



# Career Pathways:

Supporting and Preparing Students for Life Beyond High School.

# Career Pathways Strategic Plan

## Purpose of the Career Pathways Strategic Plan

The purpose of the Career Pathways Strategic Plan is to outline goals, outcomes and strategies that will enable EIPS' students to develop awareness of self and discover possibilities for life beyond high school through competency-focused experiences. Starting in kindergarten and extending through high school, students will have the opportunity to learn about themselves, explore multiple career possibilities, as well as set goals and make plans. Opportunities to build and demonstrate competencies essential for work and life will be provided through school programming and off-site activities that are supported by parent and community partnerships.

## Connection to Four-Year Education Plan

**EIPS Priority 1:** Promote Growth and Success for All Students

**EIPS GOAL 2:** Success for Every Student

**Outcome 4:** More students are supported and prepared for life beyond high school.

## Mission and Vision of Career Pathways

**Mission:** The Career Pathways focus will build confident, well-rounded citizens through creating a Division-wide, centrally developed Strategic Plan that is designed to help students explore and achieve their personal goals to become competent, successful, and contributing members of society.

**Vision:** EIPS students complete high school and are connected to career pathways that support a successful transition to post-secondary studies or the world of work. As a result, students will join the workforce better prepared, enjoy fulfilling jobs and a higher quality of life.

## Attachment 1

### Definitions

**Career Pathways:** A K-12 structure for organizing instructional content designed around broad career clusters to develop skills that students can apply in their daily lives when preparing for entry into the workplace or for further learning opportunities. Competencies achieved will allow students to make relevant connections with work and/or post-secondary training.

**Career Clusters:** Specific occupations or careers in the same field of work that require similar skills that are grouped together as an easy way to explore different kinds of jobs within broad categories. These categories are: Human Services, Business, Communication, Resources, and Technology. (Appendix 1)

**Career and Technology Foundations (CTF):** An optional program that allows students in Grades 5-9 to explore their interests and passions as they learn about various career possibilities within career clusters. Students engage in CTF challenges or tasks that integrate at least two occupational areas that provide students with an opportunity to experience the interconnectedness of skills, knowledge and technologies.

**Career and Technology Studies (CTS):** Designed for high school students to be able to explore their interests and career options. CTS offers students opportunities to develop skills that can be applied in their daily lives when preparing for entry into the workplace or for further learning opportunities.

**Awareness Phase:** Students in kindergarten through Grade 4 build awareness of various careers that are available to them through curriculum related teaching and learning activities, career days, field trips, guest speakers etc. Students explore the natural fit of career pathways in the curriculum they are learning.

**Understanding Phase:** Through the implementation of Career and Technology Foundations (CTF) programming students in grades 5-9 will be provided the opportunity to explore their passions within various occupational clusters, learn to identify their interests and begin to understand the possibilities available to them.

**Readiness Phase:** Through the implementation of CTS programs and other on-site and off-site activities, senior high students will develop the knowledge, skills and attitudes they can apply in their daily lives when preparing for entry into the workplace or further learning opportunities.

**Dual Credit:** Is optional high school programming that allows students to explore post-secondary courses. This program is designed to help students in making meaningful transitions to post-secondary education or the workplace. Dual Credit programming lets students personalize their high school experience and discover or build on career passions and interests.

**Off-Campus Education:** Programming uses a set of planned educational experiences designed to enable students to acquire knowledge, skills, and attitudes related to work and other life roles through their participation in out-of-class study, observation, and/or performance at community-based work sites. This may involve volunteer activities or paid employment.

## Attachment 1

### Division Approach Considerations

Ensuring alignment between Career Pathway resources, Alberta Education's Programs of Study and the Ministerial Order on Student Learning.

Engaging and partnering with post-secondary institutions, businesses, government, and the labour community in all the career clusters to explore resources and opportunities that will help students.

Fostering equity across the Division by the sharing of best practices and the distribution of Career Pathways resources and opportunities across all schools.

Every student's journey will be unique, and they will have opportunities to explore and identify an area of interest, set goals and plan a various series of educational experiences leading to the attainment of their career goals.

Parents play a key role in supporting their student.

### Goals, Deliverables, Timelines and Status Updates

Over the next two years, Career Pathways will support teachers, students, parents and partners by:

- working to centralize targeted initiatives that are efficient for schools. Also providing equitable opportunity to programming for students.
- providing professional development and resources that empower and support teachers to incorporate a variety of approaches into everyday instruction; helping them to see the natural fit of career pathways in their classrooms by highlighting career and employability skills that can be addressed within the curriculum. Often this is a shift in the delivery of a concept.
- forming and sustaining collaborative initiatives that help teachers, parents and community partners engage students. This will be done through a central database of community partners that will decrease the amount of time teachers need to spend searching for relevant and enriching guest speakers, field trips, mentorships, scholarships etc.
- increasing opportunities for all students to explore multiple pathways, examine their interests, set goals and develop a plan.
- expanding hands-on learning opportunities for students, including bootcamps and Off-Campus learning, Dual Credit, credentialling and other resources for teachers to support the integration of career focused instruction, post-secondary-based and work-based experiences into programming.
- collecting and celebrating stories of the innovative practices happening in schools and sharing them with teachers to create a collaborative community and network.

