1. CALL TO ORDER
The Chair will call the meeting to order and recognizes that tonight’s meeting is being held on the traditional territory of the Snuneymuxw people.

2. ADDITIONS TO THE AGENDA

3. DELETIONS TO THE AGENDA

4. CHANGE IN ORDER

5. APPROVAL OF THE AGENDA

6. APPROVAL OF THE MINUTES
   6.1 Minutes - November 12, 2015
       03 - Nov 12 15
   6.2 Minutes - December 9, 2015
       04 - Dec 9 15

7. PRESENTATIONS
   7.1 Cheryl Onciul, Carrie Segreto
       Parents, Ecole North Oyster
       Belinda Harrison
       Teacher, Ecole North Oyster
       RE: French Immersion at Ladysmith Secondary School

8. LEARNING SERVICES DEPARTMENT
   John Blain, Superintendent
   8.1 Mr. Derek Beeston
       RE: CTC: Trades Trailer/Dual Credit Presentation
       2015_16 CTC Strategic Plan (2)
       Board Prezi CTC 2016

9. CORRESPONDENCE REFERRED FROM THE REGULAR BOARD MEETING

10. UNFINISHED BUSINESS
Please note that the proceedings of this meeting are being recorded to assist in the preparation of the minutes of the meeting. The recording of this meeting are records of the School District, as defined in the Freedom of Information and Protection of Privacy Act, and as such may be the subject of access requests under the Act.

11. **NEW BUSINESS**

12. **QUESTION PERIOD**
Questions from the audience must be submitted in writing and given to the Board’s Executive Assistant (Kelsey Toye) for submission to the Chair. The question period is intended to enable the public to obtain clarifying information regarding a current agenda item.

*Forms are available in the information rack near the entrance of the Board Room*

13. **ADJOURNMENT**
THE BOARD OF EDUCATION OF SCHOOL DISTRICT 68
MINUTES OF EDUCATION COMMITTEE MEETING
HELD November 12, 2015

PRESENT:

Trustees
S. Higginson, Chair
N. Bob, Vice-Chair
J. Brennan
T. Brzovic
S. Kimler
S. Rae
B. Robinson
N. Routley
J. Solomon

Staff
J. Blain, Superintendent/CEO
G. Roberts, Secretary-Treasurer/CFO
D. Burgos, Director of Communications
S. Saywell, Assistant Superintendent
R. Gray, Assistant Superintendent
B. Esliger, Assistant Superintendent
K. Toye, Executive Assistant
S. Sproston, Manager, IS Department

IN ATTENDANCE
S. Iverson, NDTA Rep
R. Zver, CUPE Rep
C. Girard, NSAA Rep
L. Lee, DPAC Rep
C. Brzoza, DASG Rep

CALL TO ORDER
The Chair called the meeting to order at 6:00 pm and recognized that tonight’s meeting is being held on the traditional territory of the Snuneymuxw people.

ADDITIONS TO THE AGENDA

Learning Services Department
Trustee Routley - Hold and Secure Update

New Business
Trustee Bob - Personal - Safety Initiatives

DELETIONS TO THE AGENDA
There were no Deletions to the agenda this evening.

CHANGE IN ORDER
There was no Change In Order this evening.
APPROVAL OF THE AGENDA
Folio E15/11/12-01
That the Agenda be approved. CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES
There was no Approval of Minutes this evening.

PRESENTATIONS
Ms. Patricia Good
Central Island Healthy Lifestyles
RE: Shapedown BC
Ms. Patricia Good from the Central Island Healthy Lifestyles’ program presented to the Education Committee on Shapedown BC.

Shapedown BC is a free 10 week program that helps children, adolescents and their families achieve a healthier lifestyle. The program builds on the strength of the family to support a healthy eating an active lifestyle. The ask from Ms. Good to the Board is to help promote the program within School District 68.

IT WAS MOVED BY Trustee Bob
IT WAS SECONDED BY Trustee Brennan

The Education Committee recommends that the discussion on Shapedown BC be moved to New Business. CARRIED UNANIMOUSLY

Mr. Derek DeGear
NDTA 2nd Vice President
RE: Supporting Curriculum Change
Mr. DeGear recently surveyed teachers on curriculum resources in the district. The survey results indicated that the majority of respondents would support the reopening of the District Resource Centre, which would help in the delivery of the new provincial curriculum.

IT WAS MOVED BY Trustee Rae
IT WAS SECONDED BY Trustee Brzovic

The Education Committee recommends that the discussion on Supporting Curriculum be moved to New Business. CARRIED UNANIMOUSLY
### LEARNING SERVICES DEPARTMENT

**John Blain, Superintendent**

**Elementary and Secondary Class Size**

IT WAS MOVED BY Trustee Brennan  
IT WAS SECONDED BY Trustee Rae

**Folio E15/11/12-04**

The Education Committee recommends to the Board of Education that it receive the report from Mr. Blain on Elementary and Secondary class size.  
CARRIED UNANIMOUSLY

**Trustee Routley - Hold and Secure**

Mr. Blain reported that at about 9:00 am this morning we received a call from the RCMP about a threat that had been made over social media regarding violence at a school. The FBI called the RCMP to advise them of this threat. They had tracked this threat through an IP address in the Nanaimo area. There was no specific location/school at the time, so the RCMP issued a hold and secure for every school in the district, including the DAC.  
At around 10:30 am it was decided that this was a low level threat and the hold and secure could be lifted.

### CORRESPONDENCE

**REFERRED FROM THE REGULAR BOARD MEETING**

There was no correspondence Referred from the Regular Board Meeting this evening.

### UNFINISHED BUSINESS

There was no Unfinished Business this evening.

### NEW BUSINESS

**Trustee Bob - Personal Safety Initiatives**

Trustee Bob explained that there are increasing incidents of young students that are at risk of being exploited online. She would like to see the district staff thinking creatively on ways to address this issue in schools.

Assistant Superintendent, Mr. Bob Esliger, referred the Education Committee to such resources as; The Justice Theatre in Vancouver, CAPP 8, RespectED and the Vancouver Island Crisis Society that are available to those students who may need it.
IT WAS MOVED BY Trustee Higginson
IT WAS SECONDED BY Trustee Brzovic

Folio
E15/11/12-05

The Education Committee recommends to the Board of Education of School District 68 (Nanaimo-Ladysmith) that staff look at the possibility of implementing sustained and equitable district-wide mandatory cyber safety training.

CARRIED UNANIMOUSLY

Shapedown BC

IT WAS MOVED BY Trustee Brennan
IT WAS SECONDED BY Trustee Brzovic

Folio
E15/11/12-06

The Education Committee recommends to the Board of Education of School District 68 (Nanaimo-Ladysmith) that staff explore how much support we can provide to the Central Island Healthy Lifestyle program in schools and report back to the Education Committee at a later date.

CARRIED UNANIMOUSLY

DRC - Supporting Curriculum Change

IT WAS MOVED BY Trustee Rae
IT WAS SECONDED BY Trustee Bob

Folio
E15/11/12-07

The Education Committee recommends to the Board of Education of School District 68 (Nanaimo-Ladysmith) that staff compile a report on what is involved in re-opening the DRC and the costs involved to be brought back through the budget process.

CARRIED UNANIMOUSLY

ADJOURNMENT

IT WAS MOVED BY Trustee Brennan
IT WAS SECONDED BY Trustee Rae

Folio
E15/11/12-08

That the meeting be adjourned.

