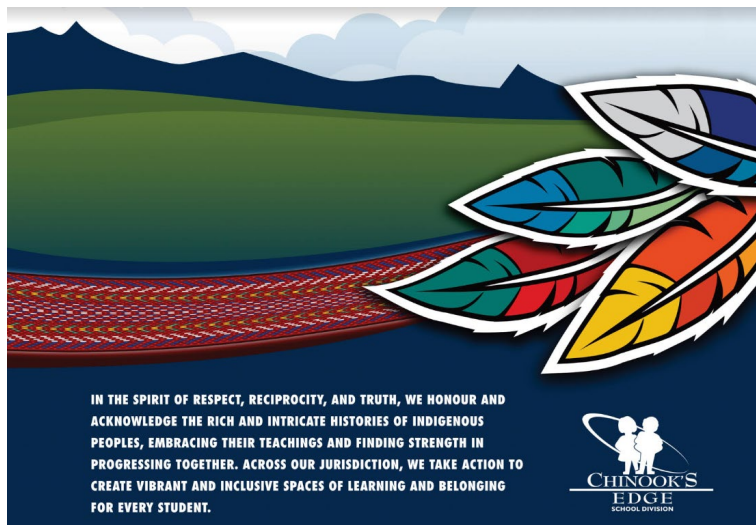


A System Design Skilled Trades Three Year Model





Land Acknowledgment



WE RESPECTFULLY ACKNOWLEDGE THAT THE SCHOOLS WITHIN CHINOOK'S EDGE SCHOOL DIVISION ARE SITUATED ON TREATY 6 AND 7 LAND, HOME OF THE FIRST NATIONS (DENE, NEHIYAWAK (CREE), NAKODA, ANISHINAABE, NIITSITAPI (BLACKFOOT CONFEDERACY), TSUUT'INA), THE MÉTIS NATION OF ALBERTA, AND INUIT PEOPLES. FROM THE MAJESTIC MOUNTAIN VIEWS, VAST PRAIRIES, AND SKIES OF THE CHINOOK ARCH, WE EXPRESS GRATITUDE FOR THE BEAUTY AND ABUNDANCE THESE LANDS PROVIDE.

IN RECOGNIZING THE HARMONY OF EARTH, PLANTS, WATER, AND WIND THAT BREATHE LIFE INTO ALL WE DO, WE STRIVE TO LEARN AND GROW AS A COMMUNITY WHILE CHERISHING INDIVIDUAL DIFFERENCES. THIS LAND ACKNOWLEDGMENT REPRESENTS OUR COMMITMENT TO RECONCILIATION, CONNECTING US TO THOSE WHO ONCE WALKED THESE LANDS AND FORGING A PATH TOGETHER FOR THE GENERATIONS TO COME.



Welcome and Introductions



Brianne Fletcher – Career Connections Coordinator-
Chinook's Edge School Division

Sheila Johnson- Career Connections Practitioner- Chinook's
Edge School Division

System Design in the Skilled Trades Three Year Model

How can school divisions guide students through meaningful career exploration over time? This session shares how Chinook's Edge School Division uses a structured, three-year model to support students from Grades 10–12 as they explore their options, engage in dual credit programming, and prepare for post-secondary transitions.

Agenda

1. The Team Approach

- a. Roles - Division Team and School Teams
- b. Processes to build pathway experiences- Division and Schools

2. Year 1- Explore

- a. Student Exploration through career pathways and post-secondary learning environment.
- b. Division Team and School based coaching

3. Year 2- Engage

- a. Student Engagement through career pathways building confidence and developing skills
- b. Division Team and School Team enhanced staff coaching for successful post-secondary transition

4. Year 3- Experience

- a. Student Experiences the opportunity of career pathway Certification
- b. Division Team and School Team coaching

CESD School Division Career Pathway Goal



Every student will leave high school with valuable career readiness learning experiences that lead to an intended transition plan to post-secondary (whether in apprenticeship certification, certificates, diplomas, degrees) with confidence in their choice, skills and abilities.

Encouraging students to explore interests and aptitudes, learn about relevant career pathways and engage in learning opportunities that equip them with passion, skills and confidence to be successful in the future.



Student- Three Year Design

1. Year 1- Explore

Student in grade 10 who are interested in the SKILLED Trades are introduced to Readiness for the Skilled Trades Level 1

1. Year 2- Engage

Students in grade 11 who have completed the Readiness for the Skilled Trades Level 1 and have identified their SKILLS pathway can choose a Level 2 experience which offers a Hydraulics/Electrical or Welding experience.

1. Year 3- Experience

Students in grade 12 who have completed Level 1 and Level 2 training, then apply for Pre-Employment opportunities through Automotive Service Technician, Heavy Equipment Technician, Welding and Industrial Mechanic.

