



Building Capacity in  
**Secondary School Apprenticeship**  
Best Practices



**Ideas and Resources for Educators to Help  
Grades 10 to 12 Students Succeed with SSA**





Secondary School Apprenticeship (SSA) is a BC Ministry of Education dual-credit career program in partnership with the Industry Training Authority (ITA). SSA provides students with the opportunity to earn high school credits and begin an apprenticeship while still in high school.

SSA is the work-based training component of an industry-training program. The program opens the door for high school students to gain work experience and develop skills and abilities while pursuing their chosen trade. Students who continue to work in their trade have an opportunity to earn a SSA scholarship that recognizes their successful participation in the program.

## About the *Building Capacity in SSA* Project

The Career Education Society (CES) submitted to the ITA a proposal to work with BC school districts to improve awareness of trade careers and increase youth participation in the Secondary School Apprenticeship (SSA) program. Called *Building Capacity in Secondary School Apprenticeship*, the proposal included three key goals:

1. To assist educators to connect more grade 10 to 12 students with sponsor employers to increase the number of registered ITA youth apprentices in SSA.
2. To provide coaching and mentoring to youth throughout their SSA program; to improve youth apprentices' completion rate of the technical training and continuation rate in their trade.
3. To provide career development support and advisement for trades training that is as comprehensive as that for post-secondary college/university alternatives.

ITA responded to the CES proposal with a grant in March 2008.

CES implemented *Building Capacity in Secondary School Apprenticeship* by issuing a Call for Proposals in May 2008, inviting all BC school districts and authorities to apply for grants to 'build capacity for SSA youth apprenticeship'. The size of grant was determined by the size of school districts' grade 11 and 12 population. An independent review/selection panel evaluated the resulting applications. Applications were assessed against the following criteria:

- Identified strategies and opportunity to build capacity for SSA
- Outlined a plan to support SSA students towards successful completion and continuation in their trade
- Innovative in approach with an ability to share best practices province-wide

The review/selection panel identified 20 school districts from the 38 applications to participate in the project between July 1, 2008 and June 30, 2009, identified as phase 1.

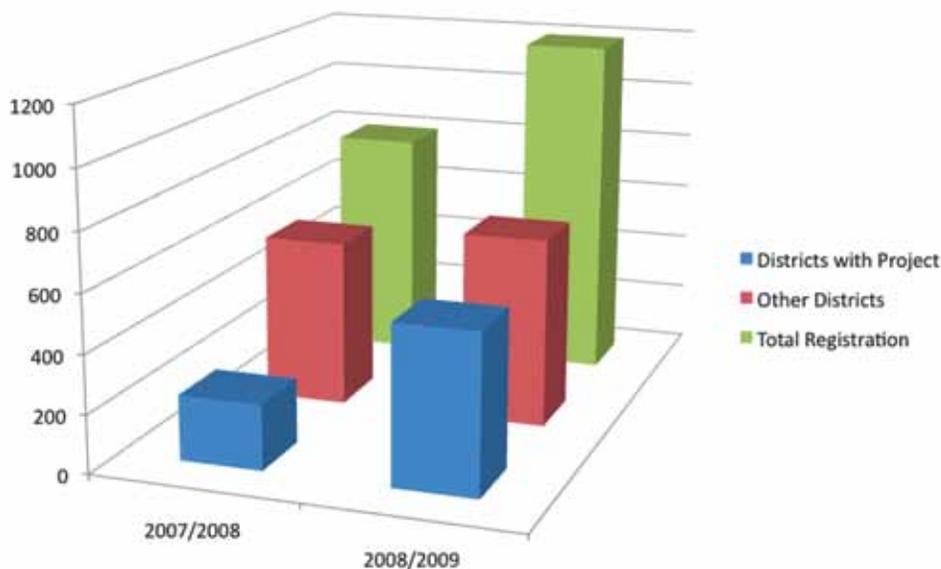
A second cohort of five school districts was similarly selected in December 2008 to participate in the project between February 1, 2009 to December 31, 2009, identified as phase 2.

## About the *Building Capacity in SSA Best Practices Resource*

The *Building Capacity in Secondary School Apprenticeship Best Practices Resource* has been produced for use by school districts and others that are seeking ideas to improve youth participation in apprenticeship. It is a work in progress that will be updated as future cohorts of school districts complete additional phases of the project.

This collection of best practices has been compiled from the final reports of the phase 1 cohort of 20 school districts to receive grants.

These districts experienced remarkable success. SSA registration of new youth apprentices between July 2008 and June 2009 increased by 143%, to 542 registrations compared to 223 registrations during the previous school year. What makes this result more noteworthy is that economic conditions had declined dramatically and unexpectedly by October 2008, only three months into the project. In contrast, the districts that did not participate in the project registered 605 SSAs, a change of 8% over the previous year.



Special thanks are extended to the SSA contacts in each of the following districts for their contributions to this resource. Their innovative and often ingenious strategies are responsible for the remarkable growth in student and community awareness of and participation in youth apprenticeship.

Large <sup>1</sup> :	#39 – Vancouver	#57 – Prince George
	#41 – Burnaby	#61 – Greater Victoria
	#43 – Coquitlam	
Small/Medium <sup>2</sup> :	#05 – South East Kootenay	#58 – Okanagan Similkameen
	#06 – Rocky Mountain	#59 – Peace River South
	#08 – Kootenay Lakes	#63 – Saanich
	#19 – Revelstoke	#64 – Gulf Islands
	#20 – Kootenay Columbia	#71 – Comox Valley
	#27 – Cariboo Chilcotin	#72 – Campbell River
	#47 – Powell River	#73 – Kamloops/Thompson
		#83 – North Okanagan Shuswap

<sup>1</sup> For this project, a large school district was defined as one with a grade 11 and 12 enrolment of 3,000+ students.

<sup>2</sup> A medium/small school district was defined as one with a grade 11 and 12 enrolment of less than 3,000 students.

## How to Use This Resource

The ideas in this resource have been compiled into sections as follows:

- Features of Successful Projects
- Students
- School Districts
- Parents
- Regional Networks
- Community

In each section of ideas are references to available resources. Ordering information is included in the Appendices. Samples of materials used by participating school districts are found in the Appendices of this document and can be revised to meet the individual needs of each school district.

Multi-media resources are provided in two ways: two PowerPoint presentations are printed in the Appendices. They are also available for download through the CES Web site, [www.ces.bc.ca](http://www.ces.bc.ca). The ITA DVD, *The skilled life. com – The Trades and You*, is available for download from the educator Web page in the Youth section of the ITA Web site, [www.itabc.ca](http://www.itabc.ca).

School districts are encouraged to visit the ITA Web site for a wide range of information applicable to educators, employers, students and parents. Check it out at [www.itabc.ca](http://www.itabc.ca).

## Contact Information

For more information about the Building Capacity in SSA Best Practices Resource, contact:

Career Education Society of BC  
Brenda Graziano, Executive Director

Phone: (250) 448-1967  
Email: [Careereducationsociety@shaw.ca](mailto:Careereducationsociety@shaw.ca)

## FEATURES OF SUCCESSFUL PROJECTS

Features that contributed to the success of the school districts' projects are included here as they contributed to an environment conducive to successful implementation.

- **Personnel allocation.** Critical to the school districts' efforts to improve their SSA practices was the flexibility a grant provided to allocate personnel to the project in a variety of ways such as hiring additional staff, purchasing part of an existing position, paying for release time for staff, or contracting specific services. In some school districts the SSA project was the catalyst to develop an infrastructure for Career Programs and an induction plan for new career staff that secured sustainability for SSA and other career education initiatives beyond the project year.
- **Networks with common purpose.** Integral to the project was a requirement that school districts report periodically via regional teleconference or with written reports. The bi-monthly reports provided the opportunity to share successes, to collaborate, to reflect on practice and to develop informal support networks. Follow-up bulletins from the CES summarizing the regional teleconferences and written reports were distributed to disseminate information to all project participants.
- **Liaison with the ITA.** The ITA maintained a collaborative working relationship with the CES and school districts through emails, participation in some of the regional teleconferences, and its ITA Youth Day. The collaboration produced the following results:
  - A SSA marketing package, consisting of an employer brochure and a series of posters and advertisements: this package ensured that information about the SSA program was consistent across the province, and included the key messages that the SSA contacts identified as important to communicate with their employer community. In addition, ITA Youth resource materials continue to be available to all schools/districts at no charge.
  - The development of a web-based database to improve school districts' registration and tracking processes for ACE IT and SSA registrants, as well as other dual-credit programs: the database will be piloted in ten school districts during 2009 – 2010, with a planned enhancement to improve the transfer of SSA and ACE IT information to ITA.
  - Validation of data on SSA registration to confirm the progress made towards increasing participation in each school district in the project.
- **Apprenticeship Advisory Network.** A stipulation in each contract was that school districts “establish an Apprenticeship Advisory Network to support the maintenance and/or building of trades awareness within the school district.” The exchange of information within these networks about labour market conditions, the local economy, and the SSA program was invaluable to improving the capacity for SSA in each community.

# STUDENTS

## Audience

Groups of students in Planning 10 and electives with links to trades, e.g., Carpentry, Automotive, Metal, Foods

## Objectives

- Build awareness of the trades as a viable career option
- Diminish negative prejudices about the trades as a career choice
- Develop awareness of the apprenticeship system and the array of trades careers in BC
- Create awareness of the benefits of the SSA program

## Link to Prescribed Learning Outcomes of BC curriculum

### Planning 10

- Relate personal attributes and interests to education and career planning
- Compare a variety of post-secondary education and training institutions and programs
- Relate labour market information to careers of interest
- Develop a personal education and career plan to support the achievement of education and career goals

### From Trades-related Electives

- Describe new careers and occupations in technological fields and determine their educational prerequisites
- Describe career and education opportunities in carpentry, joinery, and other construction-related areas
- Identify strategies for successful transition from school to work or further education
- Identify potential careers in automotive technology and related fields
- Investigate food related occupations and careers

Ideas	Resources and Samples	Appendix/ Page #	
Classroom activities to educate students about the trades as part of the BC curriculum outcomes	ITA Planning 10 'You and the Trades' resource and the Facilitator's Guide	26	64
	ITA DVD: TheSkilledLife.com – The Trades and You  Download from the educator Web page in the Youth section of the ITA Web site: <a href="http://www.itabc.ca">www.itabc.ca</a>	N/A	
	PowerPoint presentation: a. Skilled Trades Apprenticeship PowerPoint	1	14
	b. SSA PowerPoint	2	18
	ITA Youth publication; student success stories	26	64
Utilize marketing resources available and other innovative ideas	Posters: CES 'SSA-Wanted'	24	61
	ITA's Theskilldlife.com brochure	26	64
	SD 27: Faces of SSA poster	11	40
	SD 53: Brochure	12	41
	SD 27: In-school mannequin display	13	43
	SD 19: SSA Christmas tree, with pictures of SSA students as the 'ornaments'	N/A	
	Web page with SSA information on the school's Web site	N/A	

## Audience

Groups of students who have been identified as interested in more information about careers and educational opportunities in the trades

## Objectives

- Provide opportunities for students to interact with trades certified workers and to have short exploratory hands-on experiences in the trades
- Familiarize students with the post-secondary environments where they will participate in the technical training component of apprenticeship

Ideas	Resources and Samples	Appendix/ Page #	
Career Fairs or Career Spotlights	SD 83: First Nations Trades – description of event	3	21
	SD 19: 'Focus on the Trades' agenda and other 'how to' files	4	25
Introduction to Trades – hands on experiences Example: SD 6 – Twelve students attended College of the Rockies Invermere campus for a 10-week program offering trade training with approximately three days per trade. Trades included framing, carpentry, electrical, plumbing, painting, welding, tiling, forklift certification, and more.	Search the ITA Youth publication for students who have selected the trades being featured. Copies of ITA Youth are posted on <b>www.itabc.ca</b> .	26	64
Tours of post-secondary trades training facilities			
Create a database of trades presenters for schools' use, including local employers, SSA graduates and ACE IT graduates	SD 27: Speaker information form	5	31

## Audience

Individual students who are interested in pursuing a specific trade

## Objective

- Facilitate the connection of a student to a trades-certified worker for consideration as a future SSA registrant
- Identify 'hidden' apprentices and facilitate their registration as an apprentice
- Support secondary school apprentices to complete their SSA program

