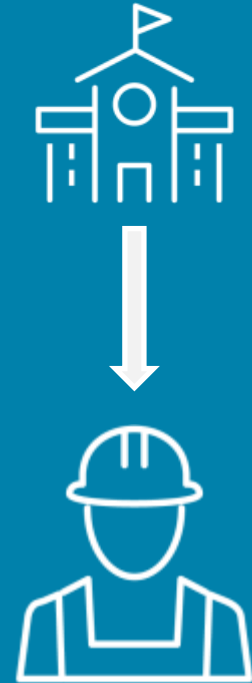


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# Transitions from Credentialed CTS Apprenticeship Pathways to Apprenticeship



Forecasting, Analytics and Research Unit  
March 1, 2023

# Agenda

1. Background
2. Methodology
3. Results
4. Discussion and next steps

# Background- Purpose of the project

- Pathways of students after enrolling in Dual credit programming.
- Students in Grade 10, 11 or 12 can earn credits toward:
  - a high school diploma or certificate of achievement
  - a post-secondary certificate, diploma or degree
  - first-period apprenticeship

# Background- Types of Dual Credit

- CTS Single/Dual Enrolled dual credit courses
- Career and Technology Studies (CTS) Apprenticeship Pathways

# Project Phases

- Phase 1- Transition from Dual Enrollment to post-secondary education.
- **Phase 2- Transition patterns of CTS Apprenticeship pathway completers.**
- Phase 3- Transition patterns of students enrolled in RAP.
- Other questions
  - Post-sec completion patterns among CTS completers vs. Others
  - Transition from pathways to non-Apprenticeship post-sec programs

# Methodology

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# What is a dual credit pathway?

- A dual credit pathway is a course or a selection of courses in the CTS program.
  - Students explore career opportunities and develop the knowledge, skills, attitudes and values they will need on the job.
- Focus for this phase of analysis is CTS Apprenticeship Pathway **completers**.

# Data Sources and Linkage

- Alberta Education
  - Apprenticeship Pathway Completers dataset (2016-2018)
- Skilled Trades and Professions
  - Apprenticeship Trade and Occupations Management System dataset (2014-2022)