Success of Career Employment Transitioning

A snapshot of a cohort of Pre-employment Heavy Equipment Technician (HET)

- 17 students June 2022 Completion
- 16 of 17 employed by Fall 2022 in HET, Ag Equipment Technician or Heavy Equipment Operator = **94% meaningfully employed at 17-18 years of age**
- March 2024 Highlights
 - 19 years of age, finished Year 3 HET, Red Seal in Off Road, Completing Year 4 HET this Fall
 - Starting Year 2 of HET
 - Completing Year 1 of Agriculture Equipment Technician
 - Completing Year 3 HET
 - Employed by a seismic company out of Calgary in HET apprenticeship
 - 16/17 students are on track to complete HET certification or have shifted to a different skilled trade and are actively in training now
 - The plan for the 17th... Supports from CAREERS U21
- June 2024 Highlight- Cohort of 14 HET students ALL were eligible/passed the AIT exam
- **CURRENT CACI Internship Data for High Schools = 233 Internships currently in place with this to reach 460+ by the end of August.**

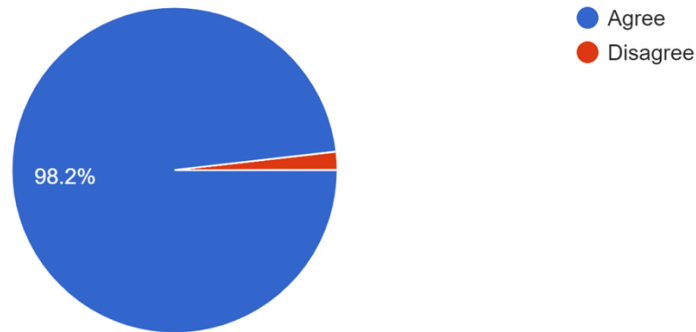
Dual Credit Stats and District Research

Dual Credit - A CESD High Leverage Strategy

What are the students telling us?

After experiencing this course or program, do you feel more prepared to enter a post secondary studies (including apprenticeship training).

55 responses



B

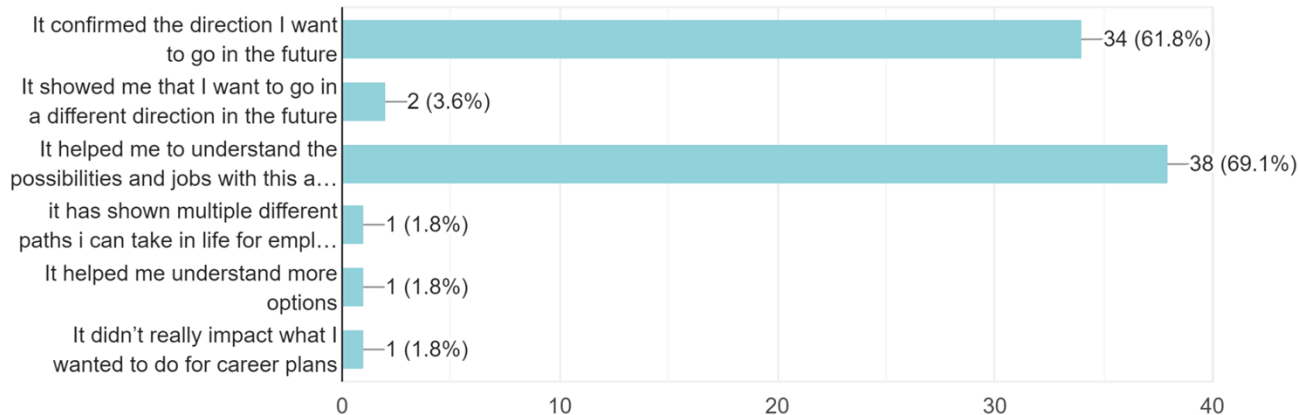
Dual Credit Stats and District Research

Dual Credit - A CESD High Leverage Strategy

What are the students telling us?

What influence has this dual credit / program had on your future plans? (Check all that apply)

55 responses



B

This email is long overdue! I need to give you an update on... **He is thriving!!**

Within a couple of weeks of finishing his last exam, he got a job..... **He absolutely loves his job... and is saving to buy his own home.** While most of his friends are struggling to figure out what they would like to do, working at minimum wage jobs, my son is well on his way in his career. **His employer is planning on sending him to SAIT in September....** I cannot thank you enough for the tremendous opportunity you gave to my son!! **To say that it was life-changing is no exaggeration... He is flourishing!!**

Please, please, please continue to not only offer the dual-credit program but expand it! **There are so many other "Child Name" out there, unable to explore their yet to be developed gifts....this is a life-changing opportunity.** I shudder to think what **"Child Name"** would be doing now had he not been given this incredible gift. Success breeds success. The dual-credit welding program **showed him that he can be and is successful. All of our students are deserving of such an opportunity.**

Again, **"Child Name"** and my husband and I are grateful beyond words to you and to everyone else who made this program possible! If there is any way that I can help, please do let me know!

With tremendous gratitude,
Mom

The Team Approach



Career Readiness Pathway Model

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
SCHOOL PROGRAMMING	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) to 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-Employment) & Other Full Career Certificates		
INDUSTRY PARTNERSHIPS	Exploration & Early Work Integrated Learning		WIL/RAP Placement	
	Use of Community Partners (CAREERS) in career placements September through June and Summer			
STUDENT SUPPORT & CAREER ADVISING	School Division Supervision, Academic & Career Coaching for Student Career Transition Success			
	Use of Community Partners (CAREERS) in career advising and Career Education Support			

Roles - Division Team and School Teams

Division Team

- Associate Superintendent, Director
- Career Connection Coordinator, Career Practitioner
- CAREERS- Student Engagement

School Team

- School Leadership- Administration
- Career Counsellors
- Career Practitioners
- Classroom Teachers (CTF, CTS, CALM, Industrial Education, Dual Credit)
- Off Campus Coordinators

Partners

- Industry and Community Partners
- Post Secondary Institutions

Staff Roles

Key school roles lead and guide the CESD/School Career Connection work forward, keeping the school's focus on purposeful student tracking and experiences that best assist students to be career/collegiate ready and successfully transition into career training/post-secondary after high school.

