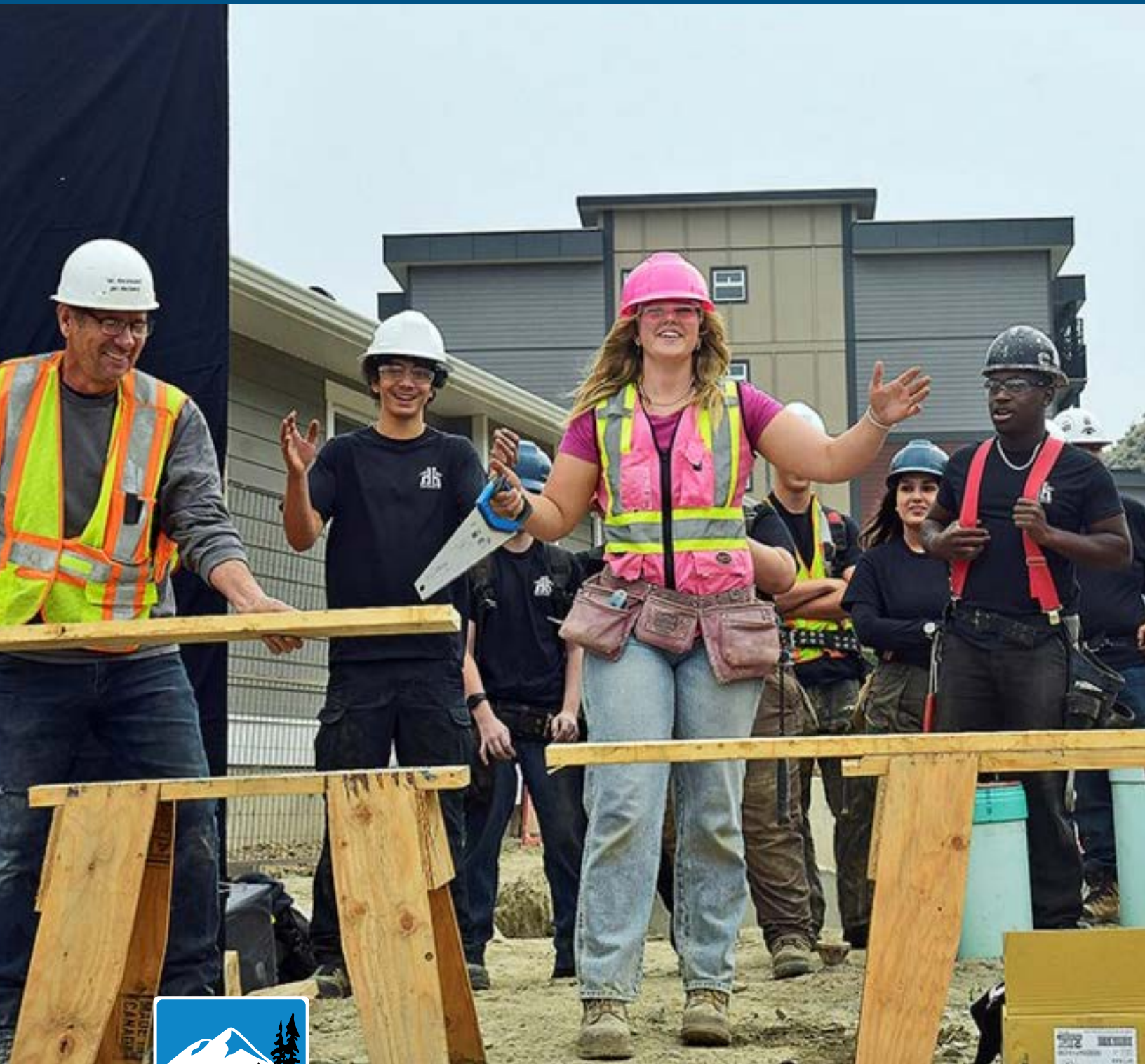


SCHOOL DISTRICT NO. 73 (KAMLOOPS-THOMPSON) CAREER DEVELOPMENT ANNUAL REPORT | October 2023



SCHOOL DISTRICT NO. 73
(Kamloops - Thompson)

Land Acknowledgement

The SD73 district Career Development department is honoured to work on the traditional, unceded territory of the Secwépemc people. School District No. 73 (Kamloops-Thompson) is located within the traditional territory of the Secwépemc people, specifically within seven Secwépemc First Nations:

- Tk'emlúps te Secwépemc
- Sexqeltqin (Adams Lake Indian Band)
- Quaaout (Little Shuswap Lake Band)
- Sk'emtsin (Neskonlith Band)
- Simpcw
- Pellt'iq't (Whispering Pines / Clinton Band)
- Skítsesten (Skeetchestn Band)



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District Strategic Plan 2022-2027

“Supporting learning opportunities and environments which inspire students to thrive.”

School District No.73 (Kamloops-Thompson) Mission Statement

The school district Mission Statement very much guides the work of the District Career Development department. Students are provided opportunities to immerse themselves in meaningful experiential learning through curriculum and a variety of programs and events. The District Strategic Plan articulates the value commitments of connections / relationships, equity, well-being, and sustainability within the guiding Seven Grandfather Teachings of courage, love, wisdom, respect, truth, honesty and humility. These values and teachings are developed and reinforced through meaningful career development learning.

This program has been one, if not the best, experiences of my life. I didn't know what to expect when I walked in on day one, other than the fact I was beyond nervous. From day 1 to day 4, I swear this program changed me in so many ways. Since this experience, I will definitely be changing the way I look at challenging tasks. Some of my favourite parts was how the crew made it feel like we were one of them. Whether it was working out and being taught by them, riding in the truck to our hands-on sites, or spending lunch break together, I felt completely immersed.

- Jr Fire Crew Event Participant, 2023

Value Commitments

Connection/Relationships
Building meaningful relationships that support and strengthen learning and growth.

Equity
Removing barriers and creating environments that provide accessible and empowering opportunities for all students and staff to thrive.

Our Mission
Supporting learning opportunities and environments which inspire students to thrive.

Our Vision
Fostering educated and resilient citizens empowered to contribute to a diverse, inclusive, caring, and sustainable society.

Well-being
Fostering opportunities to promote emotional, psychological, physical, and environmental well-being for all students and staff.

Sustainability
Embracing our responsibility to contribute to a sustainable environment.

