



School District 8
Kootenay Lake

CAREER DEVELOPMENT CONTINUOUS LEARNING REPORT – 2022–2023

Prepared May 3, 2023



ACKNOWLEDGEMENT

We acknowledge, respect and honour the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District No. 8.



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EXECUTIVE SUMMARY

Each year, School District No. 8 (Kootenay Lake) plans for continuous improvement as aligned to the district's strategic plan. SD8 is committed to focusing on excellence for all learners in a nurturing environment. The Board of Education, through the Strategic Plan, invests resources into ensuring that each of our learners is provided the opportunity to graduate with dignity, purpose, and options for a successful future.

All decisions made by SD8 are guided by its vision and core values and are based on research and extensive consultation. The district's initiatives and resources are aligned with Ministry of Education and Child Care's goals and school plans to support its firm commitment to the mandate of an educated citizen by supporting intellectual, human, and social and career development for all our students. This includes goals for literacy, numeracy, inclusion, and Indigenization.

Career development is one of the goals of the British Columbia education system that is shared by schools, family and community. Education programs in B.C. schools help prepare students for successful employment when they leave the K-12 school system.

SD8 strives to ensure that all learners graduate with personal career-life development goals through experiential learning, community connections, and authentic evidence of learning. In so doing, SD8 students graduate with dignity, purpose and options. The district goal for careers and transitions is to prepare students to graduate with options for their future life and career goals.

Career Education is an integral part of SD8 with a focused goal to ensure all students graduate with the competencies necessary to thrive in their life and career goals.

Action Plan

- Enhance graduation pathways for middle and secondary learners to explore interests and passions
 - Continue to collaborate and partner with community associations and organizations to provide enhanced learning opportunities for students
 - Continue to develop dual credit and career program opportunities through partnerships with regional post-secondary institutions
- Empower students to explore diverse, future-oriented career paths
 - Collaborate with community organizations and associations to support career exploration through presentations, events, and curricular supports
- Ensure all students have opportunities to learn about post-secondary and career opportunities, including scholarships
 - Provide school teams with support and information regarding post-secondary program pathways and scholarship opportunities for students
 - Provide families with post-secondary, career, and scholarship opportunities through district-wide presentations and information posted to the SD8 website
 - Improve scholarship opportunities for students with diverse needs and students with Indigenous ancestry through community scholarship procurement and through a scholarship equity framework
- Ensure students graduate
 - Ensure all students have a three-year graduation plan commencing in grade 9 through 12, updated annually
 - Continue support annual grade-to-grade transition meetings and grade twelve academic reviews between the district-based team and school teams
 - Continue to provide Individualized supports for students with Indigenous ancestry, including support from Aboriginal success teachers, and Aboriginal youth and family worker liaisons
 - Provide students and families with information about graduation requirements through annual district-wide graduation program presentations and information posted to the SD8 website
 - Continue to collaborate with local colleges for transitions and bridging strategies (academic upgrading, university transfers, dogwood completion)
 - Continue with regular district-based team meetings with school teams to provide additional supports for individual students with diverse needs



INTRODUCTION

Effective career development activities and the development of core competencies can help students develop a better understanding of the relationship between education and employment, broaden their career aspirations and help them develop a more informed understanding of what they need to do in order to achieve their career and life goals. According to the Organization for Economic Co-operation and Development (OECD), “The career aspirations of young people matter. A series of longitudinal studies have shown that teenage career aspirations are a good predictor of the jobs that students go on to occupy as adults.” --OECD, *Dream Jobs: Teenagers’ Career Aspirations and the Future of Work*

When students complete secondary school, they should have developed:

- Competencies to be self-directed, responsible individuals who can set and meet career goals.
- Knowledge of a range of career choices, and actions needed to pursue those choices.
- Employability skills required to work effectively and collaboratively in a workplace.

