

SCHOOL DISTRICT NO. 73 (KAMLOOPS-THOMPSON) ANNUAL CAREER DEVELOPMENT REPORT | May 2021



SCHOOL DISTRICT NO. 73
(Kamloops - Thompson)



Table of Contents

- Executive Summary** 4
- Career Development Action Items** 5
- Introduction** 6
- Background** 8
- Program Overview** 10
- Participation and Performance Indicators** 13
- Community Partnerships** 22
- Conclusion** 25

Executive Summary

The District's Career Development department aligns the work of Career Education and Trades and Transitions within one department. Career Development is involved both with the implementation and support of the Career Education curriculum and with the promotion and management of dual-credit programs and transitions programs and events. This work is inextricably linked to the *career development goal* of education in British Columbia and to the District's strategic plan priorities of "*connect students to their passions and interests*" and "*strengthen partnerships to enrich the way we lead, learn and work.*"

Career Education curriculum is supported through District-created resources, professional development opportunities, networking with community expertise, and the establishment of professional learning communities. At the elementary level, an emphasis is placed on expanding students' sense of self and of community connections. At the secondary level, an increasing emphasis is placed on self-awareness in relation to the world of occupations. Throughout the Kindergarten to Grade 12 (K–12) career development continuum, experiential learning and the development of core competencies is a consistent focus.

Student transitions from secondary to post-secondary school are supported through (1) dual-credit programs that allow students to attain post-secondary credentials while in high school; (2) transitions programs that allow students the opportunity to align their learning with their career aspirations; and, (3) transitions events that afford students the opportunity to be immersed in an experience related to an employment sector. Historically, these opportunities have been managed through the District's Trades and Transitions program and have enjoyed high levels of student participation and successful completion. The Trades and Transitions program directly supports Career Education by providing in-depth experiential learning that meets the thirty (30) -hour Career Life Exploration graduation requirement and by further developing students' core competencies through applied learning.

Moving forward, the Career Development department is focused on increasing support for elementary Career Education curriculum delivery, on supporting positive outcomes for students enrolled in District programs, on analyzing and addressing equity issues based on gender and ancestry, and on diversifying the breadth of available experiential learning opportunities.

Career Development Action Items

- Develop the systemic awareness of Career Education as a K–12 continua of learning and experience.
- Develop, pilot and distribute K–7 Career Education teacher resources, including an elementary kit of Career Education resources to every elementary school.
- Provide opportunities for parents and caregivers to develop their capacity to support students' choices related to course planning, education and career planning.
- Develop, update and promote District guidelines and procedures, as well as a common workplace safety resource, for all Career Development programs that involve placements at worksites, and volunteer, community service and community events.
- Expand the breadth of Career Talks community facilitators to move from a grades10–12 model to a K–12 one.
- Collaborate with Thompson Rivers University's Registrar's Office, Financial Services Division and Future Students department to manage application and fee collection more efficiently for dual-credit programs.
- Collaborate with program partners to provide a continuum of support for dual-credit students.
- Investigate and monitor enrolment trends and possible interventions for underrepresented demographics in dual-credit programs.
- Develop and implement updated student exit surveys for all Career Development programs.

Introduction

Career Development in School District No. 73 (Kamloops-Thompson)

Through experiential learning, students make connections to career-life possibilities and post-graduation opportunities. Career Education helps students succeed in personal, educational and workplace contexts throughout life.

– BC Graduation Program Policy Guide, July 2020

Career development is one of three (3) mandates of the British Columbia Kindergarten to Grade 12 (K–12) education system. In School District No 73 (Kamloops-Thompson) [referred to as the “District” and/or “SD73”], Career Development is facilitated through K–12 Career Education curriculum, experiential learning, dual-credit programs, and occupation-focused training opportunities managed by the District’s Career Development staff.

At the District level, Career Development is supported by a team that includes the Director of Instruction – Secondary Education and Learning Services, the District Vice-Principal – Trades and Transitions, the District Trades and Transitions Coordinator, and the District Career Education Coordinator, all of whom are supported by an administrative assistant. Career Development is further supported in K–12 by classroom-based teachers of the Career Education curriculum; in middle and secondary schools by school counsellors who are responsible for students’ Education Transitions Plans; and in secondary schools by Trades and Transitions (TNT) coordinators.



Policies and Procedures

Career Development program activities are governed by several provincial statutes and orders and by District administrative procedures and policies, as follows:

- *School Act* [RSBC 1996], ss 20, 22, 65, 75, 85
- Graduation Program Order, M302/04
- Work Experience Order, M237/11
- *Workers' Compensation Act* [RSBC 1996]
- Workers' Compensation Coverage Order, OIC344/11
- BC's Curriculum, K–12, 2019
- *Work Experience Program Guide* (Program Procedures, Requirements, and Standards) BC Ministry of Education, June 2019
- *Youth Work in Trades Program Guide* (Program Procedures, Requirements, and Standards) Industry Training Authority (ITA), BC Ministry of Education, June 2019
- *BC Graduation Program Handbook of Procedures*, July 2020
- *BC Graduation Program Policy Guide*, BC Ministry of Education, July 2020
- SD73 Administrative Procedure 216: Career Preparation Programs
- *SD73 District Career Preparation Program Guide*, November 30, 2019

Background

Connection to District Strategic Priorities

This *Annual Career Development Report* supports the six (6) priorities of the District's strategic plan:

1. Ensure every student acquires strong foundational skills and core competencies.
2. Connect students to their passions and interests.
3. Honour the First Peoples' principles of learning and Aboriginal worldview and perspectives.
4. Foster an inclusive, adaptable and accountable District culture.
5. Strengthen partnerships to enrich the way we lead, learn and work.
6. Ensure the sustainable use of our resources.

