Career Pathways Teacher.
- Layers are put into place throughout the division
- Division Education Plan Outcome II
- All Sr. High admin attend TAVE
- Dual Credit MOU's signed with 3 Post-Secs
- GPSD signs-on as a member of Southern Alberta Collegiate Institute (SACI)

GPSD Career Pathways Team

Sr Admin

- Interjurisdictional Liason, AB Ed contact
- Provincial advocacy
- Post-secondary partnerships
- Grant writing
- Division Education Plan
- Data coordination
- Curriculum writing, PSI codes
- Strategic Direction
- Industry partnerships
- Professional Learning Coordination
- Resourcing

Career Pathways Lead (0.4fte)

- Liason for Collegiate and post secondary partners
- Curriculum support for CTS, CTF, CALM
- Communication and Marketing
- Professional Learning
- Assist with division data coordination
- CAREERS Secondment
 - Presentations
 - Off-campus support
 - Internship tracking and support
- Student coaching & check-in support
- Career Pathways Teacher coaching and support
- Industry partnerships and liason
- Post secondary enrollments

School Admin

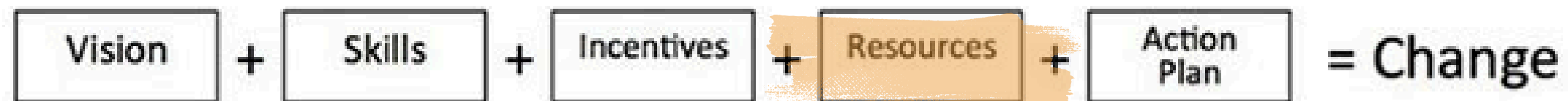
- School bell schedule and timetable for students and CPTs
- Support Career Pathways Teacher
- Student enrollment in PowerSchool
- Advocacy in community
- Support curriculum (meaningful CALM, CTS & CTF opportunities)

Career Pathways Teacher (3cr)

- Student coaching and support for dual credit kids
- Tracking students (watching for dips below 70%)
- Post-secondary point person in building
- Attend all division PL and division CPT CTMs
- Work with families
- Enroll students in dual credit (vet students)
- Credit checks, guidance counselling
- Off campus
- Support students in Career Pathways

STEP THREE: RESOURCES

Managing Complex Change



- GPSD Board of Trustees believes in this work
 - Receive regular updates
 - Highly engaged with Premier/MLA
 - suggest new pathways
 - Scholarships
- Dual Credit startup grants
- CAREERS Secondment
- HICCUPS!!! \$\$\$

STEP FOUR: INCENTIVES

Managing Complex Change

Vision + Skills + Incentives + Resources + Action Plan = Change

Lethbridge Polytechnic 2024/25 Enrollment

Fall 2024

- 7 students in 6 different courses

Winter 2025

- 14 students in 8 different courses

Olds College VTA 2024/25 Enrollment

Fall/Winter - 5 students

Medicine Hat College 2024/25 Enrollment

Fall/Winter

- 2 Health Care Aid
- 7 Intro to Trades

HEALTH CARE AIDE
GRASSLANDS & MEDICINE HAT COLLEGE DUAL CREDIT

The Health Care Aide Dual Credit Program allows Grades 11 & 12 students to get a headstart on their career in health care by completing a full semester of their studies with Medicine Hat College while still in high school. Students receive both high school credits AND MHC credits towards their certification. Upon successful completion of the dual credit program, students enroll at Medicine Hat College to complete their last semester of study and certification.

FALL 2024
program launch

Complete your first semester of the Health Care Aide program at MHC while still in high school... and start your health care career

WHO IS THIS PROGRAM FOR?
Grade 11 & 12 Grasslands students. You must have completed ELA 10-1 or 10-2 with 60% and be on track to complete ELA 20-2 or 20-1 with 60%.

DO I HAVE TO GO TO MEDICINE HAT?
No. All coursework is online and your labs will be completed either in Bassano or in Brooks.

HOW MUCH DOES IT COST?
Tuition is covered. You will need to pay for:
• Uniform for labs (as per the HCA student handbook)
• textbook, workbook & video pkg - \$194.30
• Learner Guides - \$67.05
• Lab Kit - \$34
• Name tag (not required until course 4), \$15

WHAT TO EXPECT

Year 1
Students use Blackboard (MHC's version of Google Classroom) to complete online coursework and online labs. Expect weekly online meet-ups with your instructors and classmates.

