

SCHOOL DISTRICT NO. 73 (KAMLOOPS-THOMPSON) ANNUAL CAREER DEVELOPMENT REPORT | June 2022



SCHOOL DISTRICT NO. 73
(Kamloops - Thompson)



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Executive Summary

The District Career Development department is involved with the implementation and support of Career Education curriculum, the promotion and management of dual-credit programs, and transitions programs and events.

The Career Development department operates under the following mandate and guiding principles:

Mandate

- Align the work of Career Education and Trades and Transitions.
- Connect students to meaningful experiential learning to support the development of their sense of self.
- Support the delivery of Career Education curriculum by providing expertise and resources to teachers.

Guiding Principles

- Increase authentic participation of underrepresented groups in career exploration programs and events.
- Provide wrap-around support for students.
- Develop and strengthen relationships with community, industry, and educational partners.

Career Education curriculum is supported through the creation of resources, professional development opportunities, networking with community expertise, and the establishment of professional learning communities. At the elementary level, an emphasis is placed on growing students' sense of self and exploring community connections. At the secondary level, an increasing emphasis is placed on self-awareness, positive community engagement, and the growing, shifting world of careers. 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 credits or certification 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. 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.

2021 Career Development Action Items - Update

- The Career Development department continues to support the implementation of the Kindergarten to Grade 12 Career Education curriculum. A resource kit was developed and provided to every elementary school. The District Career Education Coordinator, in collaboration with focus-teams of elementary teachers, developed a Kindergarten to Grade 7 District Career Education Resource Guide. Further, the District Career Education Coordinator collaborated with elementary school teachers to develop and to deliver career education lessons in the classroom.
- Three evening presentations were provided to parents and caregivers to further develop their capacity to support students' choices related to course planning, education and career planning. These sessions were conducted by Education Planner BC (*Parents as Career and Education Coaches*), WorkBC (*Career Exploration Conversations*), and the Canadian Foundation for Economic Success (*Financial Literacy for Your Kids*).
- To further facilitate opportunities for students to engage in authentic, meaningful career experience, district guidelines and procedures were reviewed and updated. AP 216 Career Preparation Programs and the accompanying District Career Preparation Programs Guidebook were updated and a new Administrative Procedure, [AP 217 Student Career Experience Placements](#), was created.
- Strong collaboration with community partners continued. The department worked with TRU (Office of the Registrar, TRU Financial Services and TRU Future Students) to develop a more efficient system to manage students' applications and fees. Two new dual-credit programs, Power Engineering and Applied Sustainable Ranching, have also been developed.
- The department carefully monitored the participation of underrepresented groups in all programs and events, and provided direct support to vulnerable learners who were enrolled at TRU in dual-credit programs.



2022 Career Development Action Items

- Expand K-7 teacher awareness of the Career Education core competencies and co-teach lessons.
- Continue to collaborate with TRU Office of Registrar, TRU Trades Admissions, TRU Start Program Department Leads, and TRU Future Students to increase efficiency of application vetting practices.
- Work to increase student completion of assigned Youth Work in Trades courses by hosting a Trades Career Fair, connecting youth to industry.
- Provide further support to students in their transition to post-secondary by delivering professional development to Career Education Leads, detailing how to help students send requested documentation to post-secondary institutions.
- Integrate the Indigenous Graduation Requirement.
- Career Talks for Grades 8-12 will be re-established and an approach to deliver Career Talks to K-7 students will be developed.
- Deliver career programs to their full capacity and run all events that had been on hold due to COVID.
- Updated student exit surveys will be developed and implemented for all Career Development programs.
- Update applications for district career programs to reflect student knowledge of the program to which they are applying.
- Strengthen partnerships and develop further connections to community and industry.
- Continue to investigate and monitor enrolment trends and success rates for underrepresented demographics in dual-credit programs, transition events, and career education courses.

Introduction

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

Students need opportunities to explore and research a multitude of education and career pathways, and they need to develop the knowledge and the personal and social competencies to manage their career and life transitions.

– BC Graduation Program Policy Guide, August 2021

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 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 (who reports to the Assistant-Superintendent - Secondary) the District Vice-Principal-Career Programs, 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.

The Career Development department operates under the following mandate and guiding principles:

Mandate

- Align the work of Career Education and Trades and Transitions.
- Connect students to meaningful experiential learning to support the development of their sense of self.
- Support the delivery of the Career Education curriculum by providing expertise and resources to teachers.