Kindergarten to Grade 9 (K-9)

Within the BC Ministry of Education curriculum, career-life development from K–5 is largely about expanding a sense of self, developing a positive community engagement, and discovering a greater awareness of personal interests and strengths.

In grades 6–9, students are introduced to increasingly diverse experiential learning opportunities and ways in which family, mentors and community networks support students' self-awareness and continued career-life development.

Youth Discover Programs

In partnership with the Industry Training Authority (ITA), the Ministry supports the delivery of programs and events that help students in K–9 discover technical trades career possibilities. Within SD73, Youth Discover programs in K–9 are facilitated and receive funding support from the District's Career Development department.

Youth Discover programs include:

- Discover the Trades: These are events intended for students in grades 5–9 that offer insight into career opportunities in the trades.
- Discover the Maker Way: This is a day of hands-on learning activities in which students in K–9 work in small teams to build creative solutions to design challenges.

Graduation Program

Career-life interests and possibilities start to become meaningful considerations for many students during grades 10–12.

Career-Life Education and Career-Life Connections are required courses in the provincial Graduation Program. They provide the structure within which students learn about the importance of:

- Ongoing career-life exploration and reflection
- Career-life options and decisions
- Interpersonal and reciprocal relationships and influences
- Diverse and world perspectives
- Work-life balance
- Lifelong learning

Career-Life Connections includes a requirement that students complete thirty (30) hours or more of career-life exploration, a process of engaging in and reflecting on direct experiences beyond traditional classroom settings, and a capstone project connecting self-awareness, learning, and post-secondary aspirations.

Grades 10–12 elective and dual-credit programs such as Youth Explore Trades Sampler, Youth Train in Trades, and Youth Work in Trades offer students the opportunity to get first-hand work experience and/or training in real-world settings. Within the District, these elective and dual-credit programs are managed by the District's Career Development department in partnership with the Industry Training Authority (ITA), local businesses and industry, and Thompson Rivers University (TRU).

These programs can support students in two pivotal ways:

- By giving students the confidence to focus their efforts on getting the specific training and skills required for transitioning to their career choice or preferred futures; and,
- By identifying the need for further academic or technical education to meet their career goals or preferred futures.

Program Overview

The goal of SD73's Career Development department is to support and to facilitate Career Education curriculum delivery and personalized, immersive, hands-on experiential learning from K–12.

Career Education and Trades and Transitions

Career Education curriculum is taught by classroom-based teachers. These teachers are supervised by school principals and supported by the District Career Education Coordinator under the supervision of the District Vice-Principal – Trades and Transitions. The District Career Education Coordinator is responsible for providing instructional leadership, professional development, curricular resource development, and community connections for school-based Career Education teachers.

SD73 Trades and Transitions is led by the District Vice-Principal – Trades and Transitions under the supervision of the Director of Instruction – Secondary Education and Learning Services. The District Vice-Principal – Trades and Transitions manages K–7 Youth Discover programs and events: Youth Discover the Maker Way, ADST Mini-Sampler, Try A Trade, Girls Exploring Trades and Technology (GETT), elementary trades project grants, grades 8–12 Trades programs, and Transitions programs and events.

Each secondary and middle school is provided staffing support for a school-based Trades and Transitions (TNT) Coordinator. These teachers are supervised by school principals and receive further direction from the Director of Instruction – Secondary Education and Learning Services and from the District Vice-Principal – Trades and Transitions. They are also supported by the District Trades and Transitions Coordinator. School-based TNTs provide expertise to students and staff about trades and technology training, post-secondary dual-credit programs and Transitions events and opportunities.

Trades and Transitions Programs

Trades Programs

District Trades programs are offered in partnership with the Industry Training Authority (ITA) and provide training by certified tradespersons. Such programs include the Youth Explore Trades Sampler located at NorKam Senior Secondary, the Youth Train in Trades Foundation-level certification programs located on-campus at TRU, and the Youth Work in Trades (formerly known as Secondary School Apprenticeship) program offered in partnership with business and industry.

Three (3) Youth Explore Trades Sampler programs — Construction Sampler, Mechanical Sampler and Industrial Sampler — are delivered at NorKam Senior Secondary (at NorKam Trades and Technology Centre) and are taught by TRU trades instructors. Each of these programs consists of four (4) different certified trades. For example, the Industrial Sampler includes the following courses: Millwright (Industrial Mechanic)/Machinist; Steamfitter/Pipefitter; Sheet Metal Worker; and Instrumentation Mechanic.

The Hairstylist trades program, also delivered at NorKam Senior Secondary, is a one-year program taught by a Red Seal instructor. SD73 grades 11 and 12 students are eligible for this program.

Several Youth Train in Trades Foundation-level trades certification programs are offered at TRU. The full list of these programs can be found at tnt.sd73.bc.ca. These programs are available to qualified SD73 Grade

12 students who, through the dual-credit program, complete their Grade 12 year at TRU while receiving both secondary school graduation credits and Foundation-level trades certification.

The Youth Work in Trades program (tnt.sd73.bc.ca), in which students work in the local community, is open to any student who is a minimum of fifteen (15) years old who works with a ticketed tradesperson. The program provides skill development through practical, hands-on work experience. Students may earn up to sixteen (16) high school credits — the equivalent of credits from four (4) graduation program courses — while also accumulating ITA apprenticeship hours, thereby giving them the opportunity to accumulate apprenticeship hours in a recognized trade. Students who have a minimum of 900 hours of work experience and a C+ average in Grade 12 courses also qualify to receive a \$1,000 award from the provincial government after graduation.

