



**EDUCATION AND STUDENT SERVICES COMMITTEE
PUBLIC MEETING
AGENDA**

**Wednesday, May 15, 2024, 6:00 pm
School Board Office
1040 Hollywood Road S
Kelowna, BC**

Education and Student Services Committee agendas can be accessed through the following electronic Board Meeting site: <https://pub-sd23.escribemeetings.com/>

The Central Okanagan Board of Education acknowledges that this meeting is being held on the unceded, Traditional Territory of the Okanagan People.

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1. AGENDA	
<i>Additions/Amendments/Deletions</i>	
2. REPORTS/MATTERS ARISING	
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3. RECOGNITION/PRESENTATIONS/DELEGATIONS	
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Presenters:	
Alan Lalonde, Assistant Superintendent	
Bob Boback, Career-Life Programs Teacher	
Chris Ovelson, Career-Life Programs Teacher	
Sarah Wood, Career-Life Programs Teacher	
4. PUBLIC QUESTION/COMMENT PERIOD	

5. COMMITTEE MEMBERS QUERIES/COMMENTS

6. DISCUSSION/ACTION ITEMS

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7.1 Draft Program Review Cycle and Meeting Schedule 2024-2025

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(Attachment)

Presenter: Jamie Robinson, Assistant Superintendent

8. COMMITTEE CORRESPONDENCE

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10. RECOMMENDATIONS/REFERRALS TO THE BOARD/COORDINATING COMMITTEE/OTHER COMMITTEES

11. ITEMS FOR FUTURE EDUCATION AND STUDENT SERVICES COMMITTEE MEETINGS

June 19, 2024

REVIEW LEGEND

Level One Review

- District-wide surveys involving all stakeholders
- Focus Groups
- Interviews with key staff and clients

Level Two Review

- Surveys to a representative sample group of stakeholders
- Optional Focus Groups and personnel interviews as appropriate

Level Three Review

Limited or no surveying and/or interviews to gather informal feedback

12. FUTURE EDUCATION AND STUDENT SERVICES COMMITTEE MEETINGS

June 19, 2024.

13. MEDIA QUESTIONS

14. ADJOURNMENT



CENTRAL OKANAGAN PUBLIC SCHOOLS - BOARD COMMITTEE REPORT

**Education and Student Services Committee
Public Meeting**

Wednesday, April 17, 2024, 6:00 pm

School Board Office

1040 Hollywood Road S.

Kelowna, BC

- Board of Education: Trustee L. Guderyan, Chair
Trustee A. Geistlinger, Committee Member
Trustee V. Johnson, Committee Member
Trustee L. Tiede
- Staff: Kevin Kaardal, Superintendent of Schools/CEO (*absent*)
Terry-Lee Beaudry, Deputy Superintendent of Schools
Yvonne Hildebrandt, Executive Assistant (Recorder)
- Partner Groups: Lori Dawson Bedard, COTA 1st Vice-President
Nathan Hind, COPAC Executive Member
Jared Birkeland, COPVPA Vice-President
Jessica Teasdale, CUPE Executive Member
Mila Kresina, District Student Council Member

**The Central Okanagan Board of Education acknowledged that this meeting was being held
on the unceded, Traditional Territory of the Okanagan People.**

AGENDA

April 17, 2024 Committee Agenda – approved as presented.

REPORTS/MATTERS ARISING

Education and Student Services Committee Report – January 17, 2024

January 17, 2024 Committee Report - received as distributed.

RECOGNITION/PRESENTATION/DELEGATIONS

2024 Early Learning Initiatives Report

Jamie Robinson, Assistant Superintendent, Jordan Kleckner, Director of Instruction – Learning and Innovation, and Brenda Kirsch, District Principal – Early Learning and Child Care, presented the 2024 Early Learning Initiatives Report. The early years of a child's life lay the foundation for lifelong learning and children who participate in high-quality early learning experience increased cognitive, physical, emotional, and social development. Policy 701 – Early Years Partnerships was approved by the Board of Education in 2005 and states that the "Board of Education recognizes the importance of the early years and the shared responsibilities in ensuring a safe and optimal transition from home to school for our earliest learners. [Furthermore], certain opportunities which provide for Partnerships which enhance the preschool years and support all facets of early learning development (social, emotional, physical, creative and intellectual development) are important to the Board."

Central Okanagan Public Schools supports the increasing complexity of early learning through the following four core areas:

1. Professional development targeting assessment and literacy instruction for educators in the District's elementary schools,
2. Kindergarten transition from early years through eleven preschools, eight StrongStart Centers, Seamless Day Kindergarten, Early Learning for Families, and Ministry funded Early Learning Programs on school grounds,
3. 56 child care programs operating on school grounds,
4. Community partnerships anchored in recent research and best practice to foster the holistic development of children.

The District Assessment Committee engaged in conversation over the past two years with educators at all 32 elementary schools to garner feedback regarding instruction and assessment in early literacy. A District working group comprised of 40 educators, principals and vice-principals came together over multiple sessions to identify the trends within the collected feedback and to co-develop recommendations for future explorations. These recommendations were examined through consultation with several early literacy researchers across North America which has resulted in draft changes to the Early Learning Profile.

The 2024 Early Learning Initiatives Report outlines the next steps in supporting and enhancing early learning in Central Okanagan Public Schools. The focus on early learning initiatives will continue to be an important District priority over the next several years.

DISCUSSION/ACTION ITEMS

Springvalley Middle School – Outdoor Education Academy Fee Increase

Thomas Gruenenwald, Principal – Springvalley Middle School, and Ryan Taylor, Teacher – Springvalley Middle School, presented the proposed fee increase for the Outdoor Education Academy at Springvalley Middle School. The fee per Outdoor Education Academy student, approved by the Board of Education in 2016, does not cover the price increase for equipment replacement, Teachers Teaching on Call, and transportation. Due to the popularity of the Outdoor Education Academy, a second field study was added, providing one field study in the fall and one in the spring, which has increased expenses for the Academy. The proposed fee increase will ensure the Outdoor Education Academy is financially sustainable moving forward.

