

SCHOOL DISTRICT NO. 73 (KAMLOOPS-THOMPSON) CAREER DEVELOPMENT ANNUAL REPORT | November 2024



SCHOOL DISTRICT NO. 73
(Kamloops - Thompson)

Land Acknowledgement

The Kamloops-Thompson School 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)
- Skwlāx te Secwepemcúlecw (Little Shuswap Lake Band)
- Sk'emtsin (Neskonlith Indian Band)
- Simpcw
- Pellt'iq't (Whispering Pines / Clinton Indian Band)
- Skítsesten (Skeetchestn Indian 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 District’s 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 Connection/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.

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.



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, Connection/Relationships, Equity, Well-being, and Sustainability, are closely intertwined with the work of the department. Evidence of this alignment can be seen throughout the report.

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 and Discover Days that afford students the opportunity to be immersed in an experience related to an employment sector.

When reviewing 2023-2024 achievement and participation data, 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 Indigenous ancestry, meet or exceed the participation targets set by the District Career Development Department.

In 2023-2024 the District Career Development Department provided professional development to new Career Education Teachers to enhance their ability to support students in education transition planning. The department further focused upon providing earlier opportunities for students to experience post-secondary, including having

over 1,500 Grade 7 and 10 students spend a day at TRU and supporting over 6% of Grade 12 students to begin university studies while attending high school. A dual credit Foundation-level skilled trades certification program was delivered in a rural community and community partnerships were strengthened.

However, it is evident that the achievement levels of Indigenous students and students with Diverse Abilities are often lower than those of SD73 non-Indigenous and non-Diverse Abilities students. The District Career Development Department will continue to examine programs through the data-driven lenses of student achievement, inclusion and equity in an effort to further remove barriers to student participation and success.

Update: 2023-2024 Action Items

- Provided a professional development day for new secondary school Career Education teachers in September 2023 and February 2024. Career Education Lead Teachers from each secondary school were invited to mentor and to share best practices with the new Career Education teachers. The emphasis for both professional development days was on academic and career transition planning.
- The District Career Education Coordinator supported Career Education teachers with resources focused upon education transition planning.
- 64% of Grade 10 and Grade 12 students gave positive responses to the 2023-2024 Student Learning Survey item *“At school, I have felt well-supported when I moved to a higher grade (for example, by having course choices and timetables or calendars explained), exceeding the provincial average by 4% for Grade 10 students, and 2% for Grade 12 students.*
- All Grade 10 to 12 parents/guardians/caregivers were invited to attend an information session highlighting District Career Program and Events. Academic planning and course selection were reviewed with caregivers and industry and community partners were in attendance to answer specific program-related questions. Over 100 parents/guardians/caregivers attended the online session.
- 1,570 Grades 7 and 10 students participated in a tour of Thompson Rivers University (TRU) and interacted with TRU students and faculty with the intention that students will “see post-secondary in their future”.
- 72 Grade 12 students attended TRU in Foundation-level trades training or occupational certification programs, thus beginning their post-secondary transition while earning both university and high school graduation credit (over 6% of SD73 Grade 12 students).
- Delivered a Level 1 Carpentry dual credit trades training program in a rural community in partnership with the community of Clearwater, TRU, a local builder, and Clearwater Secondary School.
- SD73 partnered with TRU, Interior Health, Kamloops RCMP, Wildfire BC, Kamloops Fire Rescue, and over 100 other community and industry sponsors to provide 722 Grades 5-12 students hands-on learning experiences in 15 different district-sponsored career transitions events.

Moving Forward 2024-2025

- Continue instructional support for Indigenous students at risk of not graduating and work with non-graduated students to reconnect them with learning programs.
- Expand outreach to Indigenous communities – connect with families.
- Expand capacity for academic advising and supporting post-secondary transition.
- Continue professional development for Career Education Teachers.
- Expand opportunities for meaningful experiential learning.



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 Department 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 Education) the District Vice-Principal of 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 career 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 of 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.

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 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.

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:

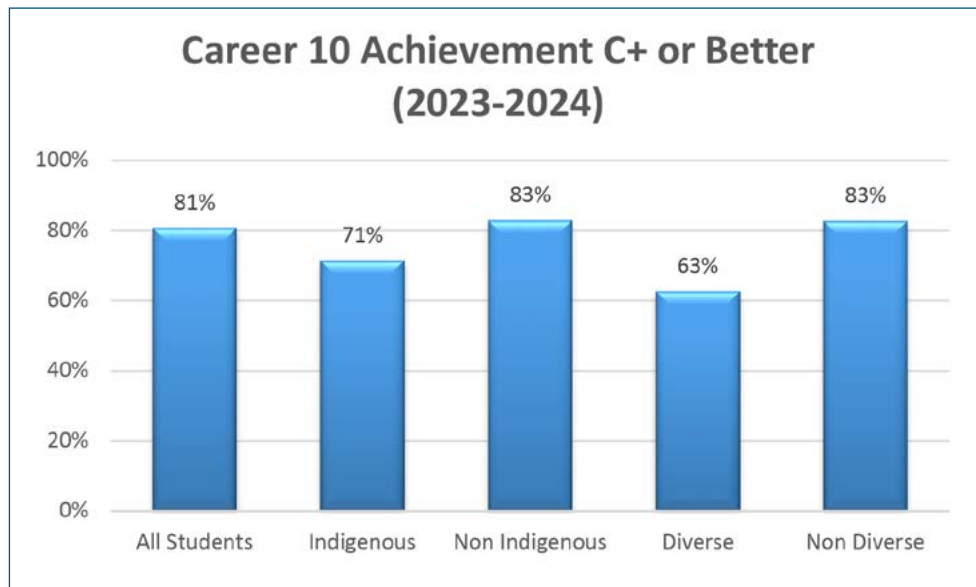
- Ongoing career-life exploration and reflection
- Career-life options and decision making strategies
- Interpersonal and reciprocal relationships and influences
- Diverse and world perspectives

- 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.