Ideas	Resources and Samples	Appendix/ Page #	
Student Surveys	SD 73: Summer Employment Survey	6	32
	SD 59: SSA Survey	7	33
	SD 63: Employment Survey	8	34
Arrange Job Shadows with a trades-certified worker	CES Job Shadow Resource	25	63
Facilitate Work Experience for the student prior to registration as an SSA	Refer to Program Guide for WEX to develop a training plan, etc. available from this Ministry link: <a href="http://www.bced.gov.bc.ca/careers">http://www.bced.gov.bc.ca/careers</a>	N/A	
Increase of the number of Work Experience placements and promote Work Experience courses as an opportunity for students to connect with an employer as a precursor to indenture as an apprentice	Reference the Work Experience Program Guide at <a href="http://www.bced.gov.bc.ca/careers/work_experience.pdf">http://www.bced.gov.bc.ca/careers/work_experience.pdf</a>  Refer to the SSA Program Guide at <a href="http://www.bced.gov.bc.ca/careers/ssappren.pdf">http://www.bced.gov.bc.ca/careers/ssappren.pdf</a>	N/A	
Develop individualized opportunities for mentorship and completion of learning outcomes for SSA 11A – 12B	SD 39: Overview of moodle	9	35

## SCHOOL DISTRICTS

### Audience

Teaching staff, career advisors, counselors, administration, Board of Education

### Objectives

- Develop awareness of the apprenticeship system in the context of labour market projections for skilled workers
- Create awareness of the benefits for students of an early start in the trades
- Develop links between the SSA program and its effect on improving graduation rates

Ideas	Resources and Samples	Appendix/ Page #	
Insert trades and SSA information into school and district newsletters	Ideas and sample descriptive text can be found in the SSA Program Guide at: <a href="http://www.bced.gov.bc.ca/careers/ssappren.pdf">http://www.bced.gov.bc.ca/careers/ssappren.pdf</a>	N/A	
Informational sessions at staff meetings	PowerPoint presentation: a. Skilled Trades Apprenticeship PowerPoint b. SSA PowerPoint	1	14
	Share student success story from the ITA Youth publication	2	18
Presentations to Planning 10 teachers, counselors, elective teachers	PowerPoint presentation: a. Skilled Trades Apprenticeship PowerPoint b. SSA PowerPoint	26	64
	Share student success story from the ITA Youth publication	1	14
Presentation to school district trustees	SD 53: Print presentation	2	18
	PowerPoint presentation: a. Skilled Trades Apprenticeship PowerPoint b. SSA PowerPoint	26	64
	Share student success story from the ITA Youth publication	10	36
Inservice career educators and Career Programs support staff on the ACE IT program and its link to SSA/Apprenticeship  Example: SD 39 organized a bus tour for counselors of ACE IT programs in their district	ITA's Theskilldlife.com brochure	1	14

# PARENTS

## Audience

Parents of grade 10, 11, and 12 students

## Objectives

- Develop awareness of the apprenticeship system in the context of labour market projections for skilled workers
- Apprise parents that apprenticeship is a post-secondary pathway
- Create awareness of the benefits for students of an early start in the trades
- Identify parents who may be employers and potential sponsors of 'hidden' apprentices

Ideas	Resources and Samples	Appendix/ Page #	
Evening presentation to parents	SD 27: Newspaper invitation advertisement	14	44
	PowerPoint presentation: a. Skilled Trades Apprenticeship PowerPoint b. SSA PowerPoint	1	14
	Display WANTED posters	2	18
	ITA's Theskilldlife.com brochure	24	61
Evening presentation to targeted group of 'hidden' apprentices and their parents	Same as above		
Presentation to PACS	Same as above		
Visits to employer-parents to encourage support for child's registration as an SSA	SSA employer brochure	26	64
	CES Ready and Able series of posters	24	62

## REGIONAL NETWORKS

### Audience

Regional networks of career educators/advisors

### Objectives

- Share strategies being used regionally to 'build capacity for SSA'
- Strengthen career educators' networks to support career education initiatives
- Establish a forum to discuss issues related to the SSA program

Ideas	Resources and Samples	Appendix/ Page #	
Organize meetings within the CES regions NOTE: CES Regional Directors may apply to the CES for funding to support regional meetings that include the 'Building Capacity in SSA' project on the agenda	Sample VICEA and Okanagan/Thompson agendas for meetings in 2009: a. Conference b. Regional Meeting Application form for regional CES funding		
Network via email and telephone/teleconference with other SSA contacts		N/A	

# COMMUNITY

## Audience

Trades-related employers

## Objectives

- Engage employers in supporting the SSA program
- Recruit hosts for work experience placements
- Recruit sponsors for SSAs
- Solicit participants for the Apprenticeship Advisory Network
- Build the foundation for developing a contact group of employers to support trades' initiatives

Ideas	Resources and Samples	Appendix/ Page #	
Visits to local businesses to create a registry of employers who are trades-related	SD 27: Employer Letter	17	47
	SD 19: Employer Survey	18	48
	SSA employer brochures	26	64
Join employers' associations, such as Construction Associations, Restaurant and Food Assns., etc.	SSA employer brochures	26	64
	CES Ready and Able series of posters	24	62
	Print SSA ad in associations' publications, if applicable		
Request membership directories from employers' associations and ask for permission to contact their members	SSA employer brochure	26	64
Ask to be on the agenda of employers' associations, Chambers of Commerce, Rotary Clubs, and other service organizations to speak about the SSA program	PowerPoint presentation:		
	a. Skilled Trades Apprenticeship PowerPoint	1	14
	b. SSA PowerPoint	2	18
Affiliate with local employment societies, Community Futures, etc.	Theskilldlife.com brochure	26	64
	CES Ready and Able series of posters	24	62
Use the media to get the word out to employers – ads on radio or newspapers, opportunities for articles in the local media	SSA employer brochures	26	64
	SD 27: newspaper article	19	50
SD 71: newspaper article	20	52	

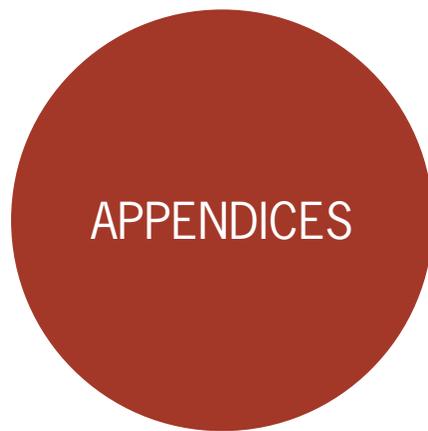
**Audience**

Trades-related employers, post-secondary and service groups

**Objectives**

- Create opportunities for youth apprenticeship
- Develop opportunities for sectors with anticipated trades shortages to interact with students with the potential of linking them to a sponsor employer

Ideas	Resources and Samples	Appendix/ Page #	
<p>Collaborate with community partners for economic development</p> <p>Examples:</p> <p>SD 6 Columbia Valley Greenhouse – broad collaboration to build and operate a greenhouse with links to horticultural trades</p> <p>Collaboration of Road Builders’ Assn, WorkSafe BC, Construction Association, Post-Secondary and school district re heavy equipment operator</p>	<p>News items about the greenhouse project</p> <p>SD 5: Agenda and other organizational files related to this project</p>	<p>22</p> <p>23</p>	<p>54</p> <p>55</p>



APPENDICES

## Appendix 1: Skilled Trades Apprenticeship PowerPoint

***What is an apprenticeship?***

An apprenticeship is a combination of on-the-job training and technical training at a college or a technical institution. Training may take 1-4 years to complete depending on the trade

***An Apprentice is...***

*An individual who is registered with the ITA apprenticeship training program. An opportunity to combine on-the-job training and in-school technical training.*

***A Certified Tradesperson is.....***

*An individual who has successfully completed his/her in-school technical training, has completed the required number of on-the-job hours for their trade and passed all required exams*

***What is Secondary School Apprenticeship?***

Is a career program that provides students with the opportunity to begin their apprenticeship training while still in school

***A secondary school apprentice is:***

- ✓ 15 years of age or older
- ✓ Working in a paid, part time position in an ITA recognized trade
- ✓ Working under the supervision of a qualified tradesperson

***Benefits of SSA***

- 480 hours on "hands-on learning and paid work experience in a trade or industry occupation
- 16 credits (4 courses towards graduation)
- Potential \$1000 SSA Scholarship
- Level 1 apprenticeship practical hours started while still in high school

*Are you working in a trade area and interested in becoming an Secondary School Apprentice*

➤ Talk to the Career Counsellor in your school

**Did you Know...**

Skilled tradespeople have a huge impact on our daily lives.

Just think about it...



**Your home...**

...was built by many tradespeople, including:



**Your vehicle...**

...was made and is repaired by tradespeople, including:



**Your school...**

...was made by hundreds of tradespeople, including:



**Skilled Tradespeople are in DEMAND!**

- The Conference Board of Canada predicts that 1 million skilled workers will be needed by 2020.
- 48% of the workforce will be eligible to retire in the next 5 – 10 years.
- In the manufacturing sector, 400,000 workers will be needed due to retirement.



## Skilled Tradespeople Earn GREAT PAY!

**Skilled Trades are REWARDED!**

- Tradespersons earn salaries that are approximately 3.1% above the average of all the careers combined in Canada.<sup>1</sup>
- Tradespeople can earn excellent salaries depending on the trade, location, and desire to work!
- Apprentices who become a journeyman will have the opportunity to own their own successful business.

**Your SUCCESS will depend on GOOD WORK ETHIC, QUALITY SKILLS, and a GREAT ATTITUDE.**



## What is a SKILLED TRADE?

- Skilled trades are everywhere and directly impact our quality of life.
- Skilled Trades fall into the following categories:
  - Construction and Maintenance
  - Transportation
  - Manufacturing
  - Service

There are over 200 trades to CHOOSE from!



## On the JOB: Construction & Maintenance

- Blaster
- Boilemaker
- Bricklayer
- Cabinemaker
- Carpenter
- Cladder
- Communications Electrician (Construction Craft)
- Concrete Finisher
- Construction Craft Labourer
- Construction Electrician
- Construction Lineman
- Electrician (Domestic and Rural)
- Floorcovering Installer
- Gasfitter - First Class
- Glazier
- Heavy Duty Equipment Technician
- Heavy Equipment Operator
- Hoist Operator
- Industrial Electrician
- Industrial Instrument Mechanic
- Insulator (Heat and Frost)
- Ironworker
- Locksmith Services
- Metal Fabricator (Fitter)
- Mobile Crane Operator
- Oil Burner Mechanic
- Painter and Decorator
- Plasterer
- Plumber
- Powerline Technician
- Power System Electrician
- Power System Operator
- Refrigeration and Air Conditioning Mechanic
- Roofer
- Sawfiler/Fitter
- Sheet Metal Worker
- Small Engine and Equipment Mechanic
- Sprinkler System Installer
- Steamfitter/Pipfitter
- Tinsmith
- Water and Sewer Worker
- Welder

## On the JOB: Transportation

- Agricultural Equipment Technician
- Aircraft Maintenance Engineer
- Auto Body Repairer
- Automotive Electrical Technician
- Automotive Glass Technician
- Automotive Painter
- Automotive Service Technician
- Heavy Duty Equipment Technician
- Heavy Equipment Operator
- Inboard/Outboard Mechanic
- Motor Vehicle Body Repairer (Metal and Paint)
- Motorcycle Mechanic
- Parts person
- Recreation Vehicle Service Technician
- Small Engine and Equipment Mechanic
- Transport Refrigeration Mechanic
- Transport Trailer Technician
- Truck and Transport Mechanic

## On the JOB: Manufacturing

- Automotive Machinist
- Graphic Arts (Bindery)
- Graphic Arts (Pre-Press)
- Graphic Arts (Press)
- Heavy Equipment Operator
- Hoist Operator - Construction
- Hoist Operator (Conventional Crane)
- Hoist Operator (Hydraulic Crane)
- Hoist Operator (Mobile Crane - Tons)
- Industrial Electrician
- Industrial Instrument Mechanic
- Industrial Mechanic (Millwright)
- Industrial Warehouseperson
- Lather (Interior Systems Mechanic)
- Machinist
- Metal Fabricator (Fitter)
- Mould Maker
- Pork Production Technician Services
- Power System Electrician
- Power System Operator
- Sawfiler/Fitter
- Sawfiler/Fitter (Benchperson)
- Stationary Engineer
- Tool and Die Maker
- Welder

## On the JOB: Service

- Appliance Service Technician
- Arbonculturist
- Automotive Machinist
- Baker
- Barber
- Community Antenna Television Technician
- Cook
- Electric Motor System Technician
- Elevator Constructor and Mechanic
- Food and Beverage Server
- Graphic Arts (Bindery)
- Graphic Arts (Pre-Press)
- Graphic Arts (Press)
- Hairstylist
- Horticulturist (Landscape/Greenkeeper)
- Industrial Warehouseperson
- Jeweler and Goldsmith
- Locksmith Services
- Meat Cutter Services
- Powerline Technician
- Stationary Engineer
- Upholsterer

### What skills are needed to be **SUCCESSFUL**?

Generally, a career in trades requires traits and talents such as:

- Good literacy
- Ability to solve problems
- Good communication skills
- Aptitude for technology
- Creativity and imagination
- Attention to detail
- Mathematical and analytical skills
- Coordination and dexterity
- Visualization of the end product

Most importantly... you need **PASSION** for your trade!