HCAP140: HCA Role & Responsibility		HCAP141: The Human Body, Health & Chronic Illness	
Total Duration	45 hours	Total Duration	45 hours
Coursework	40 hours	Coursework	40 hours
Labwork	5 hours	Labwork	0 hours
<ul style="list-style-type: none">• Role of the health care aide• Legislation• Working as a team• Environmental safety• Client safety• Self-care & safety		<ul style="list-style-type: none">• Body systems & function.• Human growth, development & death.• Healthy Aging & Independence• Chronic Conditions	

Year 2
Students use Blackboard (MHC's version of Google Classroom) to complete online coursework. Labwork is required and will be completed either at the Brooks Campus of the Medicine Hat College OR in Bassano. If you are in Grade 11, you need to be registered to complete ELA 20-2 and have a 60%.

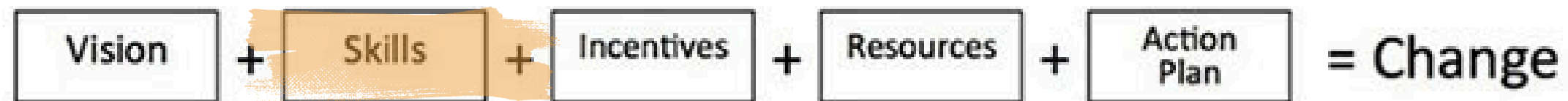
OLD'S COLLEGE 1913

Veterinary Technical Certificate (VTA)



STEP FIVE: SKILLS

Managing Complex Change



- Career Pathways Teachers: Different than Guidance Counsellors, different than Administrators
 - Passionate, at all different points in their educational careers
 - Organized career fairs, trade exploration days, post-sec fairs
 - Dual credit registrations, worked with families and students to overcome hurdles
- Career Pathways Lead: Unique and new in our division
 - Highly engaged, full time position PLUS instructional coach
 - Calls at all hours of the night, weekends etc.

WHAT IS NEXT? CHANGE

Managing Complex Change

Vision

+

Skills

+

Incentives

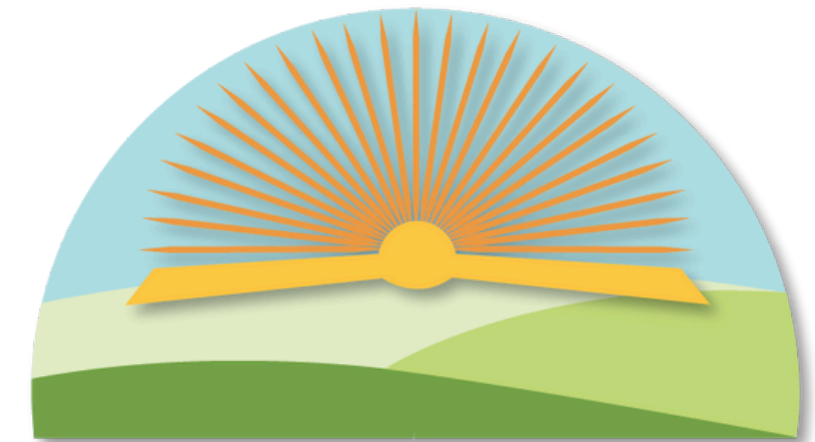
+

Resources

+

Action
Plan

= Change



Prairie Sky
Collegiate

2025-2026

GPSD, MHPSD & Lethbridge Poly

- In division/division trades dual credit using local CTS teachers as instructors for Leth Polytechnic
 - Year I - Trades
 - Year II - Criminal Justice
 - Year III - Health Care

Division Professional Learning

- Bringing CTS/CTF to life in grades 5-14

WHAT IS NEXT? CHANGE

Managing Complex Change

Vision

+

Skills

+

Incentives

+

Resources

+

Action
Plan

= Change



2025-2026

Application for Mini-Mobile CTS Lab

- Plumbing, electrical, mechanics for rural schools

Career Pathways Fundraisers

- Community building in our diverse city
- Supporting Dual Credit

WHAT HAVE WE LEARNED?

1. It's **great** to **go slow**
2. Stand on the shoulders of giants
 - a. Division leader? Speak to other divisions... everyone wants to help in this community!
 - b. School leader? Find out what works in other schools... no one is hoarding the knowledge!
 - c. Teacher leader? Who is in a similar role and can help?

WHAT HAVE WE LEARNED?

- Build a rocking team... they will weather the storm with you
- Build Layers
- Done well, this isn't good for kids... it is what is BEST for kids