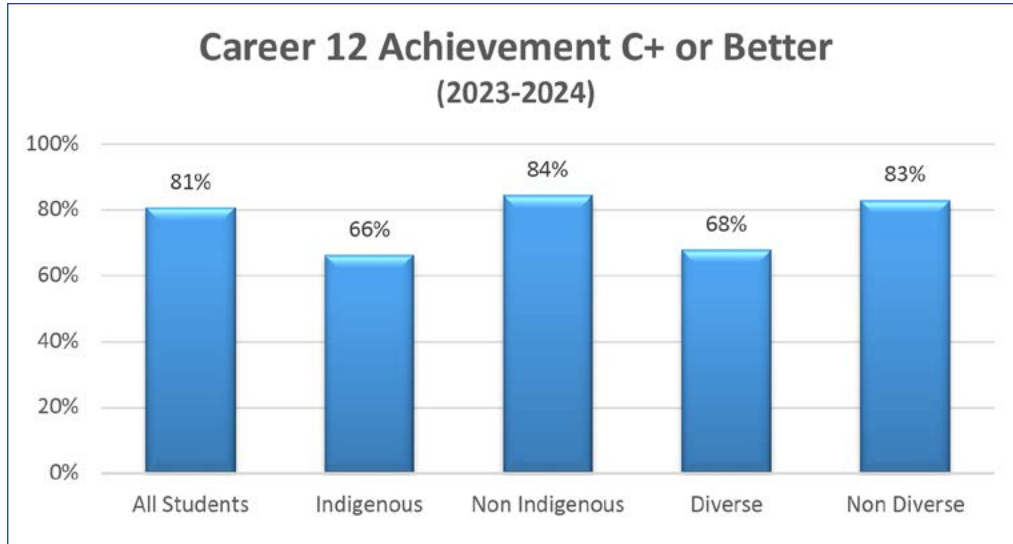
Career Education Achievement

Career Life Education (CLE) 10 Final Mark



In 2023-2024, the percentage of all students achieving C+ or higher grade in Career Life Education 10 (CLC 10) is 81% of students. Seventy-one percent (71%) of Indigenous learners and 63% of Diverse learners achieved at a C+ or higher grade.

Career Life Connections (CLC) 12 Final Mark



In 2023-2024 the percentage of all students achieving C+ or higher grade in Career Life Connections 12 (CLC 12) courses is 81% of students. Sixty-six percent (66%) of Indigenous learners and 68% of Diverse Learners achieved 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 of 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 of 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.

District Trades Programs

District Trades programs are offered in partnership with SkilledTradesBC and provide training by certified tradespersons. Such programs include the Youth Explore Trades Samplers located at NorKam 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 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 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

The Hairstylist trades program, also delivered at NorKam 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.

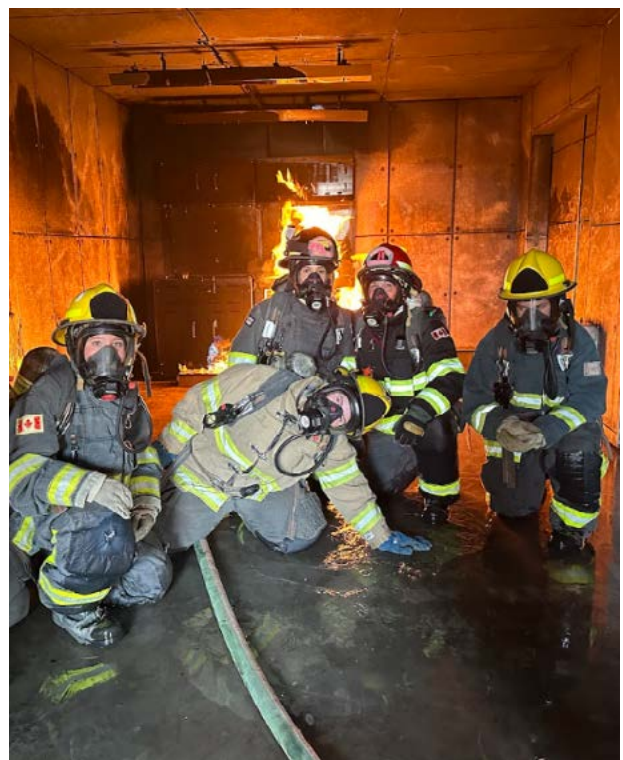
Any student who was or is working part-time or full time during the summer with a ticketed tradesperson is eligible for the Youth Work in Trades program. To enrol in the program, students must be working in a paid position with WorkSafe BC coverage. The program provides skill development through practical, hands-on work experience. Students may earn up to 16 high school credits – the equivalent of 4 graduation program courses – while also accumulating SkilledTradesBC 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 may also qualify to receive a \$1,000 award towards further trades training from the provincial government and SkilledTradesBC after graduation.

District Transition Programs

District Transitions programs provide students with immersive learning experiences in both occupational or academic areas. District Transitions programs include:

- ❑ Health Sciences Academy (new in September 2024)
- ❑ Digital Arts and Technology Academy
- ❑ Early Childhood Education (ECE) Certificate
- ❑ Health Care Assistant (HCA) Certificate
- ❑ Police and Justice Studies Certificate
- ❑ Power Engineering Certificate
- ❑ Regenerative Agriculture Certificate



District Transition Events and Discover Days

District Transitions Events and Discover Days 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 and Grade 10's at TRU
- ❑ Heavy Metal Rocks
- ❑ Indigenous Trades Exploration
- ❑ McQueen Lake Forestry and Environmental Camp
- ❑ RCMP Youth Academy
- ❑ Trades Career Fair
- ❑ TRU BC Junior Skills Competition
- ❑ TRU Try a Trade Day
- ❑ Women in Mining

