Alternative Pathways to Post-Secondary Education

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Today’s Presentation

1. The Centre for Skills and Post-Secondary Education
2. Issue in Skills and PSE
3. An Alternative Pathway: New Zealand’s Tertiary High School
4. Discussion A
5. The Path Forward: A National Strategy
6. Discussion B & Wrap-up
The Centre for Skills and Post-Secondary Education at the Conference Board of Canada addresses the advanced education and skills challenges facing Canada today.

We discuss skills in a broad sense. A skilled person is a person who, through education, training and experience, makes a useful contribution to the economy and society.
Goals of the Centre for Skills and PSE

• Develop a *Skills and PSE Strategy* for Canada.
• Foster shared understanding and sense of purpose leading to action by stakeholders.
• Engage varied stakeholders in dialogue.
• Raise public awareness of PSE and importance.
• Track and report on PSE performance.
The Changing Face of PSE

A Challenge for Skills and PSE in Canada

- Demographics and changing enrolment.
- Student demographic and socio-economic diversity—niche communities and groups with specific learning needs.
- Indigenous students; students with disabilities; those with families/children; international students.
Demographics—Core Age Cohort Shrinking

The Core 20-24 Age Group is Set to Decline

Source: Statistics Canada; Forecast by The Conference Board of Canada
Indigenous Learners: Need and Opportunity

Projected Number of Indigenous Persons aged 20 to 44 years, 2016-2036

2011: 517,000
2016: 563,000
2021: 606,000
2026: 644,000
2031: 682,000
2036: 720,000

Source: The Conference Board of Canada
(Authors: Coburn and Edge, forthcoming)
### PSE Completion Rates, Indigenous and Non-Indigenous Canadians (2011)

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<tr>
<th></th>
<th>Indigenous</th>
<th>Non-Indigenous</th>
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<th>Non-Indigenous</th>
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<tbody>
<tr>
<td></td>
<td>Trades &amp; Apprenticeship</td>
<td>College, CEGEP, or other non-university certificate/diploma</td>
<td></td>
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<tr>
<td>Ontario</td>
<td>11%</td>
<td>8%</td>
<td>23%</td>
<td>21%</td>
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<tr>
<td>Canada</td>
<td>12%</td>
<td>11%</td>
<td>18%</td>
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<tr>
<th></th>
<th>University Undergraduate</th>
<th>University Graduate (incl. medical degrees)</th>
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<tbody>
<tr>
<td>Ontario</td>
<td>9%</td>
<td>20%</td>
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<tr>
<td>Canada</td>
<td>9%</td>
<td>19%</td>
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Note: Figures exclude immigrants, non-permanent residents, and individuals under the age of 18. Source: Calculations by The Conference Board of Canada using the 2011 National Household Survey. (Authors: Coburn and Edge, forthcoming)
New Zealand: Case Study of a Dual Enrolment Strategy

• New Zealand faces similar challenges to Canada with concerning proportions of youth not participating in education, training, or employment.

• The problem has a distinct ethnic/cultural dimension.
Youth not in employment, education, or training across select countries, 2013 (per cent)

Source: Organisation for Economic Co-operation and Development
Maori and Pasifika early school leavers

New Zealand’s indigenous and ethnic minorities make up almost half of early school leavers at age 15 (2014)

Note: Data represent students who leave school with less than NCEA Level 2
Source: New Zealand Ministry of Education
New Zealand: Priorities

• Education is a national responsibility.

• The country’s Youth Guarantee banner provides funding to initiatives that promote alternative pathways to careers and PSE.

• *Ka Hikitia – Accelerating Success 2013–2017* outlines priority areas for raising achievement of Maori.

• Supports initiatives that develop or provide culturally appropriate education and transition supports for Maori and Pasifika.*

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*Maori are New Zealand’s indigenous peoples. Pasifika trace their roots to many small Pacific islands.*
A Solution Made in New Zealand

The Tertiary High School (THS)

• A fully-integrated secondary school and post-secondary institution.