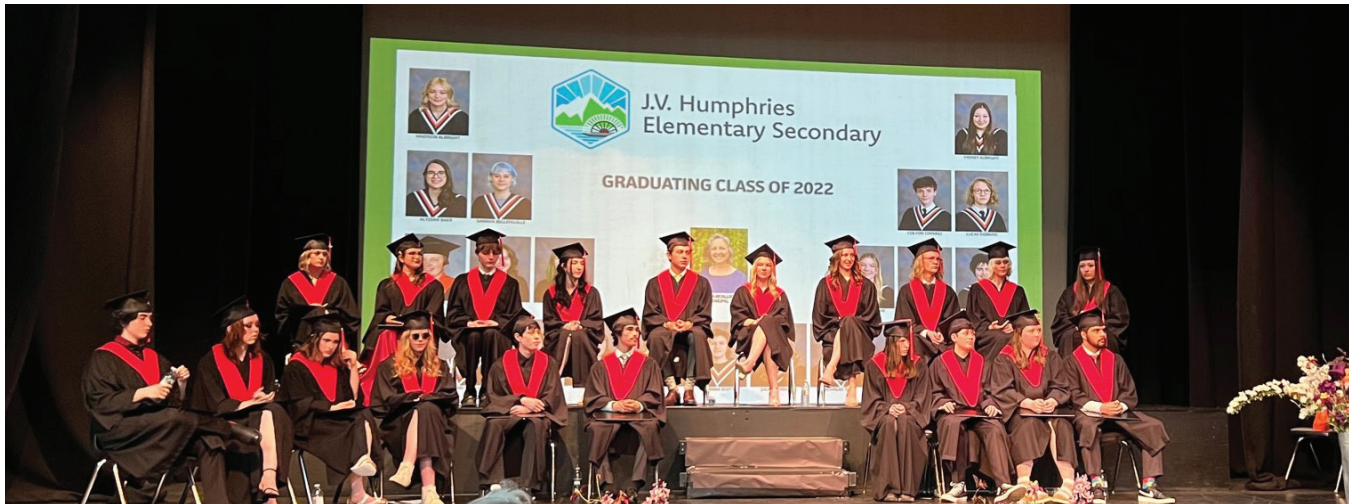
This report looks at how SD8 learners perceive their readiness for the future of work and learning, with a focus on graduation program pathways, graduation completion, and post-secondary participation. The report provides a description of the supports, resources, and goals that comprise SD8’s commitment to ensuring that numerate students graduate with dignity, purpose, and options.

The report is comprised of district career education and transitions data from the following provincial data, instruments and assessments:

- Student Learning Surveys (SLS) is administered annually to students in grades 3 or 4, 7, 10 and 12. The SLS asks students questions about their school experiences. Student participation is voluntary.
- Grade to Grade Transitions is the number and percentage of students who are completing grade to grade transitions on time
- First Time Graduation Rate is a measure of the students who are recorded as being in Grade 12 for the first time in September and who then graduate in that same school year.
- Six Year Completion Rate is the number of students who take longer to complete high school, over the five-year expected period
- Transition to B.C. Public Post-Secondary Institutions (PSI) is information on students’ immediate transition to post-secondary institutions per school year and per school district
- Career and Trades Program Participation is the number of students who are enrolled in career, trade, and dual credit programs as reported to the Ministry of Education and Child Care (MOECC)

CAREER DEVELOPMENT

Educational Outcome 4: Students Will Graduate



Grade to grade transitions, graduation rates, and school completion rates are indicators of success. SD8's commitment to continuous improvement in academic success for all students requires an ongoing analysis of school district and provincial grade-to-grade rates, first-time graduation and six-year completion rates as a measure of student success.

The graduation program sets the requirements to exit the K-12 education system and ensures students are graduating with the knowledge, competencies, and skills they will need to transition successfully into higher education, training or the workforce.

Grade-to-Grade Transitions

Grade-to-grade transitions indicate the number of students who transition successfully into the next grade level the first time, from grade nine onward per school year. Successful grade-to- grade transitions are an indicator of success for first time graduation.

Measure 2.3: Number and percentage of students who are completing grade-to-grade transitions on time.