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

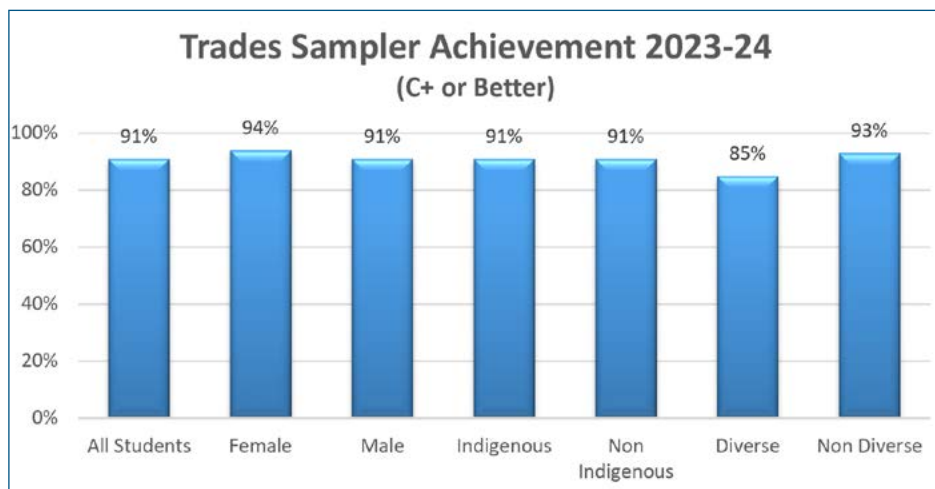
District Trades Programs

Trades Sampler Program

Youth Explore Trades Sampler at NorKam Secondary

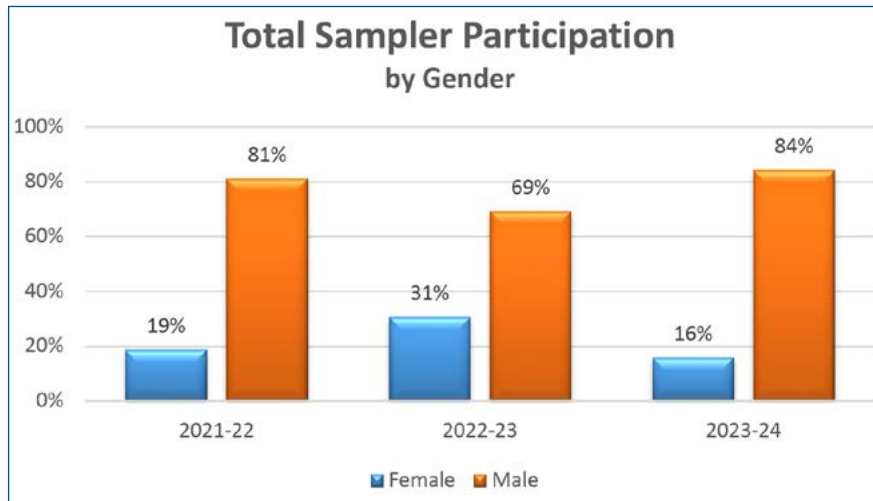
Youth Explore Trades Sampler, a Ministry-Authorized Career Development program, allows students in Grade 10-12 to explore a cluster of four (4) trades in the construction, mechanical, or industrial realms. Under the auspices of SkilledTradesBC, the Trades Sampler program is housed in dedicated facilities at NorKam Secondary, with instruction provided by TRU Red Seal trades instructors. Through exploration of four (4) 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.

Trades Sampler Achievement by Student Identification



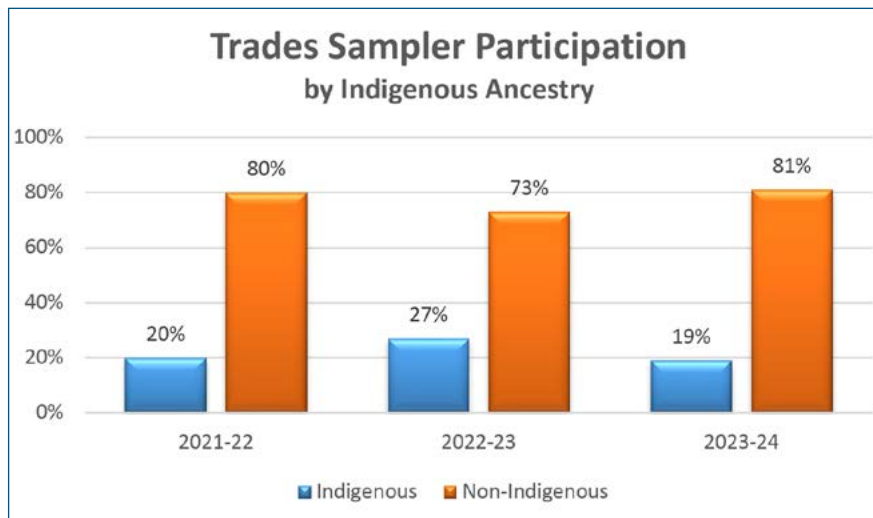
Achievement remained high for students enrolled in the Youth Explore Trades Sampler Program. In 2023-2024, 91% of all students achieved a C+ or higher grade. Females, an underrepresented group within trades, achieved great results with 94% attaining a C+ or better grade. Ninety-one percent (91%) of male students and Indigenous students achieved a C+ or better, and 85% of Diverse learners were able to achieve at a C+ or higher level.

Trades Sampler by Gender Identification



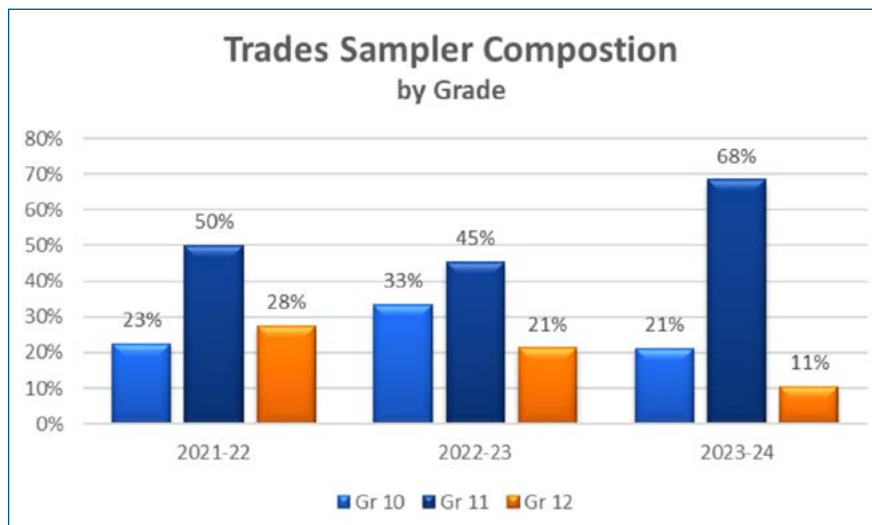
Nationally, only 5% of certified tradespersons (including hairstylists) identify as females. The District’s goal is to have at least double the national representation of students who identify as female in trades programs – a minimum of 10% per year. This goal reflects SkilledTradesBC’s goal of increasing the representation of females in skilled trades. In 2023-2024, female participation in the Trades Sampler program once again exceeded this goal.