Outcome:

The Committee recommended that the Board of Education approve the proposed fee increase of \$75 (from \$225 to \$300/student) for the Outdoor Education Academy (Springvalley Middle School), as attached to the Agenda, and as presented at the April 17, 2024 Education and Student Services Committee Meeting.

École George Elliot Secondary School – Soccer Education Academy Fee Increase

Jim Laird, Principal – École George Elliot Secondary School, presented the proposed fee increase for the Soccer Education Academy at École George Elliot Secondary School. Since the Soccer Education Academy was established in 2008, the original fee per student participating in the academy has remained the same despite there being many changes in the program from 2008 to 2024. Due to increased instructor fees, facility rentals, transportation fees, and equipment replacement costs, the fee per student no longer covers the expenses. The proposed fee increase will ensure the Soccer Education Academy is financially sustainable moving forward.

Outcome:

The Committee recommended that the Board of Education approve the proposed fee increase of \$50 (from \$350 to \$400/student) for the Soccer Education Academy (École George Elliot Secondary School), as attached to the Agenda, and as presented at the April 17, 2024 Education and Student Services Committee Meeting.

École George Elliot Secondary School – Hockey Academy Fee Increase

Jim Laird, Principal – École George Elliot Secondary School, and Brent Sookochoff, Teacher – École George Elliot Secondary School, presented the proposed fee increase to the Hockey Academy at École George Elliot Secondary School (GESS). Since the Hockey Academy at GESS began in 2009, student fees for the Hockey Academy have remained the same. Due to price increases for arena ice rentals and instructor fees, and inflationary costs of equipment, it is necessary to increase fees. The proposed fee increase will ensure the Hockey Academy is financially sustainable moving forward.

Outcome:

The Committee recommended that the Board of Education approve the proposed fee increase of \$125 (from \$600 to \$725/student) for the Hockey Academy (École George Elliot Secondary School), as attached to the Agenda, and as presented at the April 17, 2024 Education and Student Services Committee Meeting.

7:19 pm – Meeting Recess

7:24 pm – Meeting Reconvened

Cultural Performances Program Review (Level 2)

Raquel Steen, Assistant Superintendent, provided an overview of the Cultural Performances Program Level 2 Review. This is the first review completed for the Cultural Performances Program since its inception in 2002.

The Cultural Performances Program, guided by the Central Okanagan Public Schools Board Policy 520 – Cultural Performances, was created to support the BC Ministry of Education and Child Care's Arts Education Curriculum. Responses from the surveys, focus groups, and interviews, conducted during the Level 2 Cultural Performances Program Review, confirms that the presentation of cultural performances to students meets the goals within Policy 520, to:

- Assist the teaching of the Ministry's prescribed curriculum;
- Provide some students access to a wider variety of cultural experiences than they would otherwise have access to;
- Introduce students to possible career or recreation choices / related support careers and activities in the performing arts; and,
- Provide an opportunity for students to practice appropriate audience skills.

Overall, feedback from the Level 2 Cultural Performances Program Review indicates that the present model for elementary schools is functioning well, providing students with a variety of performing art experiences during their time in the primary and intermediate grades. Feedback at the middle and secondary level is mixed due to the significant differences in developmental stages of students in grade 6 through 12. At the middle and secondary schools, leadership students often organize cultural and spirit events for their schools. Providing opportunities for staff and students to choose performances that align with their school's theme or focus would provide students with more connection at the upper grade levels. Feedback from the Cultural Performance Advisory and Selection Committees indicates that contracting the highest quality performances is becoming more challenging as performer fees have increased with inflation.

Based on the review, the goals of the Cultural Performances Program Review are being met; however, some of the feedback provided suggests that a re-examination of these goals and the policy would be timely to align with the current re-designed curriculum and the ever-changing

demographic in our community. In addition, the term "cultural" has a much broader definition to consider that may not have existed at the time of establishing the policy and the resulting program.

The Cultural Performances Program Review recommendations include retiring Board Policy 520 – Cultural Performances in January 2025, since the work is already well underway for contracts with artists for September 2025, and developing a new Administrative Procedure that differentiates Cultural Performances Program procedures for elementary, middle and secondary, and ensures that students continue to experience a variety of cultural performances under the new procedure.

Outcome:

The Committee recommended that the Board of Education approve the Cultural Performances Program Review (Level 2), as attached to the Agenda, and as presented at the April 17, 2024 Education and Student Services Committee Meeting.

RECOMMENDATIONS/REFERRALS TO THE BOARD/COORDINATING COMMITTEE/OTHER COMMITTEES

Public Board Meeting Action Items

- *Springvalley Middle School – Outdoor Education Academy Fee Increase*
- *École George Elliot Secondary School – Soccer Education Academy Fee Increase*
- *École George Elliot Secondary School – Hockey Academy Fee Increase*
- *Cultural Performances Program Review (Level 2)*

Public Board Meeting Information Items

- *2024 Early Learning Initiatives Report*

ITEMS FOR FUTURE EDUCATION AND STUDENT SERVICES COMMITTEE MEETINGS

May 15, 2024

- Draft Program Review Cycle & Meeting Schedule 2024-2025
- Career Life Programs & Dual Credit Programs Report
Assistant Superintendent (A. Lalonde)
- Reading Intervention Outreach (RIO) Program Report
District Principal of Inclusive Education (M. Kaupp) – moved to Fall 2024

June 19, 2024

REVIEW LEGEND

Level One Review

- District-wide surveys involving all stakeholders
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Level Two Review

- Surveys to a representative sample group of stakeholders
- Optional Focus Groups and personnel interviews as appropriate

Level Three Review

Limited or no surveying and/or interviews to gather informal feedback

FUTURE EDUCATION AND STUDENT SERVICES COMMITTEE MEETINGS

All meetings start at 6:00 pm.

May 15, 2024; and June 19, 2024.

ADJOURNMENT

The meeting adjourned at 8:03 pm.