### What is **APPRENTICESHIP**?

- Apprenticeship is a high quality post secondary option that combines on-the-job training with technical training to become a highly skilled tradesperson.



### What is the difference between apprenticeship and university training?

- Apprenticeship is a form of post-secondary education like university or college...but there is **MORE!**
- Apprentices not only learn skills in a classroom, they receive paid on-the-job training with an employer. In general:
  - Apprentices spend 40-44 weeks a year on the job and go to school 6-8 weeks.
  - An apprenticeship takes 2-5 years to complete.
  - Apprentices earn a salary on the job from the first day.
  - Apprentices receive a **Certificate of Qualification** in a designated trade.



### What are the **BENEFITS** of apprenticeship?

**Earn a salary while you LEARN, plus...**

- Receive personal training and mentorship on-the-job.
- Receive technical training in a classroom.
- Minimize student debt.
- Obtain employment insurance during in-school training.
- Increase your chance of obtaining a job immediately after training.
- Master existing skills and be challenged to learn new skills everyday.
- Acquire skills that will last a lifetime.



### Have Skills...Will Travel

There are forty-five trades designated as **Red Seal**<sup>®</sup> trades.

- In Red Seal Trades, completing apprentices and holders of Certificate of Qualification may apply to write an interprovincial examination. If they succeed, they receive a **Red Seal endorsement**.
- Certified workers who hold a Red Seal may work **anywhere in Canada** where their trade is designated without having to write further examinations for their trade.



\*The Red Seal Network is an Interprovincial System of Examinations in Trade. Examinations have been printed by the Canada Council of Ministers of Education (CCME) for use in the assessment.

### What About a Career Path?



**Patrick, 23**  
Carpenter Apprentice

- I can become a business owner.
- I can become a master journey person.
- I can become a supervisor or manager.
- I can represent my trade in a business, trade or labour group.
- I can become a trade instructor.



## Appendix 2: SSA PowerPoint



### SSA Scholarship Awards Totaled \$572,000 Last Year!

SSA scholarship criteria:

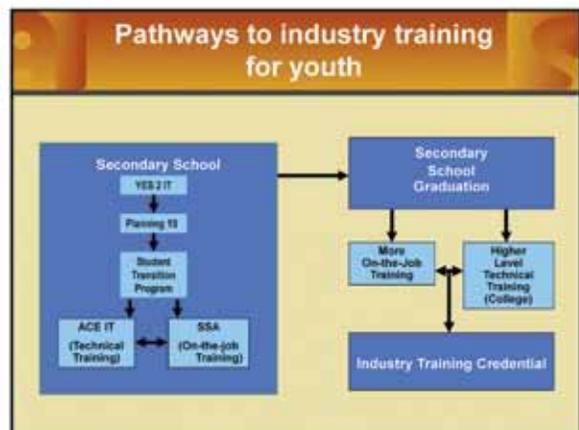
- Registered in SSA prior to graduation
- C+ average in Grade 12 numbered courses
- Must have graduated from secondary school
- 5 months full-time in trade after graduation (or 1100 hrs recorded with the ITA)
- Completed required 480 hours of SSA Work-Based Training (registered with ITA prior to graduation and complete 480 WBT hours within 3 months of graduation)



### Career Planning

- Early Identification: YES 2 IT, Planning 10, Parent and Student Presentations, Industry Tours
- Pre-Screening: Math, TOWES, Application Package
- Student Education Plan: Grad & Focus courses, specialty courses (CORE\*, Technical Training), work experience
- Post Secondary/Worksite Orientation
- ACE IT and SSA

\* Construction Orientation and Retention for Employment Foundation



### Apprenticeship Youth Programs Summary

SSA	ACE IT
1. Students are employer-sponsored registered trainees	1. Students are school district or employer-sponsored registered youth apprentices.
2. Work-based training is provided <ul style="list-style-type: none"> <li>• Min. 480 hours before graduation</li> <li>• 16 credits towards grad</li> <li>• WBT is paid</li> </ul>	2. Technical training is delivered in school and/or in post-secondary or combination
3. Students eligible for \$1,000 scholarship	3. Work experience option <ul style="list-style-type: none"> <li>• Min. 240 hrs and can be done in combination with SSA</li> <li>• Students can be eligible for \$1,000 SSA scholarship</li> </ul>

### Are you SSA ready?

- You love working with your hands?
- You want to learn a trade?
- Your employer hires trades workers and apprentices?
- You work for a parent/employer who is a trades worker?

Then let's talk ...

### SSA program results to date

More than 1,100 students registered as youth apprentices through the SSA program between July 2008 and June 2009.

- 469 SSA scholarships awarded in 06/07, and
- 572 SSA scholarships awarded in 07/08!!

### Resources Available

- Your Career Programs teacher
- Skilled Life youth program brochures
- Youth website



### For more information

- Contacts:

**Brenda Graziano, CES**

Ph: (250) 448-1967

e-mail: [careereducationsociety@shaw.ca](mailto:careereducationsociety@shaw.ca)

**Rodger Hargreaves, ITA**

Tel: 604-649-4624

e-mail: [rhargreaves@itabc.ca](mailto:rhargreaves@itabc.ca)



## Appendix 3: Career Spotlights

### **A.L. Fortune’s Mechanical Trades Interactive Spotlight 2009 Thursday, May 7<sup>th</sup> (9:20-2:30)**

School: \_\_\_\_\_ Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Dietary Concerns (for lunch and snacks) – leave blank if you don’t have any:

---

T-Shirt Size (circle one):            S        M        L        XL        2XL

(please provide the above info to [mmarino@sd83.bc.ca](mailto:mmarino@sd83.bc.ca) by Friday, May 1st)

---

As a participant in this activity you need to complete a “**safety package**”. Since you will be involved in hands-on activities, your personal safety will be emphasized throughout the event. Please complete the document called “**Mechanical Trades Spotlight – Safety**” by **Monday, May 4<sup>th</sup>**.

Please send the completed “**Safety**” package (with your name and school on it) to the A.L. Fortune Career Centre.

Career Co-ordinators ---- please **fax the safety package to 250-838-2182**  
or email it to [mmarino@sd83.bc.ca](mailto:mmarino@sd83.bc.ca).

#### **Other requirements/expectations:**

##### **Clothing**

- Footwear – **steel-toed boots** (if you don’t have a pair borrow them from family or friends)
- Long pants – preferably jeans
- No loose clothing – tuck in shirts etc.

##### **Safety Equipment**

- All safety equipment (other than boots) will be provided.

##### **Food/Snacks/Drinks**

- Lunch and snacks will be provided

##### **Participant Refusal**

- Each student will participate **in every hands-on activity**. While you might find some trades more interesting than others, you still need to experience all of them..
- Safety of the students is of prime importance to all of us. If for whatever reason a student is considered a danger to him or herself or to others – this includes failure or refusal to wear safety equipment as instructed - they will be withdrawn from the event.

## Mechanical Trades Spotlight: Thursday, May 7<sup>th</sup>



### Automotive Room

- **Automotive Mechanic** (Gary Lebeter, Arron Montague)
- **Small Engine Repair/Power Sports** (Cam Bottrill, Brenna Nakazawa, Thomas Arrowsmith)
- **Heavy Duty Mechanic** (T.Volpatti)
- **RV Tech (outside)** (Terry Lockhart, Al Cohoe)

### Metal Work Room

- **Welding/Machinist** (Dusty Thomas, John Williams)
- **Autobody** (Chris Burns, Barrett Lawrie)

### Woodwork Room

- **Heavy Equipment Operator (outside)** (Dean Clark, Don Cyr)

	9:30-10:05	10:10-10:45	10:50-11:25	11:30-12:05	12:35-1:10	1:15-1:50	1:55-2:30
<b>Group1</b>	AutoMec	Small Engine	HD Mech	RV Tech	Weld/Mach	Autobody	HEqOp
<b>Group2</b>	HEqOp	AutoMec	Small Engine	HD Mech	RV Tech	Weld/Mach	Autobody
<b>Group3</b>	Autobody	HEqOp	AutoMec	Small Engine	HD Mech	RV Tech	Weld/Mach
<b>Group4</b>	Weld/Mach	Autobody	HEqOp	AutoMec	Small Engine	HD Mech	RV Tech
<b>Group5</b>	RV Tech	Weld/Mach	Autobody	HEqOp	AutoMec	Small Engine	HD Mech
<b>Group6</b>	HD Mech	RV Tech	Weld/Mach	Autobody	HEqOp	AutoMec	Small Engine
<b>Group7</b>	Small Engine	HD Mech	RV Tech	Weld/Mach	Autobody	HEqOp	AutoMec

**\*\*\*lunch from 12:05-12:35**



**PLUMBING**

**AVIATION MAINTENANCE  
ENGINEERING**

**WOMEN IN TRADES  
INITIATIVE**

**THE WORKSHOPS WILL BE  
HANDS -ON**



## **TRADES & TECHNOLOGY**



**October 21 SPOTLIGHT**

**10:30am to 2:00pm**



**Plumbing:** The program engages the students in all aspects of residential, commercial and industrial systems in this trade with a focus on developing practical skills.

**Aircraft Maintenance Engineer:** This program is designed to take students with little or no previous training in the aircraft maintenance trade and supply them with the necessary skills to seek employment as an apprentice aircraft maintenance engineer.

**BONUS: Women in Trades:** The Women's in Trades Training Initiative that offers women the opportunity to enter trades training is being held at the Vernon Airport campus and you can see the program in action.

Students will also have the opportunity to receive credits for arranged work experience or apprenticeship in the trade as well.

**SIGN UP IN YOUR CAREER CENTERS**

TO: \_\_\_\_\_

**YOU ARE INVITED TO ..... A WOMEN ONLY... TRADE SPOTLIGHT!!!**

Salmon Arm Secondary, Sullivan Campus

*Sign up in Career Center*

Bring yourself, bring your friend ... come and see how women get into trades!!

Guest speakers include Apprentices and Women working in the following trades:

- |             |                           |
|-------------|---------------------------|
| ✓ Carpentry | Automotive                |
| ✓ Chef      | Autobody                  |
| ✓ Baker     | Joiner - Cabinetmaker     |
| ✓ Drywall   | Cosmetology ... and more! |

**November 3<sup>rd</sup> - Monday – 9:30 – 11:30** Hear from guest speakers in a variety of trade areas –  
Sullivan Campus Library

**November 4<sup>th</sup> - Tuesday** – sign up (if interested) to job shadow someone in the trade for the day!

**See Career Center to register!! Or e:mail [atkik@sd83.bc.ca](mailto:atkik@sd83.bc.ca)**

Mrs. Atkins, Ms. Webster – Sullivan Campus

Mr. Sweet, Ms. Greenhough – Jackson Campus

**LOOK FORWARD TO SEEING YOU SOON!**

I want to learn more about \_\_\_\_\_ Trade

Yes, I would like to attend the Women In Trades Spotlight @ SAS, Sullivan Campus

Name: \_\_\_\_\_ Phone No. \_\_\_\_\_

School: \_\_\_\_\_ Yes, I would like to job shadow for a day \_\_\_\_\_

## Appendix 4: Career Fair

### “FOCUS ON THE TRADES” MINI CAREER FAIR 2009

#### INSTRUCTIONS FOR STUDENTS (AND TEACHERS!)



#### Teachers:

I hope this all goes OK! Thanks for your help with this.