This Career Connection School Team works in close alignment with the Career Connection Division Team through frequent connection, communication, planning and action that supports the career/collegiate readiness design of the school.





EXPLORE

ENGAGE

EXPERIENCE

Processes to build pathway experiences...

STRATEGY - EFFECTIVE SCHOOL ROLES

STRATEGY - STAFF LEARNING AND ENGAGEMENT

STRATEGY - SCHOOL STRATEGIC PLAN & ACTIONS

STRATEGY - STUDENT LEARNING EXPERIENCES

**STRATEGY - CAREER/COLLEGIATE READY SCHOOL STRUCTURES
& CULTURE**

STRATEGY - DUAL CREDIT

STRATEGY - WORK INTEGRATED LEARNING/OFF CAMPUS

STRATEGY - CAREER/POST-SECONDARY PATHWAY LITERATE

STRATEGY - PARENT ENGAGEMENT

CAREER CONNECTIONS RESOURCES

STRATEGIC ACTIONS HANDBOOK

STUDENTS ABILITIES
CONFIDENCE ADAPT PLAN
SKILLS TRANSITION
CLEAR WORLD IMPLEMEN



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ENGAGE
EXPERIENCE

Strategic Strategies - Career/Post Secondary Literate

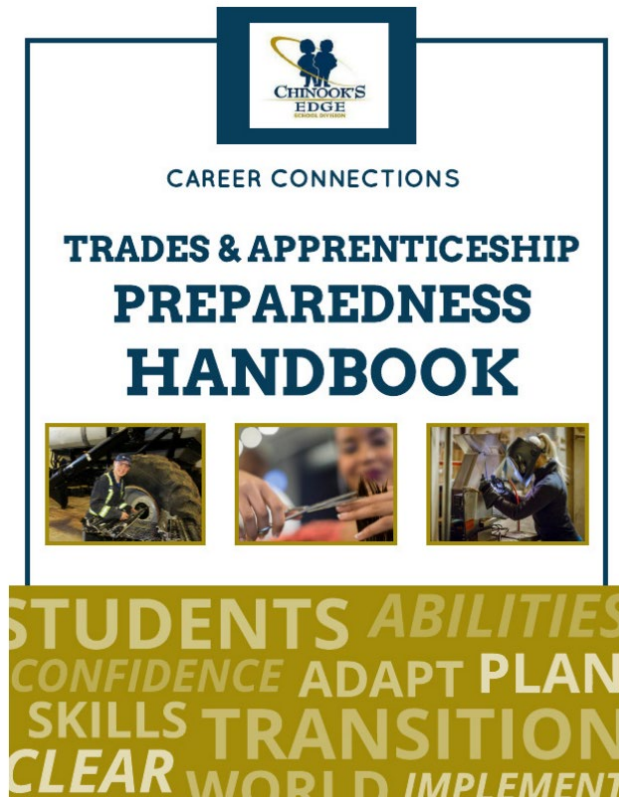
CESD Resources

Skilled Trades & Apprenticeship Preparedness Handbook

- Trade Career Exploration
- Trades & Apprenticeship Basics
- Becoming an Apprentice
- Working
- Technical Training
- The AIT Exam



Apprenticeship
and Industry Training
Alberta Trades. World Ready.

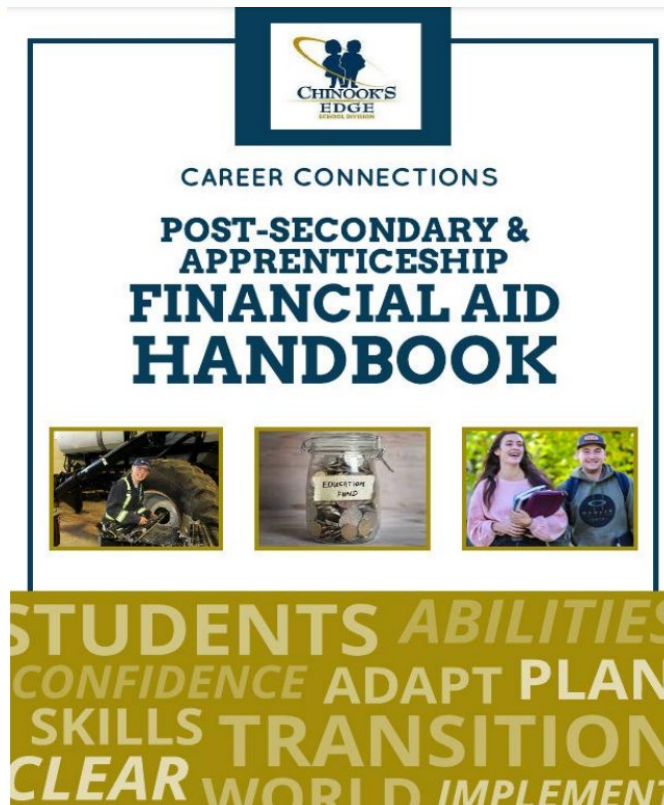


Strategic Strategies - Career/Post Secondary Literate

CESD Resources

Post-Secondary & Apprenticeship Financial Aid Handbook

- Financial Terminology
- Financial Aid for Post-Secondary
- Financial Aid for Skilled Trades & Apprenticeship
- Financial Aid for Indigenous Students
- Alexander Rutherford Scholarship Information
- Financial Aid Quick Links, Tips & Tricks
- Preparing Your Essay