Questions - Please Contact:

Trustee Lisa Guderyan, Chair at Lisa.Guderyan@sd23.bc.ca

Terry-Lee Beaudry, Deputy Superintendent of Schools at 250-470-3225 or Terry.Beaudry@sd23.bc.ca

Lisa Guderyan, Chair



Memorandum

Date: May 10, 2024
To: Education and Student Services Committee
From: Terry-Lee Beaudry, Deputy Superintendent of Schools
Prepared By: Alan Lalonde, Assistant Superintendent
Bob Boback, Career-Life Programs Teacher
Chris Ovelson, Career-Life Programs Teacher
Sarah Wood, Career-Life Programs Teacher
Information: **Career-Life Programs Report**

1.0 PROGRAM DESCRIPTION

Through education, exploration and experiences, Career-Life Programs supports each student to discover their unique skills, competencies and passions as they transition towards a healthy and purposeful life. The Ministry of Education and Child Care identifies career development as one of the following three goals of the education system in British Columbia:

1. Intellectual Development
2. Human and Social Development
3. Career Development

BC Student Education Outcomes: The Education Citizen (Ministry of Education 2018)

2.0 RELEVANT BOARD MOTIONS

A presentation of the Career-Life Programs Review (Level 3) was provided to Trustees at the November 6, 2019 Education and Student Services Committee Meeting.

Main 19P-164

MOVED by Trustee Bowman

SECONDED by Trustee Desrosiers

THAT: The Board of Education approved the Career Life Programs Review - Level 3, as attached to the Agenda and as presented at the November 27, 2019 Public Board Meeting.

CARRIED

3.0 BACKGROUND

The following areas have been identified as priorities for Career-Life Programs from the November 2019 Level 3 Program Review. Underneath each point in italics are some of the specific actions taken by the District Career-Life Programs Team to address those priorities.

- Each student will have meaningful career conversations with teachers, families, community members and mentors.
 - *Career-Life Education (4 credits) and Career-Life Connections (4 credits) are in-class courses for each student. In Grade 10, students identify their strengths, passions and interests, and in Grade 11, students then have the opportunity for career exploration and experiential learning through job shadows, spotlight sessions, education and career fairs, and post-secondary program shadows. For their Capstone project, grade 12 students demonstrate that they are ready to graduate by sharing their most meaningful learning experiences, showcasing the skills and knowledge that they have acquired, and articulating how these skills will inform their career exploration and pathway as they transition from high school to their post-secondary opportunities.*
- Each student will have multiple career experiences through exploration opportunities.
 - *Continue to expand Work Experience 12 (WEX 12) opportunities for students; students earn 4 credits while attaining valuable job experience and job ready skills. All schools have increased their spotlight sessions to allow experts in their field to share their knowledge and passions with students in District schools. Career Centers are recruiting experts from the focus areas that students indicated in the 2024 Student Career Interest Survey (see Appendix A).*
- Each student will develop a transition plan for education and career pathways beyond high school, as evidenced by their Capstone.
 - *All schools have successfully had Capstone experiences and reintroduced community members as part of the panel to hear and share their experiences with grade 12 students. The 2024 Student Career Interest Survey showed that 91% of grade 12 students planned on some post-secondary training (see Appendix A).*
- Develop further strategies to gather post-Capstone implementation for student feedback.
 - *Career-Life Programs has been utilizing the Ministry Student Transition Project (STP): Transitions of B.C. High School Graduates into B.C. Public Post-Secondary Education (June 20, 2023).*
- Continue to improve the communication link between Principals/Vice-Principals, Teachers, and Parents regarding the exploration opportunities and dual credit programs.
 - *Career-Life Programs has regular meetings with school-based career staff including Career Coordinators and School Counsellors. In addition, Career-Life Programs is on the agenda at Secondary Principals and Vice-Principals meetings. Videos of several programs have been developed and can be viewed on the District website.*

4.0 PROGRAM OVERVIEW

Career-Life Programs provides students with opportunities to integrate school-based learning with community-based career exploration experiences. These programs prepare students for transition to the workplace, further education and training at a post-secondary institution.

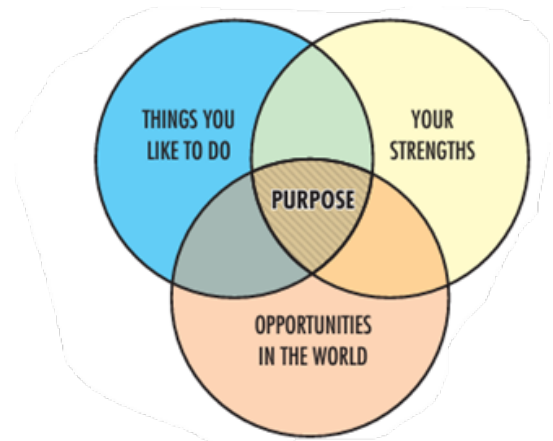
- The Organization for Economic Co-operation and Development (OECD) (2021) reports that students who were exposed to career guidance had lower levels of unemployment, receive higher wages, and are happier in their careers as adults.
- Career development has been connected to supporting positive mental health (Redekopp & Huston, 2019).
- In Canada, the Social Research and Demonstration Corporation (SRDC, 2020) found that high school career education can affect student outcomes in education and in the labour market.

Career-Life Programs Goals:

The Career-Life Transition goals directly align with the District's Overarching Goal.

District Overarching Goal: Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

- **Embedding career awareness, exploration, and experiences daily into classrooms:** This goal aims to integrate career education across various subjects, ensuring that students encounter career development frameworks regularly. By understanding the relevance of their learning to their interests and goals, students are more likely to remain engaged and motivated in their studies.



- **Supporting career classroom teachers in delivering career courses:** This goal involves providing resources, training, and support to teachers who are tasked with delivering specific career-focused courses such as Career-Life Education (CLE), Career-Life Connections (CLC), and the Capstone process. These courses are designed to provide students with practical skills, knowledge, and experiences related to career development and readiness.
- **Maintaining and expanding career life experiences and dual credit opportunities:** This goal aims to provide students with opportunities to gain real-world experiences related to their career interests and to earn dual credits that count towards both high school graduation requirements and post-secondary education. By expanding these opportunities, Career-Life Programs can better prepare students for success in both their academic and professional pursuits.

By focusing on the aforementioned department goals, Career-Life Programs empowers students with the necessary skills, knowledge, and practical experiences. This preparation enables them to make informed choices regarding their future careers and navigate the transition from school to either the workforce or further education successfully.