• Dual enrolment at secondary school and Manukau Institute of Technology (MIT).

• Foundational underpinnings:
  – Managed transitions
  – Multiple pathways
  – Integrated learning
Students identified as “disengaged” or at risk of disengaging from education are recruited from local secondary schools.
• Core program:
  • 30 hours per week
  • Secondary curriculum emphasizes literacy, numeracy, digital proficiency
  • Post-secondary curriculum: career and technical education
  • Mentoring, pastoral care, personal learning plans, and “development of whole student”
The program combines years 11-13 with years 1 to 2 of post-secondary education into a 4-year program. Students are immersed in a PSE program by their second year at THS.
“Having students who are young and who are under some stress being accelerated into education that’s typically been associated with older students—that’s innovative.”

-Dr. Stuart Middleton, THS founder and director
THS Outcomes

• All students complete the basic secondary school qualification (NCEA 1).
  
• 93% achieve the level required for admission to diploma/certificate programs (NCEA 2).
  
• 87% move on to complete the level required for university admission (NCEA 3).
THS Outcomes

• Regular attendance

• Improved communication with families and positive family involvement in learning

• Interest in learning

• Effective goal-setting

• Improved socialization, coping, self-management

• Understanding of career and educational pathways

• Progression onto higher levels of education
Main Challenge: Engagement

15% of THS students drop out each year (average)

Retention rate versus drop-outs (per cent of students enrolling)

- Retention Rate
- Early leavers

Source: MIT/Tertiary High School
Main Challenge: Engagement

Responses

• Links to community supports, families

• Culturally sensitive pedagogies and learning strategies

• Applied learning

• Respect, autonomy

• Pastoral care, individual attention

• Personal learning plans, goal setting
Noteworthy THS Features

• Prioritization of resources for disengaged learners

• Full secondary & PSE integration

• Culturally sensitive supports, focus on indigenous learners in line with education priorities

• Individual attention, pastoral care

• Leadership of PSE institution (MIT and Faculty of Education); partner roles for K-12, government

• Connections to families, community
Many Similarities to School Within a College

• Integrated curriculum
• Dual credits and dual enrolment
• PSE immersion
• Vocationally-oriented students
• Students at-risk
Major Differences from School Within a College

• Long term: students attend for 3 to 4 years.

• Significant focus on PSE credential completion.

• PSE institution is central delivery agent; more passive role for local schools.

• Not scaled-up. THS is the only program of its kind in New Zealand; no network like SWAC.
Discussion A

• Is a made-in-Ontario Tertiary High School (THS) desirable?

• Can a model like the Tertiary High School work in Ontario?

• What challenges would your school board/college/institution face in implementing the THS model?
The Path Forward

- Research reports on linkages between K-12 and PSE and access and equity issues.
  - Can better communication & integration of K-12 and PSE improve learner and system outcomes?
  - What barriers are preventing greater communication and integration of K-12 and PSE?
  - What promising practices are linking K-12 with PSE and improving inter-institutional communication, learner equity and access, skills development, relevance of education?
  - How can K-12 and PSE better support PSE participation and attainment of Indigenous learners?
The Path Forward

• Development of a strategy for skills and post-secondary education in Canada.

• Strategy will emphasize at least four key themes:
  – Learner access and equity
  – Skills development
  – Quality and relevance
  – Financial sustainability
Discussion B

• What do you see as the most important issues that dual credit/dual enrolment programs are addressing?

• What lessons from dual credit/dual enrolment initiatives should a broad, national skills and PSE strategy for Canada take into account?
Appendix: Click on report covers below to access free downloadable copy

**Higher Education for Disengagers: New Zealand’s Tertiary High School**

**School Within a College: Supporting Transitions from Secondary School to Higher Education**
Appendix: Links for Further Information

• All Centre for Skills and PSE research reports available free of charge from The Conference Board of Canada’s e-Library.

• Visit the Centre for Skills and PSE for news of latest research and how to participate.

• Check out our Education and Learning blog.