Grade-to-Grade Transitions 2018-2023					
Grade-to-Grade Transitions		Enrolment	Success Count	% Rate	Provincial %
2021-2022	All Resident Students	1216	1176	97%	95%
	Indigenous Students	296	289	98%	91%
	Students with Diverse Abilities	174	169	97%	93%
2020-2021	All Resident Students	1568	1501	96%	96.4
	Indigenous Students	364	381	96%	91.7
	Students with Diverse Abilities	153	162	94%	95.3
2019-2020	All Resident Students	1473	1570	94%	96.3
	Indigenous Students	365	393	93%	92
	Students with Diverse Abilities	150	159	94%	94.5
2018-2019	All Resident Students	1412	1501	94%	95.9
	Indigenous Students	347	368	94%	91.3
	Students with Diverse Abilities	141	158	89%	94.3

Analysis

Grade-to-grade transitions indicate that SD8 is on par with the provincial average. However, students with Indigenous ancestry continue to fall behind their peers by an average of 4% per year over a four-year average. This data indicates that closer attention should be paid to why students with Indigenous ancestry continue to have less success in transitioning to the next grade level. Students with diverse needs fall behind an average of 2% behind their peers in grade-to-grade transitions in the past four years.

What is Evident

- Overall, the grade to grade transitions success rate for all resident students is consistently high, with an average of 95% over the past four years
- Students with Indigenous ancestry are on par in transitioning to the next grade level, averaging 95% over the past four years
- Students with diverse needs are slightly below their peers at 94%

Key Action Items

- Ensure students graduate
 - Ensure all students have a three-year graduation plan commencing in grade 9 through 12, updated annually
 - Continue support annual grade-to-grade transition meetings and grade twelve academic reviews between the district-based team and school teams
 - Continue to provide Individualized supports for students with Indigenous ancestry, including support from Aboriginal success teachers, and Aboriginal youth and family worker liaisons
 - Continue with regular district-based team meetings with school teams to provide additional supports for individual students with diverse needs

Completion Rates

The first-time graduation and six-year completion rates are two of several indicators that demonstrate how well the school system is serving students.

The first-time graduation rate is a measure of the students who are recorded as being in grade 12 for the first time in September and who then graduate in that same school year.

Another descriptor of school completion is six-year completion rates. Most students will complete high school within the expected five-year period. Some students will take longer to complete their Dogwood (e.g., students who take a year off to play sports or study abroad; or those who require an additional year to successfully finish one or two required courses).

British Columbia offers three pathways towards school completion:

1. BC Certificate of Graduation, or “Dogwood Diploma,” is awarded to students who successfully complete the provincial graduation requirements. Students require a minimum of 80 credits to graduate
2. BC Adult Graduation Diploma, also known as the “Adult Dogwood”, is for adult learners (18 years of age and older) who want to take courses to complete high school and obtain their adult high school diploma
3. BC School Completion Certificate, or “Evergreen Certificate”, is intended to celebrate success in learning and accomplishments of students with diverse needs. The Evergreen Certificate does not represent graduation and therefore is not equivalent to a BC Certificate of Graduation (Dogwood Diploma)

For more information, see the [K-12 graduation program](#).

Measure 2.3: Number and percentage of students who are completing grade-to-grade transitions on time.

5-Year (First-Time) Completion Rate				
		Cohort	% Rate	Provincial %
2021-2022	All Resident Students	459	87.0	87.4
	Indigenous Students	114	76.8	64
	Students with Diverse Abilities	77	72.6	67.9
2020-2021	All Resident Students	412	80.2	85.6
	Indigenous Students	90	67.2	63.4
	Students with Diverse Abilities	76	59.9	64.7
2019-2020	All Resident Students	419	75.2	85.1
	Indigenous Students	94	68	62
	Students with Diverse Abilities	71	57.5	64.2
2018-2019	All Resident Students	452	81.3	84.2
	Indigenous Students	107	68.3	60.2
	Students with Diverse Abilities	59	70.8	62.6
2017-2018	All Resident Students	430	75.9	83.2
	Indigenous Students	95	55.1	59.7
	Students with Diverse Abilities	62	40.5	61.1