Gathering of Feedback for this Career-Life Programs Report:

- Program review with District level Career-Life Programs staff (monthly meetings)
- Student Career Interest Survey in 2024 (see **Appendix A**)

Key findings:

- Top Focus Areas of students
- Post-secondary plans within 5 years of graduation
- Potential post-secondary institution(s) of interest
- Interest in a Trades Career and learning more about Dual Credit opportunities

Student Survey Methodology

Career-Life Programs created a Google survey and sent it to the District's five secondary schools. School Career Centres distributed the link to Career-Life Education and Career-Life Connections teachers for students to complete. 679 students completed the survey; 59% Grade 10's, 37% Grade 11's, and 4% Grade 12's. The Career-Life Programs District team shared the results with the school Career Centres to help guide goal development and direction for the next 5 years.

- Conversation and focus groups with Career-Life Programs Coordinators (see **Appendix B**) (Dates: February 28, 2024, October 5th, 2023, June 1, 2023, March 3, 2022, October 19, 2022)

Key Questions:

- What is going well in your school regarding Career-Life Programs?
 - What career related support/activities would you like to see more of at your school and why?
-
- Principal/Vice-Principal input and discussion (Dates: January 16, 2024 COLT meeting, January 17, 2024 Secondary P/VP meeting, March 8, 2023 Secondary P/VP meeting)
 - Meeting with other Districts in the region and across the province (November 22-23, 2023 Career Education Society Conference, November 8, 2023 Okanagan College Regional Dual Credit Meeting)
 - Conversation with District partner groups (March 15, 2024 Okanagan College Youth Strategy Planning, February 8, 2024 OC meeting, September 14, 2023 OC Meeting)
 - Conversations with the Ministry of Education and Child Care Dual Credit provincial community of practice (February 27, 2024, January 23, 2024, December 5, 2023, November 7, 2023)

The Career-Life Programs report focuses on **education, exploration, and experiences**, through the following topics:

- 1) **Career-Life Programs Courses and Capstone**
- 2) **School Based Career Opportunities**
- 3) **District Partnerships**
- 4) **2024-25 Updates and Changes**
- 5) **Recommended Focus Areas**

1) Career-Life Programs Courses and Capstone

Career-Life Education (CLE)

Career-Life Education 10 empowers students to become self-directed individuals and is crucial for their success beyond high school. By providing students with the skills to set goals, make informed decisions, and take responsibility for their actions, they are better equipped to navigate various aspects of their lives, including education, career, and personal development. This approach fosters independence, critical thinking, and adaptability, which are essential qualities in today's rapidly changing world.

Career-Life Connections (CLC)

Career-Life Connections is a course that is designed to identify and develop each student's personal interests, passions and goals. Students reflect on the learning experiences and competency development in school and community, and explore roles and possibilities in personal, education and work-life contexts. Career-Life Connections facilitates the community networking and experiential learning to benefit decision-making both within and outside of school while concurrently designing and preparing a graduation Capstone project.

Capstone

The Capstone project serves as a significant culmination of students' learning experiences, both within the classroom and beyond. By consolidating their knowledge and skills into a meaningful and relevant product, students have the opportunity to demonstrate their understanding and application of key concepts in a real-world context. The Capstone project provides students with an opportunity to showcase their learning, creativity, and problem-solving abilities in a manner that is both personally fulfilling and academically enriching.

2) School Based Career Opportunities

Work Experience 12

WEX 12A (4 credits) & 12B (4 credits) give students the opportunity to participate in, observe, and learn about the tasks and responsibilities related to an occupation or career.

	2021-22	2022-23	2023-24
GESS	143	203	197
OKM	168	226	241
RSS	294	282	292
MBSS	398	436	462
KSS	462	467	492
	1608	1614	1684

3) District Partnerships (e.g. Dual Credit, Sampler programs, etc.)

Career-Life Experiences

Central Okanagan Public Schools has partnered with many business and community organizations to help students connect their career-life plan with their individual talents and passions. Each student is required to earn 30-hours of work, volunteer or participate in career exploration to graduate in B.C.

- UBC-O Engineering
- Take Our Kids to Work
- KGH Health Care Conference
- Education & College Career Fairs
- Experience UBC-O & OC
- WorkBC: Find Your Fit
- Community Volunteer Partnerships
- Fire Department Boot Camp
- RCMP Youth Academy
- KF Aerospace
- KGH & IH Volunteer Services
- YLW Jr. Ambassadors
- City of Kelowna
- Kelowna Art Gallery

iGen Challenge

The iGen Challenge is for grade 7-12 students who want to innovate and engage with entrepreneurship. Students gain access to mentors from local businesses and find solutions to real world problems. Students are guided through a startup process to create enterprises, find funding, build a network and make an impact in the innovation ecosystem in the Okanagan. Many young entrepreneurial minds in Central Okanagan Public Schools need coaching, mentorship and opportunity to innovate. The iGen Challenge has been created to meet this need. Last year over 325 students competed for \$6000 in cash prizes from business partners. For the 2022-2023 and 2023-2024 school years, the District has offered the program as an additional online course through eschool23 to help provide additional credit for students and expand funding for teaching time.

Dual Credit

Central Okanagan Public Schools have partnered with post-secondary institutions such as BCIT, Okanagan College, the Justice Institute of BC, UBC Okanagan, Northern Lights College, Electrical Industry Training Institute, Thompson Rivers University, and the Centre for Arts and Technology to provide opportunities for high school students to start a post-secondary program while completing their high school graduation. Additional Dual Credit programs are also delivered at some of the high school locations by qualified instructors. Central Okanagan Public Schools is also a SkilledTradesBC designated training provider for the Hairstylist Foundation program (Level 1).