CARRIED UNANIMOUSLY

The meeting adjourned at 7:16 pm.
THE BOARD OF EDUCATION OF SCHOOL DISTRICT 68
MINUTES OF EDUCATION COMMITTEE MEETING
HELD December 9, 2015

PRESENT:

Trustees
S. Higginson, Chair
J. Brennan
T. Brzovic
S. Kimler
B. Robinson
N. Routley
J. Solomon

Staff
J. Blain, Superintendent/CEO
G. Roberts, Secretary-Treasurer/CFO
D. Burgos, Director of Communications
P. Sabo, Director Planning & Operations
S. Saywell, Assistant Superintendent
T. Davie, Assistant Superintendent
B. Esliger, Assistant Superintendent
K. Toye, Executive Assistant

ABSENT
N. Bob, Vice-Chair
S. Rae
L. Tait, Director of Instruction

IN ATTENDANCE
S. Iverson, NDTA Rep
R. Zver, CUPE Rep
T. McKay, NSAA Rep
C. McKay, DPAC Rep
A. Rousselle, DASG Rep

CALL TO ORDER
The Chair called the meeting to order at 6:02 pm and recognized that tonight’s meeting is being held on the traditional territory of the Snuneymuxw people.

ADDITIONS TO THE AGENDA
FSA Letter - Trustee Higginson

DELETIONS TO THE AGENDA
There were no Deletions to the Agenda this evening.

CHANGE IN ORDER
There was no Change in Order this evening.

APPROVAL OF THE AGENDA

Folio
E15/12/09-01
That the Agenda be approved.

CARRIED UNANIMOUSLY
APPROVAL OF THE MINUTES

Folio E15/12/09-02
That the minutes from the meeting on October 7, 2015 be approved.
CARRIED UNANIMOUSLY

PRESENTATIONS

Brechin Students
RE: BC Lions Skills for Life Summit
Brechin Elementary Students, Ashton and Brandon shared their experiences after attending the BC Lions Skills for Life Summit. They were two of 100 middle school children from across the province that were chosen to get a firsthand look at in-demand jobs of tomorrow.

They, along with their teacher, Ian Drown, had the opportunity to take part in leadership and team building workshops with BC Lions Players.

LEARNING SERVICES DEPARTMENT

Mr. Bob Esliger
Assistant Superintendent
RE: NLPS Safe, Caring and Orderly Schools Strategy: Collaborative & Multi-dimensional
Mr. Bob Esliger, Assistant Superintendent, provided an update to the Education Committee on the district's safe schools strategy which include:

• The creation of Administrative Procedures to replace the Sexual Orientation and Gender Identity (SOGI) and Multicultural and Race Relations (MCRR) policies.
• Requests for the Board to support:
  o The completion of the inclusion policy
  o The work of the SOGI and MCRR committees
  o The creation of a team of school-based inclusion advocates
  o The connection with the NDTA Social Justice Committee

There are key strategies that are needed for the success of a safe, caring and inclusive district:

1. To address harassment, intimidation and bullying; promoting safe, caring and inclusive schools; building staff capacity in creating and maintaining safe and inclusive schools; and coordinating and providing educational services to students, staff and community.
2. To address sexuality issues; co-teach, coordinate and provide resources to schools; and build capacity.
3. To imbed inclusion policy into practice; listen to the voice of visible and invisible minorities and bring issues forward; and coordinate and address inclusive schools issues.

The Board will discuss the next steps for the district's safe schools strategy during the 2016 budget process.

UNFINISHED BUSINESS

There was no Unfinished Business this evening.

NEW BUSINESS

FSA Letter

IT WAS MOVED BY Trustee Brzovic
IT WAS SECONDED BY Trustee Kimler

Folio
E15/12/09-03

The Education Committee recommends to the Board of Education of School District 68 (Nanaimo-Ladysmith) that the Board Chair write a letter to parents that present unbiased pro/con information on the FSA (Foundation Skills Assessment) exam, including checkboxes for opting out of the exam (as per BC legislation) and direct staff to honour parents requests to opt out of the exam, without further contact.

CARRIED UNANIMously

IT WAS MOVED BY Trustee Higginson
IT WAS SECONDED BY Trustee Kimler

Folio
E15/12/09-04

The Education Committee recommends to the Board of Education of School District 68 (Nanaimo-Ladysmith) that the Chair write a letter to the Ministry of Education releasing student data to the Fraser Institute.

Motion to Amend

IT WAS MOVED BY Trustee Brennan
IT WAS SECONDED BY Trustee Robinson

...Fraser Institute and that it request that the FSA test information be limited to be distributed to Boards of Education, parents and the ministry.
IT WAS MOVED BY Trustee Brennan
IT WAS SECONDED BY Trustee Robinson

On the Main Motion
Folio
E15/12/09-06

The Education Committee recommends to the Board of Education of School District 68 (Nanaimo-Ladysmith) that the Chair write a letter to the Ministry of Education releasing student data to the Fraser Institute and that it request that the FSA test information be limited to be distributed to Boards of Education, parents and the ministry.
CARRIED UNANIMOUSLY

ADJOURNMENT
Folio
E15/12/09-07

That the meeting be adjourned.
CARRIED UNANIMOUSLY

The meeting adjourned at 7:29 pm.
Introduction of French Immersion at Ladysmith Secondary School

Presentation by Cheryl Onciul, Carrie Segreto and Belinda Harrison
January 6, 2016
SD 68 School Board
Education Committee Meeting
Overview

- Feasibility study part of Facilities Plan
- Benefits of French Immersion
- Need to increase enrolment at Ladysmith Secondary School (LSS)
- Current barriers to continued studies in French Immersion (FI) for Ladysmith students
- Projected enrolment
- Parent interest and support
- Projections for growth
- Course requirements
- Staffing scenarios
Thank you

- Great to see that SD 68 staff and Board are conducting the feasibility study into introduction of FI at LSS as promised in the Facilities for Learning Plan
- Positive move for District, would join Cranbrook, Fernie, Golden, Kimberley, Nelson, 100 Mile House, Brackendale, Merritt, Dawson Creek, Parksville, Terrace, Hazelton, Kitimat, and Salt Spring Island in offering this enhancement with small population
- Presenting today to show our support and help the Board see the long-term possibilities and benefits to SD 68 students
- Triple win – good news story – good for students - enhanced education, District – offer popular well-respected program, and Ladysmith – fill schools and attract families to community
Benefits of French Immersion

- Benefits of French Immersion programs include being able to speak a second language, being eligible for job opportunities that require bilingualism and being more comfortable with foreign languages when travelling overseas.
- The FI program offered in SD 68 offers an extra challenge for those families looking for enhanced programs yet it is fully funded and parents are not required to pay extra fees.
- Research shows that learning a second language has a positive effect on first language achievement.
Ladysmith Secondary School

- Excess capacity a continued concern
- September 2016 Cedar Secondary re-opens – decrease in enrolment at LSS
- Opportunity to offer enhanced programming
- Potential to attract students from SD 79, south Nanaimo
- Introduction of FI has potential to increase population by 75+ by 2020
- Attracts modest increase in Federal FI funding – per capita
Ladysmith Students

- Program is now in its 12th year in Ladysmith at elementary level – growing steadily
- Program at École North Oyster – transition from École Davis Road – parents supporting in good faith
- Strong parent group and dedicated teachers, committed to making the program work
- Offering at LSS would boost K-7 enrolment, decrease attrition
  - Incentive for families to commit if students can continue in their own community
- No public transit to 8-12 FI at NDSS for Ladysmith students – inequitable access
- Less than half of students graduating from grade 7 in FI at ENO have continued with their French education in high school as a result despite having invested 8 years in the program
Nanaimo Tourism Site – transportation options from Ladysmith to Nanaimo

Nanaimo Airport (YCD) is beside the Island Highway, 18 kilometers south of downtown Nanaimo and five kilometers north of Ladysmith. Air Canada Jazz has eight flights a day from Vancouver International Airport. WestJet Encore arrives from Calgary daily. Island Express Air (tel. 1-888-856-6260 FREE or 604-856-6260) has flights from Victoria and Abbotsford to Nanaimo twice daily. For the best airfares, try a flight aggregator like FlyFar or Discount My Flights.