Trades Sampler by Indigenous Ancestry



In 2023-2024, Indigenous students comprised 22.5% of Grades 10-12 students enrolled in SD73. Indigenous student enrollment in the Trades Sampler program dipped under the target of proportional representation (19%). Ninety-one percent (91%) of Indigenous students enrolled in the Trades Sampler program achieved a grade of C+ or higher in 2023-2024. SD73 will continue to strive for Indigenous participation rates to meet or exceed the proportional representation in the student population.

Trades Sampler Composition by Grade



In 2023-2024, Grade 11 students comprised the majority of students who enrolled in the Trades Sampler program. 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 2023-2024, 34% of students that completed a Sampler Program also enrolled in a Youth Train in Trades program (excluding hairstylists). Of the 34% of those students, 47% participated a Sampler Program in Grade 10 and then Youth Train in Trades in Grade 12. Fifty-three percent (53%) participated in a Sampler Program in Grade 11 and then Youth Train in Trades in Grade 12. The Sampler Program continues to provide early access to higher level skilled trades learning for students in Grade 10 and 11, and more importantly, assists students to confirm their skilled trades career path prior to secondary school graduation.

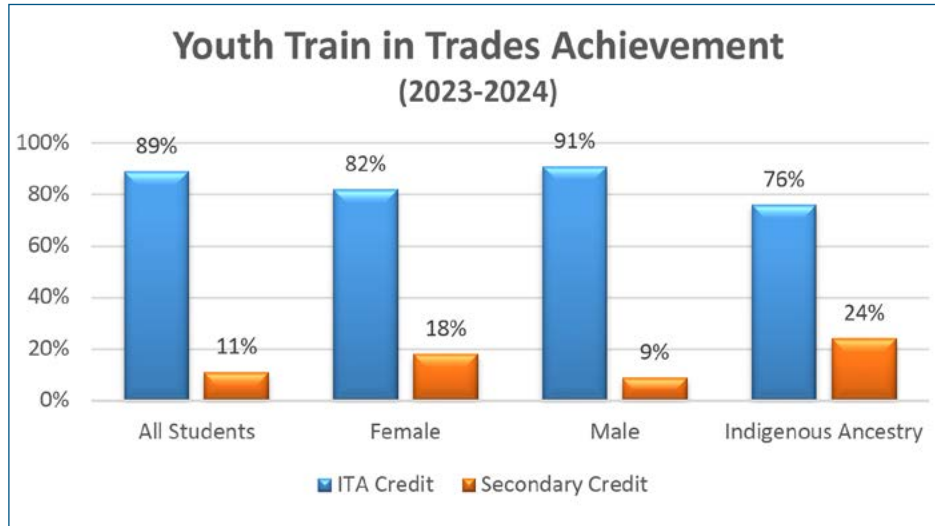
Youth Train in Trades Program

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 SkilledTradesBC 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 Welding Mobile Training Unit (MTU), a portable facility that enables both Youth Train in Trades participation and adult participation in a SkilledTradesBC recognized welding foundation program in remote communities.

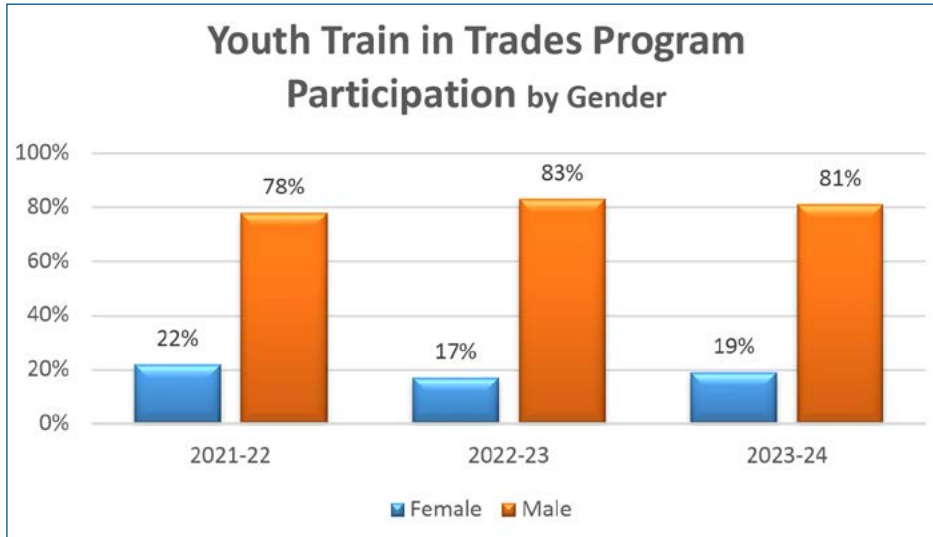
Youth Train in Trades Achievement



To achieve recognition for a Foundation program, SkilledTradesBC requires a minimum grade of 70%. In 2023-2024, 89% 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.