Academic Dual Credit

- UBC-O Engineering
- OC first-year transfer courses

Health & Human Services

- Health Care Assistant (OC)
- Early Childhood Education (OC)
- Administrative Assistant (OC)
- Office Assistant Certificates (OC)
- Emergency Medical Responder (RSS)
- Firefighting (RSS)

Technology

- Gateway to Technology (OC)
- Cybersecurity (PaloAlto Industry Certification)
- Computer Information Systems Administration (BCIT)
- Video Game Prototyping (OC)

Trades

Okanagan College

- Aircraft Maintenance Technician
- Aircraft Maintenance Engineer-Structures
- Auto Collision Repair/Refinishing Technician
- Auto Service Technician
- Carpentry Foundation
- Carpenter Joiner
- Culinary Arts
- Electrical Foundations
- Hairstylist (MBSS)
- Heavy Mechanical Trades
- Pastry Arts
- Plumbing & Piping
- Refrigeration & A/C Mechanic
- Recreational Vehicle Technician
- Sheet Metal
- Welding

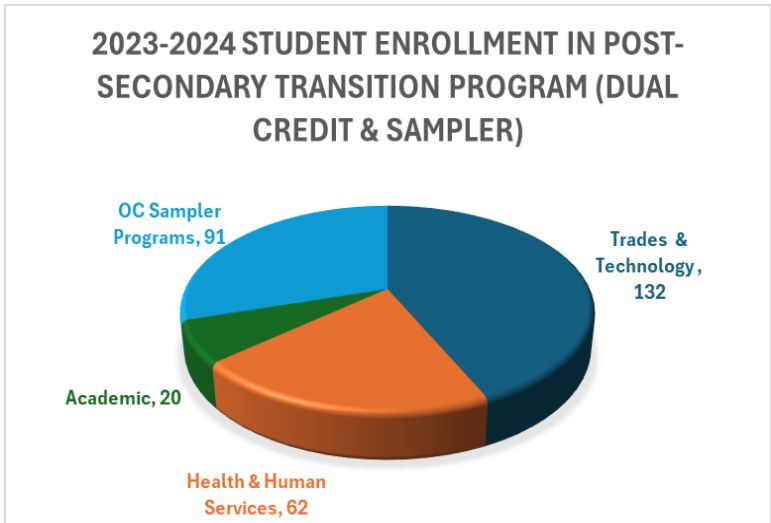
British Columbia Institute of Technology (BCIT)

- Machinist

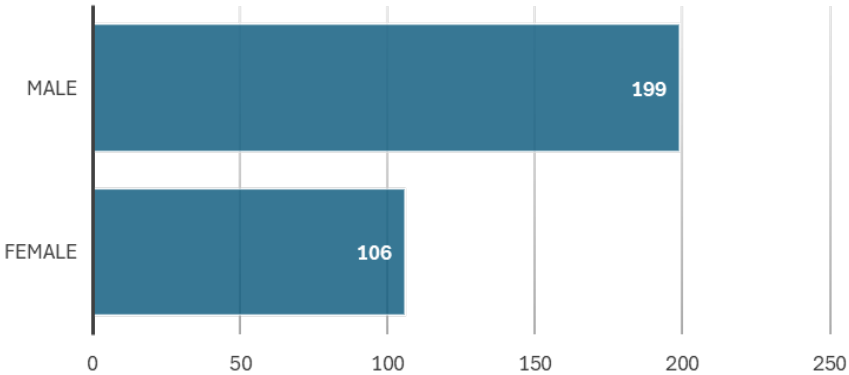
Electrical Industry Training Institute (EITI)

- Utility Arborist

2023-24 Dual Credit & Sampler Program Enrollment Summary	
Program Type	Students
Trades/Technology	132
Health & Human Services	62
Academic	20
OC Sampler Programs	91
Total	305



Gender Participation 2023-2024
305 Students



2023-2024 Student participation in a post-secondary transition program.

Dual Credit & Sampler Program Enrollment Summary				
Program Type	2020-21	2021-22	2022-23	2023-24
Trades & Technology	137	122	133	132
Health & Human Services	56	61	62	62
1 st year Post-Sec Courses	3	12	13	20
OC Sampler Programs	68	65	95	91
Total	264	260	303	305

Dual Credit & Sampler Program Gender Enrollment Summary				
Gender	2020-21	2021-22	2022-23	2023-24
Female	79	86	121	106
Male	185	174	182	199
Total	264	260	303	305

2023-2024 Central Okanagan Public Schools Student Participation in Dual Credit Programs

Program Name	Enrollment
Skilled Trades BC Youth Work	35
Computer Information System Administration	14
Electrical Level 1 Technical	1
Hairstylist	18
Forestry (Utility Arborist)	14
Electrical Foundations	15
Video Game Prototyping Micro Credential	4
Aircraft Maintenance Engineer - Structure	1
Auto Service Technician	5
Welder	8
Carpentry / Joinery	4
Level 1 Machinist	1
Heavy Mechanical Trades OC	3
Aircraft Maintenance Technician	3
Refrigeration and Air Conditioning	2
Pastry Arts	1
Plumbing & Piping	3
Culinary Arts OC	2
Emergency Medical Responder	50
Early Childhood Educator	8
Health Care Assistant Certificate	4
Academic Dual Credit - UBCO Fall	9
Academic Dual Credit - OC Fall (A)	8
Academic Dual Credit - OC Winter	2
Academic Dual Credit - OC Fall (B)	1
Gateway To Technology	39
Trades Sampler OC	16
Trades Sampler Gateway	12
Trades Sampler OC-ELECTRICAL	16
Trade Sampler MOTIVE	8
Total	305

Youth Work in Trades (Apprenticeship Program)

The Youth Work in Trades initiative is a Dual Credit program designed for young individuals aged 15–19, allowing them to begin an apprenticeship while completing their high school education. This program enables students to accumulate up to **16 credits that count towards graduation**. Additionally, students can become eligible for a **\$1000 financial award** from the Ministry of Education and Child Care, provided the students fulfill 900 hours of apprenticeship by June 30th of the year they turn 19. Since the academic year of 2019-2020, the Central Okanagan Public Schools program has registered 210 students as secondary school apprentices, and 121 of those students have completed 900 hours of apprenticeship and have been granted the \$1000 financial award.

4) 2024-25 Updates and Changes

British Columbia's new **StrongerBC: Future Ready Action Plan** is helping students get the skills they need to succeed in the changing economy. To assist school districts, the Ministry of Education and Child Care is offering grants and revising the Dual Credit Policy.