Here is the info for the students. Please provide them with the following information:

**Hand-outs:** Passports and Assignments. No, they may not change their sessions.

- The Career Fair is set up like a “mini-conference.” Students will have the opportunity to see five different speakers talking about careers related to the trades (next time we will have a different focus).
- Students in Grade 9 (HACE 9) and Planning 10 will receive credit for attending the sessions and completing the follow-up assignment. Students who are not registered in these courses (that would be students who have already completed Planning 10 and some Grade 11 students registered in Grade 10 courses that block) will have the opportunity to learn something new.
- Each student should have a “Passport” indicating the sessions they are to attend, the times they are to attend them, and the rooms in which they are being presented. When students go to their assigned sessions, they are to get their passport stamped, indicating they were present at the session.
- The sessions are 10 minutes long. Students have 3 minutes to get from one session to the next.
- Guest speakers are volunteering their time to speak to the students. We expect students to show their appreciation by making every effort to arrive to sessions on time, listening attentively, asking appropriate questions and applauding after each session. Some speakers have not had a lot of experience speaking to high school students, so some extra tolerance by the students would be appreciated.
- Students are to work on the assignment as they go through the sessions.

#### TEACHERS:

- Please ensure passports are stamped (or stickered) as students arrive to the sessions.
- Please supervise students during the sessions.
- Introduce and thank speakers (if there is no volunteer).
- At the end of the last session, students have an extra few minutes to complete and hand in their assignments.
- Please collect Passports and Assignments, and put in my box.
- Please note the names of the presenters and get a card from them if they brought one (for thank you letters later).



## Career Fair Selection Sheets

Attached are Career Fair Selection Sheets for Grade 9 and 10 students. Please ask your students to indicate their preferences so they can be scheduled into sessions.



Note:

- Students are not “guaranteed” to get all of their choices.
- The prioritization is just a guide for me: it’s not a huge deal if something is ranked 3 or 4—it is just to help in decision making if a session is full. They don’t need to stress too much over it.
- Please encourage students to look at the content of each session, rather than decide by the abbreviated title.
- Please have students complete this Thursday or Friday—which ever works best for you.
- Please put completed forms in my box.
- If you have a class list in “Microsoft Word” or “Excel” please e-mail it to me. This will save me having to type out all the names.

**Thank you!**

## “FOCUS ON THE TRADES” MINI CAREER FAIR!!

### CHOOSE YOUR PREFERRED SESSIONS



\_\_\_\_\_

**Last Name**                      **First Name**                      **Block 3 Teacher**

**Grade:** \_\_\_\_\_

You will have a chance to attend 5 Career Sessions. Each will be around 10 minutes long. Expanding your knowledge of different jobs is important, so even if you are not thinking of any of these careers, attending these sessions will benefit you by expanding your knowledge of post high school options.

Below is a list of sessions offered. Please pick your **top two**.

SESSION	The Trades at Okanagan College	Culinary Arts (Chef)	Trades and Beauty (Cosmetology)	Mechanical Trades	Trades and Outdoor Sports	Health and Safety on the Job	Trades and Art

**For Grade 11 and 12 Students:**

- I would like to be a host (greet guest speakers as they come in, direct them to the rooms etc.)
- I would like to be an IT assistant (help set up computers, computer projectors, speakers—and I have the knowledge to do so!)
- I would like to introduce speakers
- I would like to be in “Passport Control” (stamp student passports)
- I would like to be a photographer for the event

# CAREER FAIR PASSPORT FOR

«FIRST» «LAST»

TEACHER: «TEACHER»



## REVELSTOKE SECONDARY SCHOOL “FOCUS ON THE TRADES” MINI CAREER FAIR

**JUNE 1, 2009**

Time	Schedule for «First» «Last»	Sticker
Session 1 9:05-9:15	«Session1»	
Session 2 9:17-9:27	«Session2»	
Session 3 9:29-9:39	«Session3»	
Session 4 9:41-9:51	«Session4»	
Session 5 9:53-10:03	«Session5»	
	<b>HAND IN PASSPORT!</b>	

**"FOCUS ON THE TRADES" MINI CAREER FAIR 2009**



PLEASE COMPLETE THIS ASSIGNMENT AND HAND IT IN WITH YOUR PASSPORT AFTER SESSION FIVE. THANK YOU!

**Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Period 3-4 Teacher:** \_\_\_\_\_

**Session 1 Session Name:** \_\_\_\_\_ **Presenter Name:** \_\_\_\_\_

List 3 important points the presenter made:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

Describe one good thing about this presentation: \_\_\_\_\_  
\_\_\_\_\_

**Session 2 Session Name:** \_\_\_\_\_ **Presenter Name:** \_\_\_\_\_

List 3 important points the presenter made:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

Describe one good thing about this presentation: \_\_\_\_\_  
\_\_\_\_\_

**Session 3 Session Name:** \_\_\_\_\_ **Presenter Name:** \_\_\_\_\_

List 3 important points the presenter made:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

Describe one good thing about this presentation: \_\_\_\_\_  
\_\_\_\_\_



**"FOCUS ON THE TRADES" MINI CAREER FAIR 2009**



**Session 4** Session Name: \_\_\_\_\_ Presenter Name: \_\_\_\_\_

List 3 important points the presenter made:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Describe one good thing about this presentation: \_\_\_\_\_  
\_\_\_\_\_

**Session 5** Session Name: \_\_\_\_\_ Presenter Name: \_\_\_\_\_

List 3 important points the presenter made:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Describe one good thing about this presentation: \_\_\_\_\_  
\_\_\_\_\_

**Any other comments?**





## Appendix 6: Summer Employment Questionnaire

### Summer Employment Questionnaire

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

- |   | Yes   | No    |
|---|-------|-------|
| 1. Were you employed this summer?                                 | _____ | _____ |
| a. If Yes, where? _____   |       |       |
| 2. Are you continuing to work?                                    | _____ | _____ |
| 3. Are you aware of SSA opportunities?                            | _____ | _____ |
| 4. Did you work with a journeyperson?                             | _____ | _____ |
| a. [trades worker – ie – welder, mechanic]                        |       |       |
| 5. Are you interested in SSA opportunities?                       | _____ | _____ |
| 6. Is there anyone in your family employed in the Skilled trades? | _____ | _____ |



## Appendix 8: Employment Survey Saanich

# STELLY'S STUDENT EMPLOYMENT SURVEY

<b>NAME:</b>	<b>GRADE:</b>
--------------	---------------

1. a) Do you currently have a part-time job?  Yes  No  
b) If yes, who is your employer? \_\_\_\_\_  
c) If yes, what sort of work do you do? \_\_\_\_\_  
\_\_\_\_\_
- d) If yes, approximately how many hours do you work per week? \_\_\_\_\_
2. a) Are you currently looking for a part time job?  Yes  No  
b) If yes, provide the name of the employer you hope to work for  
\_\_\_\_\_  
c) If yes, what type of work are you looking for? \_\_\_\_\_  
\_\_\_\_\_
3. Are you willing to participate in unpaid work experience as a means of getting high school credits and on-the-job training that might lead to paid employment?  
 Yes  No
4. Provide the name and/or contact information for any employers you know of who are currently looking for new student employees. \_\_\_\_\_  
\_\_\_\_\_

Office use only

## Appendix 9: SSA Moodle

### Use of Moodle for Assessment and Evaluation of Secondary School Apprenticeship

Moodle is a free and open source software platform also known as a course management system. Development of SSA curriculum using Moodle offers teachers the opportunity to have a continuous dialogue and on-going relationship with SSA students.

The fact that students enrolled in Secondary School Apprenticeship spend the bulk of their time in a work-place setting presents some special challenges for course assessment and evaluation - a process which requires student, teacher and employer input. Use of Moodle allows students to work at his or her own pace and submit work electronically by using tools such as forums, journaling, blogging, file-sharing and short quizzes. Teachers have the ability to monitor student access and degree of engagement and timing of submission of assignments which can be marked and assessed online, i.e., the theoretical information associated with workplace health and safety, the uploading of a signed employer evaluation or student reflection on workplace activities.

Topics covered include workplace safety, recording work hours, job profile and interview practice, preparation of resume and cover letter, keeping accurate records of work hours, journaling for purposes of reflection, understanding trade specific skills, and performance review.

## Appendix 10: Report to the Board of Education April 2009

### Career Prep Project – CES Funding Report to the Board of Education School District No. 53 (Okanagan Similkameen)

#### Goals:

- To increase the number of Secondary School Apprenticeship (SSA) students in the district by 100%;
- To have more Aboriginal students involved in Secondary School Apprenticeship; and
- To implement at least one Accelerated Credit Enrolment in Industry Training (ACE-IT) program.



**Work Experience at Big John's Auto Repair**

#### Overview:

School District Career Prep teachers collaboratively applied for and received a \$30,000 grant from the Career Education Society to address the above goals. Our belief was that with these funds we could improve services to students and create the conditions to have more students involved in SSA, ACE-IT and work experience programs. Greater participation in these programs will provide the vehicle to better transition and graduation rates.

#### Strategies and Progress:

Strategy	Progress
Increase in Career Education Coordination time at each school.	<ul style="list-style-type: none"> <li>• 1 block at SOSS</li> <li>• 0.5 block at OSS</li> <li>• 0.5 block at SESS</li> </ul>
Create awareness among students, parents, teachers, administrators and communities.	<ul style="list-style-type: none"> <li>• this has been done through assemblies and school meetings</li> <li>• new brochures (see example)</li> <li>• development of a new career prep web page</li> </ul>
Development of an Apprenticeship Advisory Network.	<ul style="list-style-type: none"> <li>• See new brochure for names</li> </ul>
Work directly with employers and trade organizations in our communities and neighboring communities to secure SSA placements.	SSA placements: <ul style="list-style-type: none"> <li>• SOSS – 23</li> <li>• OSS – 3</li> <li>• SESS – 1</li> </ul>
Work with the three First Nation bands to develop SSA placements.	<ul style="list-style-type: none"> <li>• One SSA student from Osoyoos Indian Band, sponsored by OIB business (our first!)</li> <li>• One Aboriginal placement in the Similkameen. Three more pending.</li> </ul>

<p>Attendance by all career education coordinators (CEC) at regional and provincial meetings and conferences to stay informed about new direction and initiatives</p>	<ul style="list-style-type: none"> <li>• all CECs attend regional meetings Including, monthly district meetings (attended by Diane Thompson, Okanagan College Regional Transition Coordinator and Nancy Darling, Okanagan College Trades and Apprenticeship Program Administrator. This has allowed us to be informed on new programs such as Rotating Trades, Women in the Trades, and Aboriginal Trades Training. We just signed agreements for 2 ACE-IT students</li> <li>• all CECs attended the provincial conference in November</li> </ul>
<p>Develop a district SSA/ACE-IT/Work Experience web page</p>	<ul style="list-style-type: none"> <li>• web page has been developed by Dale Monsey, a graduate of Southern Okanagan Secondary, and uploaded onto the district web page</li> </ul>

**Testimonials:**

1. Submitted by Sherry Philpott-Adhikary of SESS on SSA and Work Experience:
 

After only three weeks of semester 2, these are what I see the advantages of having the extra half block of time to be:

  - able to place students in placements much quicker
  - more time to make contacts with people outside the district (Okanagan/Skaha and OC regarding their programs)
  - more time to follow-up on missing student paperwork
  - able to have more contact with sponsor employers
  - during semester one will be able to make actual visits to most of my student placements
  - ability to meet with trades people in the community to talk about the possibility of sponsoring an SSA student
  - more time to plan and present information to students and parents to promote career programs in the school
  - some of the student highlights of this program:
    - one Aboriginal SSA student (Plumbing) in first semester
    - two perspective SSA students for September, 2009 (Culinary Arts and Welding). Both students are Aboriginal.
  - Numbers:
    - 21 Work Experience placements (3 Aboriginal) for first semester
    - 19 Work Experience placements (3 Aboriginal) for second semester
  