6-Year Completion Rate				
		Cohort	% Rate	Provincial %
2021-2022	All Resident Students	479	87.0	89.0
	Indigenous Students	112	80.0	89.0
	Students with Diverse Abilities	76	76.0	89.0
2020-2021	All Resident Students	409	85.5	90.1
	Indigenous Students	87	75.5	72.5
	Students with Diverse Abilities	75	71.9	74.2
2019-2020	All Resident Students	422	80.5	89.6
	Indigenous Students	94	74.7	71.1
	Students with Diverse Abilities	72	59.4	73.9
2018-2019	All Resident Students	456	83.5	88.8
	Indigenous Students	109	72.7	69.5
	Students with Diverse Abilities	58	71.5	71.4
2017-2018	All Resident Students	434	81.6	88.5
	Indigenous Students	92	63.6	69.6
	Students with Diverse Abilities	63	53.5	71

Analysis

Although there have been some fluctuations in first-time and six-year completion rates, students with Indigenous ancestry have had better success in first-time completion than their cohort in the provincial average. SD8 all resident students performed at a rate 2% lower than the province for the BC Dogwood diploma within 5 years of starting grade 8. Students with diverse abilities performed at a rate 13% lower than the province for the BC Dogwood, within 5 years of starting grade 8. Completion rates have been rising in the past five years for students with diverse abilities. The district is confident that this upward trend will continue.

SD8 has seen a 6.8% increase for all students in first time graduation rates for the 2021-2022 academic year. There has been a 9.6% increase in graduation rates for students with Indigenous ancestry and students with diverse needs have seen a 12.7% increase compared to the 2020-21 academic year.

What is Evident

The 2021–22 five-year (first-time) graduation rates within SD8 indicate the following:

- 87% of all students in SD8 who are recorded as being in grade 12 for the first time in September who then graduate in that same school year
- 76.8% of students with Indigenous ancestry in SD8 who are recorded as being in grade 12 for the first time in September who then graduate in that same school year
- 72.6% of students with diverse needs in SD8 who are recorded as being in grade 12 for the first time in September who then graduate in that same school year

The 2021–22 SD8 six-year completion rates indicate the following:

- 88.9% of all students in SD8 have graduated with a BC Certificate of Graduation or BC Adult Graduation diploma, which is slightly lower than the BC average
- 80.3% of Indigenous students in SD8 have graduated with a BC Certificate of Graduation or BC Adult Graduation diploma, higher than the BC average
- 75.6% of students with diverse needs in SD8 have graduated with a BC Certificate of Graduation or BC Adult Graduation diploma, slightly lower than the BC average



Key Action Items

SD8's commitment to continuous improvement in academic success for all students requires an ongoing analysis of school district and provincial completion and graduation rates as one measure of student success.

SD8's efforts to improve graduation rates and completion rates continue to focus on the following strategies, structures and supports:

- Ensure all students have opportunities to learn about post-secondary and career opportunities, including scholarships
 - Provide school teams with support and information regarding post-secondary program pathways and scholarship opportunities for students
 - Provide families with post-secondary, career, and scholarship opportunities through district-wide presentations and information posted to the SD8 website
 - Improve scholarship opportunities for students with diverse needs and students with Indigenous ancestry through community scholarship procurement and through a scholarship equity framework
- Ensure students graduate
 - Ensure all students have a three-year graduation plan commencing in grade 9 through 12, updated annually
 - Continue support annual grade-to-grade transition meetings and grade twelve academic reviews between the district-based team and school teams
 - Continue to provide Individualized supports for students with Indigenous ancestry, including support from Aboriginal success teachers, and Aboriginal youth and family worker liaisons
 - Provide students and families with information about graduation requirements through annual district-wide graduation program presentations and information posted to the SD8 website
 - Continue to collaborate with local colleges for transitions and bridging strategies (academic upgrading, university transfers, dogwood completion)
 - Continue with regular district-based team meetings with school teams to provide additional supports for individual students with diverse needs



Educational Outcome 5: Life and Career Core Competencies

Post-Secondary Transitions

Measure 5.1: Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years.