There is no regular bus service to or from the airport. The Nanaimo Airporter (tel. 888-758-2133 FREE) charges $26 for one or two persons, then $5 per additional passenger, to the same address in downtown Nanaimo. Transportation to addresses outside downtown costs more. This service should be booked in advance as they aren’t always there. Greyhound buses plying between Victoria and Nanaimo drop off and pick up passengers at the airport terminal twice a day ($14). For pickup times call the Nanaimo Greyhound Terminal (tel. 250-753-4371). A taxi to Nanaimo will cost around $38 for the car.

It’s quite easy to hitchhike north or south from the traffic lights on the highway a short walk from the airport terminal. Cars rented through Hertz, Budget, and National can be picked up at the airport. Airport parking is $1 an hour or $8 a day. For the airport answering machine, call tel. 250-246-2157.
Projected Enrolment
First Grade 8 Class – September 2016

- There are 13 students enrolled in Grade 7 FI at ENO
- 12 committed to attend FI in Grade 8 at LSS if offered (92.3%) – 13th lives in Nanaimo – in response to December survey from Tim Davie
- Students very strong academically and have leadership abilities – best lead cohort to ensure success
- Have a parent group who will mobilize
Grade 8 Class of 2017

- Current enrolment (Grade 6 at ENO) 13 students
- Parent survey from November – December 2015 – only one of 10 families contacted said no – 90% YES
- Also positive response from student currently doing Learn at Home – bring her back to school
- Likely 8/9 split enrolment of 23+ students September 2017
## Current enrolment numbers at ENO September 30, 2015

<table>
<thead>
<tr>
<th>Year entering Grade 8</th>
<th>Current Grade</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>2017</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>2018</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>2019</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>2020</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>2021</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>2022</td>
<td>1</td>
<td>47</td>
</tr>
<tr>
<td>2023</td>
<td>K</td>
<td>28</td>
</tr>
</tbody>
</table>
Interest in FI at LSS

- In June 2015 we conducted a survey of all families attending ENO in FI to assess interest.
- 70% of ENO families responded despite short window (9 days) at very end of school year.
- More than 94% of respondents answered YES to the question: *If French Immersion was offered (from grades 8-12) at Ladysmith Secondary School, would you likely choose that program for your child(ren)?*
- The remaining 6% were undecided.
If French Immersion was offered from grades 8-12 at Ladysmith Secondary School, would you likely choose that program for your child(ren)?

Answered: 87  Skipped: 4

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>94.25%</td>
</tr>
<tr>
<td>No</td>
<td>0.00%</td>
</tr>
<tr>
<td>Undecided</td>
<td>5.75%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
Projections for Growth of Program

2016-2017
- Grade 8/9 split – 13 grade 8s and 6+ grade 9s – class size 19+

2017-2018
- Grade 8/9 split – 13 grade 8s and 13 grade 9s – class size 26
- Grade 10 – class size 6+

2018-2019
- Grade 8/9 – 19 grade 8s and 13 grade 9s – class size 32
- Grade 10/11 – 13 grade 10s and 6+ grade 11s – class size 19+

2019-2020
- Grade 8/9 – 17 grade 8s and 19 grade 9s – class size 36
- Grade 10/11 – 13 grade 10s and 13 grade 11s – class size 26
- Grade 12 – class size 6+

2020-2021
- Grade 8/9 – 21 grade 8s and 17 grade 9s – class size 38
- Grade 10/11 – 19 grade 10s and 13 grade 11s – class size 26
- Grade 12 – class size 13

By September 2018 the grade 8/9 class is projected to have more than 30 students and by 2020 there could be almost 40 students in 8/9
Course Requirements

- Grade 8 – 4 courses in French
- Grade 9 – 4 courses in French
- Grade 10 – 3 courses in French
- Grade 11 – 2 courses in French
- Grade 12 – 1 course in French

= Double Dogwood
Possible Scenarios for French Immersion Secondary in Ladysmith

2016-2017 Grade 8/9
Grade 9 curriculum/ 4 courses (recommend 2 per semester)/ 1 teacher
Course suggestions – FRAL/ Sciences Humaines/ Sciences Naturelles/ Maths
OR could run a Grade 8 FI class only with Grade 8 curriculum/ 4 courses then
follow with a full class Grade 8/9 in 2017-2018 following Grade 9 curriculum
and then continue alternating each year

2017-2018 Grade 8/9
Grade 8 curriculum/ 4 courses/ 1 teacher

Grade 10's take all coursework in English (without Social Studies) leaving
room for FRAL, Sciences Humaines and Film Studies in French the following
year (or other elective) [front-load some Grade 11 courses?]
OR could run a small Grade 10 FI class here for FRAL 10 and Sciences
Humaines and then follow with the 2019-2020 scenario the following year
and then continue alternating courses each year
<table>
<thead>
<tr>
<th>Year</th>
<th>Grade 8/9</th>
<th>Grade 9 curriculum</th>
<th>Grade 10/11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>Grade 9 curriculum/4 <strong>courses</strong></td>
<td></td>
<td>FRAL 10/ Sciences Humaines 10 (Social Studies)/Film Studies in French/ <strong>3 courses</strong> as per grade 10 requirement)</td>
<td>2 <strong>teachers</strong> to share the load</td>
</tr>
<tr>
<td>2019-2020</td>
<td>Grade 8/9</td>
<td>Grade 8 curriculum/4 <strong>courses</strong></td>
<td>FRAL 11/ Sciences Humaines 11/ <strong>2 courses</strong> as per Grade 11 requirement</td>
<td>Grade 12 FRAL 12/ <strong>1 course</strong> (small class supported by French Federal Funds) 2 <strong>teachers</strong></td>
</tr>
<tr>
<td>2020-2021</td>
<td>Grade 8/9</td>
<td>Grade 9 curriculum/4 courses</td>
<td>FRAL 10/ Sciences Humaines 10 (Social Studies)/Film Studies in French/ <strong>3 courses</strong> as per grade 10 requirement</td>
<td>Grade 12 FRAL 12/ <strong>1 course</strong> (small class supported by French Federal Funds) 2 <strong>teachers</strong></td>
</tr>
</tbody>
</table>
In conclusion

The past few years have been very challenging in our School District with school closures/consolidations hitting families and communities hard, so it’s a great time to work on some positive enhancements for our children.

A French Immersion program at LSS would be relatively easy to implement, with low costs but extremely high benefits to all concerned.

As many successes go, it may start small, but has the potential to grow into a strong, thriving program, giving Ladysmith area students equal access to the coveted Double Dogwood diploma while also helping to fill space at LSS and keep French Immersion strong at Ecole North Oyster Elementary.