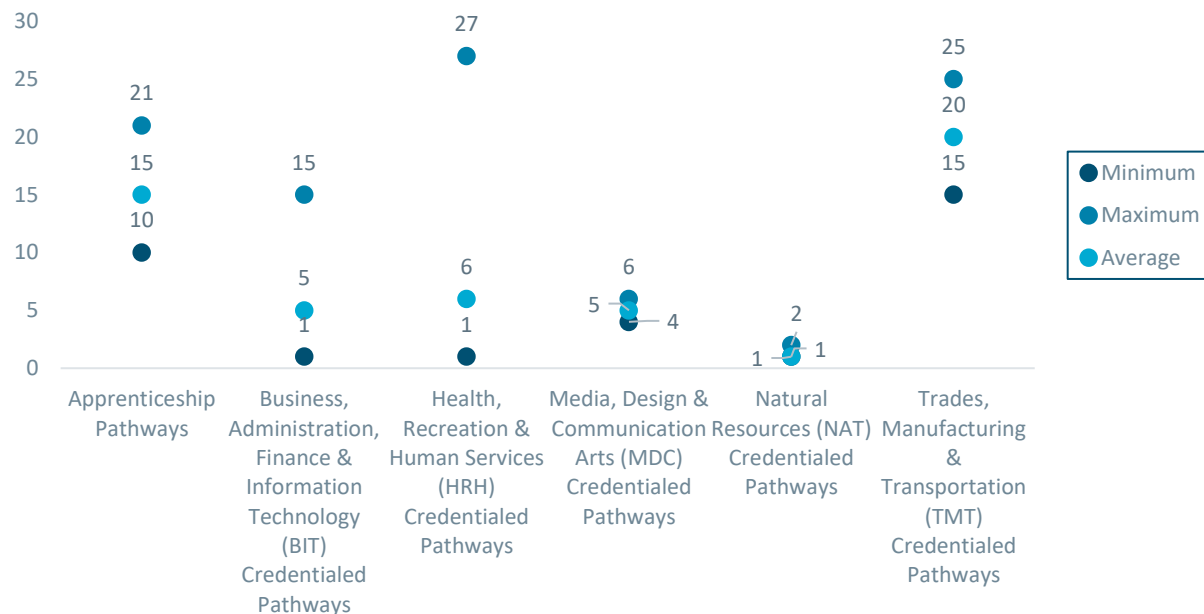


Alberta Student Number



On an average, credentialed pathways within the TMT and Apprenticeship Occupational Areas had the most number of courses required to complete the pathway.

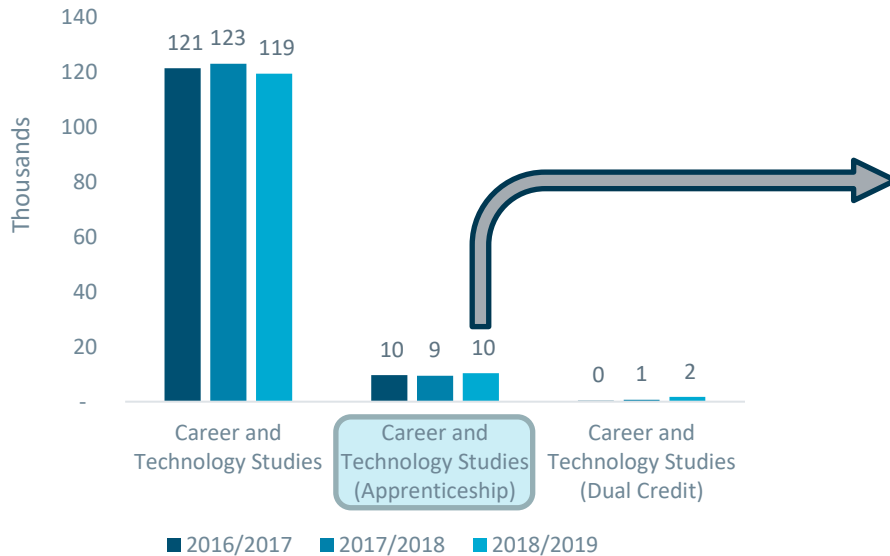
## Number of Required Courses for CTS Credentialed Pathways\* By Occupational Areas



\*For example, CTS credentialed pathways in the Apprenticeship occupational area range from 10 required courses for Automotive Service technician to 21 for Hairstylist.

# Enrolment in CTS Apprenticeship Pathways

Number of students enrolled in different CTS Subject areas by year (in thousands)



CTS Apprenticeship Pathway	Number of Students enrolled in 2018/2019
Hairstylist	7,515
Cook	2,180
Baker	420
Automotive Service Technician	273
Welder	136
Agriculture Equipment Technician	87
Pipe Trades	67
Carpenter	58
Electrician	29
Auto Body Technician	10
Heavy Equipment Technician	7
Industrial Mechanic (Millwright)	*S
Cabinetmaker	
Landscape Horticulturist	
Painter and Decorator	
Parts Technician	
<b>Grand Total</b>	<b>10,378</b>