Transitions Programs

District Transitions programs provide students with immersive learning experiences in occupational or academic areas. Students enrolled in these programs earn secondary graduation and university course dual credits, prior learning credit at TRU, or dual-credit ITA and secondary graduation certification.

District Transitions programs include:

- Digital Arts and Technology Academy
- Early Childhood Education (ECE) Certificate
- Hairstylist
- Health Care Assistant (HCA) Certificate
- International Baccalaureate
- Police and Justice Studies Certificate

The Digital Arts and Technology Academy (DATA) program is located at Sa-Hali Secondary and the Hairstylist and International Baccalaureate programs are located at NorKam Senior Secondary.

The Early Childhood Education Certificate, Health Care Assistant Certificate and Police and Justice Studies Certificate programs are located at TRU and are taught by TRU instructors.

Transitions Events

District Transitions events are opportunities throughout the year for students to explore a potential career path. These events are offered in partnership with community businesses and industries, post-secondary institutions and service agencies.

District Transitions events include:

- ❑ Girls Exploring Trades and Technology (GETT)
- ❑ Heavy Metal Rocks
- ❑ Junior Achievement – Economics for Success
- ❑ McQueen Lake Forestry and Environmental Camp
- ❑ RCMP Youth Advisory Committee
- ❑ RCMP Youth Academy
- ❑ Wildfire BC Junior Fire Crew
- ❑ BIG Little Science Centre Mini-Sampler
- ❑ TRU BC Junior Skills Competition
- ❑ TRU Try a Trade Day

These events range from one (1) to six (6) days in duration and provide students with hands-on experiential learning in an area of interest.



Participation and Performance Indicators



Career Talks

Career Talks is a repository and booking system of community presenters across a variety of sectors, representing opportunities to connect classroom learning to its relevance to life outside of school. This support was initially piloted for secondary career education teachers. The Career Development department will be expanding the number of presenters and the range of their offerings to eventually support K–12 teachers, reflecting Career Education as a K–12 course in BC.

Career Talks Participation	2018-2019	2019-2020
Presentations available	136	170
Bookings	86	83*

***Career Talks presentations for 2019–2020 were impacted by COVID-19. Limited presentations were scheduled between March and June 2020.**

In 2019–2020, the number of Career Talks presenters available was increased to 170 from 136 the previous year, and the number of presentations booked was positioned to well exceed the previous year. Unfortunately, due to the impact of COVID-19, presentations were limited after February 2020.

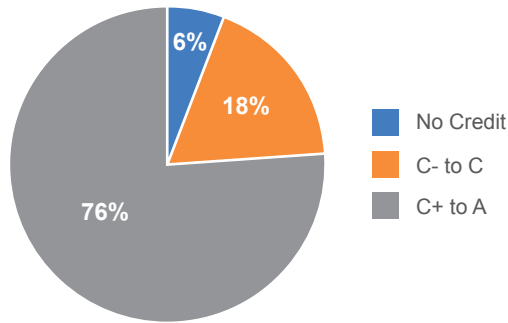
Career Education

Career Education, a curriculum strand throughout the K–12 system, has a specific emphasis during grades 10–12. In Career Life Education (Grade 10), students begin to connect their learning to the community as well as to post-secondary pathways and ambitions. In Career Life Connections (Grade 12), students connect thirty (30) hours of community-based exploration to their learning and develop a capstone presentation highlighting their growth and identifying their specific post-secondary plans.

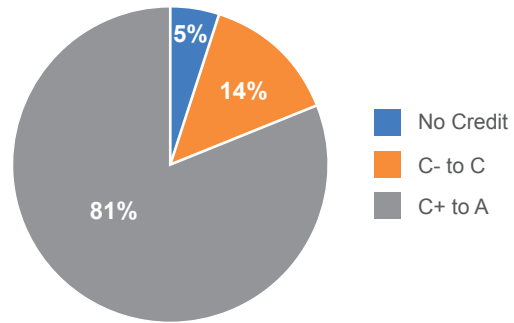
In 2019–2020, seventy-six percent (76%) of students enrolled in Career Life Education 10 and eighty-one percent (81%) of students enrolled in Career Life Connections 12 achieved a final grade of C+ or greater (an above-average achievement). Ninety-four percent (94%) of Career Life Education 10 students and ninety-five percent (95%) of Career Life Connections 12 students successfully completed the course.

SD73's goal is a minimum eighty percent (80%) annual achievement rate of C+ or better in both senior career courses. This was achieved in Career Life Connections.