2. Submitted by Ron Lee of SOSS on SSA, Work Experience and ACE-IT on the importance of investing the needed time in Career Prep Coordination:

- Building capacity in our career education programs, specifically in the areas of SSA and ACE-IT
  - Going into the 2007/08 school year, the district had one active SSA student in the district. Presently, we have 23 students either currently active or on hold (economy) pursuing their SSA (practical workplace training hours) or ACE-IT (technical training hours)
  - Some of the student highlights of this program:
    - first Aboriginal SSA student (carpentry)
    - first two ACE-IT students (Residential Construction/Carpentry at Okanagan College in Penticton)
    - work based training hours completed in a number of different locations throughout the province and in Alberta
    - student pursuing a double SSA (Metal Fabrication and Automotive Service Technician)
    - five female SSA students (Cosmetology, Carpentry and Cook training)
    - SD 53 SSA students in these trades: Automotive Prep Refinishing Technician; Automotive Service Technician; Carpentry; Commercial Transport Vehicle Mechanic; Construction Electrician; Cook; Cosmetology; Meat Cutting; Metal Fabrication; Refrigeration Mechanical; Welding
  - First Semester numbers:
    - 98 Work Experience placements
    - 80 Sponsors
    - 50 businesses/organizations/institutions
3. Submitted by Stan Coutu of OSS on SSA, Work Experience and ACE-IT and the significance of additional time in the schedule for these courses:
- presently with one block per semester there is little time to 'get out' and meet the business (hiring) community and lay the foundation necessary for job placements
  - current time-table places Work Experience 12 in all 8 periods. This becomes a problem when I am teaching another subject in a block. Communicating on content and teaching that content to the students before they are placed is extremely difficult as it must occur 'outside of the timetable'.
  - have 13 students active in Work Experience with another beginning shortly. This interest in the program has resulted in 17 placements locally. As well, we have 3 active SSA students with 2 pending, as well as one student involved in the ACE-IT program.
  - there is a building 'spirit of interest' in our school for the SSA program. With Mr. Lee's input within our school, his availability, and his understanding of the

intricacies of the program, we have had OSS students sign up for the program. In addition, many other students have inquired and we see our numbers increasing in this program.

- I would recommend the continuation of additional time for Mr. Lee so that we can build on the momentum that is very evident regarding SSA in our school. We have always 'said' that we support students selecting trades as careers, but with this incentive we can truly show our support for these students.

**Sustainability:**

We strongly believe that the CES grant infusion has allowed us to demonstrate that improved services will increase student participation in Work Experience, Accelerated Credit Enrolment in Industry Training, and Secondary School Apprenticeship. The main ingredient has been the extra time our Career Prep Coordinators have had to meet together, to participate in regional and provincial programs and to meet with students, parents, staff, community people and sponsors. Without this time, only the essentials will get done and the work needed to maintain and increase these programs will not happen and will not pay dividends for students. These programs keep students in school and provide them with optimistic futures. Our society needs these trained trades people.

Without a doubt, the best developed program in the district is the one where school administration sees the benefits of career prep programs and invests accordingly. If this direction was taken at every school, then we could build on the advances we have seen this past year. If the work accomplished this year is to be sustained, there must be adequate time dedicated to career programs at all schools and the Board of Education must strongly state to all partners the expectation for strong career preparation programs.



**ACE IT/Dual Credit in Residential Construction - Carpentry with Okanagan College's Habitat for Humanity housing project**



**Erin Irvine and Melissa Knechtel  
\$1,000 SSA Scholarships**

## Appendix 11: Faces of SSA

# FACES OF APPRENTICESHIP

Secondary School Apprenticeship Program

**Kyle Rankin**  
*Plumbing*

Williams Lake Secondary

**@ Orrin's Plumbing & Heating —**

**Training:** During my training I have learned how to set up plumbing systems, cut/clean pipe, install tubs and showers, while working on renovations and commercial job sites. I am able to get a head start by learning how to work with customers and receive hands on training.

**Career Goals:** I plan on going far in trade training and open my own plumbing company.

**What's great about SSA:** The hands on experience and meeting various people has made the training fun to be involved in.



# FACES OF APPRENTICESHIP

Secondary School Apprenticeship

**Mandy Tanner**  
*Welder*

Peter Skene Ogden

**@ Deleau Contracting —**

**Training:** I do lots of hard surface welding and crack filling. I use a wire feed welder more often, but like stick welding better.

**Career Goals:** I want to get my level A Welding ticket and eventually start my own business.

**What's great about SSA:** SSA allows me to get ahead start in my career, and get secondary school credit for work based hours.



## Appendix 12: SSA Brochure

**2007 - 2009  
Sponsors Of Secondary School Apprenticeship**

<p><b>Alex's Auto Clinic</b> Alex Mahulet - R.S. Auto Service Technician</p> <p><b>Big John's Auto Repair</b> John Hofman - Automotive Service Technician</p> <p><b>Darrell's Mobile Auto Repair</b> Darrell Derksen - Automotive Service Technician</p> <p><b>Dwight Huet Contracting</b> Dwight Huet - R. S. Carpenter</p> <p><b>Fairview Mountain Golf Course</b> Yvonne Gaudet - R.S. Cook</p> <p><b>In 2 You Hairstyling</b> Laura Ryan - Hairstylist</p> <p><b>Inland Custom Homes</b> Bill Arnott - Plumber</p> <p><b>John Bell Enterprises</b> John Bell - Millwright</p> <p><b>Lead Core Industrial</b> Rocky Smeeton - Welder</p> <p><b>Nu Beginnings Hair Design</b> Helena Gale - Linda Gray - Hairstylists</p> <p><b>OK Trunk Centre</b> Jason Rosin - RS Commercial Transport Vehicle Mechanic</p> <p><b>Okanagan College - Residential Construction Accelerated Credit Enrolment in Industry Training (ACE-IT) - Dual Credit Program (2 placements)</b></p> <p><b>Ruhland Design and Construction</b> Jim Ruhland and Dave Eckes - RS Carpenters</p> <p><b>Savvio's Restaurant</b> Savvas Gavrilidis - Cook</p> <p><b>Super Valu Meat Department</b> Kenny Terbasket - Meat Cutter</p> <p><b>Walnut Beach Resort</b> Jeff Miller - Cook</p>	<p><b>Argon Electrical Services</b> Dean Malmberg - Electrician</p> <p><b>Casa Bella Hair and Esthetics Lounge</b> Jamie Hanel - Beautician (2 placements)</p> <p><b>Dean's Garage</b> Dean Perry - Automotive Service Technician</p> <p><b>Falcon Equipment Limited</b> Rodney Zeeman - Metal Fabricator</p> <p><b>Gallagher Lake Autobody</b> Mike Kiplinger - Autobody Paint &amp; Finishing</p> <p><b>Inkameep Construction</b> Kelly Louie - RS Carpenter</p> <p><b>Jodi Ward Hairstyling</b> Jodi Ward - Hairstylist</p> <p><b>K &amp; K Construction</b> Kevin Tomlin - Carpenter</p> <p><b>Munckhof Manufacturing</b> Gerard Van Den Munckhof - Metal Fabricator</p> <p><b>OK Tire Auto Service</b> Neil Ericson - R.S. Auto Service Technician</p> <p><b>Sarsons Mechanical Services</b> Ron Sarsons - Refrigeration Mechanical</p> <p><b>Shadtree Repairs</b> Dave &amp; Betty Hanley - Automotive Service Technician</p> <p><b>Toasted Oak Wine Bar and Grill</b> Jeff Brandt - Culinary Arts</p> <p><b>Web Metal Fabricator</b> Rob Webster - Metal Fabricator</p>
--	--

Revised June, 2009

School District #53  
Okanagan Similkameen

Secondary School Apprenticeship

*“Learn and Earn”*



CULINARY ARTS - COOK

*“A Move in the Right Direction”*

Osoyoos Secondary School  
•  
Similkameen Elementary/Secondary School  
•  
Southern Okanagan Secondary School

### Philosophy of Secondary School Apprenticeship

These are students who are motivated, have the aptitude and ability and can handle the academic requirements of the trades.

Students will choose courses relevant to their chosen career path and become more motivated to complete grade 12 and continue an apprenticeship.

The apprenticeship training system can provide a link to the workplace and a meaningful career path at an early age.

Students will become better prepared to enter the workplace with appropriate skills, attitudes and a sense of responsibility.

SSA is an introduction to lifelong learning. Apprenticeship leads to journey person status. Upgrading is required to keep up with changes in trade technology.

Apprenticeship may have a connection to post secondary diplomas and degrees.



COMMERCIAL TRANSPORT VEHICLE MECHANIC



OUTDOOR POWER EQUIPMENT TECHNICIAN

CONTACTS:

Osoyoos Secondary School  
Stan Coutu  
250•495•6559  
[scoutu@sd53.bc.ca](mailto:scoutu@sd53.bc.ca)

Similkameen Elementary Secondary School  
Sherry Philpott-Adhikary  
250•499•2727  
[sphilpot@sd53.bc.ca](mailto:sphilpot@sd53.bc.ca)

Southern Okanagan Secondary School  
Ron Lee  
250•498•4931  
[rlee@sd53.bc.ca](mailto:rlee@sd53.bc.ca)

COSMOTOLOGY - HAIRSTYLING

### Assessment of a Secondary School Apprenticeship Placement

The work place will be assessed by the ITA, and the Career Education Coordinator based on the following criteria:

Certified tradesperson as recognized by the ITA.

Suitable infrastructure: safety, equipment and scope of work performed.

The employer's ability to provide training: qualified staff, scope of work, training environment and commitment.

A commitment from all parties that the terms of the Apprenticeship Agreement will be followed.



AUTOMOTIVE SERVICE TECHNICIAN

### Selection Process

#### STUDENTS MUST:

Meet the educational requirements of the program and the selection criteria established by the Career Coordinator.

Demonstrate the personal characteristics, aptitude, commitment and motivation necessary to be successful in a working environment.

Have parental/guardian consent.

Have an employer willing to provide for paid workplace based training.

Complete an Apprenticeship Registration form and gain approval from the Industry Training Authority (ITA).

Complete a successful interview with the Career Education Coordinator.



AUTOMOTIVE SERVICE TECHNICIAN

### For Students

#### THE BENEFITS

Access to the apprenticeship training system while in school.

Opportunity for those students who have the aptitude, motivation and academic ability to get started on their career path.

Links with the real world of work.

Development of appropriate attitudes and responsibility.

Uninterrupted transition from school to work.

Obtain 480 hours of paid apprenticeship training before graduation.

Receive 16 credits (4 courses *SSA11A, SSA11B, SSA12A, and SSA12B*) from SSA training toward graduation.

Eligible for \$1000 scholarship if working or in school in his/her trade five months after graduation.



METAL FABRICATION

### For Employers

#### THE BENEFITS

Opportunity to train young motivated students.

You have the opportunity to observe the student on an unpaid work experience before committing to an apprenticeship.

Potential long-term employees trained by you.

Opportunity to pass on the skills and knowledge of your trade.

You have the advantage of flexibility of scheduling- a student may work for a semester, over school breaks, part-time, or weekends.

Grants and tax credit incentives.