The Post-Secondary Institute Transition (PSI) is a measure that examines the number of students who are eligible to graduate and identifies the proportion of those students who make a transition to a B.C. public post-secondary institution.

Post-Secondary Immediate (PSI) Transition Rate and Post-Secondary 3-Year Transition Rate

In reviewing the PSI data as provided by the Ministry of Education, students who enroll in trades partnership programs with public post-secondary institutions before meeting graduation requirements are being captured in both the “immediate” and “3-year” PSI data. Over the period 2017-2018 to 2020-2021, an average of 40 district students per school year enrolled in public post-secondary trades partnership programs before meeting graduation requirements

Post-Secondary Immediate (PSI) Transition Rate						
		# of Students in SD8 Cohort	SD8 1-Year Transition % Rate	Provincial % Rate	SD8 3-Year Transition % Rate	Provincial % Rate
2021-2022	All Resident Students	370	34%	44%	34%	44%
	Indigenous Students	83	23%	29%	23%	29%
	Students with Diverse Abilities	44	32%	31%	32%	31%
2020-2021	All Resident Students	327	41%	53%	50%	59%
	Indigenous Students	59	31%	35%	42%	41%
	Students with Diverse Abilities	29	MSK	40%	38%	46%
2019-2020	All Resident Students	286	41%	54%	56%	65%
	Indigenous Students	61	41%	39%	51%	50%
	Students with Diverse Abilities	27	52%	43%	59%	52%
2018-2019	All Resident Students	363	45%	54%	64%	67%
	Indigenous Students	73	38%	39%	60%	54%

Analysis

The data shows that the percentage of SD8 students who transition to Canadian post-secondary institutions within one year of being eligible to graduate is consistently lower than the provincial average over the past four years. This gap between SD8 and the provincial average is especially evident in the 2020-21 and 2019-20 school years, where the percentage of SD8 students transitioning within one year is 10% lower than the provincial average.

However, the percentage of SD8 students transitioning to post-secondary institutions within three years of eligibility has been consistently like or slightly higher than the provincial average over the past four years. This suggests that while some students take longer to transition to post-secondary institutions, a larger proportion of SD8 students are ultimately successful in doing so.

When looking at specific student sub-sets, Indigenous students in SD8 have consistently lower transition rates to post-secondary institutions compared to the provincial average in both the one-year and three-year transition rates. Students with diverse abilities also have lower one-year transition rates than the provincial average, but similar or slightly higher three-year transition rates.

In conclusion, while SD8's one-year post-secondary transition rates are lower than the provincial average, the three-year transition rates are similar or slightly higher. Further attention should be given to the lower transition rates of Indigenous students and students with diverse abilities to support their successful post-secondary transitions.

What is Evident

The 1-year transition rate for students with Indigenous ancestry has remained consistently lower than that for all resident students in SD8, ranging from 23% to 38% over the last four years.

- The 3-year transition rate for students with Indigenous ancestry has also been consistently lower than that for all resident students in SD8, ranging from 23% to 60%.
- In 2020-21, the 1-year and 3-year transition rates for Indigenous students were the same as those for students with diverse abilities.
- The 3-year transition rate has for students with diverse needs remained relatively consistent, ranging from 31% to 46%.

Key Action Items

- Enhance graduation pathways for middle and secondary learners to explore interests and passions
 - Continue to collaborate and partner with community associations and organizations to provide enhanced learning opportunities for students
 - Continue to develop dual credit and career program opportunities through partnerships with regional post-secondary institutions
- Ensure all students have opportunities to learn about post-secondary and career opportunities, including scholarships
 - Provide school teams with support and information regarding post-secondary program pathways and scholarship opportunities for students
 - Provide families with post-secondary, career, and scholarship opportunities through district-wide presentations and information posted to the SD8 website
 - Improve scholarship opportunities for students with diverse needs and students with Indigenous ancestry through community scholarship procurement and through a scholarship equity framework

Career and Dual Credit Programs

Educational Outcome 5: Students will have the core competencies to achieve their career and life goals.