**Career Life Education 10
2019-2020**



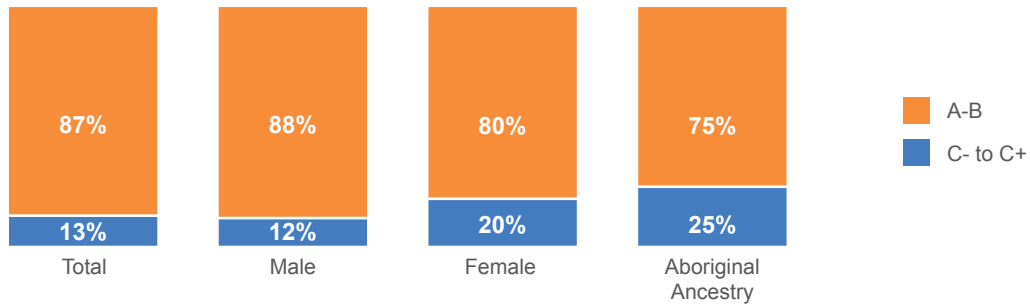
**Career Life Connections 12
2019-2020**



District Career Education Academic Achievement: Career Life Education 10 (CLE10) and Career-Life Connections 12 (CLC12)

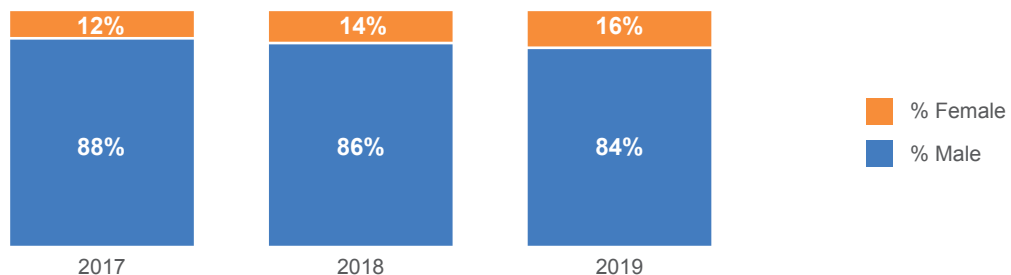
Trades Sampler Program

Trade Sampler Achievement 2019-2020



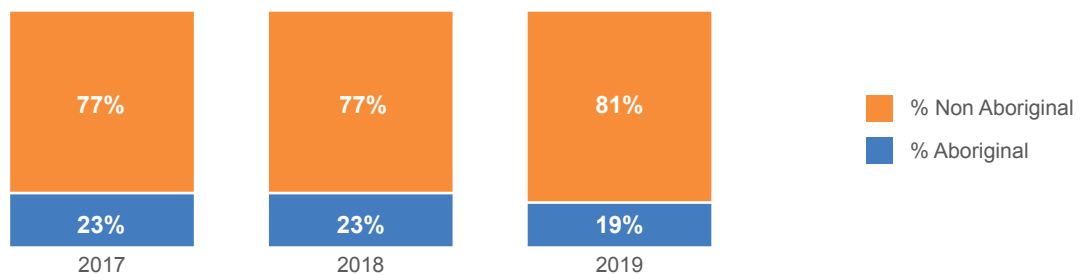
In 2019–2020, there was only one (1) student who was unsuccessful in completing the program. However, both female students and students of Aboriginal ancestry achieved slightly lower grades than non-Aboriginal males. While this may be due to individual students rather than to gender or ancestral demographics, SD73 would like to see eighty percent (80%) of students in all demographics achieve a B or an A in these courses.

Trades Sampler Participation by Gender



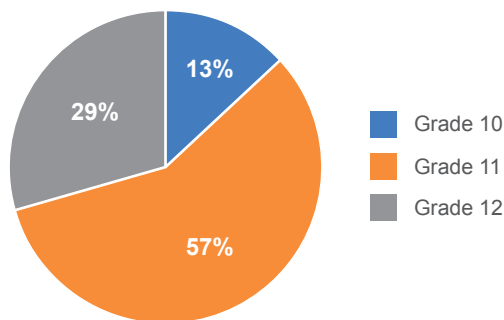
Nationally, 4.5% of certified tradespersons (excluding hairstyling) are females. The District's goal is to have at least double the national representation of female students in trades programs—a minimum of nine percent (9%) per year. This goal reflects the ITA's goal of increasing the representation of females in skilled trades. By indexing this goal to national averages, the District is both reflecting and acting to improve upon the national average. During the last three (3) years, female participation in the Trades Sampler program has exceeded this goal.

Trades Sampler Participation by Aboriginal Ancestry

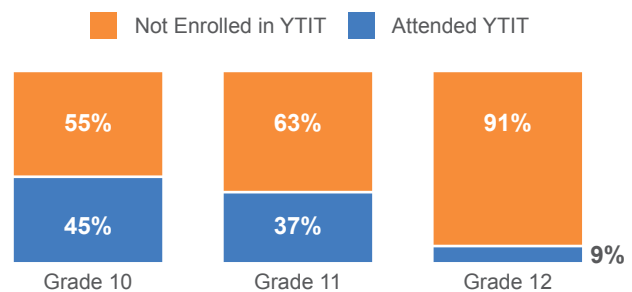


From 2017-2018 to 2019-2020, Aboriginal students make up 14.5% of the overall student body in Grades 10–12, an enrolment proportion exceeded in the Trades Sampler over the last three (3) years. SD73 will continue to strive for Aboriginal participation rates to meet or exceed the proportional representation in the student population.

