Alternative Pathways to Post-Secondary Education

Liz Martin
Research Associate
The Conference Board of Canada

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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

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

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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.


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

*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.

Photo credit: Manukau Institute of Technology/Stuart Middleton
“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*

Higher Education for Disengagers.
New Zealand’s Tertiary High School

At a Glance

- New Zealand faces the challenge of large numbers of youth who disengage from schooling and do not enter post-secondary education (PSE), training, or employment.
- The national government’s Youth Guarantee strategy is creating opportunities to increase achievement through initiatives such as the Manukau Institute of Technology’s Tertiary High School.
- This integrated secondary-tertiary institution places disengaged secondary students in a PSE environment, where they work toward completing their secondary school credentials along with a technical or vocational credential.

*School Within a College: Supporting Transitions from Secondary School to Higher Education*

School Within a College.
Supporting Transitions from Secondary School to Higher Education

At a Glance

- Ontario’s School Within a College program provides provincial funding to partnerships that involve secondary school students in the college environment.
- School Within a College targets disengaged students who are at risk of dropping out of high school, not participating in post-secondary education, and struggling to transition to employment and careers.
- Since it was launched in 2016, School Within a College has raised high school completion rates and improved students’ preparedness for college.
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.