Guiding Principles

- Increase authentic participation of underrepresented groups in career exploration programs and events.
- Provide wrap-around support for students.
- Develop and strengthen relationships with community, industry, and educational partners.



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, August 2021
- SD73 Administrative Procedure 216: Career Preparation Programs
- SD73 Administrative Procedure 217: Career Experience Placements
- SD73 District Career Preparation Program Guide, November 30, 2019

Background

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. Students start to explore multiple possible future selves.

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 decision making strategies
- Interpersonal and reciprocal relationships and influences
- Diverse and world perspectives
- Career-life balance to maintain well-being
- Lifelong learning and active citizenship

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 setting. It also includes a capstone project connecting self-awareness, learning, and post-secondary aspirations.

Grades 10-12 elective and dual-credit programs such as a 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-Career Programs. 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 supported by the District Trades and Transitions Coordinator under the leadership of the District Vice-Principal-Career Programs.

Each secondary 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-Career Programs. They are also supported by the District Trades and Transitions Coordinator. School-based TNT Coordinators 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 ITA and provide training by certified tradespersons. Such programs include the Youth Explore Trades Samplers located at NorKam Senior Secondary, the Youth Train in Trades Foundation-level certification programs located on-campus at TRU (with the exception of Hairstyling and Millwright program being held at NorKam Senior Secondary) 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 the 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; Power Engineer; Refrigeration and Air Conditioning Mechanic; 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 grade 11 and 12 students are eligible for this program.

Several Youth Train in Trades Foundation-level 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 graduation credits and Foundation-level trades certification.

Any student who was or is working part-time or full time during the summer with a ticketed tradesperson is eligible for the Youth Work in Trades program. To enrol in the program, students must be working in a paid position with WorkSafe coverage. The program provides skill development through practical, hands-on work experience. Students may earn up to sixteen (16) high school credits – the equivalent of 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 both 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
- Power Engineering Certificate
- Applied Sustainable Ranching Certificate

The Digital Arts and Technology Academy (DATA) program was located at Sa-Hali Secondary (2013 – 2022) and will be located at Valleyview Secondary commencing September, 2022. The Hairstylist, Millwright, and International Baccalaureate programs are located at NorKam Senior Secondary School.

The Early Childhood Education Certificate, Health Care Assistant Certificate, Police and Justice Studies Certificate, and Power Engineering Certificate programs are located at TRU and 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
- ❑ McQueen Lake Forestry and Environmental Camp
- ❑ RCMP Youth Academy
- ❑ Wildfire BC Junior Fire Crew
- ❑ TRU BC Junior Skills Competition
- ❑ TRU Try a Trade Day
- ❑ Discover Days

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 support K-12 teachers, reflecting Career Education as a K-12 course in BC.

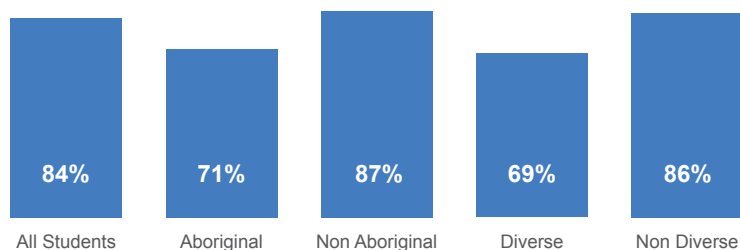
Career Talks Participation	2019-2020	2020-2021
Bookings	83*	76*

*Career Talks presentations were impacted by COVID-19. Limited presentations were scheduled.

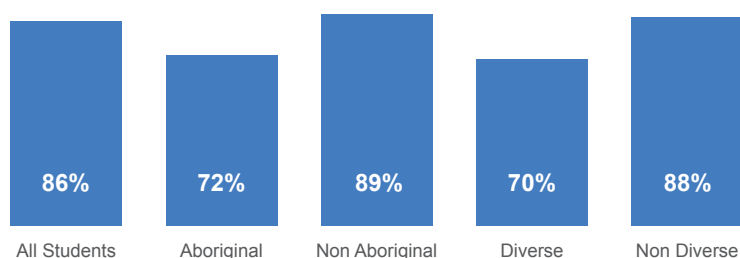
Career Education

Career Education, a curriculum strand throughout the K-12 system, has a specific emphasis during grades 10-12 as students start to pursue possible preferred futures. 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 focus on applying personal career-life knowledge, skills, and strategies through thirty (30) hours of community-based exploration and they develop a capstone presentation that highlights their learning journey and identifies their next steps towards preferred futures.