We are grateful to the School District for considering the program and we thank the Board for allowing us to present to you this evening.
Nanaimo-Ladysmith Public School District 68
District CTC Strategic Plan
2015-2016

TEAM
Scott Saywell – Assistant Superintendent
Geoff Steel – Principal NDSS/Learning Alternatives
Derek Beeston – Vice Principal CTC
Martin Pakosz – Red Seal Carpenter, Skills Exploration Instructor
Rob Gowan-Smith – Red Seal Plumber, Junior Trades Program Coordinator
Alodie Robertson – Cafeteria Chef
Roxanne Boyko – District Career Programs Coordinator
Adrianna Furlan – Records Clerk
Kelly Stennes – Secretary 1 (Shared CTC 10% with LAH 90%)

FOCUS
✓ Increase knowledge of and enrollment in Applied Skills, Trades and Career Programs
✓ Increase opportunities for student engagement, course completions, and graduation completion rates.
✓ Build local, regional, and provincial partnerships

MISSION STATEMENT
Every student will graduate with attributes, credentials, and experiences to connect their career life plan with their individual talents and passions in pursuit of a balanced, meaningful and fulfilling life.

GOALS (1-2 years)
✓ Establish a career education pathway from grades 4-12
✓ Continue to use Yes2It to support Elementary Trades and Skills pilot implementation
✓ Develop and launch a new CTC website
✓ Create summer trades introduction and level one training programs.
✓ Create and update procedures manual for each program
✓ Develop integrate essential skills, certification and curriculum for Skills Exploration programs(s)
✓ Continue to network locally, regionally, and provincially
✓ Increase the number of students enrolling in the career pathways programs
✓ Look at new PSI partnership agreements
✓ Increase program awareness to various groups such as: district newsletters, social media, ConnectED, Focus, Greater Nanaimo Chamber of Commerce, SD68 Board, Vancouver Island Construction Association, Nanaimo Economic Development, BC Construction Safety Alliance, NDTA Conference, PLC groups, Nanaimo Literacy Association, MakerSpace
✓ Work on the “Trades Achievement” program to deliver skills and trades to grades 4-7
✓ Work with VIU and partners to build a Trades/Makerspace trailer to deliver skills and trades to grades 4-7
✓ Use current and past Ace-It students to “tell their story”
✓ Support “Try A Trade” at three secondary schools.
✓ Establish a Central Island Partnership
✓ Sharing changes with district administrators, counselors, teachers
✓ Providing office hours in all six high schools
✓ Update course offerings at each high school
✓ Provincial representation for new career curriculum
✓ Create a Board Authorized course for Skills for Life program called “Guided Work Experience”
✓ Create a Memorandum of Agreement with CUPE Local
✓ Offer a Dual Credit Cohort at Dover Bay Secondary School
✓ Further explore “home renovation” project
## CTC PROGRAM SUMMARY

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>2015-2016</th>
<th>2016-2017</th>
</tr>
</thead>
</table>
| Trades and Applied Skills (formerly known as CTC or AceIt) | ✓ Currently offering 15 different programs  
✓ Foundational Training including Level 1 and in some cases Level 2  
✓ Expand delivery to new partnership groups (Vancouver Community College, Western Marine Institute, Piping Industry College of British Columbia (PIC)) | ✓ Expand delivery options to new partnership groups (VIU Dental Assistant)  
✓ Explore supporting other districts (Parksville Qualicum) in delivering AceIt  
✓ Exploring opportunities to under-represented groups (Aboriginal, Women in Trades, migrant youth) |
| Dual Credit Academic | ✓ Offering three different dual credit academic programs: Enrichment, Special Admissions, Cohort | ✓ Offering more cohort opportunities (expand to Psychology 111) |
| Work Experience | ✓ Transitioned/building from school-based to district program  
✓ Preparing course material and resources for students, parents and employers  
✓ Networking with community, business, districts, to build capacity and opportunities  
✓ Creating a 'Guided Work Experience' course for the Skills for Life program  
✓ Provide more opportunities for Job Shadowing  
✓ Identifying “hidden apprentices” and enroll them in the SSA program | ✓ Increase student enrolment by maintaining and improving communications with students, parent and employer awareness  
✓ Continue to build capacity and network within the community by fostering partnerships |
| Secondary School Apprenticeship | ✓ Preparing course material and resources for students and employers  
✓ Improving communication to bring awareness to students, parents, teachers and employers | ✓ Identifying “hidden apprentices:  
✓ Transitioning WEX to SSA  
✓ Continue to build capacity and network within the community by fostering partnerships |
| Skills Exploration 10-12 | ✓ Ministry is reviewing enrolment in Skills Exploration as proof of skills and trade support in the accountability contract  
✓ Offered and NDSS (District Program) and John Barsby | ✓ Support offering at all secondary schools |

**PROJECTED ENROLMENT:**
- **2015-2016:** 100+ students
- **2016-2017:** 100+ students
- **Dual Credit Academic:** 45-65 students
- **Work Experience:** 60-100 students
- **Secondary School Apprenticeship:** 20-30 students
- **Skills Exploration 10-12:** 40 students

*Projected enrolment is based on a July 1 – June 30 school year*
## SWOT ANALYSIS

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>√ Passionate, committed and dedicated staff</td>
<td>√ Lack of Career Awareness programs for K-7</td>
</tr>
<tr>
<td>√ Tremendous capacity for growth in all Skills and Career Programs: SSA, WEX, DCE, Trades and Applied Skills, Skills Exploration</td>
<td>√ Limited Career Awareness programs for 7-9</td>
</tr>
<tr>
<td>√ Continue to offer “Take Your Kids to Work”, career fairs, spotlight speakers</td>
<td>√ Need for clear vision, goals and plans for career development education programming based on consultation with educators, parents, community, industry, business and post-secondary</td>
</tr>
<tr>
<td>√ Clear understanding of Provincial Labour Market needs and growth</td>
<td>√ New curriculum to pilot in 2015-16</td>
</tr>
<tr>
<td>√ Development of continuous improvement plan (develop measurable outcomes)</td>
<td>√ Curriculum implementation in 2016-17</td>
</tr>
<tr>
<td>√ Successfully secure $140 K in grants</td>
<td></td>
</tr>
<tr>
<td>√ Comply with Ministry MOE and funder’s policies and procedures</td>
<td></td>
</tr>
<tr>
<td>√ Funding identified to support Career Development activities and programming</td>
<td></td>
</tr>
<tr>
<td>√ Communication and marketing is well established with schools and VIU</td>
<td></td>
</tr>
<tr>
<td>√ Well informed about current and upcoming funding and programming changes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>√ Development of process and partnerships to build short term/long term plan for Trades and Applied skills (District/Local Community/PSI/Regional/Provincial)</td>
<td>√ Focus is too large for current staffing</td>
</tr>
<tr>
<td>√ Tremendous opportunity to build capacity within Greater Nanaimo Region</td>
<td>√ Difficult to make long term changes due to current negotiation and collaboration between 6 Provincial Level groups: JTST, MOE, ITA, AFED, Corporate Business, Industry</td>
</tr>
<tr>
<td>√ Develop new Trades and Applied Skills partnership agreements with other PSI’s such as Vancouver Community College, Western Marine Institute, BCIT, etc.</td>
<td>√ Industry not yet committed to support youth in the workplace</td>
</tr>
<tr>
<td>√ Establish a MOE between SD68 and CUPE to offer Job Shadowing, Work Experience and Secondary School Apprenticeship opportunities within the district</td>
<td>√ Opportunities to speak with Planning 10 students may be limited with the new planning 10 delivery (learn@home)</td>
</tr>
<tr>
<td>√ Potential growth in promoting women and Aboriginal in trades and applied skills</td>
<td>√ Need for Career Awareness champions at each school</td>
</tr>
<tr>
<td>√ Leading practices around career development such as MakerDays, Yes2It, apprenticeship mentorship</td>
<td></td>
</tr>
<tr>
<td>√ Leading practices in developing a Trades Certification Course (CSTS, First Aid, WHMIS, Essential Skills, Confined Space, Food Safe Level 1, First Aid (OFA Level 1), Flag person, Fall Protection, etc.)</td>
<td></td>
</tr>
<tr>
<td>√ Consider skills programming for grades 8-9</td>
<td></td>
</tr>
<tr>
<td>√ 2/3 of Labour Market Demand will be “replacement” workers (approx. 675 000)</td>
<td></td>
</tr>
<tr>
<td>√ Labour market trends suggest that increase in skilled labour force and significant reduction in entry level jobs</td>
<td></td>
</tr>
<tr>
<td>√ “Skills shortage not labour shortage”</td>
<td></td>
</tr>
<tr>
<td>√ Developing a new website and rebranding the CTC centre and taking on leadership role in District Career Awareness, Exploration and Engagement</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX

The CTC Strategic Plan is aligned with initiatives in the following reports:

B.C.'S SKILLS FOR JOBS BLUEPRINT: RE-ENGINEERING EDUCATION AND TRAINING
http://www.workbc.ca/WorkBC/media/WorkBC/Documents/BC_Blueprint_1yrUpdate_8-5x14_v04.pdf

MINISTRY OF EDUCATION – Update on Career Education K-12

INDUSTRY TRAINING AUTHORITY – SERVICE PLAN 2015/15 – 2017/18

B.C.’s SKILLS FOR JOBS BLUEPRINT (website only – no report)
http://engage.gov.bc.ca/bcjobsplan

BC JOBS PLAN: 4-YEAR PROGRESS REPORT

ABORIGINAL INITIATIVES SKILLS TRAINING PLAN 2015-18
Strategic Plan to support Aboriginal People in the skilled trades

BC’S LABOUR MARKET OUTLOOK 2014-2024
http://www.welcomebc.ca/Work/labour-market-outlook.aspx

We have provided some highlights for each report on the following pages.
Here are some of the highlights:

1. A Head-Start to Hands-On Learning in Our Schools:
   a. Doubling the number of ACE-IT and other apprenticeship program seats to 5,000 over the next two years
   b. Expand WorkBC website and web tools to focus on youth
   c. Expanding dual credits in our schools to get students trained more quickly
   d. Encouraging partnerships
   e. Reforming grade 10-12 grad requirements to allow personalized grad plans
   f. Suggest making it faster and easier for qualified (Red Seal) tradepersons to earn teaching certificates
   g. Raise awareness of full range of options
   h. Inform and engage parents, teachers, and counselors
   i. Involve education-sector leaders in a skills outreach strategy

2. A Shift in Education and Training to Better Match with Jobs in Demand
   a. Using student financial aid to support labour market needs and priorities (target students aid grants to support occupations that are in high demand)
   b. Re-engineering operating grants to support high-demand occupations
   c. Providing more funding for trades training seats
   d. Programs for persons with disabilities
   e. Labour market programs for youth
   f. Engaging Aboriginal youth and focusing on their needs
   g. Finding Training Spaces
   h. Increasing our investment in infrastructure and equipment for skills and trades training
Career Development is one of the three goals of BC’s education system. Career Education allows students to discover a bridge between classroom learning and workplace and post-secondary realities, making their learning meaningful, personalized and relevant.


The following table identifies the central focus for each of the five stages and the factors that develop students’ understanding at that stage.

<table>
<thead>
<tr>
<th>Stages</th>
<th>Focus</th>
<th>Curriculum development in progress</th>
</tr>
</thead>
</table>
| **Stage 1** | Main focus is on **Awareness**. Understanding begins through **Awareness** of:  
  - personal interests and strengths  
  - family, school, and community  
  - importance of learning  
  - risk taking | Foundation and **Awareness**:  
  - Big Ideas, Curricular Competencies, and Content by stage |
| Grades K-5 | **Stage 2** | Main focus is on **Awareness** and **Exploration**. Understanding deepens through **Awareness** and **Exploration** of:  
  - decision-making and planning processes  
  - learning styles  
  - information acquisition and analysis  
  - leadership  
  - role of mentors in the learning journey | Exploration:  
  - Big Ideas, Curricular Competencies, and Content by stage |
| **Stage 3** | **Stage 3** | Main focus is on **Exploration**. Understanding deepens through **Exploration** of:  
  - personal identity  
  - relationship between students’ interests, attributes, competencies, and knowledge of career development  
  - goal setting  
  - community connections  
  - transferable skills  
  - leadership skills  
  - first capstone project | Exploration:  
  - Big Ideas, Curricular Competencies, and Content by stage |
| Grades 6-9 | **Stage 4** | Main focus is on **Exploration** and **Experience**. Understanding deepens through **Exploration** and **Experience** of:  
  - self-advocacy  
  - flexibility and organizational skills  
  - education and career options  
  - identification and evaluation of resources  
  - leadership development  
  - social justice  
  - presentation skills  
  - second capstone project | Exploration:  
  - Big Ideas, Curricular Competencies, and Content by stage |
Next Steps
The working group will use the framework to guide the development of the curriculum in the fall/winter 2015/16.

The Career Education Curriculum will contain Big Ideas, Curricular Competency, and Content. These components define what students are expected to understand, do and know by the end of an indicated stage.

**CARREER EDUCATION GOALS**
The BC Career Education curriculum contributes to the students' development as educated citizens through the achievement of the following goals. Students are expected to

- Develop an understanding of how personal skills, attributes, values, attitudes, interests, and passions support a variety of educational options and career pathways
- Develop an understanding of how a network of resources, connections, and mentors will assist with career exploration and transition
- Develop competencies for collaboration and valuing diverse thoughts
- Acquire competencies that enhance innovative thinking
- Develop an understanding of the fact that multiple experiential opportunities, including volunteerism, enhance and support career choices
- Acquire competencies that support flexible and transition for evolving careers and plans
- Develop an understanding of the importance of advocacy, inclusivity, accessibility and equity in the workplace
- Acknowledge and understand how societal influences (cultural, ethnic, gender, etc.) shape life choices and career paths.
In 2014, the McDonald Report and the B.C.’s Skills for Jobs Blueprint directed ITA to create a new performance management framework with outcome-based measures and performance indicators that are tightly linked to two key targets:

- Labour market demand, and
- Feedback scores from its customers

**GOALS**

1. Demonstrate increased industry engagement in skills training and number of employers sponsoring apprentices.
2. Align funding for apprenticeship training investments and services to meet labour market needs and jobs in demand.
3. Align policies and programs to support the implementation of provincial and Pan-Canadian initiatives, including apprentice harmonization and mobility across Canada.
4. Demonstrate improved outcomes including completion rates and transition to employment for youths, adults and under-represented groups.
   a. Implement refreshed Youth Strategy programs in collaboration with the Ministry of Education.
   b. Strengthen assessment tools to ensure high quality consistent outcomes.
   c. Develop/implement apprentice completion strategy.
   d. Develop and implement trades training programs for under-represented groups (Aboriginal Peoples, new Canadians and women) as part of the new Canada Job Fund Agreement.)
B.C.’s SKILLS FOR JOBS BLUEPRINT
http://engage.gov.bc.ca/bcjobsplan

Keeping B.C.’s economy diverse, strong and growing

THE BC JOBS PLAN BUILD ON THE STRENGTHS OF OUR KEY SECTORS, OUR EDUCATED AND SKILLED WORKFORCE, AND THE FISCAL DISCIPLINE OF OUR GOVERNMENT, giving British Columbia a unique competitive advantage in Canada and internationally. The BC Jobs Plan was launched four years ago with the aim to grow and diversify our economy and to create jobs; we’re now seeing the results of these efforts.