Grants

- Early Childhood Education Grant
- Health Promotion Education Grant
- New Dual Credit Program Expansion Grant

Ministry of Education and Child Care Dual Credit Policy

The following anticipated changes will support the growth of exploration of post-secondary opportunities while in high school:

- Students may take up to **three eligible Dual Credit courses in any subject area**, and/or they may take any number of Dual Credit courses that are listed as requirements toward a specific post-secondary credential.
- Dual Credit courses are funded at the same rate as other high school courses. These courses can be reported in either **September** or **February**.
- Students must be school-aged, as defined by the *School Act*, and in grades 10 to 12. Students who have met B.C.'s graduation requirements and completed their Grade 12 year are ineligible to enroll in further Dual Credit courses but **may finish courses that started prior to June 30 of that year**.

New Dual Credit Programs 2024-25

Early Childhood Education (OC) (2023/24)

- 10 students per intake
- Online synchronous and in-person

Health Care Sampler (OC) (2024/25)

- 1 intake of 30 students
- September to January, Tues & Thurs 6-9pm, every 2nd Saturday 9-3pm

New Health Care Dual Credit (OC) (2024/25)

- Dental Office Assistant
- Medical Device Reprocessing Tech
- Medical Office Assistant
- Nursing Unit Assistant
- PNUR 113 (practical nursing prerequisite)

Centre for Arts & Technology (CAT) (2024/25)

- 16 student seats for Interior Design on campus at CAT
- 10 student seats for Sound Engineering on campus at CAT

Water Engineering Technology (OC) (2024/25)

- 1 intake of 5 students
- January to May - Tues & Thurs 4-6pm

Heavy Equipment Operator (TRU) (2024/25)

- 16 student seats

Increase Dual Credit Seats (OC) (2024/25)

- Trades Sampler and Motive Sampler program changes to allow for 64 students (32 current students)

5) Recommended Focus Areas

1. Continue to improve Career Education Instruction:

- **Integrate career education** into everyday classroom instruction across all disciplines, enhancing student engagement and motivation by linking student learning to personal interests and aspirations.
- Provide teachers with the necessary tools and training to effectively administer career-centric courses, such as Career-Life Education (CLE), Career-Life Connections (CLC), and the Capstone process, based on a **competency-based curriculum**, thereby fostering student career readiness and advancement.
- Engage the Instructional Leadership Team with teachers that are teaching Career Courses.

2. **Expand Dual Credit Offerings:**

- Collaborate with local colleges, technical schools, and industry partners to identify **in-demand occupations**.
- Develop **Dual Credit programs** aligned with these fields, including courses in healthcare, technology, childcare and skilled trades.

3. **Increase Participation Among Underrepresented Groups:**

- Create targeted **outreach programs** for:
 - Indigenous students
 - Students with diverse abilities or disabilities
 - First-generation students
- Partner with community organizations, provide mentorship opportunities, and offer tailored support services.
- Consider a **Career-Life Programs Student Group** to continually receive feedback from the student body.

4. **Improve Student Transition Rates:**

- Continue implementing comprehensive **career counseling** and **academic advising** services.
- Help students navigate the transition to **post-secondary education** or **employment** effectively.

5. **Additional staff due to increased programs and supports:**

- Hire an Administrator of Career-Life Programs to oversee the implementation of **Career-Life Programs** across the District.
- Hire **Transition Coordinator with Okanagan College**: Reporting to the Steering Committee, the Transition Coordinator will collaborate with Okanagan College and Central Okanagan Public Schools as part of a team including Coordinators, Teachers, Instructors, Administrators and Support Staff responsible for the development and implementation of Dual Credit programs. The Transition Coordinator supports students to pursue education at the post-secondary level and transition to local employment opportunities.

6. **Establish Feedback Mechanisms:**

- Develop a process for gathering feedback from former graduates.
- Collect insights about student experiences with Career-Life Programs and their subsequent educational and career paths.
- Consider conducting surveys, hosting focus groups, or establishing an alumni network for ongoing communication and evaluation.

These strategic steps will contribute to enhancing educational pathways and supporting students in their transition to post-secondary education and local employment opportunities.

5.0 DEPUTY SUPERINTENDENT'S COMMENTS

The Central Okanagan Public Schools Career-Life Programs provides a plethora of opportunities for students (K-12) to participate in career exploration while garnering the necessary skills and attributes that will contribute to a successful career. Central Okanagan Public Schools also greatly appreciates the multitude of community partnerships critical to District student engagement in career exploration.

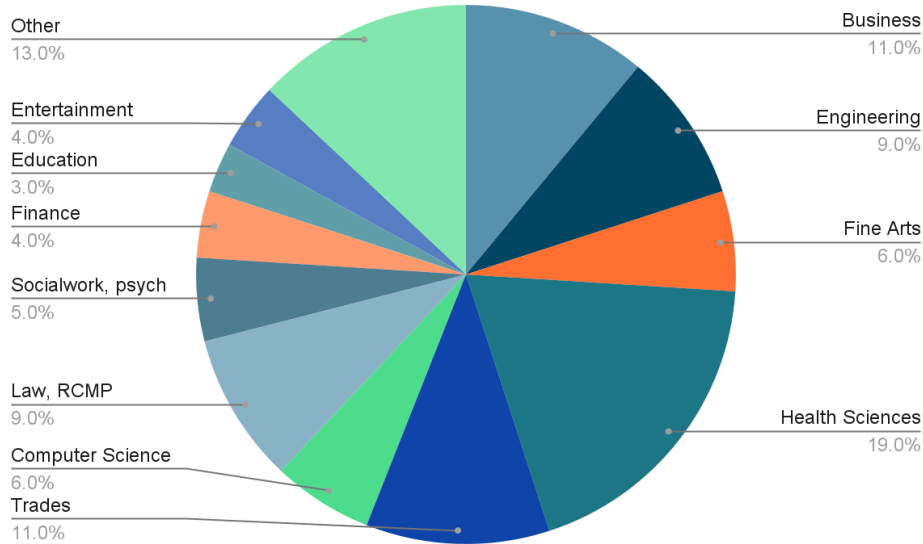
6.0 APPENDICES

- A. 2024 Student Career Interest Survey
- B. Career Coordinator Feedback from Career Programs meeting February 28, 2024