Career Life Education 10 2020-2021 Final Mark



Career Life Connections 12 2020-2021 Final Mark

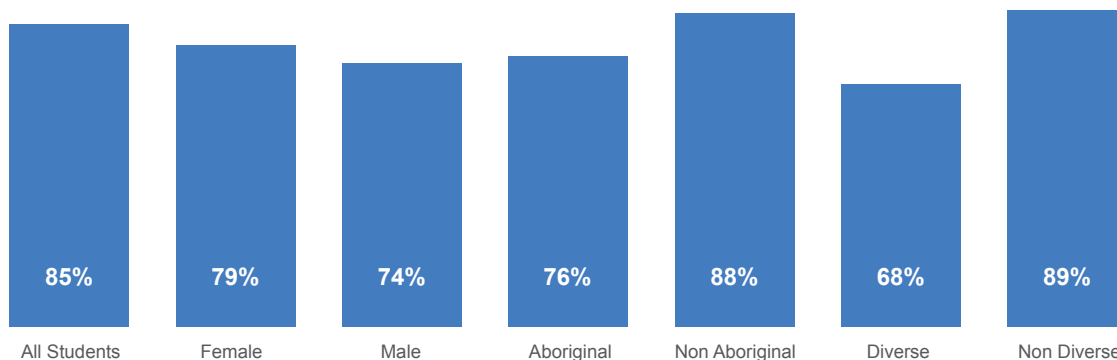


In 2020-2021, eighty-four percent (84%) of students enrolled in Career Life Education 10 and eighty-six percent (86%) of students enrolled in Career Life Connections 12 achieved a final grade of C+ or greater. Both grade levels obtained above-average achievement. Seventy-one percent (71%) of Aboriginal learners in Career Life Education 10 achieved a grade of C+ or better and seventy-two percent (72%) of Aboriginal learners in Career Life Connections received a grade of C+ or better.

SD73's goal is a minimum eighty percent (80%) annual achievement rate of C+ or better in both senior career courses for all learners.

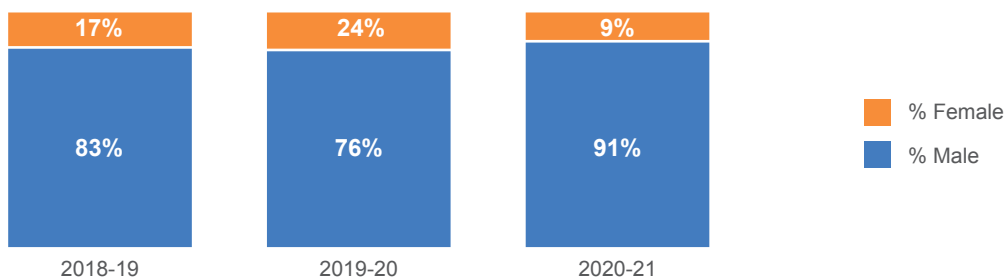
Trades Sampler Program

Trade Sampler Achievement 2020-2021 - C+ or Better



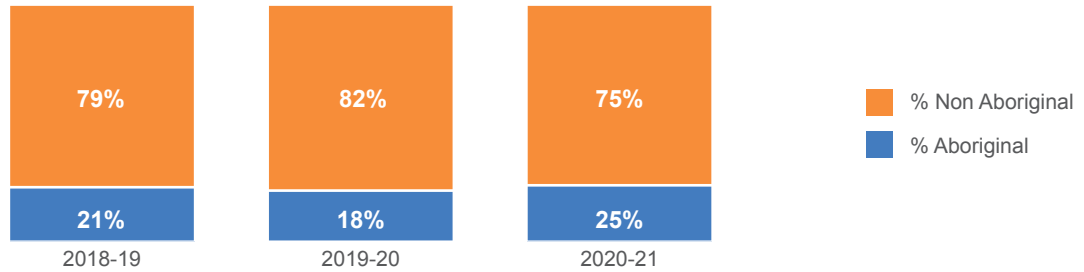
SD73 would like to see eighty percent (80%) of students in all demographics achieve a C+ or better in the Trades Samplers. This goal was met in 2020-2021, with eighty-five percent (85%) of students achieving a B or an A. However, it is important to note that Diverse learners achieved significantly less success than Non-Diverse students.