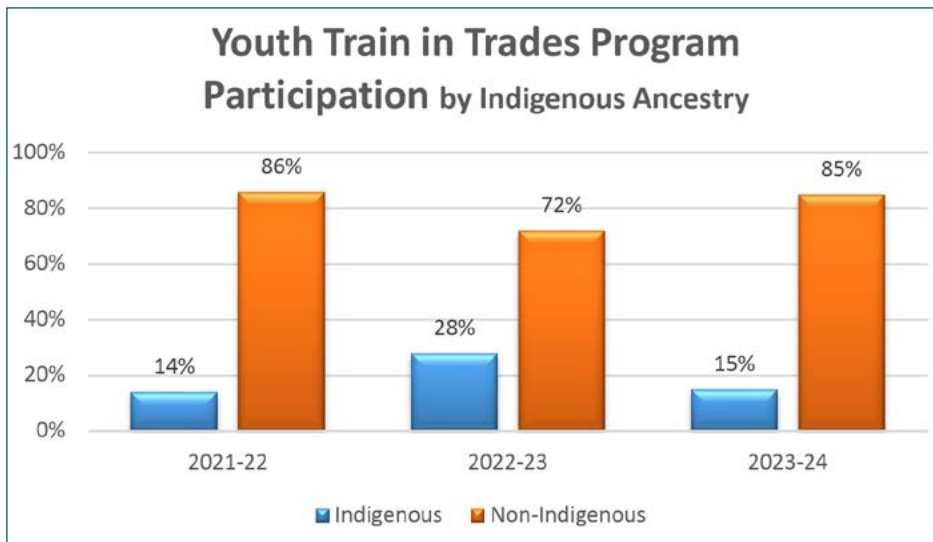


Youth Train in Trades Program Participation by Gender Identity



In 2023-2024, 19% of all students enrolled in Youth Train in Trades (post-secondary Foundation Trades Certification) identified as female. Over the past three years, female participation in Youth Train in Trades 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 Indigenous Ancestry



In 2023-2024, Indigenous students comprised 22.5% of students in the Grade 10-12. The Youth Train in Trades enrollment proportion was below this mark, with 15% of students enrolled identifying Indigenous ancestry. The District will continue to strive for Indigenous participation rates to meet or exceed proportional representation in the student population.

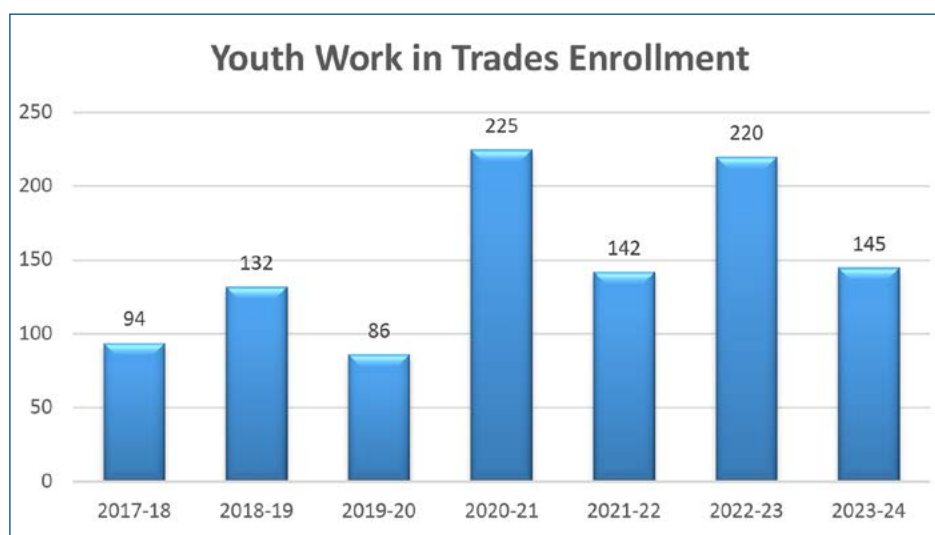
Youth Work in Trades Program

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 SkilledTradesBC recognized apprentice hours for their trades-related, part-time and seasonal work. The District works with more than 200 businesses that employ school-aged students. District staff and various schools' staff liaise with employers to connect, monitor and recognize students' trades-related work.

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 four (4) of the Youth Work in Trades courses.

Youth Work in Trades Enrollment by Year

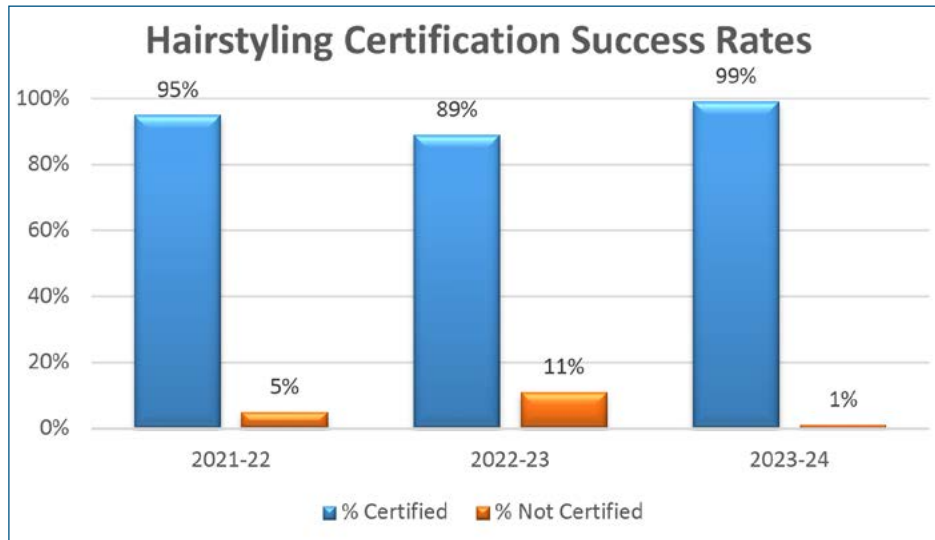


Youth Work in Trades Completion Time by Intake Year

In 2023-2024, 145 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.