Our Priorities
Intellectual Development • Human and Social Development
• Cultural and Identity Development • Career Development • Systems Development

SCHOOL DISTRICT NO. 73 (KAMLOOPS-THOMPSON)

Career Development

Career Development is one of the five strategic priorities (along with Intellectual Development, Human and Social Development, Cultural and Identity Development, and Systems Development) listed in the 2022-2027 Strategic Plan. Within the Career Development priority, the articulated goal is that every learner will graduate, know who they are, and have plans for who they aim to become through their career pathway. The Graduation and Life Goal Strategies are:

Graduation Strategies

- Engage students in goal setting and self-assessment related to core competencies, career pathways, and programming needed to graduate.
- Communicate with parents and students about competencies, career pathways, and programming needed to graduate.
- Collaborate within and across district departments to accomplish career development goals.
- Implement strategies in Local Education Agreements and the Aboriginal Education Enhancement Agreement.

Life Goal Strategies

- Support students to explore their sense of self and who they want to be in the world.
- Support students to participate in career exploration opportunities.
- Support our diverse and under-represented learners and their parents and legal guardians as partners to participate in career exploration.
- Partner with community associations and organizations whenever possible.
- Implement strategies in Local Education Agreements and the Aboriginal Education Enhancement Agreement.

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 four core value commitments in the District Strategic Plan—relationships/connections, well-being, equity, and sustainability, are closely intertwined with the work of the department. Evidence of this alignment can be seen throughout the report. For instance, one of the guiding principals of the District Career Development department is to provide wrap-around support for students in career programs and events, ensuring equitable access and the well-being of students. This may include one-on-one support from District staff, connection to services such as counselling and accessibility, or monetary support for food or travel from rural communities.

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 30-hour Career Life Exploration graduation requirement and by further developing students' core competencies through applied learning.

When reviewing achievement and participation data from 2021-2022 and 2022-2023, it is evident that students who participate in District Career Programs experience success and achieve to a high level. In many of the programs offered, proportional representation of students who identify as female, or as having Aboriginal

ancestry, meet or exceed the participation targets set by the district Career Development department.

The district Career Development department will continue to examine programs through the data-driven lenses of student success, inclusion and equity. We will also strengthen 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 provides learning opportunities and environments which inspire students to thrive.

Update: September 2021 - June 2023 Action Items

- The Career Development department continued to support the implementation of the Kindergarten to Grade 12 Career Education curriculum. The District Career Education Coordinator collaborated with elementary school teachers to develop and deliver career education lessons in the classroom.
- 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*).
- The Indigenous Graduation Requirement was implemented and included in all educational transition plans for Career Development programs.
- Career Talks for Grades K-12 was re-established and the process for registration was re-affirmed with teaching staff.
- To further facilitate opportunities for students to engage in authentic, meaningful career experience, district guidelines and procedures were reviewed and updated. Value commitments of the District Strategic Plan were reviewed and ways to implement in Career programs and events were strategized by District staff.
- 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.
- The department expanded career experience opportunities with the development of Discover Days and Girls Explore Fire Rescue.
- Through the implementation of the Industry Career Fair event, students enrolled in Youth Train in Trades and Youth Work in Trades were directly connected to industry employers.
- Rural access to programs was enhanced through Rural Student Homestay and transportation assistance
- Over 5% of Grade 12 students transitioned to post-secondary education while attending secondary school.

Moving Forward 2023-2024

- Implement targeted professional learning for Career Education teachers focused on student academic and career transition planning so students can make informed choices.
- Provide opportunities for parents and caregivers to develop their capabilities to support students' choices related to course planning, education, and career planning.
- Provide opportunities for students to experience post-secondary environments at different grade levels and a variety of contexts so students see post-secondary learning in their possible futures.
- 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.



Career Development in SD73

In School District No. 73 (Kamloops-Thompson) 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 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 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

Career Education Curriculum

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 support, professional development, curricular resource development, and community connections for school-based Career Education teachers.

Kindergarten to Grade 9 (K-9)

Within the BC Ministry of Education and Child Care 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 (10-12)

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 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.

Career Education curriculum 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 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 Education Achievement

Career Life Education (CLE) 10 Final Mark



In the period 2021-2022 to 2022-2023, the percentage of all students achieving C+ or higher grade in Career Life Education 10 (CLC 10) courses increased from 73% of students to 77% of students. Aboriginal learners decreased slightly from 59% to 58% achieving at a C+ or higher grade, and Diverse learners increased from 54% to 64% achieving at a C+ or higher grade.

Career Life Connections (CLC) 12 Final Mark



In the period 2021-2022 to 2022-23, the percentage of all students achieving C+ or higher grade in Career Life Connections 12 (CLC 12) courses decreased slightly from 83% of students to 82% of students. Aboriginal learners increased from 69% to 76% achieving at a C+ or higher grade, and Diverse learners increased slightly from 71% to 72% achieving at a C+ or higher grade.



Trades and Transitions

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 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 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 Programs

District Trades programs are offered in partnership with Skilled Trades BC 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 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 4 different certified trades. For example, the Construction Sampler includes the following courses: Construction Craft Worker; Carpenter; Electrician; and Plumber.

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 BC coverage. The program provides skill development through practical, hands-on work experience. Students may earn up to 16 high school credits – the equivalent of 4 graduation program courses – while also accumulating Skilled Trades BC 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.

Transition 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 with Skilled Trades BC and secondary graduation certification.

District Transitions programs include:

- Digital Arts and Technology Academy
- Early Childhood Education (ECE) Certificate
- Health Care Assistant (HCA) Certificate
- Police and Justice Studies Certificate
- Power Engineering Certificate
- Applied Sustainable Ranching Certificate



The Digital Arts and Technology Academy (DATA) program is located at Valleyview Secondary. 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. The Applied Sustainable Ranching Certificate program is taught on-line via TRU by Williams Lake instructors.