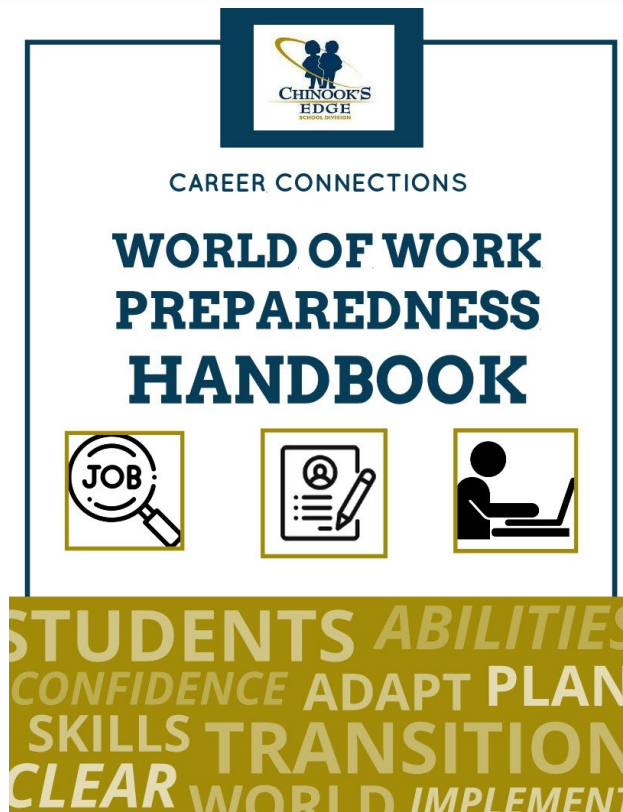


Strategic Strategies - Career/Post Secondary Literate

CESD Resources

World of Work Preparedness Handbook

- Preparing for the World of Work
 - Applying, Cover Letter & Resume, Interviewing
- Succeeding in the World of Work
 - What to Expect, Employment Laws, Occupational Health & Safety, Pay & Taxes
- Living Independently
 - Budgeting, Services & Supports, Cost of Living





Parent/Guardian Tip Sheet - Supporting Students in Online Dual Credit

Dual Credit courses are an excellent way for students to explore career pathways and possible post-secondary programs they may want to pursue. Parents play a key role in supporting their children who are enrolled in a dual credit course. Below is a guideline to assist parents/guardians in supporting their child in taking a online dual credit course:

What is Dual Credit?

Students who are involved in dual credit programs are taking post-secondary courses that count for credits at the high school level and at the post-secondary level. Students are dual enrolled and will have marks on transcripts for both institutions. Dual credit courses help students explore possible career pathways and build skills for success at the post-secondary level.

What coaching supports are in place for a dual credit student?

Students will connect with their school based facilitating teacher of Dual Credit, with allocated time and space created in their schedule. In addition to the support provided at the school level, the division team will also connect with staff and students to support them in this process.

What can I do as a Parent/Guardian?

Students should have the support and guidance of their parents/guardians if they are to pursue dual credit opportunities. Parents/guardians should familiarize themselves with expectations of the dual credit course and the fit for this with the student's future plans or interests. Parents/guardians should be part of the decision to enroll their child in a course and support the work needed to successfully complete the course. Parents/guardians should access their child's course schedule with their child to review the course outline that details all of the course information such as assignments, quizzes/tests and deadlines.

How do students access their course content?

The Student will navigate a learning platform, within their Post Secondary's course. This is where the student will be interacting with their instructor, viewing class materials, completing and submitting assignments and tests, and accessing their grades. Assigned teachers will monitor and support the student as they would in any high school course. Students taking Online/Onsite Dual Credit courses will complete an orientation that supports them in learning on how to navigate their learning platform and be a successful learner in the course. Students will receive an email prior to their start date with important instructions to get them started.



Dual Credit Readiness for the Skilled Trades Level 1 Vetting Checklist

Chinook's Edge students have an opportunity to experience a wide variety of learning opportunities. Students who are considering a Trades career have the opportunity to experience a career readiness course through the Readiness for the Skilled Trades Level 1 courses at Olds College. These courses are part of 1st year apprenticeship training in the careers of Agriculture Equipment and Heavy Equipment Technician. Taking these courses prepares students with the understanding of the rigour involved in 1st year trades training and the importance of high school courses like math and sciences.

Below is a guideline for schools, students and parents to have a conversations ensuring a student is ready for the onsite opportunity:

Discussion on Career Aspirations after High School:

- ☐ Review the student's career plans that were captured in CALM and/or with a Career Counselor/Career Practitioner to determine if they would like to pursue a Trades career. This dual credit opportunity is an asset to the student's career pathway experiences and preparedness for successful transition to a Trades career.

Detailed Academic Report:

- ☐ The student/school/parents have reviewed the student's Detailed Academic Report
- ☐ The student has completed, or plans to complete, Science 10.
- ☐ It is highly recommended that the student has a plan for highest levels of math completion as is possible as this an asset to student success in the trades pathway. All students should try to complete Math 10C at some point in their high school career. Students should also have a plan to build in math at all grade levels, whether up to 30-1, 30-2 or 30-3.
- ☐ The student demonstrates success in SHOP courses with the completion of modules based on their interests.
- ☐ The student has registered or completed the module of HCS 3000.
- ☐ The student is on track for graduation and passing all current classes.