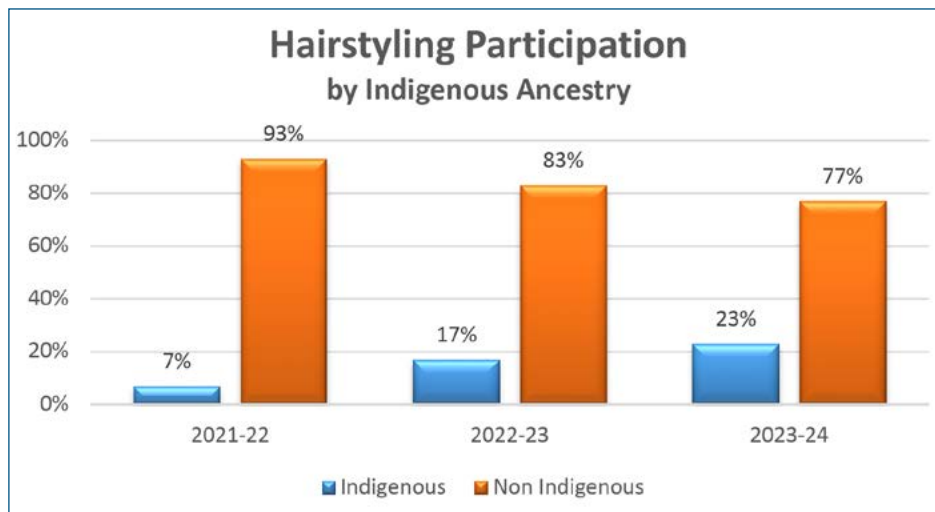
Hairstylist Program

Hairstyling Certification Success Rates



Hairstyling, a SkilledTradesBC regulated trade, requires a student to have a 70% achievement level to attain certification as a stylist in BC. In 2023-2024, 99% of participants were successful in achieving certification.

Hairstyling Participation by Indigenous Ancestry

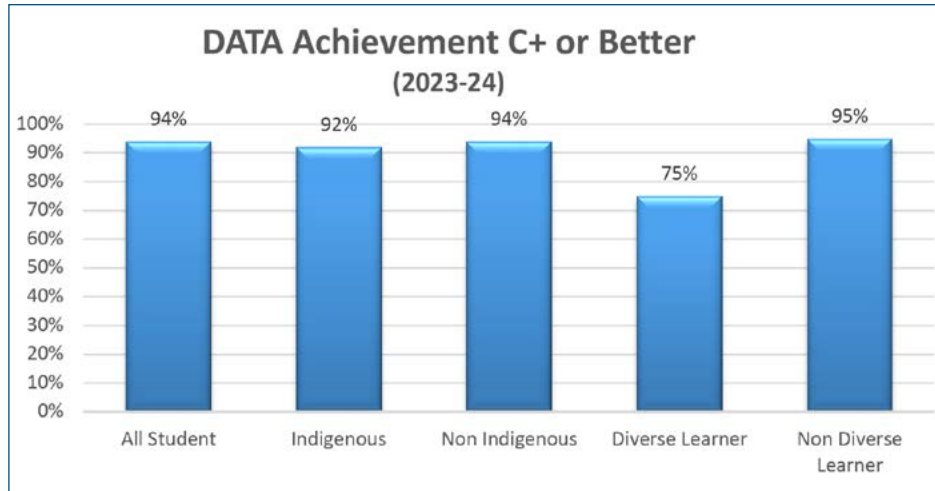


Typically, the hairstylist program enrolls 12 to 15 students per year. Indigenous student participation in the Hairstyling program continues to grow and slightly exceeded the district proportion in 2023-2024, with 23% of students enrolled identifying Indigenous ancestry.

District Transition Programs

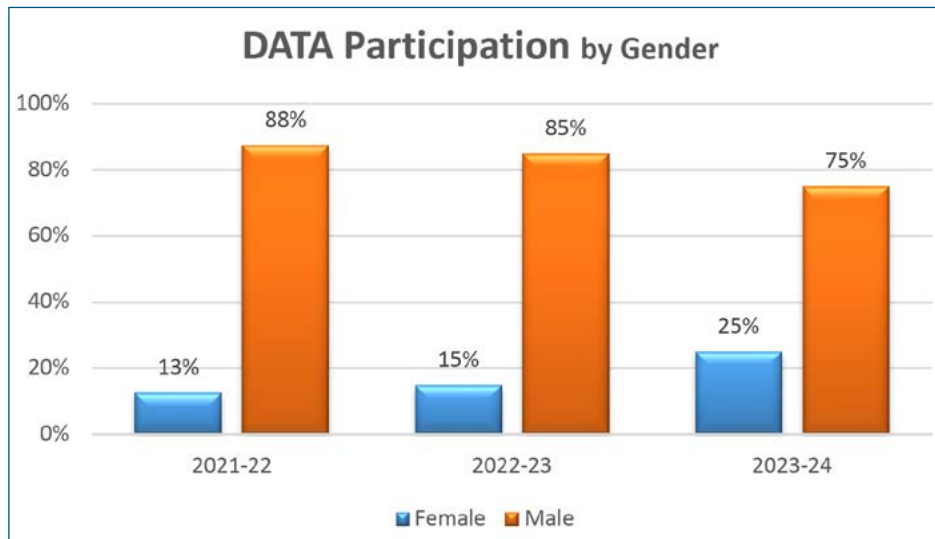
Digital Arts and Technology Academy (DATA)

DATA Achievement



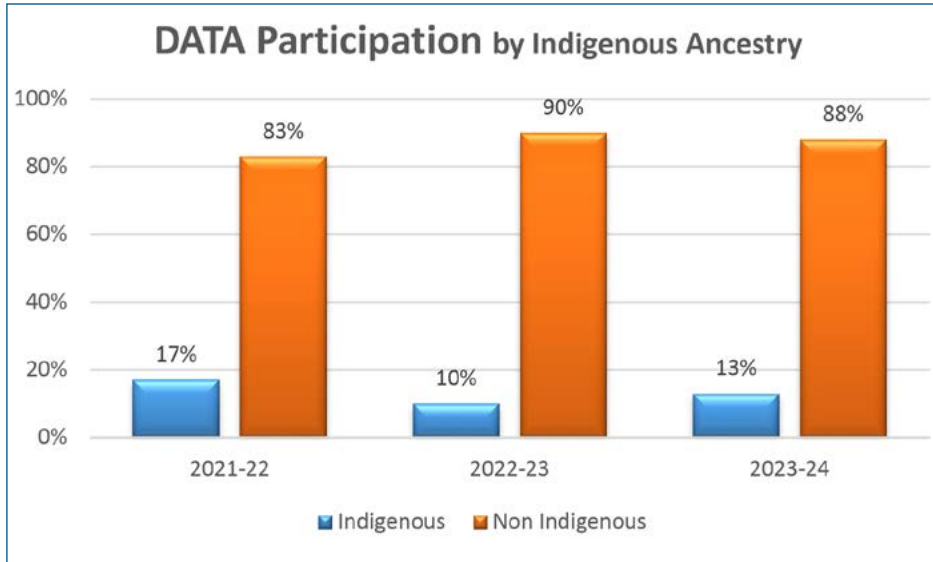
The achievement levels of students enrolled in the Digital Arts and Technology Academy (DATA) continue to be high, with 94% of participants receiving a grade of C+ or higher and all students completing the academy successfully in 2023-2024. An area of continued focus will be on supporting Diverse learners to achieve to high levels within the DATA program.