This diversity is evident in:

- our broad-based economy and the markets it serves which are competitive advantages for the Province. Our diversified economy is the envy of the rest of Canada; while economic growth is slowing and stalling elsewhere in the country, B.C. is set to be among the provincial leaders in growth over the next two years.
- the wealth of opportunities for citizens and business as our strong economy continues to grow. Over the next 10 years we’re expecting up to one million job openings in the province; we’ve delivered on the Skills for Jobs Blueprint that is preparing B.C. for these opportunities.
- our population and labour force that help support and drive our vibrant economy making B.C. the place to be. Our diversity of language, culture, and experience enhances B.C.’s competitive advantage: People are moving here from other provinces and from other parts of the world because B.C. is full of opportunities.

The BC Jobs Plan is working: B.C.’s economy is growing and adding jobs.

ECONOMIC GROWTH

- Since 2011, the Provincial economy, as measured by Gross Domestic Product, increased by $16.5 billion or eight per cent.
- In 2014, B.C. ranked second among provinces for economic growth: our economy expanded by $7 billion or 3.2 per cent.

EMPLOYMENT

- The Province has added more than 126,000 jobs since the launch of the BC Jobs Plan in September 2011.
- B.C.’s unemployment rate is one of the lowest in the country.
- We have a record 2.3 million British Columbians at work.

GOODS EXPORTS

- In 2014, international commodity exports from B.C. were valued at $35.8 billion, a record level of exports.
- Manufactured goods accounted for over 64 per cent, or $22.8 billion, of the total value of exports.
- B.C.’s exports have increased by 9.5 per cent since 2011.
- B.C.’s exports have increased by over 42 per cent since the economic downturn of 2009.
BC JOBS PLAN: 4-YEAR PROGRESS REPORT

This report on each industry and region. Here is information, specifically about Vancouver Island.

BUSINESS-FRIENDLY CLIMATE

Tourism, forestry, technology, creative industries, agrifoods and manufacturing are some of the sectors reviving the region’s economic engine. Vancouver Island / Coast is a desirable region to work, live and play. People choose to live and retire here because of the natural environment, mild climate and service offerings. Youth come to study at our colleges and universities, from B.C., Canada and around the world. Businesses locate here because of our skilled labour force and the diverse regional economy, where all eight key BC Jobs Plan sectors are represented.

BC Jobs Plan – Progress Made

- The Island technology sector is booming, annually generating over $3 billion in revenues, employing 18,000 people, and contributing $4 billion to the province’s economic growth. The BC Innovation Council, through its partners, VIATeC and Innovation Island, have delivered over $1.3 million in Venture Acceleration Program funding to support entrepreneurs and job creation in the region since 2012.
- There are over 3,100 tourism related businesses in the region, employing 21,900 people and contributing an estimated $1.2 billion to the economy. Since 2011, the Province has supported the region’s tourism sector by investing over $43 million to boost regional tourism development.

Spotlight

- Vancouver Island is a key player in the Film and TV production industry, having attracted notable motion pictures such as Twilight, Superman, Godzilla and Dawn of the Planet of the Apes, and recently the History Channel’s ALONE, a television series filmed entirely on location in the wilderness of Vancouver Island.
- The Vancouver Island Aerospace Association promotes the Island as a talent hub by marketing its highly trained workforce, products, services and infrastructure to both regional and global aerospace markets.
- Viking Air, a world class aerospace manufacturing company based on Vancouver Island, contributes an estimated $300 million to the economy through the manufacture and export of its Twin Otter Series 400 aircraft.

Looking Ahead

- The Province is investing over $600 million with the North Island Hospitals Project to develop a new 95-bed hospital in Campbell River and a new 153-bed hospital in the Comox Valley.
- BC Hydro’s $1 billion upgrade of the John Hart Generating Station in Campbell River will take five years to complete and generate direct and indirect jobs and economic benefits on the Island.
- Government has made significant transportation infrastructure investments in the region to facilitate the safe movement of people and goods and is committed to deliver further safety improvements going forward under the BC on the Move Transportation Plan.
- The Province continues to provide $3.4 million annually to Forest Product Innovations (FPInnovations) a research institute supported by industry, the federal and provincial governments, with much of the Provincial funding going to the BC Coastal Hem-Fir Initiative to enhance the competitive advantage for the Coastal and Island forest sector.

Why this Matters:

- The B.C. Government will continue to actively support diversification and growth of the region’s economy:
- Since 2001, the B.C. government has transferred more than $525 million, sourced from across a number of programs and initiatives, to local governments in the region to support infrastructure and other community needs.
- In 2006, the North Island Coastal Economic Trust was established and supported by $50 million in Provincial funding to help build a diverse, globally competitive resource and knowledge-based regional economy. Since its inception, $48.6 million has been invested in 134 projects across 52 different communities, generating significant economic benefits to the region and the province.
- In 2011, $40 million of support from the Province helped Seaspan secure a winning bid under the National Shipbuilding Procurement Strategy. As a result, Seaspan is creating jobs and business opportunities at the Victoria Shipyards, with an estimated 20 years of work just getting underway. The Province continues to support the marine sector through the B.C. Skills for Jobs Blueprint, in particular the Ship Repair program at Camosun College, which provides students with practical, hands-on training that matches labour market needs close to home.

(p. 37-38)
ABORIGINAL INITIATIVES SKILLS TRAINING PLAN 2015-18
Strategic Plan to support Aboriginal People in the skilled trades
http://www.itabc.ca/sites/default/files/docs/discover/REPORTITA%20AI%20Strategic%20plan%202015-18_Dec01.pdf

This focus is on two main areas of activities – building relationships and providing target services. This plan also includes the priorities and directions from key B.C. Government documents being the B.C. Skills for Jobs Blueprint, as well as the McDonald Report, the ITA Service Plan, and the ITA LNG Action Plan.