Demands of Dual Credit:

- ☐ The student/parents are aware that the student will be attending Olds College 14 days out of the school year and will have regular course responsibilities with these courses i.e. studying, homework.

Levels of Support Document - Guide for Best Practices

CESD Dual Credit Levels of Student Support
<p>CESD's 'WHY' for high levels of student experiences in Dual Credit</p> <ul style="list-style-type: none"> • CESD Division Goal and 1 of the 3 Strategic Imperative focuses as set by the Board and COLT in Fall 2023 <ul style="list-style-type: none"> ◦ All students will graduate high school having had purposeful career pathway experiences that lead to a confident and successful transition to post-secondary and career training (apprenticeship certification, certificates, diplomas, degrees). ◦ Alberta's government is asking Alberta Education to better prepare Alberta's youth with the skills and direction they need to find meaningful employment in the economy we are building. (Minister of Education Mandate Letter 2023) • Provincial and CESD data collected over 5 years demonstrates that well designed dual credit experiences set students up to be twice as likely to attend post-secondary career training learning after high school graduation. • CESD follows the Alberta Education Dual Credit Framework Guidelines and positions dual credit into teacher assigned time for supervision of student success. Supervision and guidance by an Alberta certificated teacher is a key requirement that leads to student success in a dual credit opportunity. In all dual credit opportunities, certificated teachers are required to provide students with ongoing guidance and assessment, even if they are not providing direct instruction.
<p>CESD Objectives within Dual Credit Experiences</p> <ul style="list-style-type: none"> • Students who participate in Career Pathway connections are motivated and find success - Academic and Social Emotional driver • Developing Career Pathway skills in High School CTF/CTS, Dual Credit, and work-embedded learning increases student confidence, academic success and career readiness. • Academic & Career coaching and advising while students are in dual credit experiences, provides students high levels of success transitioning to post-secondary/career training while also greatly improving their academic success in their high school core courses.
<p>CESD Dual Credit School Roles and Design for Student Support</p> <ul style="list-style-type: none"> • Staff are the academic and career coaches for students who are enrolled in a dual credit course. • All students have scheduled class time where they attend weekly 2-3 times per week under guidance of an assigned teacher to meet the below Levels of Support Actions. <ul style="list-style-type: none"> ◦ Having a designated, scheduled CTS 3 credit block or equivalent scheduled learning space with direct academic and career coaching • The Levels of Support are Weekly Actions that are part of the learning design of dual credit student support as led by the staff team. • This assigned learning time is an active time for the staff team as you are work 1:1 or in groups with learners, getting beside them to coach their academic success, work on soft skills for post-secondary success, and engage in conversations that are connected to student career pathways in order to move students towards career transitioning confidence.
<p>CESD Dual Credit Division Roles and Design for Student Support</p> <ul style="list-style-type: none"> • Supporting school teams working with Level 1 and 2 students to talk through achieving Weekly Level 1 and 2 actions. • Supporting school teams with Level 2 Learning Plans of Action for students. Division Office may work with a Level 2 student if part of the team plan. • Directly working with school teams on the Learning Plan of Action for a Level 3 student and becoming part of the Level 3 actions of support for the student.

LEVEL 1 Support: Universal and in place for all Dual Credit Students	
<p>Students who are successful in Level 1 support only need the below Level 1 actions to find their own answers quickly as they are motivated learners with strong student 'soft' skills.</p> <p>Weekly Actions in 4 Key Areas</p> <ul style="list-style-type: none"> • Academic Success & Organization of Dual Credit • Academic Success & Organization of Core High School Courses • Social Emotional Wellness • Career/Post-Secondary Readiness Conversations <ul style="list-style-type: none"> ◦ Refer to the CESD Year At-A-Glance documents and all Handbooks 	
<p>Staff Weekly Academic Coaching of Students</p>	<ul style="list-style-type: none"> • 1:1 check-in time with all students - Staff digging deep around student learning <ul style="list-style-type: none"> ◦ Sit with students and ask for them to open their Learning Management System i.e. Moodle ◦ Assess the information you see in front of you with the student in their course and make a weekly action plan with students. ◦ You may see the amount of time a student is working within the course. How they have done on previous assessments and assignments. Use this in your coaching conversation and in your assessment of the student's success. ◦ Look for comments left by the instructor and what students may need to do; adult coaching is often needed to help students see how instructors communicate. ◦ Make the above actions all part of your weekly check in. For those in Level 2 and 3, this will need to be more frequent as detailed below and Division Office Roles will be used to support further. ◦ Our coaching supports students to learn to meet deadlines as assigned in their dual credit course. This becomes a core focus of our 1:1 time with students as we are beside them through the week. ◦ Assess student needs for extra support. Respond as needed based on LEVELS of RESPONSE using Level 2 and 3 combined with the Division Roles' support. • Best practice is to have students complete all assessments and assignments submissions while in the scheduled learning time or while at school in order to avoid glitches in meeting deadlines. • Review Course Outlines weekly with students and keep all expectations front of mind for all students - develop processes that are useful to all students i.e. calendar visuals in a common location, etc. Students can play a key role in this each week. • Monitor and keep track of all student course deadlines, assignments, policies, etc. with students and support the organization of their week and the quality of their work for the dual credit course. Students should be learning to organize within a calendar, digital or paper. • Schedule time for student course assessment completion within the school setting to cause greater student success. • If a student is absent for a day of assigned class, how is this student still connected with to meet the deadline expectations of the dual credit course? • Use a tracking system that works for your context where dual credit learner progress and success is impacted by this oversight. • Review accommodations weekly to ensure the student is accessing them properly. Tasks will change weekly with the program, it is important to review tasks to ensure the student is supported through their IPP plan.