The SD8 Trades Training program supports graduation program students in realizing their career and workforce entry goals through dual credit and career education programs. Dual credit programs offer students the opportunity to enroll in college level programs while in high school, while gaining credit for both. Dual credit programs are tuition-free in SD8.

The SD8 Trades Training program is comprised of multiple pathways, intended to support a scaffolded entrance to a career in the trades at the graduation program level in grades ten through twelve and beyond. SD8 students in grade have opportunities through multiple regional college partners to participate in both career and dual credit Youth Train in Trade programs. These programs include:

- Trades Sampler
- Youth Skills Explore
- Youth Work in Trades
- Youth Train in Trades

Other dual credit career programs include the Early Childhood Care and Education (ECCE) dual credit program that begun in 2022 with College of the Rockies and Selkirk College in partnership with the Ministry of Education and Child Care (MOECC), and the Business Management pilot with Selkirk College in spring 2023.

SD8 Career and Dual Credit Program Participation 2020-2022						
Year	SD8 Students (All)	Tourism, Hospitality & Foods	Trades & Technology	Liberal Arts & Humanities	Business	Totals
2021-2022	Grade 12	21	38	12	6	77
	Grade 11	22	1	2	n/a	25
2020-2021	Grade 12	4	29	0	n/a	33
	Grade 11	5	12	0	n/a	17
Totals		52	80	14	6	152

Analysis

In the 2020–2022 school years, there were 152 total students in career programs, with the largest program being Tourism & Hospitality at 52 students, followed by Trades & Technology with 80 students, Liberal Arts with 14 students, and Business with 6 students.

Overall, Tourism & Hospitality is the most prevalent career program among SD8 students, followed by Trades & Technology. Liberal Arts and Business have smaller numbers of participants.

Analysis

In the 2020–2022 school years, there were 152 total students in career programs, with the largest program being Tourism & Hospitality at 52 students, followed by Trades & Technology with 80 students, Liberal Arts with 14 students, and Business with 6 students.

Overall, Tourism & Hospitality is the most prevalent career program among SD8 students, followed by Trades & Technology. Liberal Arts and Business have smaller numbers of participants.

Key Findings

- The number of students in career and dual credit programs has increased
- Hospitality and Tourism and Trades and Technology programs are most prevalent
- Students who begin entry into career programs earlier at the secondary level tend to stay in these programs

Key Action Items

- Enhance graduation pathways for middle and secondary learners to explore interests and passions
 - Continue to collaborate and partner with community associations and organizations to provide enhanced learning opportunities for students
 - Continue to develop dual credit and career program opportunities through partnerships with regional post-secondary institutions
- Empower students to explore diverse, future-oriented career paths
 - Collaborate with community organizations and associations to support career exploration through presentations, events, and curricular supports



Career and Post-Secondary Preparation

Student Learning Surveys (SLS) Grade 10 and 12

The BC Student Learning Survey is administered annually to students in grades 3 or 4, 7, 10 and 12. The SLS asks students questions about their school experiences. Student participation is voluntary.

% of Students Indicating Positive Response to “Are you satisfied that school is preparing you for a job in the future?”

SLS	Sub-Set	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Province 2021-2022
Grade 10	All Resident	20%	24%	29%	28%	27%	32%
	Indigenous	29%	33%	n/a	13%	50%	35%
	Students with Diverse Abilities	19%	31%	n/a	16%	27%	32%
Grade 12	All Resident	19%	20%	31%	17%	19%	25%
	Indigenous	33%	46%	40%	19%	23%	26%
	Students with Diverse Abilities	8%	63%	n/a	12%	31%	30%

% of students indicating positive response to “Are you satisfied that school is preparing you for post-secondary education (college, university, trade school)?”