2017-2018 to 2019-2020 Three-Year Average Trades Sampler Composition by Grade



Trades Sampler Students Who Took a Dual-Credit Youth Train in Trades Program in Grade 12

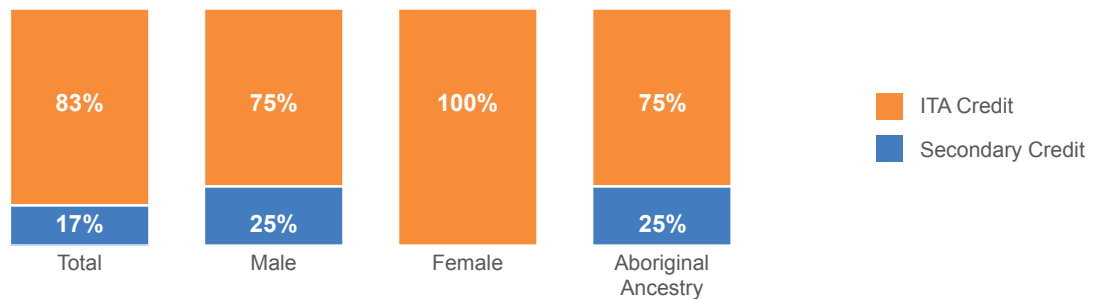


One purpose of the Trades Sampler program is to give students the opportunity to gain experience in a cluster of four (4) similar trades, thereby connecting students to clear goals related to trades careers. Between 2015 and 2017, fifty-six (56%) of students who took a Trades Sampler program went on to take a subsequent trades foundation program at TRU, either through a Youth Train in Trades experience in Grade 12, or in their first year after graduation.

Further, over the same time period, forty-five percent (45%) of Grade 10 participants and thirty-seven (37%) of Grade 11 participants also took a Youth Train in Trades program in Grade 12, reflecting the District's understanding that the earlier that students identify a preferred post-secondary aspiration, the more likely they are to be able to participate in related District programs while also meeting graduation requirements.

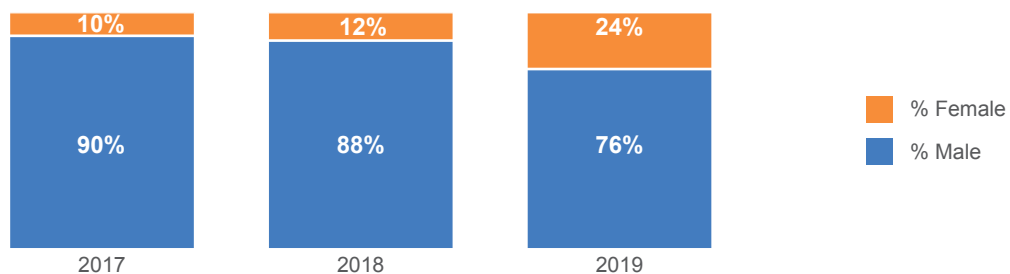
Youth Train in Trades Program

Youth Train in Trades Achievement 2019-2020



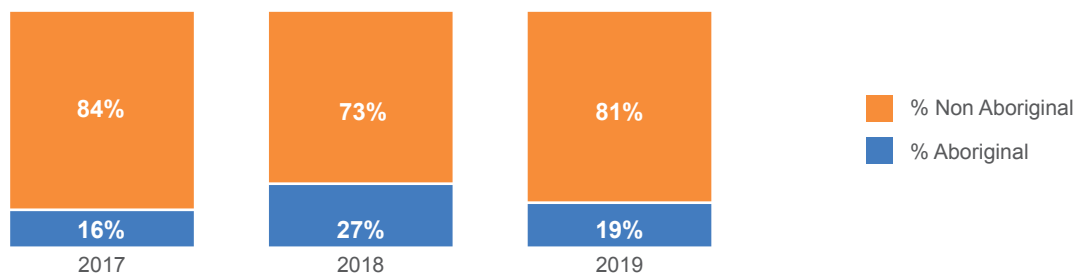
To achieve recognition for a foundation program, the ITA requires a minimum grade of seventy percent (70%). In 2019–2020, eighty-three percent (83%) of participants received this certification, with the other seventeen (17%) attaining high school credit for their experience. These students now have the opportunity to gain employment in their chosen trade and to challenge the technical training at a later date. The District would like to continue to see an eighty percent (80%) or better foundation recognition rate in future.

Youth Train in Trades Program Participation by Gender



Nationally, 4.5% of certified tradespersons (excluding those in Hairstyling) are females. The District's goal is to have at least double the national representation of female students in trades programs—a minimum of 9% per year. This goal reflects the ITA's goal of increasing the representation of females in skilled trades. By indexing this goal to national averages, SD73 is both reflecting and acting to improve upon the national average. During the last three (3) years, female participation has exceeded this goal.

Youth Train in Trades Program Participation by Aboriginal Ancestry

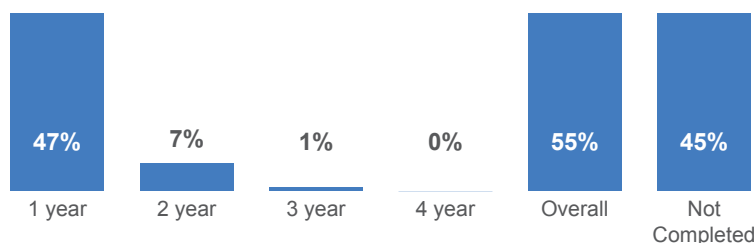


Between 2017-2018 and 2019-2020 Aboriginal students make up 14.5% of the overall student body in grades 10–12, an enrolment proportion exceeded in SD73 Youth Train in Trades over the last three (3) years. The District will continue to strive for Aboriginal participation rates to meet or exceed proportional representation in the student population.

Youth Work in Trades Program

Youth Work in Trades (YWT) is a program recognizing students for their trades-related part-time and seasonal work, receiving four (4) graduation course credits for every 120 hours of trades-related work, to a maximum of sixteen (16) credits.