Trades Sampler by Gender Identification



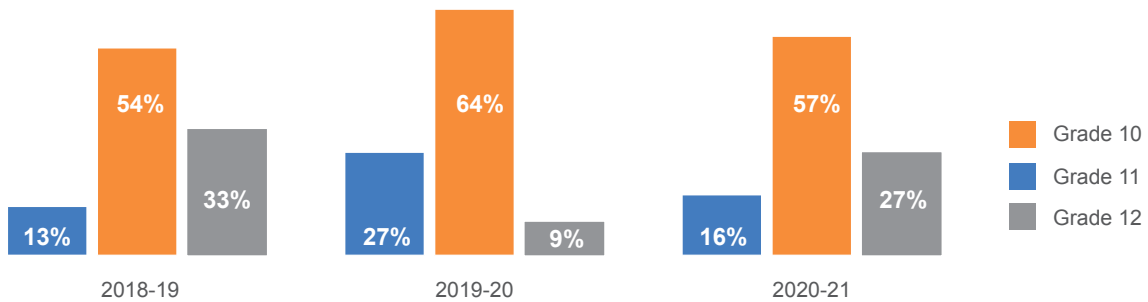
Nationally, 4.5% of certified tradespersons (excluding hairstyling) are females. The District's goal is to have at least double the national representation of students who identify as female in trades programs – a minimum of nine percent (9%) per year. This goal reflects the ITA's goal of increasing 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 met or exceeded this goal.

Trades Sampler by Aboriginal Ancestry



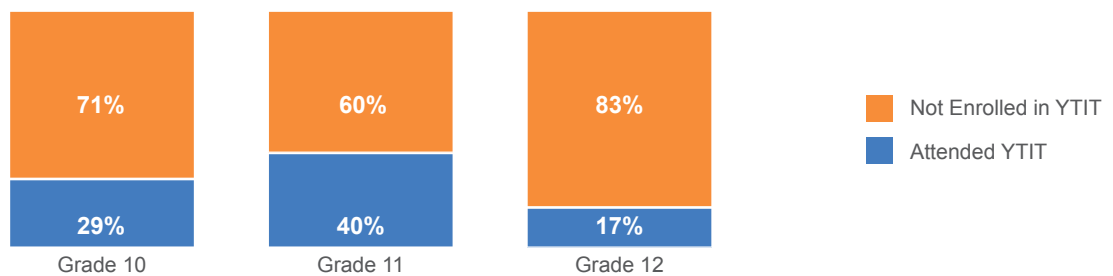
In 2020-2021, Aboriginal students made up eighteen and a half (18.5%) of the overall student body in grades 10-12. This enrollment proportion was exceeded in 2020-21, and has met or exceeded in the Trades Sampler over the last three (3) years. SD73 will continue to strive for Aboriginal participation rates to meet or exceed the proportional representation in the student population.

Trades Sampler Composition by Grade



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. From 2018-2021, Grade 11 students make up more than fifty percent (50%) of the population in Trades Samplers.

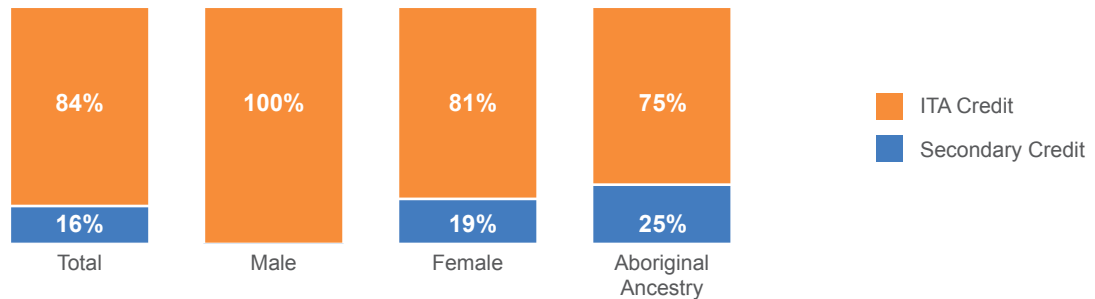
Trades Sampler Students who took a Dual Credit Youth Train in Trades Foundation Program in Gr 12



From 2018-2021, twenty-nine percent (29%) of grade 10 participants and forty percent (40%) 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 able to participate in related District programs while also meeting graduation requirements.