Transition 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:

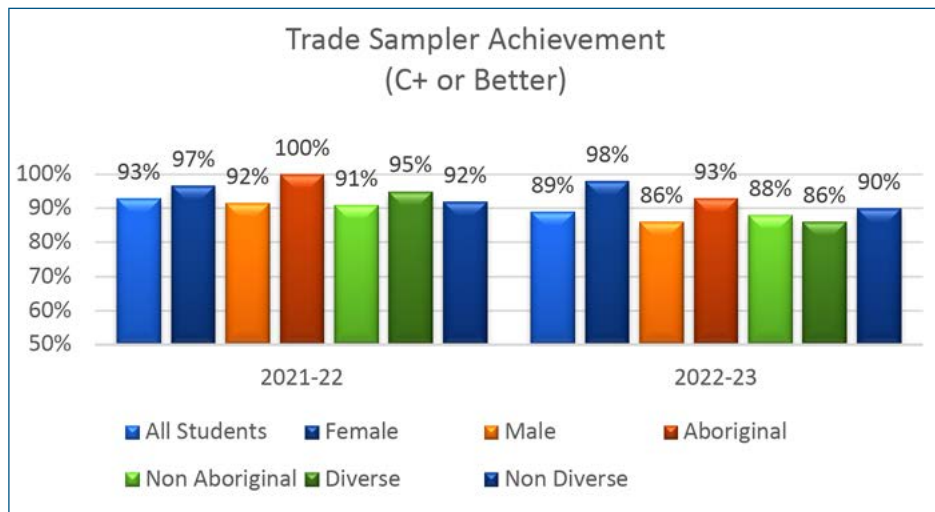
- ❑ BC Wildfire Junior Fire Crew
- ❑ Discover Days (Engineering, Explore Non-Profit, Healthcare, Law, & Rocky Mountaineer)
- ❑ Girls Explore Fire Rescue
- ❑ Girls Exploring Trades and Technology (GETT)
- ❑ Grade 7's at TRU
- ❑ Heavy Metal Rocks
- ❑ Indigenous Trades Exploration
- ❑ Industry Career Fair
- ❑ McQueen Lake Forestry and Environmental Camp
- ❑ RCMP Youth Academy
- ❑ TRU BC Junior Skills Competition
- ❑ TRU Try a Trade Day

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

Trades Programs

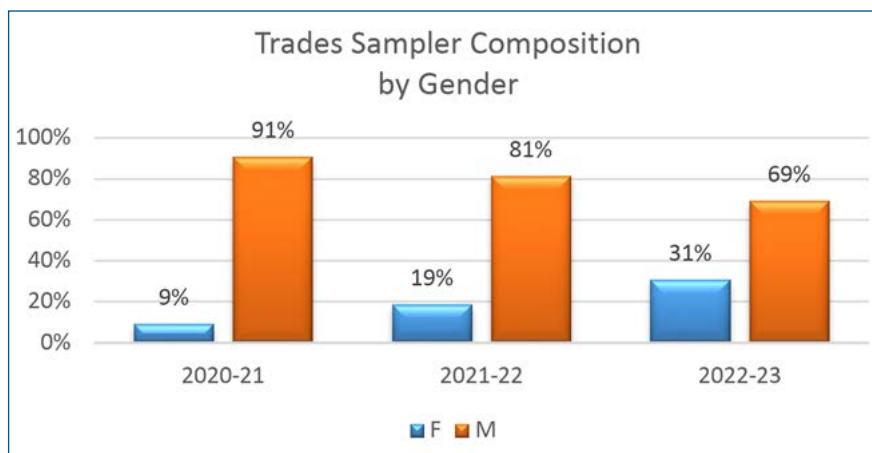
Trades Sampler Program

Trades Sampler Achievement by Student Identification



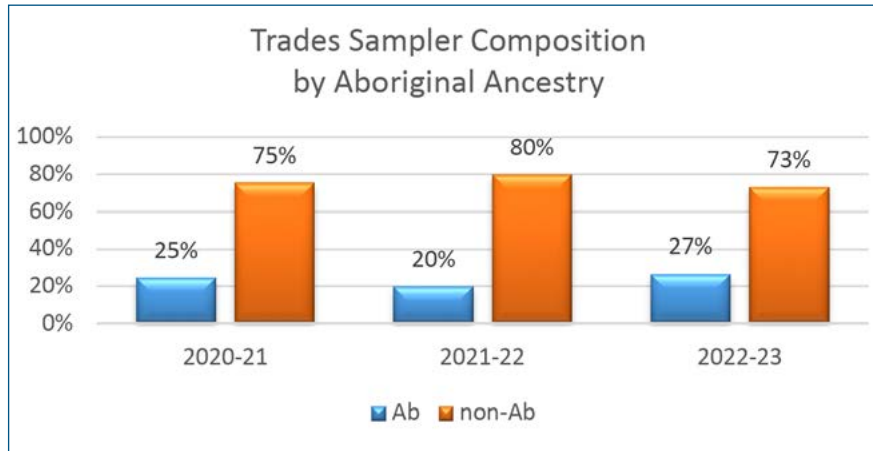
Although achievement remained high for students enrolled in the Youth Explore Trades Sampler Program, there was a decrease in the percentage of all students who achieved a C+ or higher grade between 2021-2022 (93%) and 2022-2023 (89%). Other than for learners who identify as female, a decrease in the percentage of students receiving a C+ or higher final grade was experienced by the other disaggregated learner groups (male, Aboriginal, Non-Aboriginal, Diverse and Non-Diverse).

Trades Sampler by Gender Identification



Nationally, only 4.5% of certified tradespersons (excluding hairstylists) identify as 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 9% per year. This goal reflects Skilled Trades BC'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 3 years, female participation in the Trades Sampler program has met or exceeded this goal, increasing from 9% in 2020-2021 to 31% in 2022-2023.