Youth Work in Trades Completion by Time 2017-2018 Intake

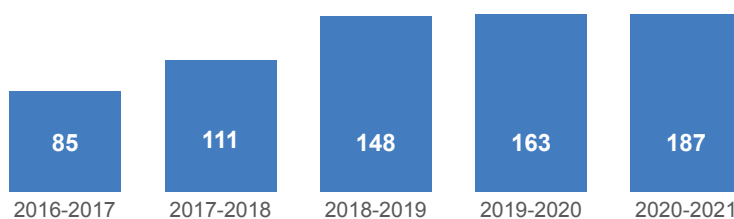


Youth Work Completion by Time 2018-2019 Intake



As students potentially have a four (4) -year window to complete Youth Work in Trades courses — a Grade 10 registrant has eighteen (18) months after June graduation to fulfil Youth Work in Trades courses — SD73 has examined the 2017–2018 course registrants to study completion patterns by year. Although the 2018–2019 registrants have another year to complete their courses, they have been summarized here so that the District can begin to analyze completion trends over time.

Students Enrolled in Youth Work in Trades, by Year

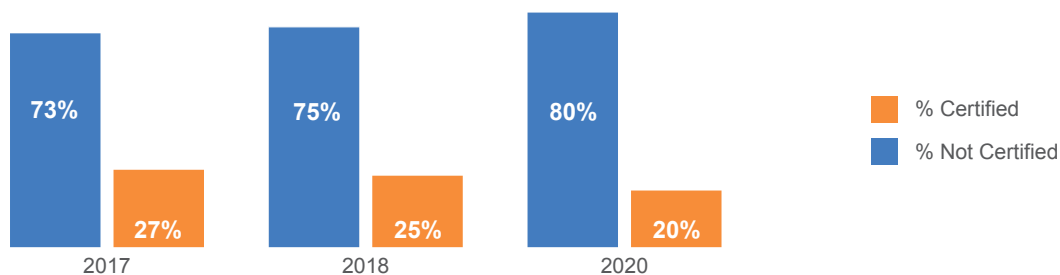


Despite a significant increase in the supervision requirements of Youth Work in Trades students, as well as the District's 220% growth in Youth Work in Trades enrollments from 2016–2020, SD73 has maintained a better-than-50% overall completion rate. As the District re-examines administrative support structures for these

students, it would like to see this rate grow to a minimum of sixty percent (60%). This is an ambitious goal, as completion is predicated on continued trades-related employment, which is obviously outside of the District's influence.

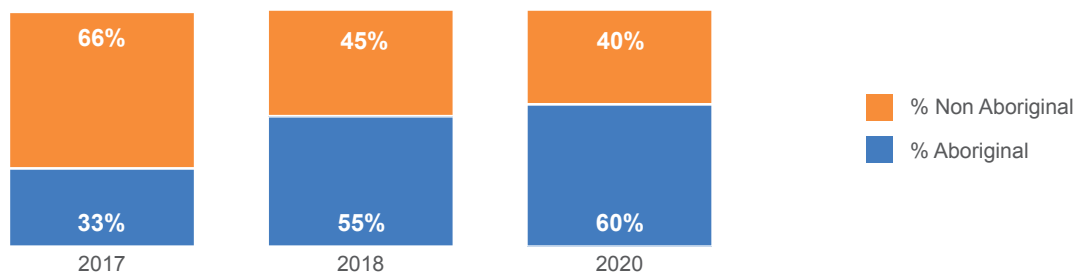
Hairstylist Program

Hairstyling Certification Success Rates



Hairstyling, an ITA-regulated trade, requires a student to have a seventy percent (70%) achievement level to attain certification as a stylist in BC. Over the past three (3) years, the percent of participants to attain certification has ranged from 73% to 80%. SD73 would like to continue to maintain a seventy-five (75%) or better certification rate in this program.

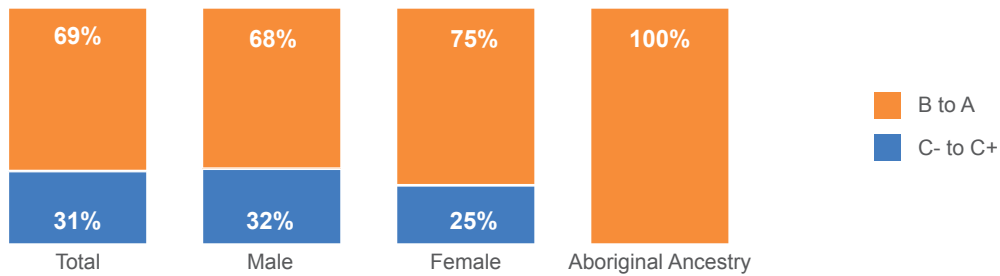
Hairstyling Participation by Aboriginal Ancestry



Over the last three (3) years Aboriginal student participation in the Hairstyling program has exceeded the District proportion of 14.5%. Completion rates for students of Aboriginal ancestry have been consistent with non-Aboriginal rates over this period.