## Attachment 1

### Goals, Deliverables, Timelines, Status Updates

Goal 1: Communication		
Create common language and understanding of the Career Pathways plan for staff, students, parents and the community.		
Deliverables:	Timelines	Status
Develop a two-year project plan to guide the implementation of the Career Pathways Initiative and present to the Board of Trustees.	March 2022	planning
Create a detailed, overarching Communication Plan to inform students, staff, parents, and community stakeholders about the Career Pathway Plan.	May 2022	planning
Deliver presentations to leadership staff to facilitate the support and understanding of the goals and deliverables of the plan in individual schools.	October 2021	complete
Develop monthly Career Pathways newsletter to disseminate information, student activities and career exploration opportunities to all stakeholders within the Division.	November 2021	ongoing
Deliver presentations to teachers to integrate the goals and deliverables into programing.	May 2022	planning
Host a Student Forum in which students have an opportunity to provide input into career and/or post-secondary readiness.	April 2022	planning
Deliver a presentation to COSC and collaborate on ways that parents can be engaged in conversations at key milestones during their child's Career Pathways journey. Create a resource based on input for COSC to share with parents.	March or April 2022	In development
Deliver presentations to School Councils to provide career planning information, answer questions and promote Career Pathway programming opportunities.	December 2021/ January 2022	ongoing

## Attachment 1

Establish a Social Media presence by providing timely career related materials, promotions and opportunities. Provide schools and staff with resources for distribution.	October 2021	ongoing
<p><b>Goal 2: Awareness Phase</b></p> <p>Students in kindergarten through Grade 4 build awareness of various careers through curriculum related teaching and learning activities, career days, field trips, guest speakers etc. Teachers explore the fit of career pathways in the curriculum.</p>		
<b>Deliverables:</b>	<b>Timelines</b>	<b>Status</b>
Deliver presentations to curriculum implementation/resource development team to ensure Career Pathways goals and deliverables of the project are supported as they prepare for the implementation of the new curriculum.	May 2022	planning
Determine areas in Language Arts, Mathematics and Physical Education and Wellness curriculum, that directly connect careers and intentionally include activities in the development of new resources.	April-June 2022	planning
Create a data base for the division that identifies various groups that are available to present about careers. This data base will be organized around the career clusters and identify organizations or institutions.	2022-2023	In development
<p><b>Goal 3: Understanding Phase</b></p> <p>Through the implementation of Career and Technology Foundations (CTF) programming students in grades 5-9 will be provided the opportunity to explore passions within various occupational clusters, learn to identify interests and begin to understand the possibilities available to them.</p>		
<b>Deliverables:</b>	<b>Timelines</b>	<b>Status</b>
Re-align the current CTF courses for Grades 5-9 to ensure they align to the five Alberta Education career clusters.	December 2021 Grades 7-9	complete
Develop a resource and provide professional learning to support CTF teachers in successfully setting up and implementing CTF courses including challenges that align with the five career clusters.	January 2022	ongoing
Develop a shared repository of current CTF Challenges that meet provincial requirements and are organized around the Career Occupational Clusters.	2022-2023	ongoing

## Attachment 1

Pilot the use of ChatterHigh – an online career exploration platform in which students access gamification ‘research and learn’ activities to increase student engagement, enjoyment and confidence in their career futures. Evaluate and gather feedback on the intended outcomes and determine whether to expand across the Division.	February 2022	April mid-point feedback
Work with ChatterHigh to determine how this program can be utilized to support Division progress and potentially be used to identify common student interests across the Division to develop connected CTF and CTS programming.	February-June 2022	In development
Promote opportunities to establish career pathway camps, workshops and Division activities offered by community partners to further engage students in career exploration pursuits.	2021- 2022	ongoing
Promote, enhance, and support Skills Alberta Canada programming opportunities to teachers and students. (Skills explorations days, Try-A-Trade, SkillsXibition, Girls Exploring Trades & Technology, and Skills Canada competitions)	February, March, April 2022	ongoing
Coordinate Division wide Grade 9 Take Our Kids To Work Day activity in conjunction with career exploration week / month events.	November 2022	In development
Explore a variety of career planning tools that will enable students to self-reflect, set short term and long-term goals in planning for their future and in documenting their growth.	2022-2023	In development
Conduct and support Division Occupational Health and Safety facility audit of CTF Construction spaces to ensure that safe and consistent storage, equipment maintenance and organization practices exist in all sites.	March 2022 survey	planning
<p><b>Goal 4: Readiness Phase:</b></p> <p>Through the implementation of CTS programs and other on-site and off-site activities, senior high students will develop the knowledge, skills, and attitudes they can apply in their daily lives when preparing for entry into the workplace or further learning opportunities.</p>		
<b>Deliverables:</b>	<b>Timelines</b>	<b>Status</b>
Develop a Division repository of current Dual Credit courses that meet provincial and post-secondary curriculum requirements.	December 2021	ongoing