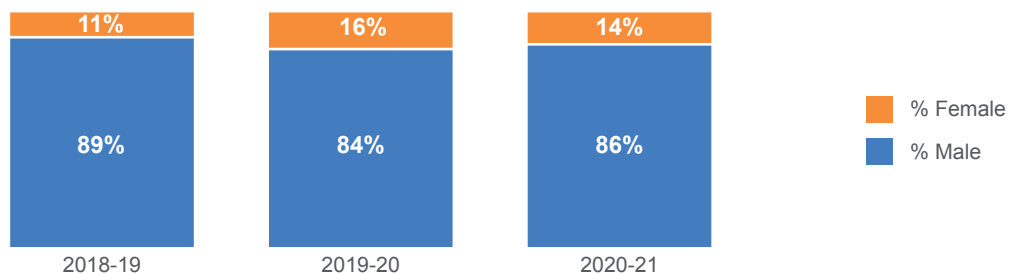
Youth Train in Trades Program

Youth Train in Trades Achievement 2020-2021



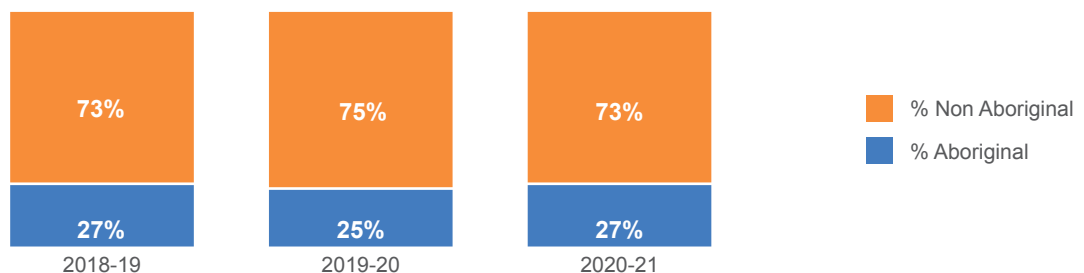
To achieve recognition for a foundation program, the ITA requires a minimum grade of seventy percent (70%). In 2020-2021, eighty-four percent (84%) of participants received this certification, with the other sixteen (16%) attaining high school credit for their experience. These now have the opportunity 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 the future.

Youth Train in Trades Program Participation by Gender Identity



Nationally, four and a half percent (4.5%) of certified tradesperson (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 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, 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

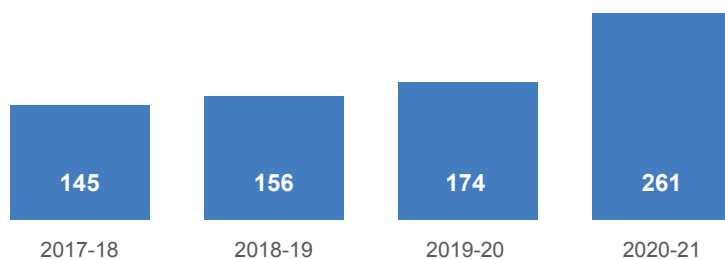


In 2020-2021, Aboriginal students make up eighteen and a half percent (18.5%) of the overall student body in grades 10-12. This enrollment proportion was exceeded in SD73 Youth Train in Trades in 2020-2021 and over the last three (3) years. The District will continue to strive for Aboriginal participation rates to meet or exceed proportional representation in the student population.

Youth Work in Trades Program

Youth Work in Trades (YWIT) 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. Students are eligible to enroll in YWIT when they are fifteen (15) years of age and have eighteen (18) months after graduation to complete the program. The program is considered complete when students in grade 12 have accumulated 480 hours, completing all four (4) of the YWIT courses.

Youth Work in Trades Enrollment by Year



Enrollment rates have steadily increased over the past four (4) years. Enrollment rates increased by 66% from 2019-2020 to 2020-2021. There were 261 students actively enrolled in Youth Work in Trades (YWIT) in 2020-2021.