SLS	Sub-Set	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Province 2021-2022
Grade 10	All Resident	30%	31%	32%	27%	34%	39%
	Indigenous	40%	36%	13%	21%	34%	35%
	Students with Diverse Abilities	25%	44%	n/a	21%	20%	36%
Grade 12	All Resident	30%	26%	38%	29%	30%	37%
	Indigenous	29%	46%	60%	30%	26%	33%
	Students with Diverse Abilities	15%	50%	n/a	41%	46%	38%

Analysis

In the 2021–2022 school year, 34% of grade 10 students and 30% of grade 12 students in the SD8 sub-set reported being satisfied that school is preparing them for post-secondary education. This represents an increase from the previous year's satisfaction levels for grade 10 students, but a slight decrease for grade 12 students.

In comparison, the province's satisfaction levels for the same year were higher, with 39% of grade 10 students and 37% of grade 12 students reporting satisfaction with their school's preparation for post-secondary education.

Indigenous students in both grades 10 and 12 reported similar satisfaction levels to the overall cohort in the 2021–2022 school year. However, students with diverse abilities reported lower satisfaction levels in both grades compared to all students and the province.

In terms of satisfaction levels for preparing students for a job in the future, overall results were lower than those for preparing students for post-secondary education. In the 2021–2022 school year, 19% of grade 10 students and 19% of grade 12 students in the SD8 sub-set responded positively to the question. Indigenous students in both grades reported lower satisfaction levels compared to the overall sub-set and the province. Students with diverse abilities in grade 10 reported lower satisfaction levels, while those in grade 12 reported higher satisfaction levels than the overall sub-set.

Key Findings

- Students with Indigenous ancestry in grades 10 and 12 have 50% or less of a positive response to feeling prepared for a job in the future, though overall, they felt more prepared than their peers
- Students with diverse abilities also fall below the 50% threshold, with an average of 29% feeling prepared for a job in the future
- SD8 students overall lag slightly behind the province in feeling prepared for a job in the future
- SD8 students overall lag the province in feeling prepared for post-secondary education
- Students with diverse abilities felt more prepared for post-secondary education in 2020–21 than their peers in SD8 and the province

Key Action Items

- Enhance graduation pathways for middle and secondary learners to explore interests and passions
 - Continue to collaborate and partner with community associations and organizations to provide enhanced learning opportunities for students
 - Continue to develop dual credit and career program opportunities through partnerships with regional post-secondary institutions
- Empower students to explore diverse, future-oriented career paths
 - Collaborate with community organizations and associations to support career exploration through presentations, events, and curricular supports
 - Ensure all students have opportunities to learn about post-secondary and career opportunities, including scholarships
 - Provide school teams with support and information regarding post-secondary program pathways and scholarship opportunities for students
 - Provide families with post-secondary, career, and scholarship opportunities through district-wide presentations and information posted to the SD8 website
 - Improve scholarship opportunities for students with diverse needs and students with Indigenous ancestry through community scholarship procurement and through a scholarship equity framework



CONCLUSION

School District No. 8 (Kootenay Lake) is committed to enhancing graduation pathways, empowering students to explore diverse, future-oriented career paths, to ensuring all students have opportunities to learn about post-secondary and career opportunities, and to ensuring students graduate. The action plan is focused on providing opportunities for students to explore their interests and passions through partnerships with community organizations and post-secondary institutions, as well as providing support and information to students and families regarding post-secondary programs and scholarship opportunities. The continued importance of individualized supports for students with diverse needs and Indigenous ancestry remains a focus. Overall, the action plan aims to prepare students for successful employment and career development beyond the K-12 school system as aligned with the district's strategic plan.

Career Organizations & Partnerships

British Columbia Institute of Technology (BCIT)

College of the Rockies

Columbia Basin Trust

Junior Achievement BC (JABC)

Kootenay Association for Science and Technology (KAST)

Kootenay Career Development Society (KCDS)

Ministry of Education and Child Care (MOECC) – Dual Credit

Okanagan College

Osprey Foundation

Skills Trades BC

UBC Okanagan

West Kootenay Science Fair

WorksafeBC

WorkBC Youth Employment Program