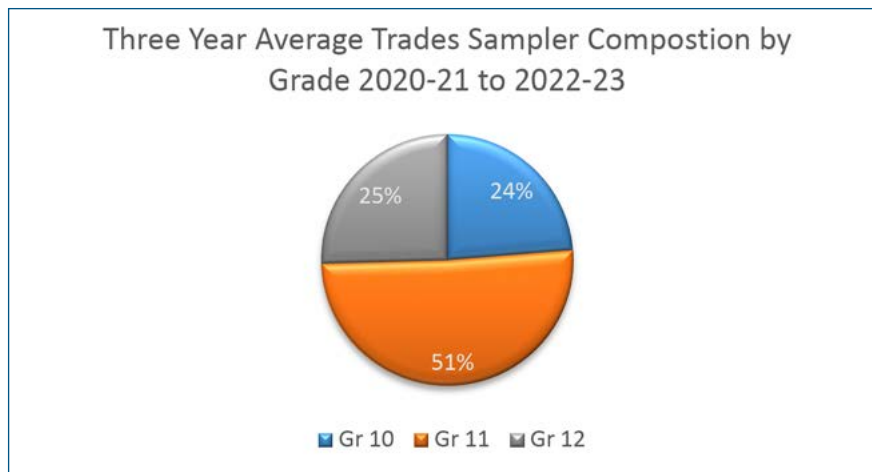
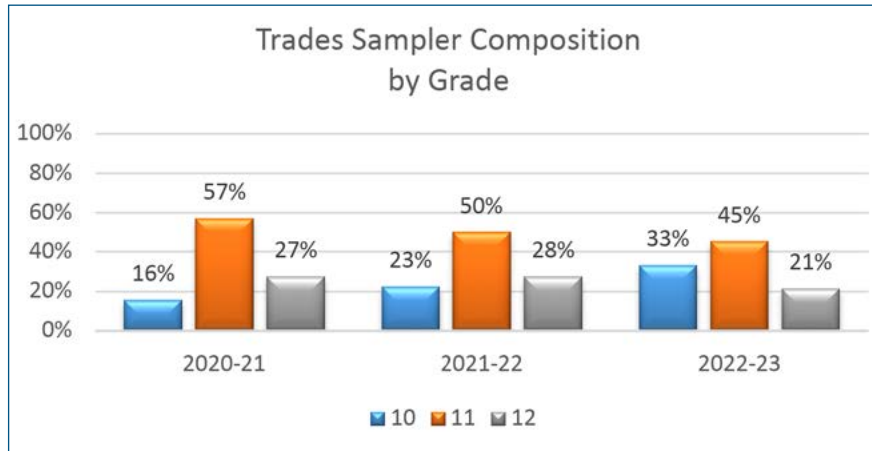
Trades Sampler by Aboriginal Ancestry



In 2021-2022, Aboriginal students made up 19.2% of the overall student body in grades 10-12, and in 2022-2023, Aboriginal students comprised 20.5%. This enrollment proportion was met in 2021-22 (20%) and in 2022-2023 (27%). Ninety-three percent (93%) of Aboriginal students enrolled in the Trades Sampler program achieved a grade of C+ or higher in 2021-2022. One hundred percent (100%) of Aboriginal students received a C+ or better in the program in 2022-2023. SD73 will continue to strive for Aboriginal participation rates to meet or exceed the proportional representation in the student population.



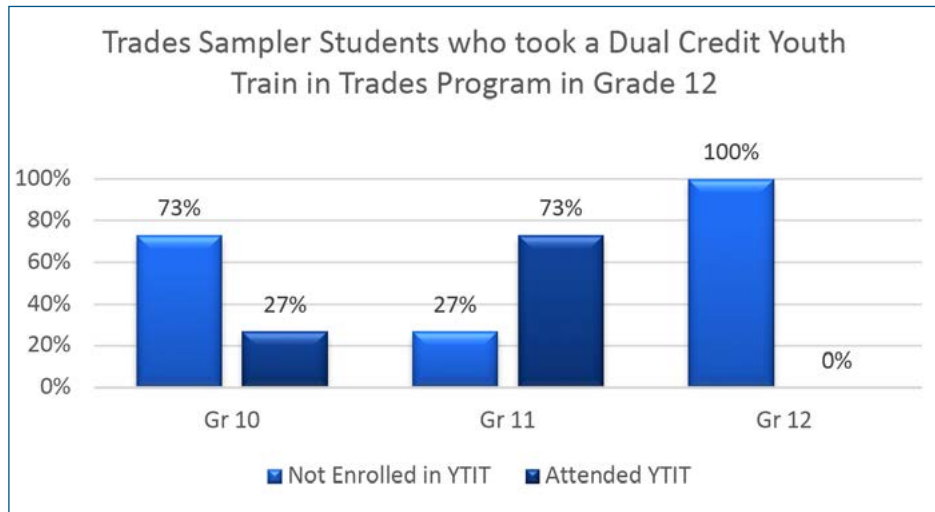
Trades Sampler Composition by Grade



From 2020-2021 to 2022-2023, Grade 11 students have comprised the majority of students who have enrolled in the Trades Sampler program and the percentage of grade 10 students participating in the Sampler program has increased.

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. By enrolling in the Trades Sampler Program prior to grade 12, students have an opportunity to transition to post-secondary Foundation Certificate trades training during their final year of high school.

Trades Sampler Students who took a Dual Credit Youth Train in Trades Foundation Program in Grade 12 in 2022-2023

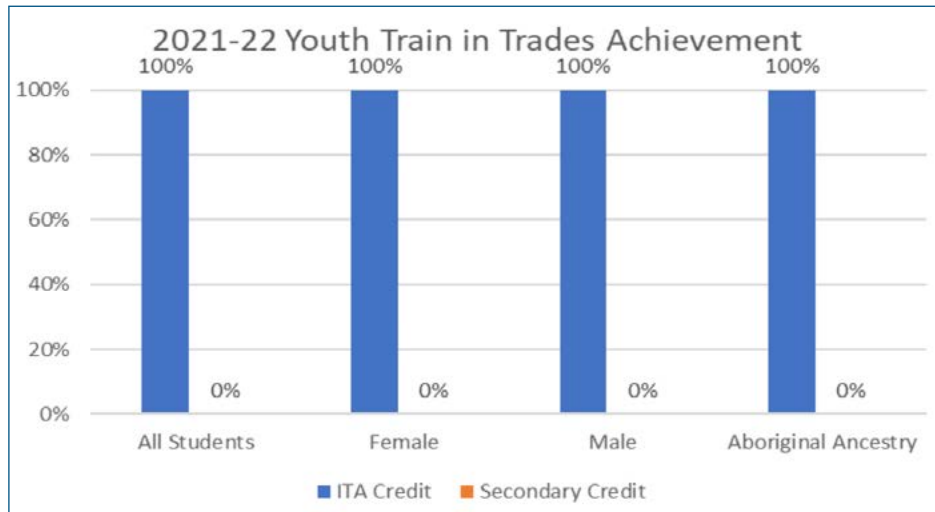


In 2022-2023, 27% of grade 12 students enrolled in a Youth Train in Trades (Foundation trades certification) program at TRU had participated in the Trades Sampler in Grade 10 and 73% of students enrolled in a Youth Train in Trades program had taken a Sampler Program the previous year while in grade 11. The Sampler Program continues to provide early access to higher level skilled trades learning for students in grades 10 and 11, and more importantly, assists students to confirm their skilled trades career path prior to secondary school graduation.