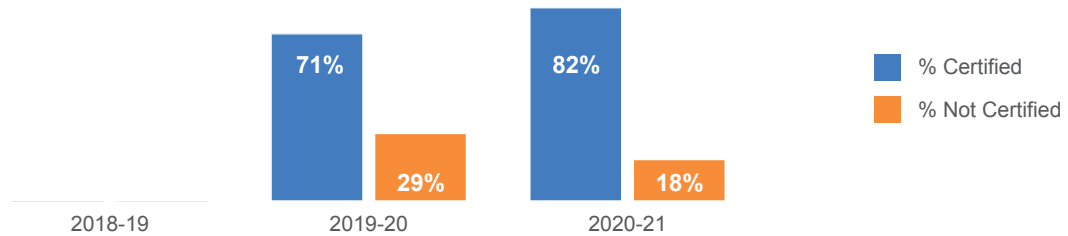
Youth Work in Trades Completion Time by Intake Year



While enrollment rates have greatly increased over the past couple of years, completion rates remain constant with an average of fifty-six percent (56%) of students completing YWIT by grade 12 (480 apprenticeship hours within three years).

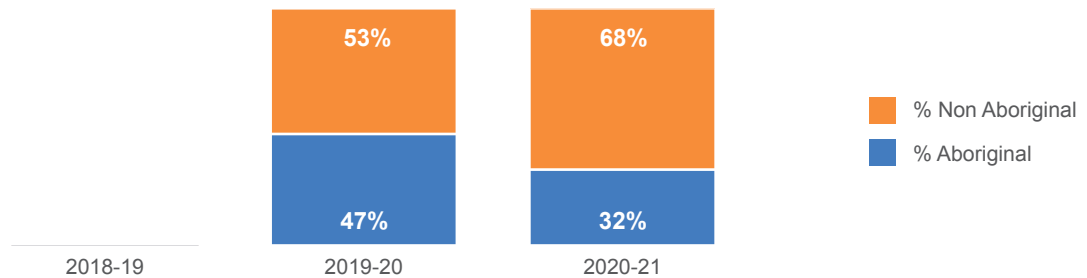
Hairstylist Program

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 two (2) years, the percent of participants to attain certification has increased from seventy-one percent (71%) to eighty-two percent (82%). It is the goal of SD73 that at least seventy-five percent (75%) or more of students obtain certification in this trade.

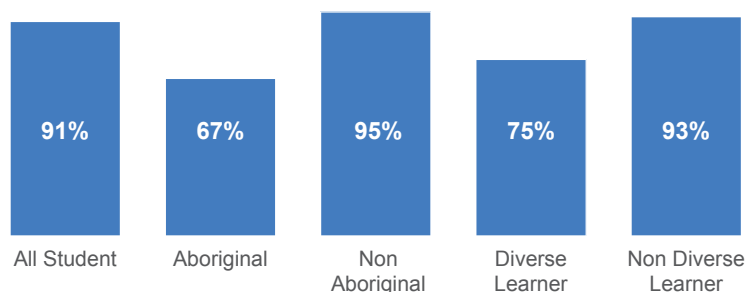
Hairstyling Participation by Aboriginal Ancestry



Over the past two (2) years, Aboriginal student participation in the Hairstyling program has exceeded the District proportion.

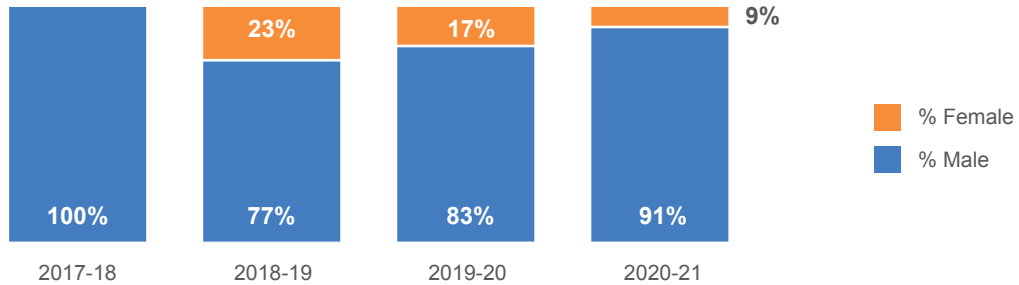
Digital Arts and Technology Academy (DATA)