DATA Participation by Gender



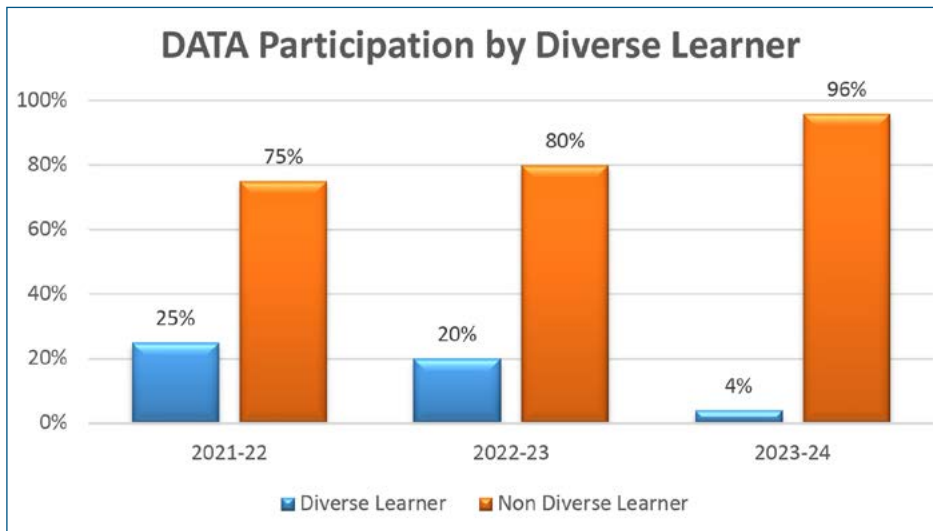
SD73 strives to provide students who identify as female equal opportunity to participate in male-dominated careers. Female participation rates in the DATA program have increased over the past three years, increasing to 25% of the cohort in 2023-2024, a 10% increase from the previous year.

DATA Participation by Indigenous Ancestry



Enrollment of Indigenous students in the DATA program has fluctuated slightly over the past three years, with 13% of the 2023-2024 cohort being comprised of students with Indigenous ancestry. Enrollment trends for Indigenous students will continued to be monitored and barriers to participation will be investigated.

DATA Participation by Diverse Learner



Since 2022-2023, the representation of diverse learners in DATA decreased significantly from 20% to 4% in 2023-2024. SD73 will continue to work to ensure that diverse learners have equal access and receive support in specialized experiential career programs.

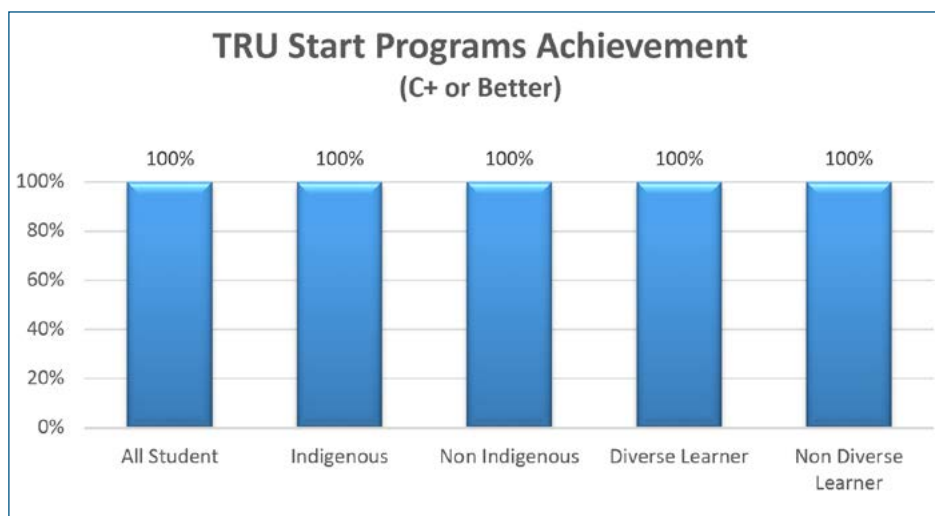
TRU Start Programs

TRU Start 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 Early Childhood Education, Health Care Assistant, Police and Justice Studies, Power Engineering, and Regenerative Agriculture 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 programs and courses.

TRU Start Achievement



TRU Start Program students continue to experience great success in their chosen program. One hundred percent (100%) of students achieved C+ or better in 2023-2024. While this program typically serves a small number of students per year (10-12), it represents highly specific opportunities for students to achieve a full or partial post-secondary credential in their Grade 12 year.

District Transition Events and Discover Days

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.

Discover Days provide grades 10-12 students across the District the opportunity to explore and experience career areas that they are interested in 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 Transition Events and Discover Days:

Student Participation in District Career Development Transitions Events as of June 30, 2024

Transition Events	2022-2023	2023-2024
McQueen Lake Environmental Camp	26	26
Heavy Metal Rocks	32	32
RCMP Youth Academy	15	14
BC Wildfire Junior Fire Crew	18	18
Girls Explore Trades and Technology	100	96
Regional Skills, Jr Skills, & Try-A-Trade	175	193
Indigenous Trades Exploration Day	25	22
Girls Explore Fire Rescue	30	*17
Trades Career Fair	96	87
Women in Mining	n/a	17
Discover Days	2022-2023	2023-2024
Discover Law	32	48
Discover Engineering	48	41
Discover Non-Profit	12	15
Discover Rocky Mountaineer	34	34
Discover Healthcare	60	62