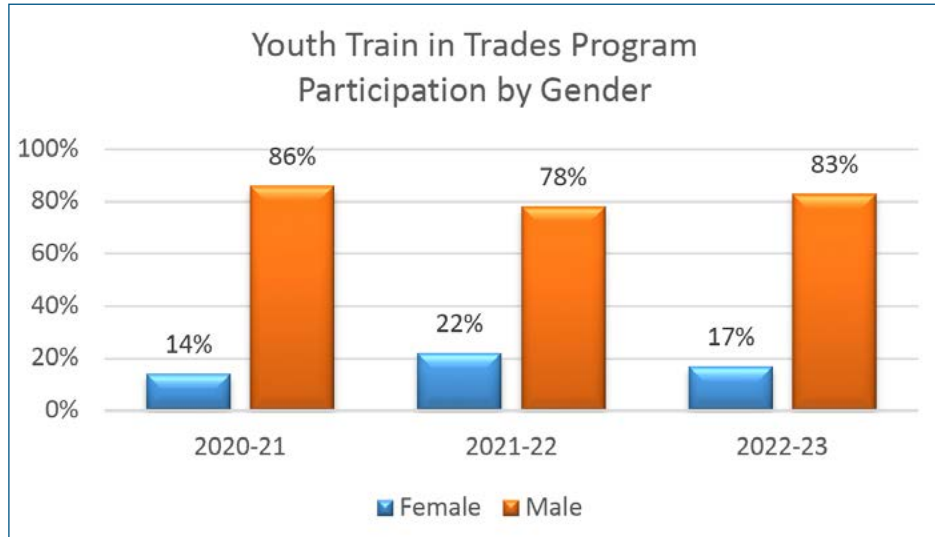
Youth Train in Trades Program

Youth Train in Trades Achievement



To achieve recognition for a foundation program, Skilled Trades BC requires a minimum grade of 70%. In 2021-2022, 100% of participants received this certification as well as high school credit for their experience. In 2022-2023, 93% of participants received both certification and high school credit. These students now have the opportunity to gain employment in their chosen trade and continue further trades training once apprenticeship hours have been completed.

Youth Train in Trades Program Participation by Gender Identity



Participation in Youth Train in Trades (post-secondary Foundation Trades Certification) has exceeded the district Career Development department's goal to have at least double the national representation of female students in skilled trades programs.

Youth Train in Trades Program Participation by Aboriginal Ancestry

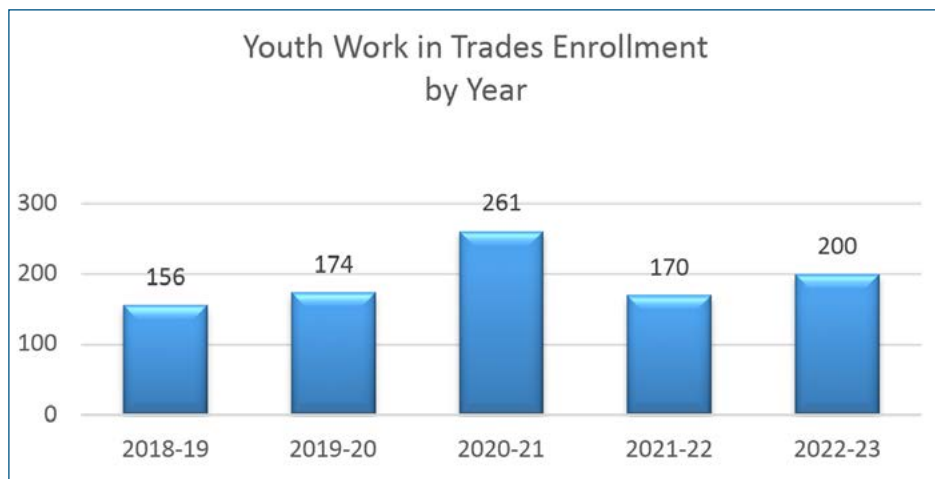


Youth Train in Trades enrollment proportion was below this mark in 2021-2022, with 14% of students enrolled with Aboriginal ancestry. In 2022-2023, Aboriginal students comprised 20.5% of students in the district grades 10-12. The Youth Train in Trades enrollment proportion was above this mark in 2022-2023, with 28% of students enrolled with Aboriginal ancestry. The District will continue to strive for Aboriginal participation rates to meet or exceed proportional representation in the student population.

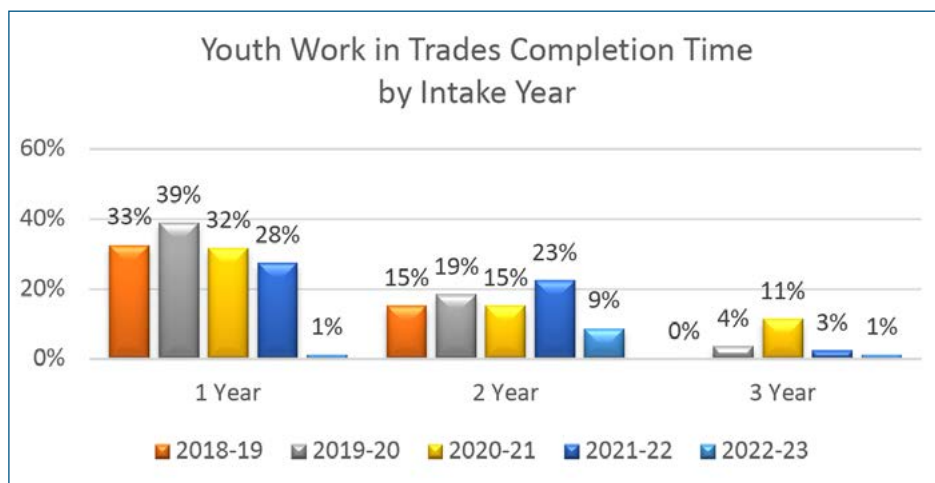
Youth Work in Trades Program

Youth Work in Trades is a program recognizing students for their trades-related part-time and seasonal work, receiving 4 graduation course credits for every 120 hours of trades-related work, to a maximum of 16 credits. Students are eligible to enroll in Youth Work in Trades when they are 15 years of age and have 18 months after graduation to complete the program. The program is considered complete when students in grade 12 have accumulated 480 hours, completing all 4 of the Youth Work in Trades courses.

Youth Work in Trades Enrollment by Year



Youth Work in Trades Completion Time by Intake Year



In 2021-2022, 170 students were enrolled in Youth Work in Trades, and in 2022-2023, 200 students participated in the program. While students have up to 18 months after graduation to complete the program (up to 900 hours), the highest completion rate for all four secondary school courses (480 hours) occurs within 2 years of commencing the program.