DATA Achievement 2020-2021



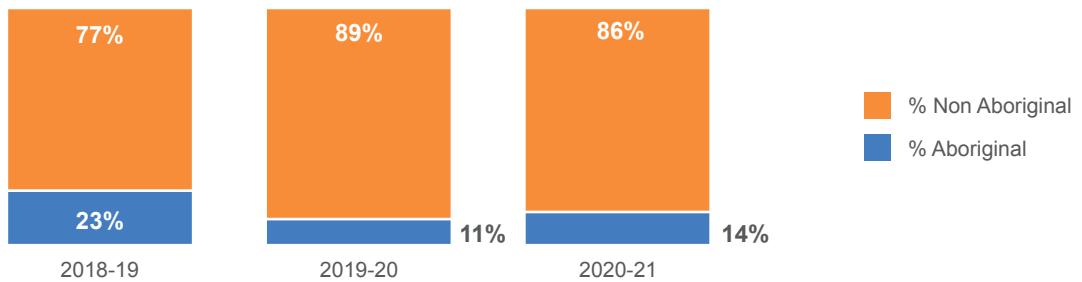
In 2020-2021, ninety-one percent (91%) of students enrolled in DATA achieved a grade of B or above, with a 100% success rate.

DATA Participation by Gender



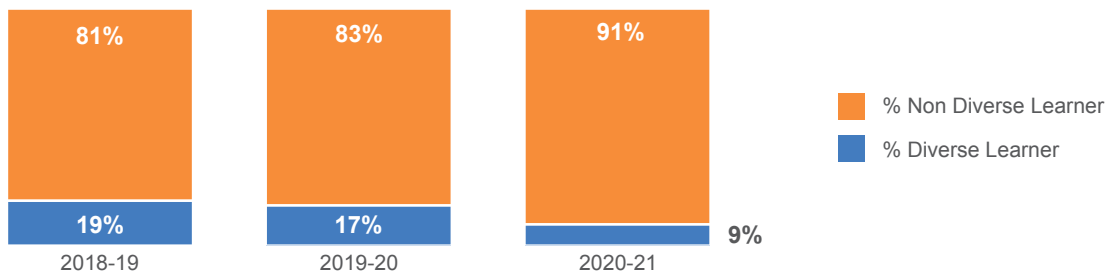
While this program serves a small number of students per year, SD73 strives to provide students who identify as female equal opportunity to participate in male-dominated careers. Female participation rates have fluctuated over the past three (3) years, dropping to nine (9%) participation in 2020-2021.

DATA Participation by Aboriginal Ancestry



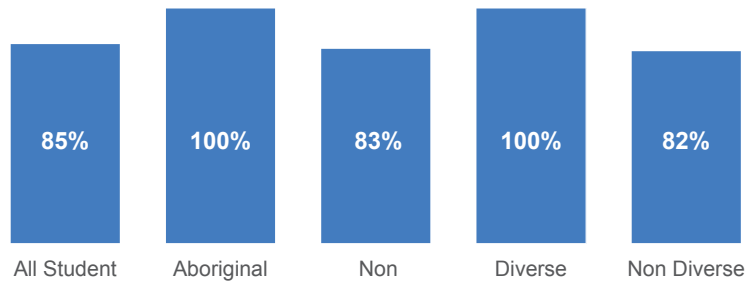
While representation of Aboriginal students has fluctuated over the past three (3) years, representation fell below the District goal of eighteen and a half (18.5%) of Aboriginal student population in DATA in 2020-2021. Moving forward, the District would like to see achievement for underrepresented demographics to continue to meet or exceed the average achievement for the program overall.

DATA Participation by Diverse Learner



Over the past three (3) years, representation of diverse learners in DATA has dropped significantly from nineteen percent (19%) to nine percent (9%). SD73 will continue to work to ensure that diverse learners have equal access and receive support in specialized experiential career programs.