\*S=Suppressed

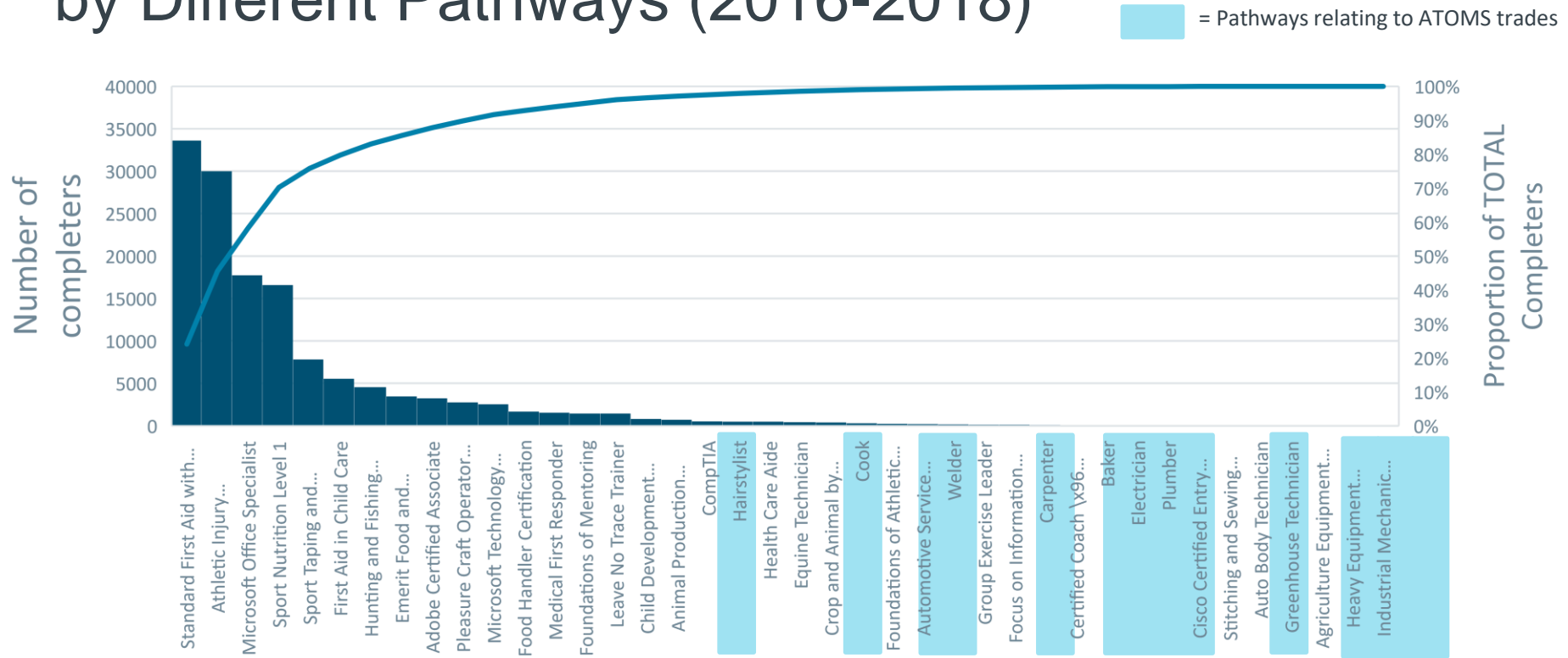
# Apprenticeship related pathways

Year	All Credentialed CTS Pathway Completers	Credentialed CTS Apprenticeship Pathway Completers
2016	35,699	390
2017	35,646	448
2018	36,599	450
<b>TOTAL</b>	<b>107,944</b>	<b>1,288</b>