You receive tax credits from the federal or provincial government. Information about the tax credit program is at [http://www.sbr.gov.bc.ca/documents\\_library/brochures/TrainingTaxCredit.pdf](http://www.sbr.gov.bc.ca/documents_library/brochures/TrainingTaxCredit.pdf)

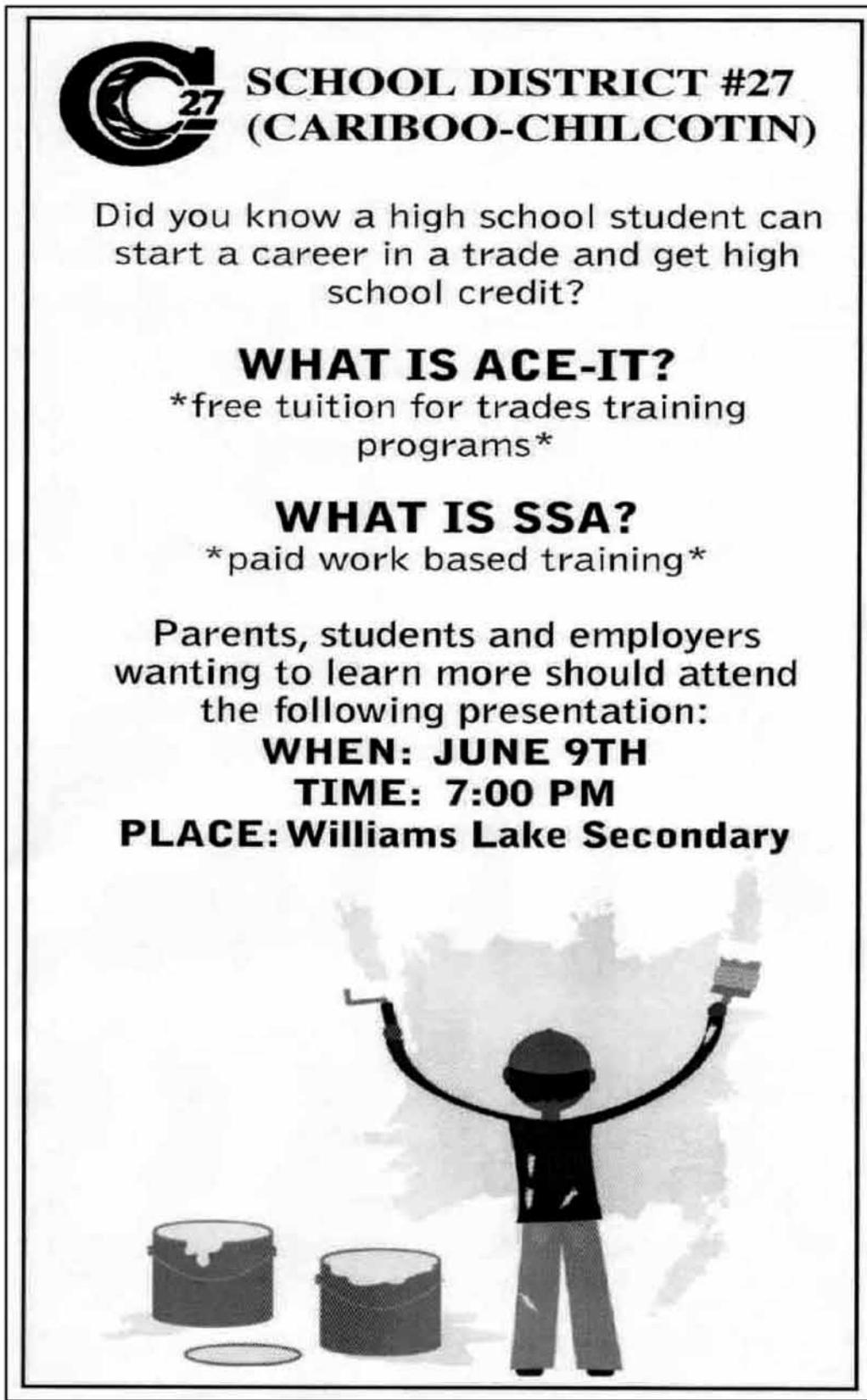
### \$1000.00 Scholarship Recipients

<u>Travis Klaus</u> Mike Riplinger	Auto Body Paint & Refinishing of Gallagher Lake Autobody
<u>Erin Irvine</u> Linda Gray, Helena Gale	Cosmotologist - Hairstyling of Nu Beginnings Hair Design
<u>Melissa Knechtel</u> Jeff Brandt	Cook of Toasted Oak Wine Bar & Grill

## Appendix 13: In-School Mannequin Display



## Appendix 14: Ad for Presentation



**C<sub>27</sub> SCHOOL DISTRICT #27  
(CARIBOO-CHILCOTIN)**

Did you know a high school student can start a career in a trade and get high school credit?

**WHAT IS ACE-IT?**  
\*free tuition for trades training programs\*

**WHAT IS SSA?**  
\*paid work based training\*

Parents, students and employers wanting to learn more should attend the following presentation:

**WHEN: JUNE 9TH**  
**TIME: 7:00 PM**  
**PLACE: Williams Lake Secondary**



The illustration shows a stylized figure of a person wearing a hard hat and holding a paintbrush, standing with arms raised in a celebratory gesture. In front of the figure are two paint buckets and a paint tray. The background behind the figure is a large, light-colored splash of paint, suggesting the person is in the middle of painting a wall.

## Appendix 15: VICEA Conference Agenda 2009



CES Career Education Society

VICEA Chapter

**NAME OF DIRECTORS** Kelly Knister; [knister@camosun.bc.ca](mailto:knister@camosun.bc.ca)  
 Randy Grey; [randy.grey@sd71.bc.ca](mailto:randy.grey@sd71.bc.ca)  
**REGION & DISTRICTS** Vancouver Island, Gulf Islands & Powell River  
**NO. OF MEMBERS** Districts #47, 61, 62, 63, 64, 68, 69, 70, 71, 72, 79, 84, 85

### VICEA Conference 2009

Date: May 28 and 29  
 Place: Coast Westerly Hotel, Courtenay  
 Cumberland Room  
 Time: Thursday 10am to 4pm  
 Friday 8:30am to 12

#### **Draft of Agenda: Thursday, May 28**

10:00 am Arrival - Introductions – History of VICEA by Isabelle Pacholuk  
 10:15 am School District Reports – (each district to share one or two items that they feel would be valuable information to others) handouts welcome.  
 11:30 am Round table discussion – (preparation for presenters and opportunity to raise concerns that we would like to discuss).  
 12:00 pm lunch  
 1:00 pm Ministry of Education – Topics include: PSI credits, SSA, WE, WCB coverage, requirements for Graduation Transitions. (note: If anyone has experienced an Audit, ITA or Ministry, please volunteer to share your experience with the group)  
 2:00pm Youth Initiatives - Mike Roberts, Port Alberni. Mike will share projects from Port Alberni and discuss Take Your Kid to Work day.  
 2:30 pm ITA – Roger Hargreaves. Focus on ACE IT, SSA and youth initiatives, such as YES to IT. Work based training hours, Registration process, Changes to some trade certifications such as Auto Service and Cook, etc. Districts that received an SSA grant from the CES will share “Best Practices”  
 4:00 pm Informal breakout sessions at different locations, Social hour

Dinner: several locations close by

#### **Draft of Agenda: Friday May 29**

8:30 am Continental Breakfast  
 9:00 am Vancouver Island Economic Development – Olaf Nielson (The Vancouver Island Economic Alliance is an organization recently created to support Vancouver Island development. Olaf will present this organizations’ mandate to create linkages between local community economic development and collaboration with local school districts. See <http://www.viea.ca/> for more details and opportunities)  
 10:00 am Vancouver Island Construction Association - President Greg Baynton (Greg will present current status of construction industry on Vancouver Island and projected employment opportunities)  
 11:00am Directions for VICEA - Annual reports for November Conference  
 12:00pm Lunch on own.

## Appendix 16: Regional Meeting Draft Agenda April 8 2009

**NORTH OKANAGAN-SHUSWAP SCHOOL DISTRICT 83**  
**REGIONAL MEETING**  
**CAREER COORDINATORS/CONTACTS**  
**Wednesday April 8, 2009**  
**11:00 a.m. – 3:00 p.m.**  
**Lunch provided**

**Location:** Podollan Inn

**Address:** 1460 Trans Canada Highway N.E.  
Salmon Arm

**Guest Speaker:** Jessi Zielke, Senior Lead, Labour Supply Initiatives

**AGENDA**

1. ITA Update
  - What's New
2. ACE-IT
  - funding
  - changes economic conditions
  - new opportunities
  - designation [What is it and how can SD benefit]
  - Cook Training
  - Cosmetology
  - equipment funding for SD based ACE-IT programs
  - round table by district, aboriginal initiatives
  - rITA
  - marking and student assessment by colleges/by ITA
3. SSA Update
  - provincial picture
  - numbers/changes
  - changes due to economic conditions
  - scholarship
  - round table by district, aboriginal initiatives
4. YES 2 IT
  - funding 2009 – 2010, update, round table by districts
5. ITO's
  - what are they
  - how can they assist us in School Districts
6. CES [Cathy Forster and Greg Howard]
7. NEW INITIATIVES
  - Interior School District and Post Secondary Partnership update
  - OC Aboriginal initiatives
  - round table by district

**RSVP PLEASE TO: Emily @ 250-832-7021 or [elazar@sd83.bc.ca](mailto:elazar@sd83.bc.ca)**

## Appendix 17: Employer Letter

*Building Capacity in Secondary School Apprenticeship*

**SD #27 (Cariboo Chilcotin)**

Appendix # 8

Sample Letter to Employers



Board of Education of  
School District No. 27 (Cariboo-Chilcotin)

P: 250.398.3800  
F: 250.392.3600  
350 North 2<sup>nd</sup> Avenue  
Williams Lake, BC V2G 1Z9

**Career Development**  
**250-398-3823**

February 18, 2009

You are receiving this letter today because you have hosted a Secondary School Apprenticeship student at your business from Williams Lake Secondary School and/or Columetza Secondary School. The school district is currently contacting local businesses and introducing the Secondary School Apprenticeship program. To keep you up-to-date I have enclosed the "new" employer information brochure for your review and would like to remind you of two of the key benefits to employers;

An opportunity to participate in training of students as they enter the workforce, thereby reducing your employee turnover.

A number of recently introduced tax incentives. The federal government provides a credit to employers based on the wages paid to an apprentice for the first 24 months of a Red Seal program.

British Columbia also provides a credit to employers based on the wages paid to an apprentice for the first 24 months of a non-Red Seal program. As well, British Columbia provides a credit to employers when an apprentice completes level three or higher of either a Red Seal or Non-Red Seal program.

If you currently have a student at your business and are interested in signing that student as an apprentice, please contact Gord Armour or myself through our emails or phone number listed below.

Yours in Career Development

Lisa Kraus  
Career Development School District #27  
Program Assistant

[lisa.kraus@sd27.bc.ca](mailto:lisa.kraus@sd27.bc.ca)

Gord Armour  
Coordinator Transitions,  
Training & Trades  
SD27 - TRU

[gordon.armour@sd27.bc.ca](mailto:gordon.armour@sd27.bc.ca)

## Appendix 18: Employer Revelstoke Needs Assessment Questionnaire

### Revelstoke Trades Training Needs Assessment Questionnaire For Trades Related Businesses

<b>Respondent name:</b>	
<b>Business Name:</b>	
<b>Business Address:</b>	
<b>Phone Number:</b>	<b>Fax Number:</b>
<b>Email Address:</b>	
<b>Interviewer(s):</b>	
<b>Time/ Date:</b>	

#### Introduction / Opening Comments

Tell the respondent that Okanagan College and the School District are very interested in your input regarding the trades training needs for the Revelstoke region. The interview time will be quite quick as there are only 10 questions to get through.

Number	Question
1.	Verify contact information, Contact person, Business Name, Phone, Fax, Email, insert any missing information at top of page.
Response:	
2	Could you please give me a brief description of what your business does?
Response:	
3.	How many employees do you generally have working for your business?
Response:	
4.	Do you have any trades people working for you? If so, what trades and how many?
Response:	
5.	Do you have any involvement with the Provincial Apprenticeship training system? If so, what are your current numbers of apprentices and Journeypersons?
Response:	

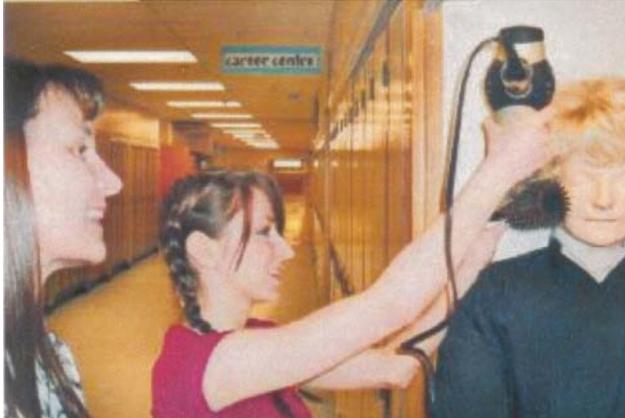
6.	Are you hiring staff in the next year? If so, how many would be apprentices and at what level would they be?
Response:	
7.	Are there any trades training programs that you feel that there is a need for in the Revelstoke Region?
Response:	
8.	Do you have any preference for the time of year, and time of day for trades training in Revelstoke?
Response:	
9.	Are you interested in helping the community by serving on a Trades Training Advisory Committee that would meet twice a year?
Response:	
10.	Would you consider hiring a high school student as an apprentice?
Response:	
11.	Would you be interested in talking about your trade to interested students?
Response:	
12.	Would you like to receive information on the secondary and post secondary trades training opportunities that are currently available in Revelstoke?
Response:	

**Closing comments**

Thank the respondent for spending their valuable time on the interview and let them know that the School District and the College really appreciate their input into this research. If they have indicated that they would be willing to serve on an advisory committee or hire a student thank them for their willingness to participate and let them know that we will contact them in the future with more details.