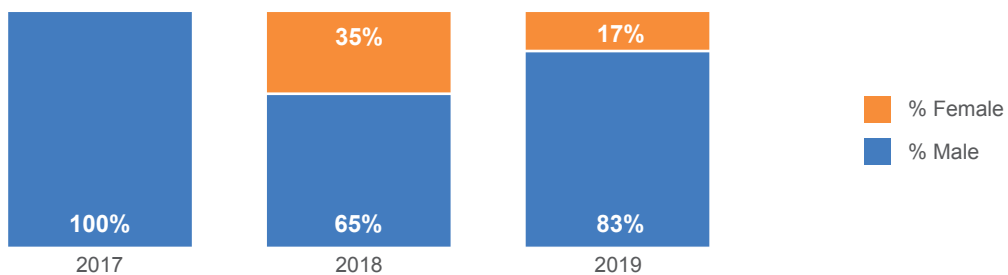
Digital Arts and Technology Academy (DATA)

DATA Achievement 2019-2020



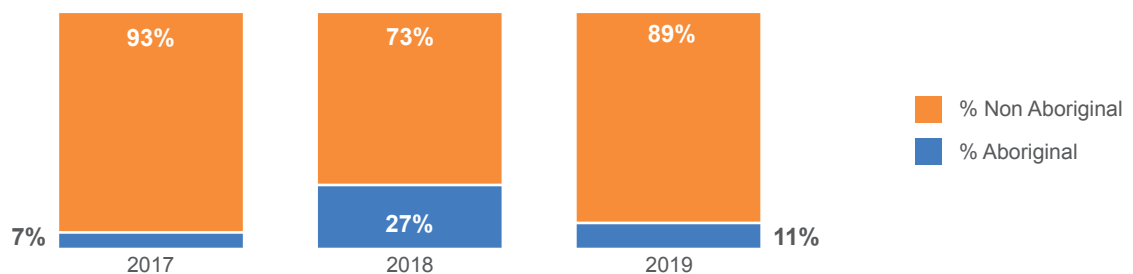
In 2019–2020, sixty-nine percent (69%) of students enrolled in the Digital Arts and Technology Academy (DATA) achieved a grade of B or above, with a 100% success rate.

DATA Participation by Gender



In Canada, females make up nine percent (9%) of the software developer workforce. To encourage young women to explore software development as a career option, the District's goal is to double this percent in DATA program enrollment on an annual basis, so that females will make up eighteen percent (18%) of program enrolment. By indexing SD73's gender equity role with the national rate, this goal will both reflect on and contribute to improving gender equity in the software industry.

DATA Participation by Aboriginal Ancestry



While representation of both female and Aboriginal students has fluctuated, achievement for these demographics has been above the program average. Moving forward, the District would like to see achievement for underrepresented demographics to continue to meet or exceed the average achievement for the program overall.

TRU Start Programs

TRU Start Participation and Achievement

TRU Start has had eleven (11) participants, all female, over the last three (3) years with a 100% certification rate.

While this program serves a small number of students per year, it represents highly specific opportunities for students to achieve a post-secondary diploma in their Grade 12 year. Moving forward, the District would like to continue to have a ninety percent (90%) or better certification rate for these programs.

District Transitions Events

Student Participation in District Career Development Transitions Events As of June 30, 2020

Number of Participating Students			
Secondary Transitions Events	2017-2018	2018-2019	2019-2020*
Aboriginal Transitions to Post Secondary	96	108	109
Junior Achievement - Economics for Success	950	861	929
McQueen Lake Environmental Camp	26	23	27
Heavy Metal Rocks	26	26	0*
RCMP Youth Academy	19	22	26
RCMP Youth Advisory Committee	27	20	26
Wildfire BC Junior Fire Crew	N/A	17	0*
Take Our Kids to Work Day	611	581	504
Girls Exploring Trades and Technology	N/A	70	66
Elementary Transitions Events	2017-2018	2018-2019	2019-2020*
BIG Little Science Centre** Trades Mini-Samplers	623	660	0*
Maker Day Classroom Events	383	525	330
TRU BC Junior Skills Competition and Try a Trade	299	208	288
Total	3060	3121	2305

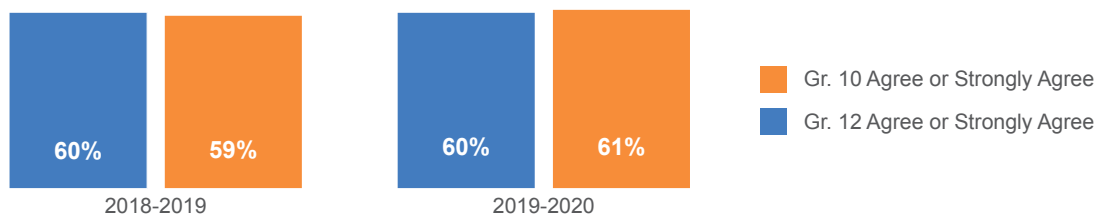
*Many events were impacted by COVID-19; a “0” here represents a cancelled event.

**The ADST Mini-Sampler, hosted at the BIG Little Science Centre, was impacted by relocation due to the Parkcrest fire as well as to COVID-19.

Transition events represent opportunities for students to explore potential career paths, which can then identify and clarify students’ potential participation in District programs or their post-secondary ambitions. While many events have reached their capacity for participation, the District will endeavour to increase the variety of available experiences, thereby broadening students’ exposure to possible options. SD73 will also continue to leverage events that encourage participation for underrepresented demographics, events such as Aboriginal Transitions to Post Secondary and Girls Exploring Trades and Technology (GETT).

Provincial Student Learning Survey

Students Feeling Prepared for Life After High School



With the implementation of Career Life Explorations in Grade 10 and Career Life Connections in Grade 12, SD73 is hoping to see consistent improvement in the proportion of students in grades 10 and 12 who report feeling prepared for life after high school, as reported on the provincial Student Learning Survey.

Community Partnerships

Partnerships forged within our communities enhance the quality of education. Engaged partners bring valuable perspectives and experiences to education, leading to more meaningful outcomes for all students.