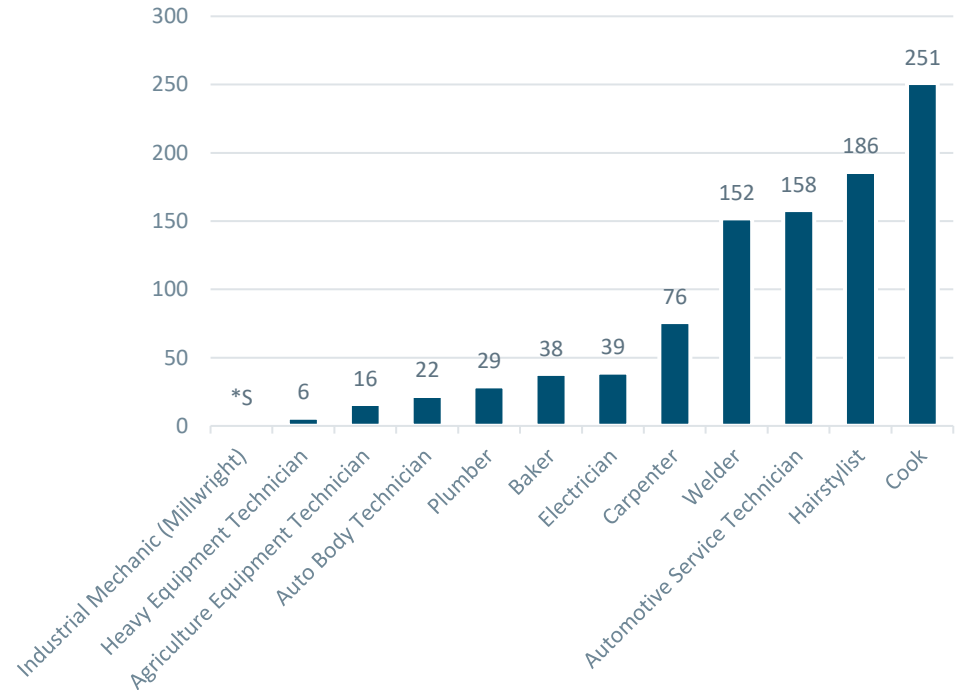
Of the 64 CTS pathways that had credentialed completers, 13 were related to Apprenticeship.

1. Agriculture Equipment Technician
2. Auto Body Technician
3. Automotive Service Technician
4. Baker
5. Carpenter
6. Cook
7. Electrician
8. Hairstylist First Period
9. Hairstylist Second Period
10. Heavy Equipment Technician
11. Industrial Mechanic (Millwright)
12. Plumber
13. Welder

# Number of CTS Credentialed Pathway Completers by Different Pathways (2016-2018)



## Distribution of CTS Credentialed Apprenticeship Pathway Completers (2016-2018)



\*S=Suppressed for n<6

Over three quarters of Apprenticeship pathway completers were from four trades; **Cook, Hairstylist, Automotive Service Technician and Welder**

# Data Cleaning

## What counts as a successful transition into Apprenticeship?

A student who completed a CTS  
Apprenticeship pathway

### And

Appeared in ATOMS (Apprenticeship  
database) with a Application Status of

- Approved
- Registered Apprentice
- Registered non-progressing
- Cancelled and
- Completed

- Number of students that completed a CTS Apprenticeship pathway and show up in the ATOMS database **(730)**
  - Within 4 years **(725)**
  - In any trade
  - Analysis of their first entry