TRU Start Programs



TRU Start Participation and Achievement

TRU Start had seven (7) students, all female, complete programs in 2020-2021 with eighty-five percent (85%) of students achieving a C+ or better. 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, 2021

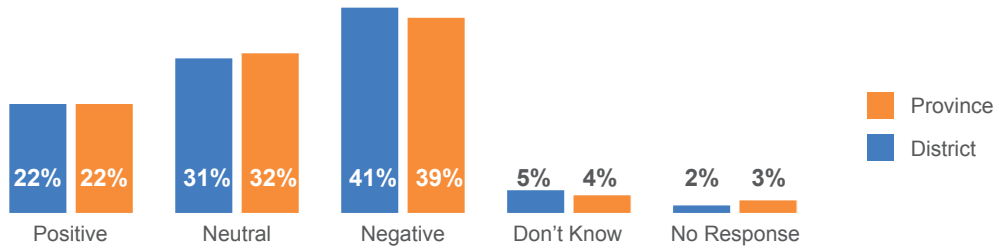
Number of Participating Students			
Secondary Transitions Events	2018-2019	2019-2020	2020-2021
Aboriginal Transitions to Post Secondary	208	109	80*
McQueen Lake Environmental Camp	23	27	24*
Heavy Metal Rocks	26	0*	0*
RCMP Youth Academy	22	26	0*
RCMP Youth Advisory Committee	20	26	0*
Wildfire BC Junior Fire Crew	17	0*	0*
Take Our Kids to Work Day	581	504	0*
Girls Exploring Trades and Technology	70	66*	0*
Elementary Transitions Events	2018-2019	2019-2020	2020-2021
BIG Little Science Centre Trades Mini-Samplers**	660	0*	0*
Maker Day Classroom Events	525	330	0*
TRU BC Junior Skills Competition and Try a Trade	208	288	0*

****Many events were impacted by COVID-19; a “0” represents a cancelled event. The ADST Mini-Sampler, hosted at the BIG Little Science Centre, was impacted by relocation due to the Parkcrest School fire as well as COVID-19.**

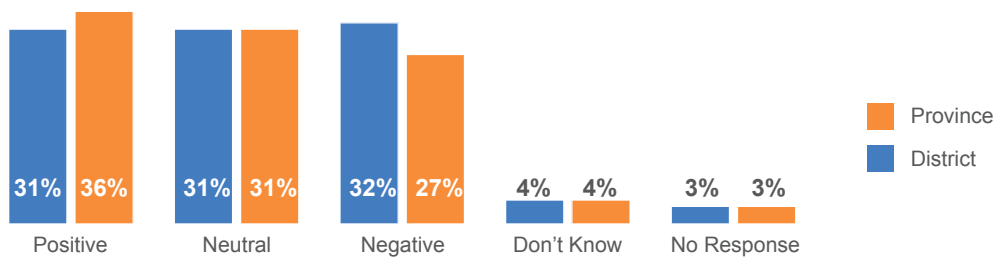
Transition events represent opportunities for students to explore potential career paths, which can then identify and clarify students’ potential participation in District programs or their post-secondary ambitions. While many events have reached their capacity for participation, the District will endeavour 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 Learning Survey

Grade 10 and 12 Satisfaction that School is Preparing them for a Job in the Future 2020-21



Grade 10 and 12 Satisfaction that School is Preparing them for Post Secondary Education 2020-21



With the implementation of Career Life Explorations 10 and Career Life Connections 12, SD73 is hoping to see consistent improvement in the proportion of students in grades 10 and 12 who report feeling that school has prepared them for a job in the future as well as prepared them for post-secondary education as reported on the provincial School Learning Survey.



Community Partnerships

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.

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 towards 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 Office and with the department chairs of TRU's Health Care Assistant, Early Childhood Education, and Police and Justice Studies programs to connect students to their post-secondary aspirations in these respective fields.

TRU also offers students the opportunity to take TRU Start courses. 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 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 grade 10-12 to explore a cluster of four (4) trades in the construction, mechanical, or industrial realms. Under the auspices of the 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 (YWIT), 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 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 that 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
Aboriginal Transitions to Post Secondary	Thompson Rivers University (TRU)	10
BC Junior Skills Competition	Thompson Rivers University (TRU)	6-12
BC Skills Competition	Thompson Rivers University (TRU)	11-12
Forestry and Environmental Camp	Community environmental experts	11-12
Girls Exploring Trades and Technology	Thompson Rivers University (TRU)	6-9
Junior Fire Crew	Kamloops Fire Centre	11-12
Heavy Metal Rocks	Community industry donors	11-12
RCMP Youth Academy	Kamloops RCMP	10-12
Try A Trade	Thompson Rivers University (TRU)	6-7

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 with their passions and interests. The Career Development department’s action items for next year, 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.