CAREERS School Engagement Teacher

- Student presentations and awareness
- Increased access to trades, technology, agriculture programs
- Stronger partnerships between school and industry
- Support for Counsellors, Career Practitioners and Off Campus Coordinators
- Improvement in student readiness for postsecondary transitioning
- Career Fairs, parent presentations, community engagement, CACI

School Administration

- Facilitate Career Connections model with allocating time for Career Counselors and Practitioners to collaborate on student career pathway focus.
- Career Connections Days
- Initiate internship opportunities for students- Example Hugh Sutherland
- Building capacity in all staff
 - Dual Credit
 - CAREERS
 - Student pathway support
 - Off Campus
- Parent sessions
- Community partnerships

Career Counselors and Practitioners

- Student Tracking
- Guiding students in:
 - Graduation Requirements
 - Post Secondary Pathway Planning- Arranging PSI presentations, tours etc..
 - Financial Aid
 - Scholarships
 - Dual Credit- Online/Onsite
 - RAP/Apprenticeships, Internships
 - Off Campus

School Structures

- ❑ There is a **Tracking/CRM Process used** by staff to capture student progression towards post secondary transitioning success **along the Career Pathway Continuum**. i.e. all students are tracked for their career pathways/post-secondary preparedness.
 - ❑ Administration and the Career Connection team lead the whole staff in implementing **processes for tracking, documenting, and planning for next steps in a student's development, knowledge and skills in relation to career/collegiate readiness and successful transitioning**.

Onsite Student Tracking							
Legal First Name				Legal Last Name			
Course				Grade			
Accommodations				Accommodations Required			
Current Learner Key Notes							
11	Kye	Delaney	HET - Hydraulics & Electrical (P...	Grade 12	no		
12	Austin	Cartwright	HET - Hydraulics & Electrical (P...	Grade 11	yes	MP3, quiet space, additional time, re:	
13	Aiden	Cook	HET - Hydraulics & Electrical (P...	Grade 11	yes	MP3, quiet space, additional time, re:	
14	Cale	Hamilton	HET - Hydraulics & Electrical (P...	Grade 11	no		
15	Ashton	McDermid	HET - Hydraulics & Electrical (P...	Grade 12	no		
16	Isaac	Adema	WLD 1167	Grade 10	no		
17	Zach	Johnson	WLD 1167	Grade 10	no		
18	Daemon	Fox	WLD 1167	Grade 10	no		
19	Zach	Vollmin	WLD 1167	Grade 11	no		
20	Kolson	Matchullis	WLD 1167	Grade 11	no		

School Structures

- ❑ The school has developed **high levels of celebration and acknowledgement** of all students in achieving career/collegiate ready accomplishments is an important part of a Career Connection school culture.
 - ❑ Celebration of work placements, completion of career/collegiate opportunities, acceptance into programs/post-secondary, etc.

Classroom Teachers

- Advising/Relationship building with students on progress in high school programming
- Understanding graduation requirements/having access to tracking information from the counselor (Team approach to student success)
- Relating their expertise to career pathways
- Supporting students in dual credit learning
 - Possible connections to students interests and how it can connect to dual credit opportunities
 - Navigating post secondary programming
 - Adjusting for possible other opportunities in dual credit programming.
- Advising on Financial barriers, or next steps after High School if it includes the working world.
- Resume and cover letter building- interview skills

Off Campus Teacher/Coordinators

- Work collaboratively with Career Counselor to connect students with work experience opportunities.
- Tracks students who are in off campus programming as well as connects new students with information on off campus.
- Works closely with CAREERS for possible internships, apprenticeship opportunities
- Community collaboration and relationship building.
- Collaborating with division team for summer off campus.
- Resume and cover letter building- interview skills



CESD Career Connections Team

TABLE TALK

What does your Career
Connections team look like in
your division?



CHINOOK'S EDGE
SCHOOL DIVISION

Year 1 - Explore



Finding the Opportunity....

Explore

- Career aspirations are captured through coaching conversations and tracking at the school level.
- *Students have goal specific skills in mind that allow them to gain experience and create networking in their placement.*
- *Purposeful coaching and meaningful learning plans are a key aspect of career pathway placements.*

Relationship Building, Working with school teams, Curricular Alignment



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ENGAGE
EXPERIENCE



Student Support & Career Advising

Potential~Advice~Motivation~Direction~Support~Training~ Success~Goal

Career Advising

- High School Academic
- Career Coaching
- Social Emotional Well Being
- Vetting students for the opportunities (purpose)

Student Support

- Levels of Support - Unconditional positive regard for the student, critical way to build trust and rapport
- Scheduling Design - Making learning accessible
- Building structure, routine and organization
- Use of Career and Technology Studies



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School Design - Student Scheduling

We are planned and purposeful with our staff when we design our career pathway opportunities BUT we must also be purposeful and planned with our students to create the right conditions for success. Another of the KEY factors for success is scheduling.

- Students participating in these opportunities need scheduled time to attend to their learning and this cannot be seen as an add on but as a core learning experience. Additionally some of these opportunities may need multi-year planning.

Career Readiness Pathway Model			
YEAR 1	YEAR 2	YEAR 3	YEAR 4

- School administrators, Career Counselors, Advisors, Teachers and Parents all need to be aware of the opportunities in order to help guide student to these opportunities, support during and also look at next step.