## Appendix 19: Tribune SSA Article

# High school students encouraged to start trades training now



Melody Hebert demonstrates hairdressing technique to Career Development facilitator Lisa Kraus at the TRU campus. School District 27 is working with TRU to expand trades training opportunities within the high school years.

Sage Birchwater photo

Published: February 24, 2009 8:00 AM

Lisa Kraus, career development facilitator at Columneetza Secondary School, and Gordon Armour, coordinator of transition, training and trades for School District 27 and Thompson Rivers University, are pretty pumped about the leg up they are able to offer students seeking to land a trades apprenticeship.

Students as young as 15 years old can start working on their apprenticeships while still in high school, and end up with first year apprenticeship hours and high school credits.

Students receive four credits towards graduation for every 120 hours completed on the job site, up to a maximum of 16 credits for 480 hours.

The news keeps getting better. High school students working part time in a certified apprenticeship training field, become eligible to receive a \$1,000 bursary upon high school graduation.

According to Kraus, it all boils down to a pretty sweet deal.

So how to get started?

"High school students with part time jobs in a trades-related field can apply for their apprenticeships through their secondary school," Kraus says. "They must be at least 15 years old and be working in an Industry Training Authority (ITA) recognized field, and under the guidance of a trades-qualified person."

She says only two out of 10 secondary students go on to university, "So why not grab them now and start their hours."

She notes that some trades programs have higher skill requirements than some university academic programs. For example electricians need physics and math.

The Industry Training Authority of British Columbia is the provincial crown agency responsible for overseeing B.C.'s industry training and apprenticeship system. Its aim is to provide a skilled workforce for industry and career development opportunities for British Columbians. There are about 150 ITA recognized fields.

An apprenticeship is a combination of about 80 per cent on-the-job training and 20 per cent technical training at a college or technical institution. Training may take anywhere from one to four years to complete, depending on the trade.

Armour says a big factor about trades training is awareness.

"People need to change their opinion of trades. A lot of parents and kids don't understand the options out there."

He says in the Cariboo there is a high number of practically-minded students who are skilled with their hands.

"There's more opportunities out there for the practically minded. With the secondary school apprenticeship program students can tie in two or three years of high school into their apprenticeship training.

He says the jobs are out there.

"There's still going to be a trades shortage once the economy turns around. It's an ideal time to do apprenticeship training.

Kraus says School District 27 got a one-time grant from ITA this year to promote awareness of the secondary school apprenticeship program.

Hired part time as the coordinator, Kraus says she is working with all three secondary schools in the district, in Williams Lake and 100 Mile House, promoting the program. She has talked with the chamber of commerce, several local businesses, sent mail-out information, and assisted with the development of a couple of brochures for students and the employers.

She says students often get interested in a field by taking some work-experience with an employer. From there some students get hired on part time during weekends and after school.

Kraus says one Columneetza student is apprenticing part time at Cariboo GM, and another is apprenticing as a hair stylist at Eloquence Spa and Salon.

Kraus says she is trying think of unique ways to promote the apprenticeship program. In the Columneetza hallway, just down from the Career Centre, she has a mannequin named Quinn, in a locked display cabinet, neatly decked out in the apprenticeship apparel of the week.

This week Quinn, who can change genders in the blink of an eye, is a female, eloquently sporting a blond wig, promoting the hair stylist trade. The week before Quinn was a heavy-duty mechanic. The next week he/she will be a painter.

At Kraus' request, Grade 12 student Melody Hebert reluctantly poses with Quinn, pretending to blow-dry her hair. Hebert, who is working part time at Eloquence Spa and Salon, is one of 18 student apprentices in the program. When she graduates this June she will have earned 16 credits and four high school courses through her participation in the apprenticeship program, and she will become eligible to apply for the \$1,000 Secondary School Apprenticeship Scholarship. Five SSA students from last year's graduating class will be receiving scholarship cheques in early April.

For more information on any of the Secondary School Apprenticeship programs, contact Kraus at Columneetza Secondary School, 250-392-1915 or 250-398-7158, or reach her by e-mail at [lisa.kraus@sd27.bc.ca](mailto:lisa.kraus@sd27.bc.ca).

Gordon Armour can be reached at 250-398-3823 or by e-mail at [gordon.armour@sd27.bc.ca](mailto:gordon.armour@sd27.bc.ca).

## Appendix 20: Comox Valley Record Article



REGIONAL DISTRICT CELEBRATES FIRST BIRTHDAY **A10**

**WEDNESDAY**

February 18, 2009

CUPID'S ARROW ON TARGET FOR FORSYTH

**B9**

**VOL. 24, NO. 14**

# COMOX VALLEY RECORD

COURTENAY, B.C.

[www.comoxvalleyrecord.com](http://www.comoxvalleyrecord.com)

75 CENTS INCLUDES G.S.T.



HIGHLAND STUDENT James Sutherland has been doing a secondary school apprenticeship at OK Tire in Courtenay.

PHOTO BY LINDSAY CHUNG

## 'Scary smart' man teaching student

Lindsay Chung  
Record Staff

James Sutherland can't help but smile when he talks about working on cars.

The 16-year-old Highland Secondary School Grade 11 student, known as Junior to his co-workers, is doing an auto service technician Secondary School Apprenticeship (SSA) with OK Tire in Courtenay.

Sutherland worked at OK Tire before he started his apprenticeship.

"It's just a great place to work," he said. "There are great people. The head mechanic is very smart, scary smart. I thought there wouldn't be better places to learn from on the Island."

Sutherland also really likes owner David Dawes.

"He's definitely a great guy for helping out and being supportive of this whole project," he said. "He's flexible; it's not difficult to approach him about the schedule."

Sutherland is enjoying every aspect of his SSA.

"Everything's really hands on," he said. "I'm always in the shop."

Randy Grey is the school district's new career programs coordinator, and he is working to increase participation in the SSA program.

"My position is to promote and make these alternative paths happen," he said. "Some kids don't want to be in school;

they want hands-on learning. With SSA, they get paid to learn and get high school credits at the same time. Nobody else gets that."

Next year, Sutherland plans to take the six-month auto mechanic course at North Island College in Campbell River.

He will be an ACE-IT student, and through the industry training program, the school district will pay his tuition, while he can take all his SSA hours and apply for a \$1,000 scholarship.

This is where Grey comes in, as his job is to do the paperwork so the college will accept Sutherland and so the Industry Training Authority (ITA) will fund the program, and he will build relationships with the college

and the ITA.

"This year, I look at it as really building the structure so everything's in place so kids can smoothly go into apprenticeships or take courses at North Island College," said Grey, who received a grant from the ITA to help build SSA in the district.

Sutherland feels the benefits of SSA are getting a jump start on an apprenticeship and having more time toward it, and if students decide they don't like it, they haven't wasted any time.

"I lucked out here," he said. "Employers interested in being involved with the SSA program can contact Grey at 250-334-3168 or [Randy.Grey@sd71.bc.ca](mailto:Randy.Grey@sd71.bc.ca).

[writer@comoxvalleyrecord.com](mailto:writer@comoxvalleyrecord.com)

## Appendix 21: Application for Regional Professional Development Event



May 4, 2009

### Project Participants

The second grant for 'Enhancing Capacity for SSA' includes financial support for **each region** to host a professional development event. To access this support, a funding request is completed and submitted to the CES at [careereducationsociety@shaw.ca](mailto:careereducationsociety@shaw.ca).

The executive will review all requests using the following criteria to ensure that the event highlights the CES/SSA project:

- Opportunity to share 'Enhancing Capacity for SSA' progress reports.
- Exchange of information about 'best practices' to enhance the Secondary School Apprenticeship program.
- Opportunity for established project districts to provide mentoring to districts that are new to the project or considering applying.

In addition, the CES anticipates that the evaluation reports from these meetings will help to identify the resources that school districts need to facilitate their programs more effectively.

The maximum funding each region may access is **\$1,500**. A funding request is attached.

## Appendix 22: Greenhouse

# A Leading Edge Community Greenhouse in the East Kootenays of British Columbia

The **Community Greenhouse** is a leading edge, low energy use, solar heated, water conserving 3000 sq ft educational greenhouse operated by the Columbia Valley Botanical Gardens & Centre for Sustainable Living at David Thompson Secondary School in Invermere. The **Community Greenhouse** addresses issues of climate change, energy, water and resource conservation, regional ecosystem and biodiversity conservation, food security, and decline in agriculture in our communities and region.

"For the first time ever children may not live as long as their parents". This was a conclusion of BC's Select Standing Committee on Health when exploring childhood obesity. The problem? Sedentary lifestyles and poor food choices. The solution? Encourage children to exercise more and to make healthier food choices!

We partnered with our local high school and its award-winning Chef Training Program which focuses on fresh, healthy food choices and preparation. The **Community Greenhouse** will complete the food circle as students learn how to grow and harvest fresh organic food from the greenhouse they then prepare in the kitchen.

We also believe that the whole community needs to be involved not just schools. In addition to the education community, seniors & seniors service providers, First Nations, Service Clubs, School District #6, all Schools in SD 6, School Trustees, Food Security Networks, Municipal and regional governance, disabled community, agricultural sector and over 200 regional businesses & individuals have been consulted/contacted for this project since 2006. Six inter-provincial gardens, universities and colleges and one international garden and greenhouse expert were also consulted.

**Your financial and in-kind support will help us reach our Community Greenhouse Goals and Objectives:**

Complete construction and commissioning of the Community Greenhouse by fall 2008 and begin 3 year operational pilot;

Decrease CO2 production associated with food production & transportation and demonstrate its viability;

Produce healthy, organic food for use in high school chef training & career development programs and in the community;

Produce native plants for use in local ecosystem restoration programs;

Engage all citizens in programs of horticulture, sustainable building design and demonstrations;

Demonstrate and teach adoptable, practical, alternative water collection, energy conservation & use strategies in production of local foods and in our daily lives;

Increase regional food security;

Serve as a catalyst for sustainability and share results.

**For more Information please contact:**

Bill Swan CVBG/CSL, Project Leader, 250 342 2838 [ospreyco@telus.net](mailto:ospreyco@telus.net)



## Appendix 23: Project Heavy Duty

### Project Heavy Duty (Heavy Metal Rocks) Spring 2009

Hey students! Here is a great opportunity to get some experience with heavy equipment as well as obtain some valuable certificates that will help build your resume. You will also receive two credits for Work Experience 12 for completing this program.

#### Commitment Checklist:

- February 27 all day** First Aid Level 1 training - College of the Rockies
- April 22 all day** Young Worker Orientation /WHMIS/Heavy Duty Mechanics program tour - College of the Rockies
- April 23-24** - On site heavy equipment operation/ WorkSafeBC training (all day) City of Cranbrook Public Works yard on Cobham Avenue.

#### Students Supply:

- Completed application to Paul Duczek/Paul Knipe in the Work Experience Office in the Career Centre by **January 30, 2009**
- Transportation to and from COTR and City of Cranbrook Public Works yard on Cobham Avenue..
- Safety toe boots
- Lunch for the first three days

**Mount Baker  
Secondary  
School**



## Project Heavy Duty (Heavy Metal Rocks) Spring 2009

Name: \_\_\_\_\_ Student # \_\_\_\_\_ Grade: \_\_\_\_\_

Name of Parent or Guardian : \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

You will receive 2 credits towards work experience 12 for this program. Therefore, list 4 courses that you have taken or will take that will relate to Project Heavy Duty and your career path.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

Why do you wish to complete Project Heavy Duty? How will this program benefit your career path?