APPENDIX A

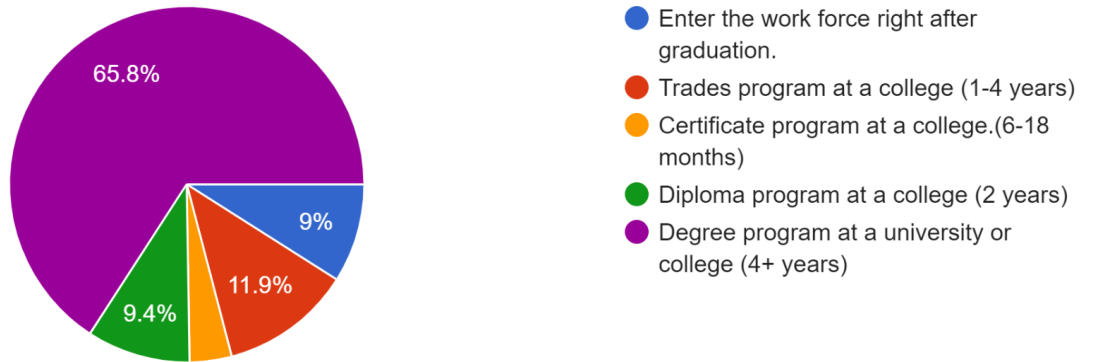
2024 Student Career Interest Survey (679 students)

Top Focus Areas of students

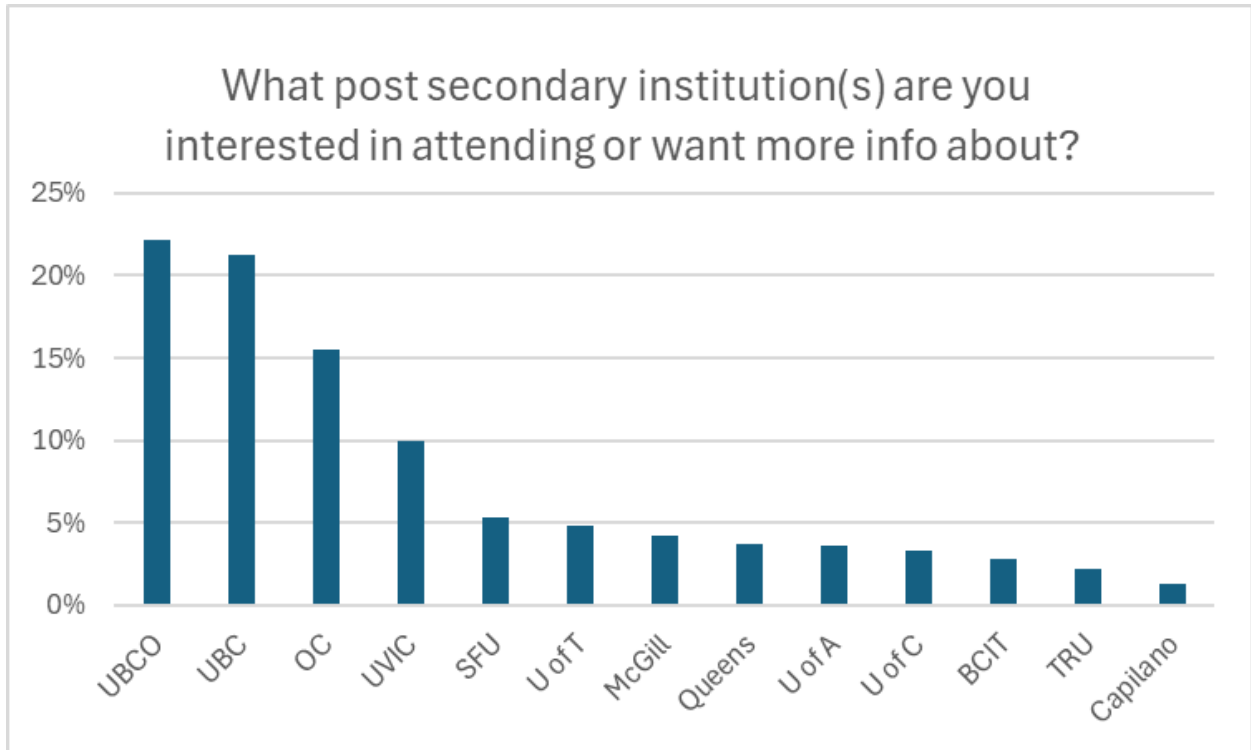


What are your post-secondary plans within 5 years of graduating highschool?

679 responses

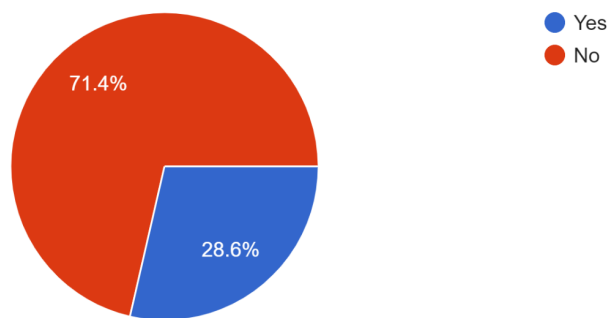


APPENDIX A



Are you interested in pursuing a career in the Trades (welding, automotive, electrical, carpentry, etc) and potentially learning about our Okanagan College/BCIT Dual Credit Programs?

678 responses



APPENDIX B

Career Coordinator Feedback from Career Programs meeting February 28, 2024.

1. What is going well in your school regarding Career Programs?

- More student interest and student traffic in Career Centers. *noted for most schools
- Students know, understand, and use the Career Center as a resource.
- Continue open door policy in Career Centers with information and support readily available.
- Staff awareness and involvement is continuing to improve.
- Spotlights are helping connect students with their Career Centers and providing additional opportunities for career conversations.
- Increasing District support of Dual Credit and Career-Life Programs provides additional career exploration, awareness and post-secondary transition opportunities for students.
- Job Shadows & Program Shadows participation continue to improve.
- Students have really enjoyed the Sampler programs.
- Increasing authentic Work Experience opportunities.
- Increasing community engagement and conversations through the Capstone process.