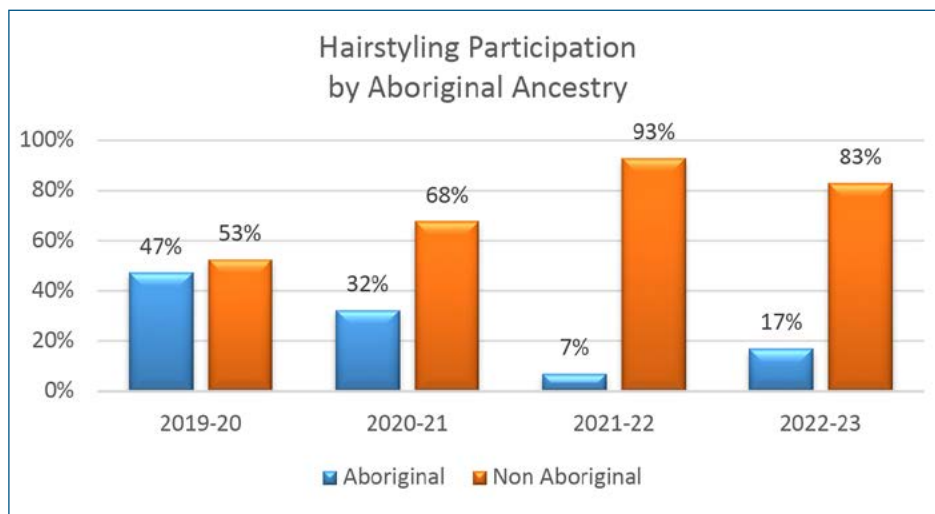
Hairstylist Program

Hairstyling Certification Success Rates



Hairstyling, a Skilled Trades BC regulated trade, requires a student to have a 70% achievement level to attain certification as a stylist in BC. In 2021-2022, 95% of Hairstylist program participants achieved industry certification, and in 2022-2023, 89% of participants were successful in achieving certification.

Hairstyling Participation by Aboriginal Ancestry

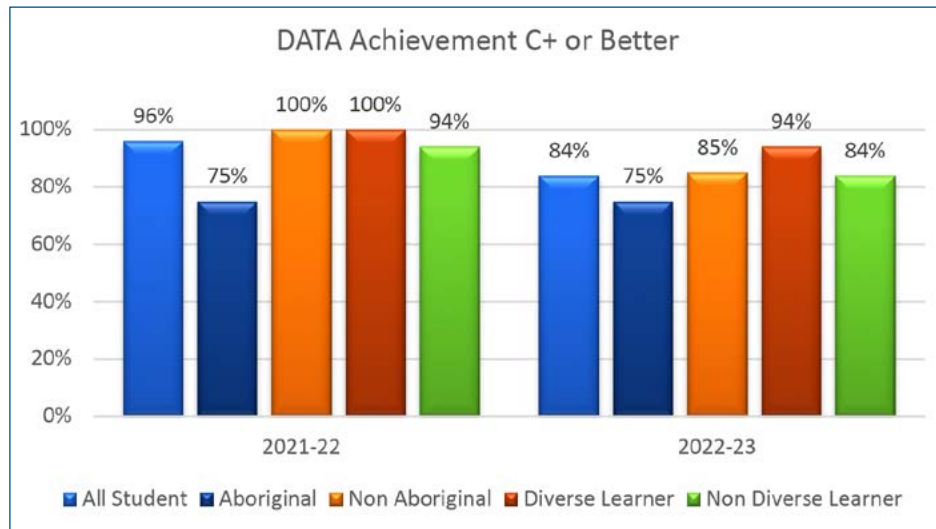


Typically, the hairstylist program enrolls 12 to 14 students per year. Previously, Aboriginal student participation in the Hairstyling program has exceeded the District proportion. However, in 2021-2022, 7% of Aboriginal students participated in the hairstylist program, and in 2022-2023, 17% of Hairstylist participants were of Aboriginal ancestry.

Transition Programs

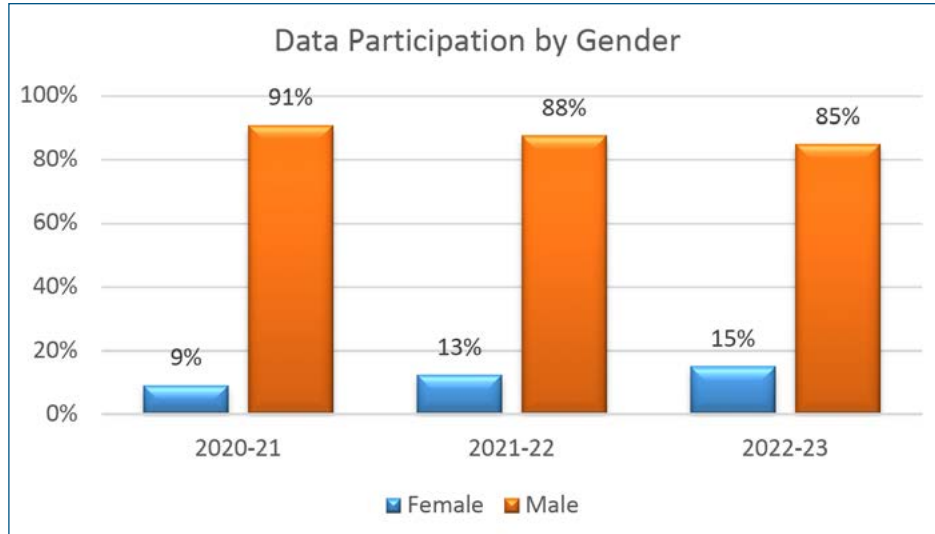
Digital Arts and Technology Academy (DATA)