---

---

---

---

---

---

---

---

List specific skills that you have learned in your courses at school that will help you with this experience. For example: Basic AutoCad, Foodsafe Certificate, safe power tool use, First Aid, proper lifting techniques, word processing, data base set-up, etc.

---

---

---

---

---

What other experience do you have to date that relate to this program? Please give details of what you have done, with whom, where and when, and for how long?

---

---

---

---





## Project Heavy Duty (Heavy Metal Rocks) Spring 2009

**A partnership of School District No. 5, The College of the Rockies, WorkSafeBC, The Construction Safety Board of British Columbia, and local businesses**

Project Heavy Duty (Heavy Metal Rocks) is a great opportunity to learn safe heavy equipment operation, as well as obtain some valuable certificates that will help build a resume. Students will also receive two credits for Work Experience 12 for completing this program.

The program consists of two days of First Aid Level 1 training, WHMIS certification, and a tour of Heavy Duty Mechanics Program at the College of the Rockies. There will also be two days of on site heavy equipment operation and WorkSafeBC training at the City of Cranbrook Public Works Yard on Cobham Avenue.

Students are responsible for completing an application form which can be picked up in the Work Experience Office in the Career Center. Students complete the application and return it to Paul Duczek/Paul Knipe by January 30, 2009. Students also arrange their own transportation to and from COTR and the City of Cranbrook Public Works Yard on Cobham Avenue. Students must have their own safety toe boots, and lunch for the first three sessions.

For further information contact:

Paul Duczek 250-426-5241 (ext 639) or Paul Knipe 250-426-5241 (ext 657)

### Questions and Answers

**Will students actually run the equipment?**

Yes, the students will receive instructions in safety and procedures from WorkSafeBC, and the operators, then will operate the equipment.

**How are the students covered for personal injury?**

The students are covered by School District No. 5's liability insurance.

**What about coverage for the equipment operators?**

The equipment operator/volunteer will be covered by the company's WorkSafe policy.

**Will my heavy equipment be safe and secure at the City of Cranbrook Public Works yard?**

During the event security will monitor the premises 24 hours per day.

**If I'm donating equipment when should I deliver and pick it up?**

Equipment can be dropped off between 4:00 PM and 9:00 PM April 22 at the City of Cranbrook Public Works yard on Cobham ave. Pick-up can be between 12:00 PM and 4:00 PM April 24 at the City of Cranbrook Public Works Yard on Cobham ave.

# Project Heavy Duty '09

## Event schedule

Wednesday C.O.T.R.- Summit lower building S101 8:30am-3:30pm (no lunch provided)

- CSTS Training
- Worksafe BC
- WHIMS
- College Tour
- 2:30pm site set-up

Thursday - City Yard – 7:00 – 4:30pm

- 7:00am – briefing with operators rundown of the day
- Operator parking by salt shed, coffee in shelter
- 7:30 am – Students arrive
- 8:00 – Start up
- 9:00 – site change
- 10:00 – site change
- 11:00 – site change
- 12:00 – 1:00Lunch and BC Hydro Demonstration
- 1:00 – start up
- 2:00 – site change
- 3:00 – site change
- 4:00 – Clean up Put machines away – Done by 4:30

Friday – City Yard – 7:00 – 1:00

- 7:30 – debriefing and coffee with operators
- 8:00 – student rotations begin
- 9:00 – site change
- 10:00 – site change
- 11:00 – site change
- 12:00 – site change
- 1:00 Wind-up Bar-B-Que and Terasen Gas
- certificates & thank-you's
- Site Clean up

## Machine List

**City** – Derrick Anderson – 250.489.8773

- Loader / Dump Truck
- Skid Steer
- Excavator (on wheels)
- Back Hoe
- Grader
- Bucket Truck?

**Salvador Ready Mix**– Blair – 250.421.3773

- Concrete Truck -

**Hardy Construction Services** – Mike – 250.919.1012

- Mini Excavator
- Excavator

**Fiorentino** – -

- D5 Bulldozer

## Low Bed Hauling

- R&G Trucking Ron Bell - 250.421.0240

## Sandor Rental

- Crane – Frank - phone for reminder
- Zoom Boom –

**Topnotch Concrete** – Dano Trozzo 250.421.1302

- Pumper Truck

## Sponsoring Businesses

**Acklands/Grainger**

**BC Hydro**

**City of Cranbrook**

**COTR**

**Economy Vacuum Tankers**

**Fiorentino Bros.**

**Hardy Construction Services Ltd.**

**Ice River Springs water Company**

**Kootenay Communications**

**MBSS**

**R&G Trucking**

**Salvador Ready mix**

**Sandor Rental Equipment Ltd.**

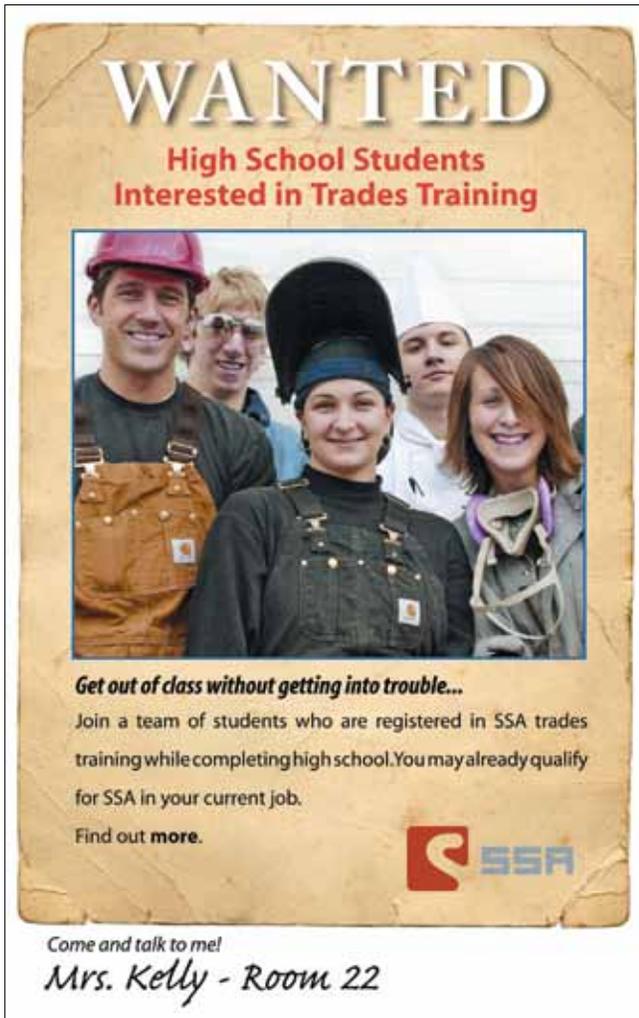
**SD5 Southeast Kootenay**

**Terasen Gas**

**Topnotch Concrete Finishing**

**Worksafe BC**

## Appendix 24: Posters



**WANTED**  
High School Students  
Interested in Trades Training



**Get out of class without getting into trouble...**  
Join a team of students who are registered in SSA trades training while completing high school. You may already qualify for SSA in your current job.  
Find out **more**.



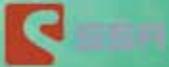
*Come and talk to me!*  
*Mrs. Kelly - Room 22*



**WANTED**  
High School Students  
Interested in Trades Training



**Get out of class without getting into trouble...**  
Join a team of students who are registered in SSA trades training while completing high school. You may already qualify for SSA in your current job.  
Find out **more**.



*Come and talk to me!*  
*Mrs. Kelly - Room 22*

The 'Wanted' and 'Ready and Able' posters are available via file download from the CES Web site, [www.ces.bc.ca](http://www.ces.bc.ca).

## Ready & Able



### Youth Apprentices for Hire

Youth apprentices from the **Secondary School Apprenticeship (SSA)** program are ready and able to contribute to the success of your business. Join hundreds of satisfied SSA employers and provide work-based trades training to young and enthusiastic workers. Contact us today to find out more.

[insert SD logo here]  
[insert name and phone number here]

Pass Your Knowledge Onto the Next Generation

## Ready & Able



### Youth Apprentices for Hire

Youth apprentices from the **Secondary School Apprenticeship (SSA)** program are ready and able to contribute to the success of your business. Join hundreds of satisfied SSA employers and provide work-based trades training to young and enthusiastic workers. Contact us today to find out more.

[insert SD logo here]  
[insert name and phone number here]

Pass Your Knowledge Onto the Next Generation

## Ready & Able



### Youth Apprentices for Hire

Youth apprentices from the **Secondary School Apprenticeship (SSA)** program are ready and able to contribute to the success of your business. Join hundreds of satisfied SSA employers and provide work-based trades training to young and enthusiastic workers. Contact us today to find out more.

[insert SD logo here]  
[insert name and phone number here]

Pass Your Knowledge Onto the Next Generation

## Ready & Able



### Youth Apprentices for Hire

Youth apprentices from the **Secondary School Apprenticeship (SSA)** program are ready and able to contribute to the success of your business. Join hundreds of satisfied SSA employers and provide work-based trades training to young and enthusiastic workers. Contact us today to find out more.

[insert SD logo here]  
[insert name and phone number here]

Pass Your Knowledge Onto the Next Generation

## Appendix 25: Job Shadow CD Sales Order



**CES Career Education Society**

608 Quarry Avenue  
Kelowna, BC V1W 5B3  
CANADA

Phone: 250-448-1967  
E-mail: careereducationsociety@shaw.ca

# Sales Order

DATE:

Bill to:

Ship to:

QUANTITY	DESCRIPTION	UNIT PRICE	AMOUNT
	Job Shadow CD	30.00	
TOTAL ORDER:			

Make all cheques payable to: **Career Education Society**

Please send payment to: **Career Education Society**  
608 Quarry Avenue  
Kelowna, BC V1W 5B3

## Appendix 26: ITA Youth Order Form



THE RIGHT SKILLS ▶ A PROVEN ADVANTAGE



### Youth Initiatives Order Form

<b>The Skilled Life.com Brochure</b> <i>The Why, Where and How of apprenticeship training (7550002596)</i>	X 50 Copies
<b>Apprentice Guidebook Booklet (7550003669)</b>	X 1 Copy
<b>Sponsor Guidebook Booklet (7550003668)</b>	X 1 Copy
<b>Crunch Buster - Employer Brochure</b> <i>Why hiring youth for the trades is important (7550002598)</i>	X 50 Copies
<b>Planning 10 Resource/Facilitator Guide You &amp; the Trades</b> <i>All you ever wondered about getting into the trades (7550002578 / 7550002577)</i>	X 50 Copies
<b>Sparking Interest - Parents Brochure</b> <i>Explains why it is important and the benefits of getting into trades (7550002560)</i>	X 50 Copies
<b>Sparking Interest - Facilitator Guide</b> <i>An easy to use guide to heighten students' awareness about trades (7550002557)</i>	X 1 Copy
<b>The Skilled Life - Poster Package</b> <i>Includes 2 small posters (23.6"x 17.7"), 2 large posters (29.5"x 60.1"), 1 bag of buttons (7550002558)</i>	X 1 Package
<b>Go Get Your Trade Credential (7550003479)</b>	X 1 Copy
<b>Hire a Youth Apprentice SSA Brochure (7550003509)</b>	X 1 Copy
<b>You &amp; The Trades Booklet</b> <i>Explore your options. Discover new opportunities (7550002578)</i>	X 50 Copies
<b>ITA Youth Newsletter (Spring 2008)</b> <i>An easy to use guide to heighten students' awareness about trades (7550003163)</i>	X 50 Copies
<b>ITA Youth Newsletter (Current issue Winter 2009)</b> <i>An easy to use guide to heighten students' awareness about trades (7550003876)</i>	X 50 Copies

Please forward the requested materials to:

Attn: \_\_\_\_\_

School: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Contact No.: (\_\_\_\_) \_\_\_\_\_ Facsimile No.: (\_\_\_\_) \_\_\_\_\_

**Please fax Order Form to:  
778 329 0749**

**Head Office**

1223 - 13351 Commerce Parkway  
Richmond, BC V6V 2X7  
Tel 604 214-8700  
Fax 604-214-8701

[www.itabc.ca](http://www.itabc.ca)

**Customer Service**

2885 Virtual Way  
Vancouver, BC V5M 4X9  
Toll Free 866 660-6011  
Fax 778-329-0749