GOALS

Relationships
1. Build Awareness in the Aboriginal Community
2. Strengthen Connections with the Aboriginal Community, Industry and the Province
3. Build and Maintain Internal Connections

Services
4. Enhance the Effectiveness of the ITA Aboriginal Initiatives Canada Jobs Fund (CJF) Programs
5. Build and Implement the Enhanced Construction Craft Workers Program (E-CCW)
6. Enhance Data Collection of Aboriginal Apprentices

Labour Market Forecasts
According to this report, the top ten occupations in demand, of which are ITA designed trades are:
1. Construction trades helpers and labourers
2. Steamfitters, pipefitters and sprinkler system installers
3. Welders and related machine operators
4. Concrete finishers
5. Transport truck drivers
6. Carpenters
7. Heavy equipment operators (except crane)
8. Gas fitters
**Figure 4: Strategic Drivers – Selected Highlights of B.C. Skills for Jobs Blueprint**

<table>
<thead>
<tr>
<th>1. A head-start to hands-on learning in our schools</th>
<th>2. A shift in education and training to better match with jobs in demand</th>
<th>3. A stronger partnership with industry and labour to deliver training and apprenticeships</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Youth programs</strong>&lt;br&gt;• 5,000 spaces, extra recruitment and enrollment, Aboriginal outreach</td>
<td><strong>Operating grants</strong>&lt;br&gt;• Student aid grants ($40M) to support students to study for jobs our economy needs</td>
<td><strong>Better data</strong>&lt;br&gt;• Easy to access info about which jobs will be in demand</td>
</tr>
<tr>
<td><strong>Expand WorkBC.ca</strong>&lt;br&gt;• Expand web tools and resources to help youth find work</td>
<td><strong>Trades training seats</strong>&lt;br&gt;• $6.8M for critical trades seats</td>
<td><strong>Refocus the ITA</strong>&lt;br&gt;• $3.7M Learner Demand Fund</td>
</tr>
<tr>
<td><strong>Reform Grade 10-12 high school graduation</strong>&lt;br&gt;• Personalized graduation plan</td>
<td><strong>Programs for persons with disabilities</strong>&lt;br&gt;• $1.5M to support people with disabilities to access technical and trades training</td>
<td><strong>Employer sponsors</strong>&lt;br&gt;• ITA to hire 15 Apprenticeship Advisors&lt;br&gt;• ITA to hire 5 Aboriginal Advisors with Aboriginal subject matter expertise&lt;br&gt;• Apprenticeship Job Match tool</td>
</tr>
<tr>
<td><strong>Labour market programs for youth</strong>&lt;br&gt;• $4.35M for BladeRunners</td>
<td><strong>Engaging Aboriginal youth</strong>&lt;br&gt;• $1M for Aboriginal Training for Employment Program&lt;br&gt;• $30M to support community-driven training for LNG&lt;br&gt;• Engage Aboriginal people in LNG opportunities</td>
<td><strong>Invest in Canada Job Grant</strong>&lt;br&gt;• Maximizing employer investments up to $19M</td>
</tr>
</tbody>
</table>

(ABORIGINAL INITIATIVES: Aboriginal Initiatives Skills Training Plan 2015-18, p. 6)
BC’s LABOUR MARKET OUTLOOK 2014-2024
http://www.welcomebc.ca/Work/labour-market-outlook.aspx

“Where are all the jobs? A majority of the job openings are located in the most populous regions in the province, in Mainland/Southwest and Vancouver Island/Coast. These two regions account for 79 per cent of the total projected job openings in B.C.

WorkBC: Translated Labour Market Outlook 2012-2022

- Overall, labour demand is expected to grow faster than labour supply in B.C. As a result, tight labour market conditions, where the demand for workers surpasses the supply of workers, are expected in the later part of the outlook period, starting in 2019.
- More than three quarters of projected job openings to 2022 will require some post-secondary education.
- One-third of workers expected to fill projected job openings in B.C. to 2022 are migrants.
- Over half of projected job openings for all occupation groups to 2022 are to replace retiring workers.
- Three occupation groups are anticipated to grow to a faster pace than the provincial annual growth rate of 1.2 per cent:
  - Health Occupations
  - Trades, Transport and Equipment Operators and Related Occupations
  - Natural and Applied Sciences and Related Occupations

### OCCUPATIONS WITH THE HIGHEST NUMBER OF JOB OPENINGS

<table>
<thead>
<tr>
<th>SKILL LEVEL</th>
<th>NOC</th>
<th>OCCUPATION</th>
<th>TOTAL PROJECTED JOB OPENINGS TO 2022</th>
<th>WAGE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>062</td>
<td>Retail and wholesale trade managers</td>
<td>28,000</td>
<td>$25.00</td>
</tr>
<tr>
<td></td>
<td>301</td>
<td>Professional occupations in nursing</td>
<td>25,300</td>
<td>$36.50</td>
</tr>
<tr>
<td></td>
<td>403</td>
<td>Secondary and elementary school teachers and educational counsellors</td>
<td>24,900</td>
<td>$33.00</td>
</tr>
<tr>
<td>B</td>
<td>122</td>
<td>Administrative and regulatory occupations</td>
<td>30,800</td>
<td>$23.10</td>
</tr>
<tr>
<td></td>
<td>421</td>
<td>Paraprofessional occupations in legal, social, community and education services</td>
<td>23,700</td>
<td>$20.70</td>
</tr>
<tr>
<td></td>
<td>124</td>
<td>Office administrative assistants – general, legal and medical</td>
<td>21,200</td>
<td>$21.60</td>
</tr>
<tr>
<td>C</td>
<td>642</td>
<td>Retail salespersons</td>
<td>32,000</td>
<td>$14.00</td>
</tr>
<tr>
<td></td>
<td>751</td>
<td>Motor vehicle and transit drivers</td>
<td>30,300</td>
<td>$23.40</td>
</tr>
<tr>
<td></td>
<td>141</td>
<td>General office workers</td>
<td>28,400</td>
<td>$18.00</td>
</tr>
<tr>
<td>D</td>
<td>673</td>
<td>Cleaners</td>
<td>31,900</td>
<td>$17.00</td>
</tr>
<tr>
<td></td>
<td>671</td>
<td>Food counter attendants, kitchen helpers and related support occupations</td>
<td>12,100</td>
<td>$11.00</td>
</tr>
<tr>
<td></td>
<td>661</td>
<td>Cashiers</td>
<td>11,300</td>
<td>$11.80</td>
</tr>
</tbody>
</table>
- The Vancouver Island/Coast development region is expected to have 147,200 job openings to 2022, with 23 per cent of them being expansion demand and 77 per cent to replace retiring workers. The relatively high replacement demand is mainly a result of the older age profile of the region.