DATA Achievement



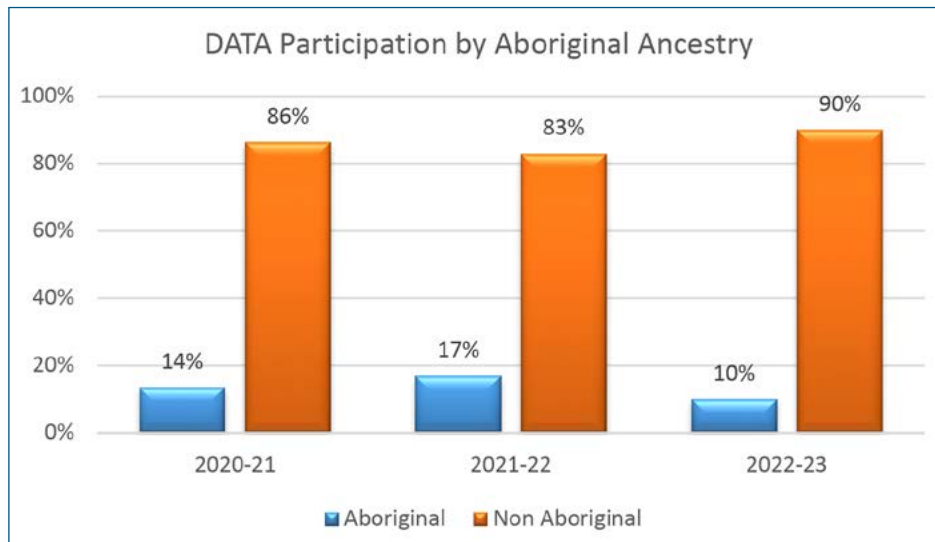
The achievement levels of students enrolled in the Digital Arts and Technology Academy (DATA) continue to be high, with 96% of participants receiving a final grade of C+ or higher in 2021-2022, and 84% of participants receiving a grade of C+ or higher in 2022-2023. In each of these years, 100% of the participating students were successful in the course. One area of continued focus will be on supporting Aboriginal students to achieve to high levels within the DATA program.

DATA Participation by Gender



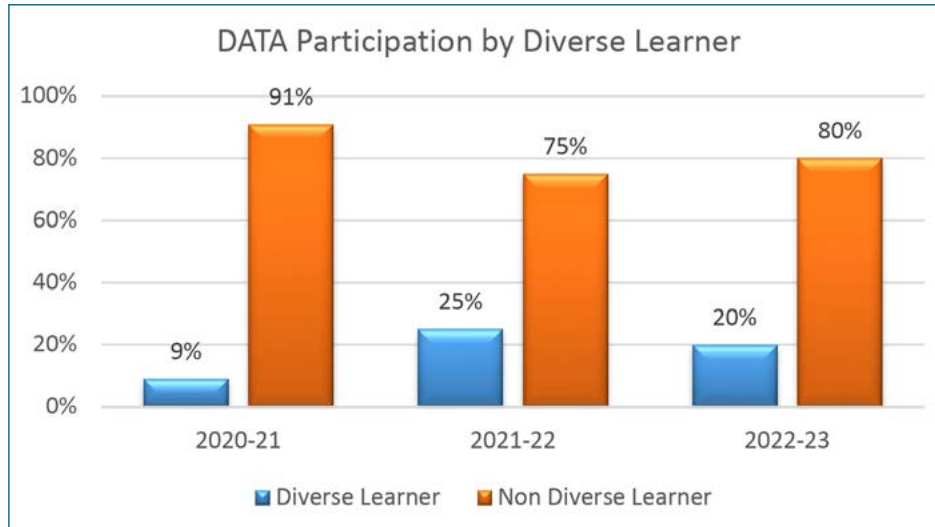
SD73 strives to provide students who identify as female equal opportunity to participate in male-dominated careers. Female participation rates in the DATA program have increased over the past three years, increasing to 15% of the cohort in 2022-2023.

DATA Participation by Aboriginal Ancestry



Enrollment of Aboriginal students in the DATA program has fluctuated over the past three years, with 10% of the 2022-2023 cohort being comprised of students with Aboriginal ancestry. Enrollment trends for Aboriginal students will continued to be monitored and barriers to participation will be investigated.

DATA Participation by Diverse Learner

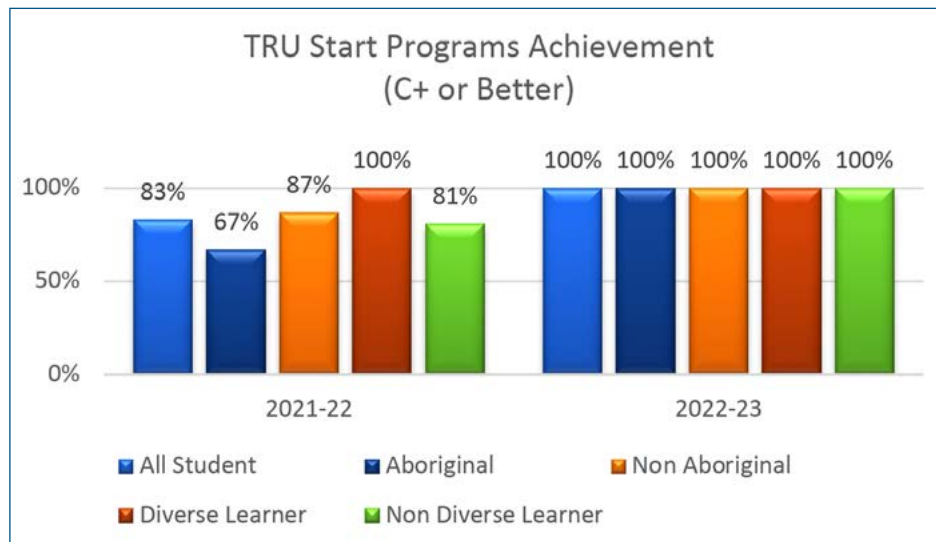


Since 2020-2021, the representation of diverse learners in DATA increased significantly from 9% to 20% in 2022-2023. SD73 will continue to work to ensure that diverse learners have equal access and receive support in specialized experiential career programs.



TRU Start Programs

TRU Start Achievement



Eighty-three percent (83%) of students in the 2021-2022 cohort achieved a C+ or better and 100% of the students achieved C+ or better in 2022-2023. While this program typically serves a small number of students per year (6-10), it represents highly specific opportunities for students to achieve a post-secondary diploma in their grade 12 year. One area of continued focus will be on supporting Aboriginal students to achieve to high levels in TRU Start Programs.