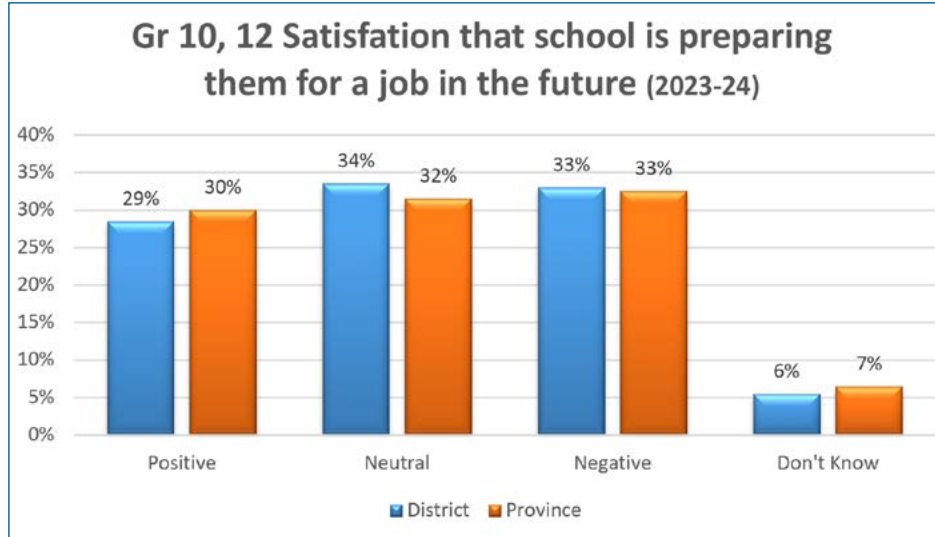
* Number was reduced by Community organization

Discover Days and 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.

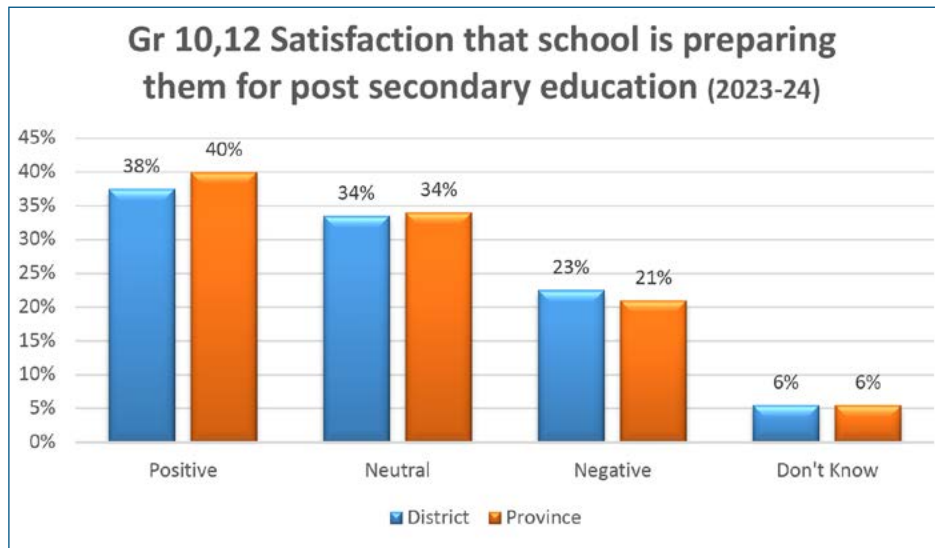


Provincial Student Learning Survey

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

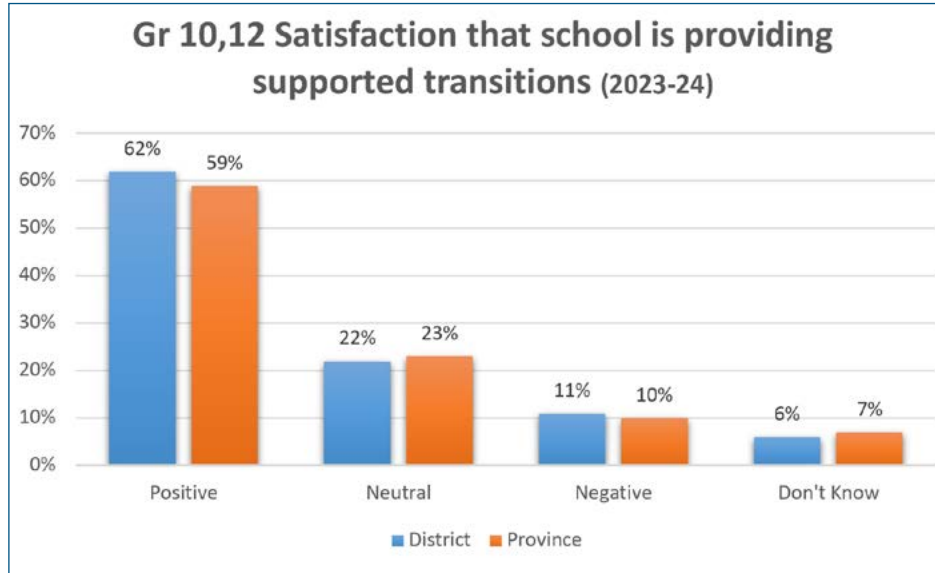


Grade 10 and 12 Satisfaction that School is Preparing them for Post-Secondary Education



In 2023-2024 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.

Grade 10 and 12 Satisfaction that School is Providing Supported Transitions



In 2023-2024 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) item “At school, I have felt well-supported when I moved to a higher grade (for example, by having course choices and timetables or calendars explained)” was higher than the provincial average.

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 career exploration programs, events and experiences that inspire students to thrive and inform 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.



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 to graduate, know who they are, and have plans for who they aim to become.

The value commitments of Connection/Relationships, Equity, Well-being, and Sustainability guide the department's decision-making and program planning. In the 2022-2027 District Strategic Plan, Connection/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 achievement, 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 2024-2025 reflect this commitment. These action items center upon strengthening connections to Indigenous students and communities, supporting students and their parents / guardians / caregivers with education transition planning, and expanding opportunities for meaningful career exploration learning.