### OCCUPATIONS with the HIGHEST NUMBER of JOB OPENINGS

<table>
<thead>
<tr>
<th>SKILL LEVEL</th>
<th>NOC</th>
<th>DESCRIPTION</th>
<th>EXPANSION</th>
<th>REPLACEMENT</th>
<th>TOTAL JOB OPENINGS</th>
<th>WAGE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>301</td>
<td>Professional occupations in nursing</td>
<td>2,280</td>
<td>3,220</td>
<td>5,500</td>
<td>$36.50</td>
</tr>
<tr>
<td></td>
<td>062</td>
<td>Retail and wholesale trade managers</td>
<td>990</td>
<td>3,940</td>
<td>4,930</td>
<td>$25.00</td>
</tr>
<tr>
<td></td>
<td>403</td>
<td>Secondary and elementary school teachers and educational counselors</td>
<td>830</td>
<td>3,250</td>
<td>4,080</td>
<td>$33.00</td>
</tr>
<tr>
<td>B</td>
<td>421</td>
<td>Paraprofessional occupations in legal, social, community and education services</td>
<td>2,130</td>
<td>2,800</td>
<td>4,930</td>
<td>$20.70</td>
</tr>
<tr>
<td></td>
<td>122</td>
<td>Administrative and regulatory occupations</td>
<td>820</td>
<td>4,000</td>
<td>4,820</td>
<td>$23.10</td>
</tr>
<tr>
<td></td>
<td>124</td>
<td>Office administrative assistants – general, legal and medical</td>
<td>650</td>
<td>2,700</td>
<td>3,350</td>
<td>$21.60</td>
</tr>
<tr>
<td>C</td>
<td>642</td>
<td>Retail salespersons</td>
<td>1,740</td>
<td>4,070</td>
<td>5,810</td>
<td>$14.00</td>
</tr>
<tr>
<td></td>
<td>141</td>
<td>General office workers</td>
<td>1,470</td>
<td>3,650</td>
<td>5,120</td>
<td>$18.00</td>
</tr>
<tr>
<td></td>
<td>341</td>
<td>Assisting occupations in support of health services</td>
<td>2,070</td>
<td>2,690</td>
<td>4,760</td>
<td>$21.00</td>
</tr>
<tr>
<td>D</td>
<td>673</td>
<td>Cleaners</td>
<td>840</td>
<td>3,730</td>
<td>4,570</td>
<td>$17.00</td>
</tr>
<tr>
<td></td>
<td>661</td>
<td>Cashiers</td>
<td>750</td>
<td>1,150</td>
<td>1,900</td>
<td>$11.80</td>
</tr>
<tr>
<td></td>
<td>671</td>
<td>Food counter attendants, kitchen helpers and related support occupations</td>
<td>860</td>
<td>540</td>
<td>1,400</td>
<td>$11.00</td>
</tr>
</tbody>
</table>

*2013 BC Median Hourly Wage

- The region has the second largest employment in the province.
- The unemployment rate is below the provincial average.
- The age profile is substantially older relative to that of B.C. overall.
- Labour force participation is lower than that of the province as a whole.
- Retail and Wholesale Trade, Health Care and Social Assistance, Construction, and Public Administration are the largest industries by employment.
CAREER TECHNICAL CENTER

BC Labour Market Trends

Skilled Worker needs in BC Today

Current State of B.C.'s Economy
- 935,000 Jobs next 10 years (43% in TET)
- 841,000 Replacement
- 208,000 Economic Growth
- Shortage of skilled workers
- Aging workforce
- 20% of eligible workers over age 60-65
- $8 billion in new projects not including LNG

Demographic Cross-Over

Population aged 20-29
Population aged 20-64

CTC - Programs

Dual Credit - Trades and Applied Skills
Grade 12 students receive level one certification in one of 15 areas and credits toward their Diploma

Dual Credit - Apprenticeship
Grade 12 students can train up to 4 university courses in their chosen field as well as earning credits toward their Diploma

Introduction To Trades (IDM)
Grade 10 through 12 students get a full semester of Carpentry, Plumbing and Electrical as well as their academics. Leadership and Membership is a big part of this district project. They also receive Certification as a Fork Lift Operator as well as other Certifications.

Elementary Skills and Trades
This program uses Project Based Learning to assist students to develop GED, Trades, and Basic Math skills.

Secondary School Apprenticeship and Work Experience
Working alongside employers, students get to experience the working conditions while earning high school credits making great new workers for the future.
BC Labour Market Trends

Demographic Cross-Over

Skilled Worker needs in BC Today

Current State of B.C.'s Economy
- 935,000 Jobs next 10 years (43% in T&T)
- 640,000 Replacement
- 295,000 Economic Growth
- Shortage of skilled workers
- Aging workforce
- 2016 number of retirement aged workers will surpass those age 20-29
- 60 billion new projects not including LNG

How Do We Get There

Helping Students "Find Their Fit"
Relevant Training
Real World Connections

Education Is The Key!

78% Of New Jobs Will Require Post Secondary Training
Skilled Worker needs in BC Today

Current State of B.C.'s Economy
- 935,000 Jobs next 10 years (43% in T&T)
  - 640,000 Replacement
  - 295,000 Economic Growth
- Shortage of skilled workers
- Aging workforce
  - 2016 number of retirement aged workers will surpass those age 20-29
  - 60 billion in new projects not including LNG
935,000 Job Openings

- University Degree and/or significant work experience: 332,000 (36%)
- High School and/or Occupation-specific Training: 170,000 (18%)
- College Education or Apprenticeship Training: 392,000 (42%)
- Less than High School: 41,000 (4%)
78% Of New Jobs Will Require Post Secondary Training
How Do We Get There

Helping Students "Find Their Fit"

Relevant Training

Real World Connections
CTC - Programs

Dual Credit - Trades and Applied Skills
Grade 12 students receive level one certification in one of 15 areas and credits toward their Diploma.

Dual Credit - Enrichment
Grade 12 students can take up to 4 university courses to get a headstart in their chosen field as well as earning credits toward their Diploma.

Introduction To Trades (DSS)
Grade 10 through 12 students get a full semester of Carpentry, Plumbing and Electrical as well as their academics. Leadership and Mentorship is a big part of this district program. They also receive Certification as a Fork Lift Operator as well as other Certifications.

Elementary Skills and Trades
This Program uses Project Based Learning to introduce students to hands on STEM, Trades, and Maker methods.

Secondary School Apprenticeship and Work Experience
Working alongside employers, students get to experience live working conditions while earning high school credits making great connections for the future.

The Tool Box
The "Tool Box" trailer travels to our Elementary Schools to introduce them to the Applied Skills and Trades options.
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**The Tool Box**

The "Tool Box" trades trailer travels to our Elementary Schools to introduce them to the Applied Skills and Trades options.
Feedback:

Class Shadow - Applied Skills and Trades
Doing a class shadow in the heavy mechanical trades was amazing because I learned more about the trade from students that are in the program. I met a student that seemed like she was a fourth year but she only started 3 months ago! I was amazed at how much you could learn in 3 months.

Elementary Trades
"I have to say that the time my students spent working with Rob Gowan-Smith and the Carpentry team exceeded my wildest expectations. My grade seven students were absolutely thrilled with the opportunity to have a hands on learning experience." Chad Jobe - Rutherford Teacher

Dual Credit Enrichment Student
"I would recommend my course to everyone! Mr Fredrick's is very engaging and his class is more of a life class than a school class, so I found it great for me as I was taking a full course load and the sociology class......My advice would be to keep up with the readings, and to not be afraid to ask or contribute to the conversation. I'm going to miss it!"

Skills Canada Student
Best Friday Ever!

"Can we take a class like this next year at Dover? Like ALL year?"

"Girls can totally be builders. We are better builders than boys"

"I liked this program because I got to learn while having fun"

Work Experience Student
"The Vet office is so much fun. I have sanitized the surgery equipment, cleaned out a kennel, washed down surfaces after animals have left, put together syringes, cleaned out exam rooms, refilled medicine bottles, prepped needles, folded laundry, and held down dogs as they were being looked at. So far I am loving it!"
Where Are We Going?
Staying On Track

- WEX and Trades Opportunities at Nanaimo Corrections
- World Host and Tourism
- Summer Training Programs
- Trades Discovery VIU
- Training Trailers NLPS/VIU
- Aboriginal Trades Intro
- Career Cruising K - 12 Inspire BC
- Creating New Partnerships BCIT/NIC
- Career Fairs & Info Nights
Current Partners and Contributors:
New Interactive Website

http://www.ctc-careerpaths.ca

We launched our new Website in October. This site allows Applicants and Referees to apply online and is used as a Center for information distribution for all District Careers Programs.