- School District No.73 (Kamloops-Thompson) Five-Year Strategic Plan

Community partnerships provide the foundation of the District's dual-credit programs, as well as lending opportunity, richness and depth to career exploration and experiential learning opportunities. SD73 will continue to explore new partnerships, as well as strengthening its existing ones, to provide programs, events and learning opportunities that connect students to their passions, interests, and — ultimately — their post-secondary aspirations, thus connecting the ideals of Strategic Plan Priority 5: “strengthen partnerships to enrich the way we lead, learn and work” with Priority 2: “connect students to their passions and interests”.

The District will continue to work collaboratively with its partners in providing these opportunities for SD73 students: dual-credit trades foundation programs, TRU Start programs and courses, Youth Explore the Trades Sampler, Youth Work in Trades, Trades and Transitions events, and Career Talks.

Dual-Credit Trades Foundation Programs at TRU

Youth Train in Trades, a Ministry-Authorized Career Development program, allows students to attend a post-secondary training facility to participate in an Industry Training Authority (ITA) -recognized trades foundation program, thereby enabling students to receive the first year of technical training related to trade certification while also receiving Grade 12 elective credit toward regular graduation. The District works closely with TRU's School of Trades & Technology to support students in their desire to pursue a trades-based career path.

The District also partners with TRU to manage the Mobile Training Unit (MTU), a portable facility that enables both Youth Train in Trades participation and adult participation in an ITA-recognized welding foundation program in remote communities.

TRU Start Programs at TRU

Through TRU Start programs, Grade 12 District students can achieve a post-secondary certification from TRU while also receiving eight (8) courses' worth of Grade 12 elective credit. The District coordinates with TRU's Registrar's Office and with the department chairs of TRU's Health Care Assistant, Early Childhood Education, and Police and Justice Studies programs to connect students with their post-secondary aspirations in these respective fields. In addition, TRU is currently reviewing its Administrative Assistant program, which may lead to future opportunities for SD73 students.

TRU Start Courses at TRU

Grade 12 students can enroll in two (2) first-year courses for university credit, one (1) per semester, scheduled outside of the regular school day. Students have the option, upon completion of TRU Start courses, of having them placed on their secondary school transcript for Grade 12 elective credit. The District coordinates with TRU's Future Students department to promote the TRU Start program and to support the application process.

Youth Explore Trades Sampler at NorKam Senior Secondary

Youth Explore Trades Sampler, a Ministry-Authorized Career Development program, allows students in grades 10–12 to explore a cluster of four (4) trades in the construction, mechanical or industrial realms. Under the auspices of ITA, the Trades Sampler program is housed in dedicated facilities at NorKam Senior Secondary, with instruction provided by TRU Red Seal trades instructors. Through exploration of four related trades, students are better equipped to identify and clarify their trades-related aspirations, thereby encouraging both their participation in District dual-credit opportunities and their understanding of possible post-secondary directions.

Youth Work in Trades: Community Trades-Based Work Opportunities

Youth Work in Trades (YWT), a Ministry-Authorized Career Development program, allows students to receive up to four (4) courses' worth of high school elective credit, as well as ITA-recognized apprentice hours of employment, for their trades-related part-time and seasonal work. The District, the recipient of two (2) ITA regional performance awards in the last three (3) years, works with more than 170 businesses that employ school-aged students. District staff and various schools' staff liaise with employers to connect, monitor and recognize students' trades-related work.



Trades and Transitions Events

The District partners with several community organizations to offer a variety of experiential learning events, allowing students the opportunity to expand their knowledge of potential paths to pursue throughout their school experience and beyond. Transitions events are run as a partnership between the District and its community partners, providing experiences for grades 5–12 students.

Established Trades and Transition Events		
Event	Partner(s)	Grades
Forestry and Environmental Camp	Community environmental experts	11-12
Girls Exploring Trades and Technology (GETT)	Thompson Rivers University (TRU)	7-9
RCMP Youth Advisory Committee	Kamloops RCMP	10-12
RCMP Youth Academy	Kamloops RCMP	10-12
Heavy Metal Rocks	Community industry donors	11-12
Junior Fire Crew	Kamloops Fire Centre	11-12
Trades Mini-Sampler	BIG Little Science Centre	5-6
Aboriginal Transitions to Post Secondary	TRU	10
BC Skills Competition	TRU	11-12
BC Junior Skills Competition	TRU	6-12
Try A Trade	TRU	6-7

Career Talks

Career Talks is a directory and booking system, managed by District Career Development staff, connecting classroom teachers with community volunteers who are willing to share their expertise with grades 10–12 students. Currently, over 200 presentations are available on a variety of topics, across all school subjects. Career Talks bring a community expert into the classroom to provide community meaning and occupational relevance to classroom learning. Thus, educators can leverage community expertise by connecting learning to its significance and application beyond the school system.

Conclusion

As a District department, Trades and Transitions has a well-established history of high levels of participation in dual-credit and transitions programs for secondary students — a history that includes the provision of rich career exploration experiences for those students. With the emergence of Career Education as a K–12 subject, the District’s Career Development department is evolving to support career education throughout SD73, while maintaining and further developing strong and equitable Trades and Transitions programs.

To this end, we (the District and its Career Development department) will continue to examine programs through the data-driven lenses of student success, inclusion and equity. We will also strengthen our student-driven feedback mechanisms to ensure that we hear the voices of the students whom we endeavour to serve, and we will strive to be a conduit that connects students with their passions and interests. The Career Development department’s action items for 2021–2022, outlined earlier in this report, reflect this intention.

Through a solid Career Development program, students in SD73 can continue to develop an awareness of who they are, how to connect their interests and passions to the world outside of school, and how they can be supported — with dignity, purpose and options — in their transition from school to adult life.