## Attachment 1

Using industry/workplace labour market information and ChatterHigh student interest data, create Dual Credit and Off-Campus opportunities supported by community partners, government, and post-secondaries.	2022-2023	<i>In development</i>
Meet with community partners (post-secondary institutions, business, industry, etc.) and existing organizations to develop and enhance CTS programming, Off-Campus, Work Experience and Apprenticeship opportunities for students that align with workplace demand and student interests.	2021-2022	<i>ongoing</i>
Foster and establish credentialed training certification opportunities for students in a variety of occupational clusters.	September 2022	<i>planning</i>
Organize and lead bi-annual EIPS Your Future: Post-Secondary & Career Fair for students and families. (Spring & Fall)	November 2021, March & October 2022	<i>ongoing</i>
Conduct CTF/CTS Health and Safety site inspection and program audits with support of Occupational Health and Safety officer. Establish consistent protocols for equipment maintenance and use, site organization, and appropriate signage and training.	April & May 2022	<i>In development</i>
Work with Human Resources and Financial Services to examine hiring practices that expand the number of teachers who are hired with journeyman status.	2022	<i>planning</i>
Access additional financial resource allocation to ensure equity of opportunity for students to access Dual Credit and credentialing opportunities.	September 2022	<i>In development</i>
Develop a template to support transition planning for students before they leave high school.	2022-2023	<i>In development</i>
Organize and lead annual Division High School Information evening supporting the transition into Grade 10.	January 2022	<i>ongoing</i>
Promote Division scholarship and award opportunities for students.	April 2022	<i>planning</i>
Establish Industry Nights and Off-Campus presentations throughout the year displaying various CTS and occupational areas and opportunities.	2021-2022	<i>ongoing</i>
Promote, enhance, and support Skills Alberta Canada programming opportunities to teachers and students.	February, March & April 2022	<i>ongoing</i>



## Attachment 1

(Skills Explorations Days, Try-A-Trade, SkillsXibition, Girls Exploring Trades & Technology, and Skills Canada competitions)		
Examine the concept of Campus EIPS in which different schools offer different types of programming in which opportunities are open to all students.	2022-2023	<i>In development</i>

## Success Measures

### HIGH SCHOOL COMPLETION

- An increase in the high school completion rate of students within three years of entering Grade 10.
- A decrease in the annual dropout rate of students aged 14 to 18.
- An increase in the number of Grade 12 students eligible for a Rutherford Scholarship.

### ALBERTA EDUCATION ASSURANCE SURVEY: TRANSITION AND CAREER PLANNING

- An increase in the number of high school students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.
- An increase in the percentage of teachers and families who agree students are taught attitudes and behaviours that will make them successful at work, when they finish school.

### EIPS PARENT SURVEY: TRANSITION AND CAREER PLANNING

- An increase in families who agree their child is being taught knowledge, skills and attitudes necessary to be successful in life.

### EIPS STUDENT SURVEY: TRANSITION AND CAREER PLANNING

- An increase in the percentage of students in grades 9 and 12 who agree their school supports them in preparing for life beyond high school.
- An increase in the percentage of students in grades 9 and 12 who agree they're learning the knowledge, skills and attitudes necessary to succeed in life.

### EIPS YEAR IN REVIEW SURVEY:

- An increase in the percentage of staff, students, families and community members that are confident that Elk Island Public Schools is implementing strategies that are supporting and preparing students for life beyond high school.

## Attachment 1

### **OTHER MEASURES:**

- An increase in the number of students accessing Dual Credit opportunities.
- An increase in the number of Off-Campus and Work Experience students.
- An increase in the number of camps, and activities/programs offered by our partners in relation to careers.
- An increase in the number of teachers that have journeyman status.
- An increase in the number of students that have a career/academic plan and transition past high school.
- Percentage of students utilizing ChatterHigh and qualitative feedback programming is aligned to student needs and interests.

---

## **Budget**

### **Considerations - Currently 2.25 FTE**

0.5 FTE recommended increase for Dual Credit and RAP (Registered Apprenticeship Program)

\$20,000 to offset cost of ongoing Dual Credit programming opportunities

\$5,000 for celebrating, recognizing, and thanking Off-Campus, Dual Credit and other vendors

# Attachment 1

## Appendix.

These categories are: Human Services, Business, Communication, Resources, Technology (Appendix 1)