2. What career related support/activities would you like to see more of at your school and why?

- Students are looking for more volunteer activities. *all schools noted this
- More spotlight sessions, conferences and events focused around Health Care.
- More support for Indigenous students continuing with their transition to post-secondary.
- More opportunities for students in Grade 9 to gain experiences outside of school.
- Provide a parent Dual Credit night at MBSS.
- A greater variety of spotlight sessions for students to learn about all of the focus areas and careers available to them.
- More tours of the college for students.
- Dual Credit educators/promoters doing spotlights at the schools.
- More time for the Career Centre Managers (CUPE) to connect with business and community partners.
- More time for Career Program Coordinators to have 1-1 conversations with students.
- Bring Auto Collision (ACE-IT) program back at KSS.
- Micro credential opportunities, especially for students.



Memorandum

Date: May 10, 2024
To: Education and Student Services Committee
From: Terry-Lee Beaudry, Deputy Superintendent of Schools

Information: Draft Program Review Cycle and Meeting Schedule 2024/2025

Please find attached the Draft Program Review Cycle for 2014/2015 to 2024/2025. Listed below are the Program Reviews, Support Structures and Initiatives scheduled for 2024/2025, and the recommended presentation months.

2024/2025 Schedule	Level of Review
Equity in Action Agreement 2020-2025	Annual Progress Report (September)
Proposals for Substantive Change	Proposals (November)
Board/Authority Authorized Courses (BAA)	Proposals (November/April)
Feeding Futures Program	Report (January)
Equity in Action Agreement 2025-2030	New Agreement (May)

2025/2026 Schedule	Level of Review
Learning Disabilities Intervention Program	To Be Determined

The Education and Student Services Committee Draft Meeting Schedule for 2024/2025 is as follows:

Meeting Date	Current Agenda Item(s)	Scheduled Program/Initiative/ Support Structure
September 18, 2024		Equity in Action Agreement Year 4 Annual Progress Report
October 16, 2024		
November 20, 2024 (<i>tbc</i>)	<ul style="list-style-type: none"> • Proposals for Substantive Change • Board/Authority Authorized Courses 	
January 15, 2025 (<i>tbc</i>)		Feeding Futures Program Report
February 19, 2025 (<i>tbc</i>)		
April 16, 2025 (<i>tbc</i>)	Board/Authority Authorized Courses	
May 21, 2025 (<i>tbc</i>)	<ul style="list-style-type: none"> • Draft Program Review Cycle 2025/2026 • Draft Meeting Schedule 2025/2026 	New Equity in Action Agreement 2025-2030
June 18, 2025 (<i>tbc</i>)		

Central Okanagan Public Schools - Program Review Cycle - DRAFT

EDUCATION PROGRAMS	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25
Equity in Action Agreement Progress Report - <i>Annual</i>	✓ (Report)	✓ (Report)	✓ (Report)	✓ (Report)	✓ (Report)		★ (Year 1 Report)	✓ (Year 1 Report)	✓ (Year 2 Report)	✓ (Year 3 Report)	(Year 4 Report)
Board/Authority Authorized Courses (BAA) - <i>Annual</i>	✓ (Proposals)	✓ (Proposals)	✓ (Proposals)	✓ (Proposals)	✓ (Proposals)	✓ (Proposals)	✓ (Proposals)	✓ (Proposals)	✓ (Proposals)	✓ (Proposals)	(Proposals)
Career Life Programs and Dual Credit Programs <i>3 to 5 year cycle</i>			Deferred to 2018/2019 (Level 1)	Deferred to 2018/2019 (Level 1)	Deferred to 2019/2020 (Level 3)	✓ (Level 3)				✓ (Report)	
Sexual Health Education Program <i>3 to 5 year cycle</i>				✓ (Level 2)					✓ (Level 1)		
French Immersion (FI) <i>By Board Directive</i>	✓ FI Middle School Programming	✓ FI Middle School Programming	✓ FI Task Force for FI Programming								
Cultural Performances Program <i>By Board Directive</i>								★ (Level 2)	★ (Level 2)	✓ (Level 2)	
SUPPORT STRUCTURES AND SERVICES	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25
Long Term Facility Plan Review - <i>By Board Directive</i>							✓ (Level 1)				
Transportation Review - <i>By Board Directive</i>						✓ (Level 1)					
Grade Configuration - <i>By Board Directive</i>											
International Education - <i>By Board Directive</i>				✓ (Level 1)							
Evidence of Learning Continuum (K-12) (Formerly known as K to 12 Assessment) <i>3 to 5 year cycle</i>	✓ (Level 2)				Deferred to 2019/2020 (Revised Plan)	K-12 Evidence of Learning → Fall 2020		✓ (Report)	✓ (Report)		
Inclusive Education Services including Central School Programs/Alternate Education (Formerly known as Student Support Services) <i>By Board Directive</i>							✓ (Level 2)				
Instructional Leadership Team – Collaborative Learning Services <i>By Board Directive</i>			✓ June 2017 (Level 1)								
Settlement Services – <i>By Board Directive</i>										✓ (Report)	
INITIATIVES	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25
Equity in Action Agreement (EAA) <i>5 year cycle</i>					Draft EAA 2020-2025	✓ New EAA 2020-2025					New EAA 2025-2030
Enhancing Student Learning Framework (FESL) <i>Annual (*Postponed - Government Rollout of FESL)</i>	✓ (Report)		June 2017 (Report)			(Report)	(Report)	} Postponed	✓ (Report)	(Report)	(Report)
Student Readiness (<i>embedded in FESL</i>) <i>3 to 5 year cycle</i>	✓ (Report)										
Early Learning Initiatives - Report <i>By Board Directive</i>				✓ (Report)						✓ (Report)	
Health Promoting Schools / Feeding Futures Program <i>By Board Directive</i>		✓ (Report)						✓ (Level 1)			Feeding Futures (Report)

EVALUATION CYCLE FOR EDUCATION PROGRAMS, SUPPORT STRUCTURES/SERVICES, AND INITIATIVES

REVIEW LEGEND

Level 1 Review

- District-wide surveys.
- Involving all stakeholders.
- Focus Groups.
- Interviews with key staff and clients.

Level 2 Review

- Surveys to a representative sample group of stakeholders.
- Optional Focus Groups and personnel interviews as appropriate.

Level 3 Review

- Limited or no surveying and/or interviews to gather informal feedback.

- ✓ Completed
- ★ To be completed
- TBD To be Determined