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Career Pathways: K-12 Programming

PATHWAY DESIGN

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

EXPLORE

ENGAGE

EXPERIENCE

Coaching conversations lead to....

Exploratory Learning Programs and Camps

Career and Technology Foundations
Programing

SKILLS Exploration Days

Career Fairs/events

CALM

Exploratory Stage

“Interest Driven & Broad”

CTF, Camps, Volunteer, Events & Experiences

Student Academic & Career Coaching

These stages are not grade specific and can be enter at any point

Explore- Year ONE- Skilled Trades

1. Introduce students to the trades by enrolling them in a 14 day journey through Readiness for the Skilled Trades Level 1
2. Counseling and coaching of students at the school and division level to navigate topics such as : school academics, future classes and programs that will develop the student, CAREERS opportunity possibilities.
3. Working with instructors at the post secondary level to identify certain challenges/resolutions for the student moving forward.
4. Relay this information back to the students school to prompt for the next stage of skilled trades opportunity.

Working with school teams, CTS exposure, connecting with classroom teachers and shop teachers, RST 1- Intro to campus and instructor



OLDS COLLEGE
OF AGRICULTURE & TECHNOLOGY

Readiness for the Skilled Trades Level 1



What is Readiness for the Skilled Trades Level

- Taking Readiness for the Skilled Trades Level 1 allows students to see if the trades are right for them
- Students are exposed to apprenticeship rigour through TEC 1000- HET and WLD 1167- WLD
- Experiencing these courses allows students to get ready for the academic and skill expectations of apprenticeship/trades careers
- These courses are a SNEAK PEEK and PRACTICE to get them ready to be SUCCESSFUL as a 1st Year Apprentice when they come back as an adult.

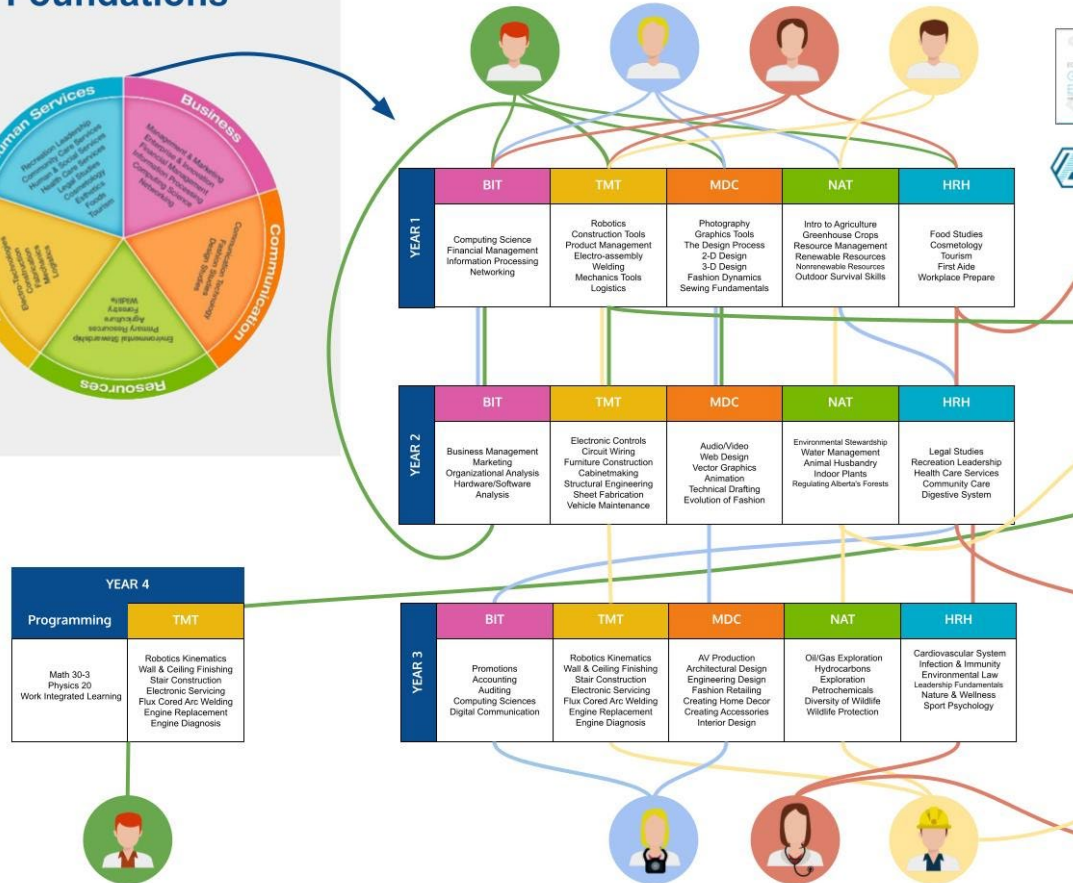


Career Technology Foundations



Career Technology Studies

W



After experiencing the Readiness for the Skilled Trades Level 1, for some students it validates a direction, for others it changes their pathway.