District Transition Events

Student Participation in District Career Development Transitions Events as of June 30, 2023

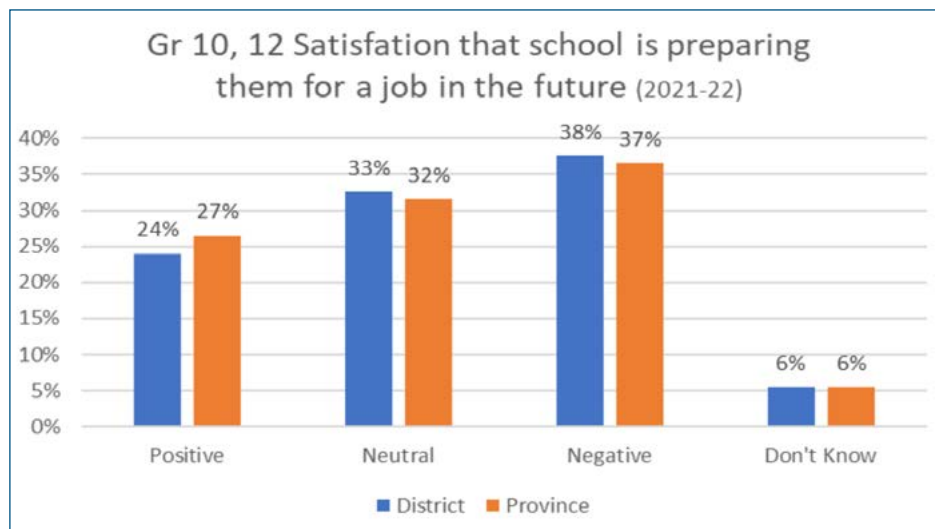
Transition Events	2021-2022	2022-2023
McQueen Lake Environmental Camp	25	26
Heavy Metal Rocks	26	32
RCMP Youth Academy	17	15
BC Wildfire Junior Fire Crew	18	18
Girls Explore Trades and Technology	100	100
Regional Skills, Jr Skills, & Try-A-Trade	n/a	175
Indigenous Trades Exploration Day	22	25
Girls Explore Fire Rescue	n/a	30
Industry Career Fair	90	96
Discover Days	2021-2022	2022-2023
Discover Law	30	32
Discover Engineering	24	48
Discover Non-Profit	18	12
Discover Rocky Mountaineer	n/a	34
Discover Healthcare	n/a	60

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, such as Indigenous Trades Exploration Day and Girls Exploring Trades and Technology (GETT).

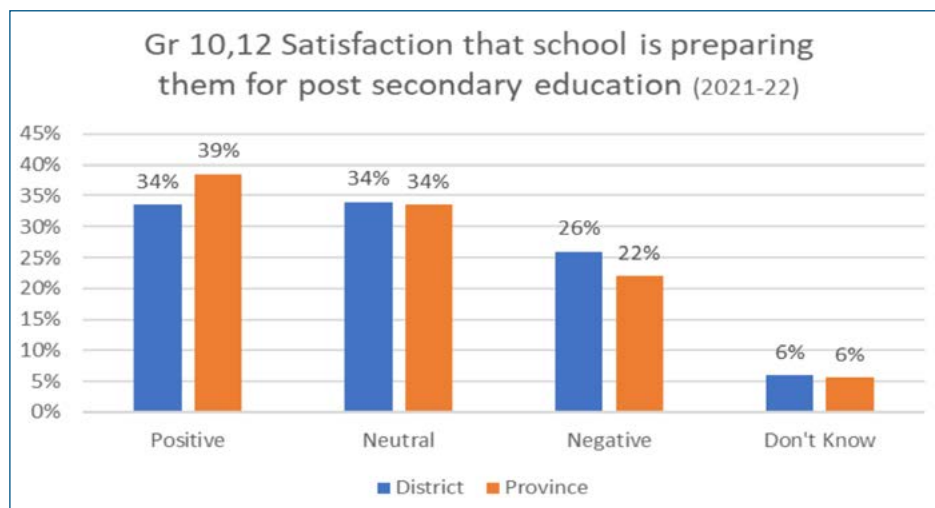


Provincial Student Learning Survey

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



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



In 2021-2022 the percentage of Grade 10 and Grade 12 SD73 students who responded with “All of the time” or “Many times” to the provincial Student Learning Survey (SLS) items “Do you feel school is preparing you for a job in the future?” and “Do you feel school is preparing you for post-secondary education?” is slightly lower than the provincial average. SD73 will continue to monitor student responses to these survey items, and the district Career Development department will work with secondary schools to gain further insight about the student responses.

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: TRU Start programs and courses, Youth Explore the Trades Sampler, Youth Train in Trades, Youth Work in Trades, Trades and Transitions Events, and Career Exploration Discover Days.

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

Applied Sustainable Ranching, Health Care Assistant, Early Childhood Education, Police and Justice Studies, and Power Engineering 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.

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 machines and controls realms. Under the auspices of Skilled Trades BC, 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.

Dual-Credit 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 a Skilled Trades BC 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 a Skilled Trades BC recognized welding foundation program in remote communities.

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 Skilled Trades BC recognized apprentice hours for their trades-related, part-time and seasonal work. The District, the recipient of two (2) Skilled Trades BC regional performance awards in the last four (4) 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 6-12 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
McQueen Lake Forestry and Environmental Camp	Thompson Rivers University (TRU); Community environmental experts	11-12
Girls Exploring Trades and Technology	Thompson Rivers University (TRU)	6-9
Girls Explore Fire Rescue	Kamloops City Fire	11-12
Grade 7's at TRU	Thompson Rivers University (TRU)	7
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

Discover Days – Career Explorations

These days provide grades 10-12 students across the district the opportunity to explore and experience career areas that they are interested or passionate about. The aim of Discover Days is to support students to make successful transition decisions by providing opportunities to gain hands-on experiences. Currently, SD73 collaborates with TRU and a number of community partners to offer the following Discover Days:

- Community Impact – Careers in Non-Profits.
- Discover the Law.
- Discover Engineering.
- Discover Health Care.
- Discover the Rocky Mountaineer.

Conclusion

The SD73 Career Development department is committed to supporting and facilitating meaningful career education and immersive, hands-on experiential learning from Kindergarten to grade 12. The core purpose of this work is to provide pathways for students graduate, know who they are, and have plans for who they aim to become.

The value commitments of connections / relationships, equity, well-being and sustainability guide the department's decision-making and program planning. In the SD73 Strategic Plan, connections / relationships are defined as "building meaningful relationships that support and strengthen learning and growth". The meaningful relationships that the district Career Development department has developed with Thompson Rivers University and a large variety of community agencies, services, and industry partners, is essential to providing the career experience opportunities that support and strengthen student career development. The department is incredibly fortunate to have these partnerships and grateful to our partners for their support and generosity.

The department will continue to examine programs through the data-driven lenses of student success, inclusion and equity in an effort to identify and remove barriers to participation for underrepresented populations. The data included in this report indicate that positive steps have been taken to address these issues, however there is still work to be done. The district Career Development department's action items for 2023-2024 reflect this commitment.