Year 2 - Engage



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Committee

EXPLORE
ENGAGE
EXPERIENCE



Purposeful Placements

Engage

- *Purposeful coaching and meaningful learning plans are a key aspect of career pathway placements.*
- Readiness for the Skilled Trades Level 2
 - Hydraulics and Electrical
 - Welding
- Off Campus- Work Experience, RAP
- CAREERS - Internships, Apprenticeship

Familiarity with campus and instructors, processes/expectations



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Committee

EXPLORE
ENGAGE
EXPERIENCE

Career Pathways: K-12 Programming

PATHWAY DESIGN

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

EXPLORE

ENGAGE

EXPERIENCE

Readiness for the Skilled
Trades Level 2

Engage Stage

“Targeted Experience and Learning
Opportunities”
CTS, Single Dual Credit Course

CTF/CTS Courses Aligned
with Career Pathways

Career Transition Readiness
(CTR)

Advisory Time

Career Shadowing

Student Academic & Career Coaching

These stages are not grade specific and can be enter at any point

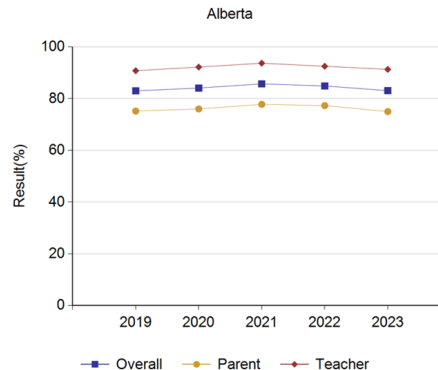
Industry Partnerships/Work Integrated Learning

Strong Off Campus design and purposeful placements

A.8 Work Preparation

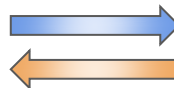
Measure History

Province: Alberta



- Purposeful Internships, RAP and Off Campus experiences are an integral component of Career Pathway Programing.
- CAREERS the Next Generation is working jointly with School Divisions to have School Career Practitioners grow both awareness and internship opportunities.

Dual Credit
Grade 10 to HS Completion



Internships, RAP,
Off -campus



TAVE

Trades, Apprenticeship,
and Vocational Education
Committee

EXPLORE
ENGAGE
EXPERIENCE

Engage- Year TWO- Skilled Trades

1. Student who have an interest to the skilled trades are enrolled in a 12 day journey through Readiness for the Skilled Trades Level 2- Hydraulics and Electrical OR Welding
2. Counseling and coaching of students at the school and division level to navigate topics such as : School academics, Future classes and programs that will develop the student, CAREERS opportunity possibilities
3. Working with instructors at the post secondary level to identify certain challenges/resolutions for the student moving forward
4. SKILLS opportunity to work with Journeyperson Instructor- Regionals, Nationals, Provincials
5. Relay this information back to the students school to prompt for next stage of skilled trades opportunity.

Multi level support, Relationship building, Work with Industrial Art Teacher- Curricular Alignment



Intermediate Welding

Readiness for the Skilled Trades Level 2

Interested in pursuing the next level of Welding?

You **NEED** to get this course on your RESUME!

Wondering if Welding is right for you...try this ONSITE Dual Credit opportunity

Olds College. This course is for students who have previously taken the Welding WLD 1167 through Olds College and want to explore the next level

See what it is like to be a student in the TRADES at the next level



Readiness for the Skilled Trades Level 2 Hydraulics and Electrical

Interested in pursuing the next level of Mechanics?

You NEED to get this course on your RESUME!

Wondering if Mechanics is right for you...try this ONSITE Dual Credit opportunity at Olds College. This course is for students who have previously taken the Readiness for the Skilled Trades TEC 1000 through Olds College and want to explore the next level of Mechanics.

See what it is like to be a student in the TRADES at the next level.

Year 3 - Experience



TAVE

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Committee

EXPLORE
ENGAGE
EXPERIENCE

Targeted Learning

Experience

- Larger CAREERS Placement for Work Integrated Learning
- Guided learning and support that creates invaluable insight to future career
- Targeted and purposeful learning during the work placement

Career Pathways: Dual Credit Programming

DUAL CREDIT PROGRAMMING DESIGN

- Multiple entry and exit points, with a focus on Grades 10 through 12
- Increasing amounts of structure and commitment
- Flexible and accessible

EXPLORE

ENGAGE

EXPERIENCE

Experience Stage

CAREER Internships,
Pre-Employment
Training, Dual Credit
Certificate Programing,
RAP, SKILLS Alberta
Competitions

Work-Integrated Learning

Dual Credit Bundled Programs

Pre-employment Training and
Certificates

Pathway Surety and Student Confidence, Increased Commitment

These stages are not grade specific and can be enter at any point

Readiness for
Skilled Trades Careers

Dual Credit Pre- Employment Heavy Equipment Technician & Welder Student Orientation

CACI

Central Alberta
Collegiate
Institute



EXPLORE

ENGAGE

EXPERIENCE

Experience Year Three- Skilled Trades

1. Students who have completed level 1 and level 2 training are then prepared for Pre-Employment in their particular interest.
2. CACI Pre-Employment programming- Heavy Equipment Technician, Automotive Service Technician, Welding, Industrial Mechanic- Millwright, Pipe Trades
3. Counseling and coaching of students at the school and division level to navigate topics such as : School Academics, Graduation Requirements, completing high school before semester two (Dependent on grade level), CAREERS opportunities
4. Working with instructors at the post secondary level to identify challenges and possible resolutions for the student moving forward.

Pre-employment- understands the routine, has had to do the work (graduation, interview, endorsement etc.) to be selected



CESD Partnership with CAREERS

TABLE TALK

Reflect on what you have heard through CESD's three year approach, What is your take away from this session?



CHINOOK'S EDGE
SCHOOL DIVISION

Career Connections - This is our WHY!