# Results

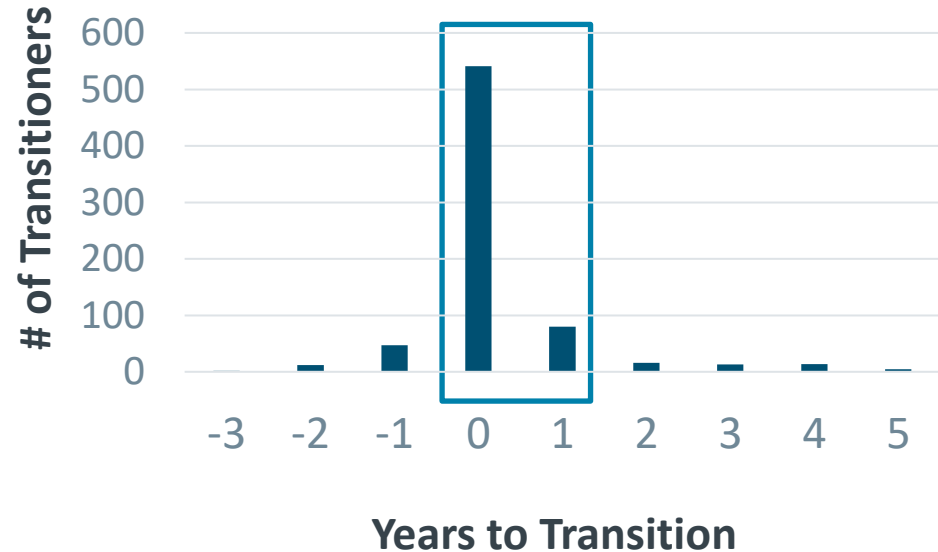


# Transition Into a Trade after Completing a Credentialed Apprenticeship Pathway

Pathway completion Year	Number of Credentialed CTS apprenticeship completers who transitioned into a Trade within four years.	*Total Credentialed CTS Apprenticeship Completers	Four-year Transition Rate
2016	220	323	68.7%
2017	259	376	69.7%
2018	246	402	61.2%
<b>TOTAL</b>	<b>725</b>	<b>1101</b>	<b>65.8%</b>

\*Numbers are different from Slide 11 due to data cleaning.

Years to Transition into ATOMS 2016-2018



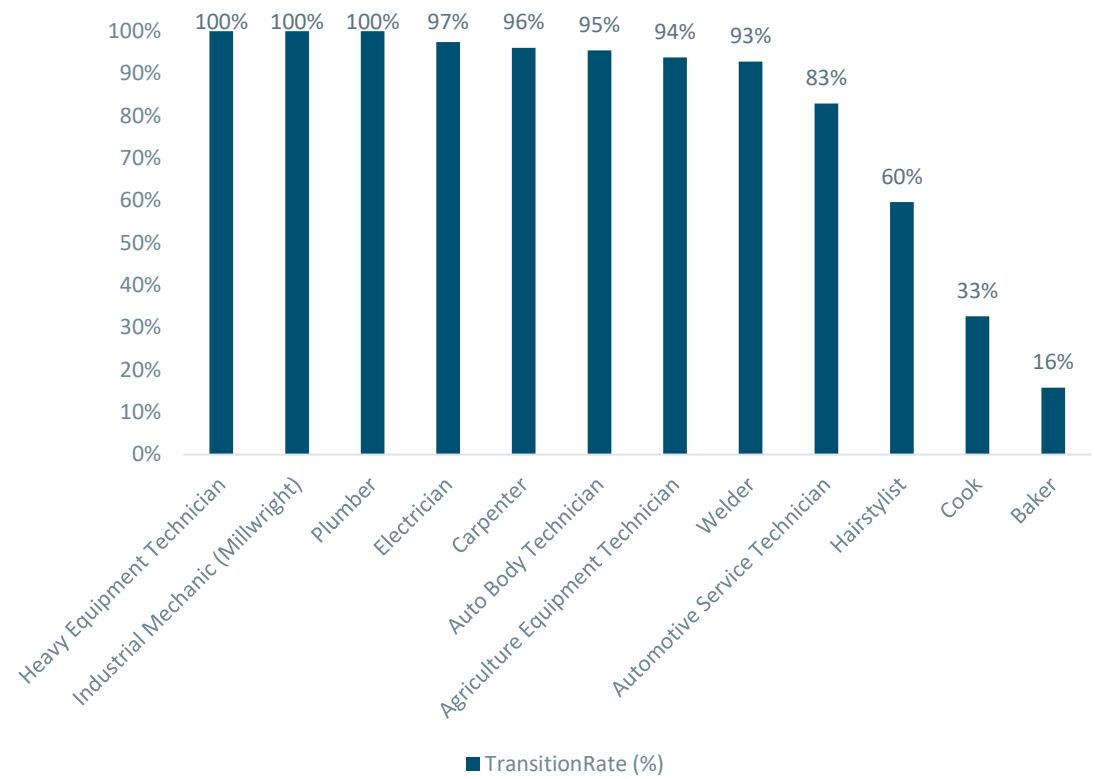
\* 0 = transitioned in the SAME year as CTS completion



Students completing Heavy Equipment Technician and Industrial Mechanic pathways had a 100% transition rate to Apprenticeship while those completing Baker and Cook pathways had the lowest transition rates.

While hairstylists form a majority of credentialed Apprenticeship pathway completers, only 60% of them transition to formal apprenticeship.

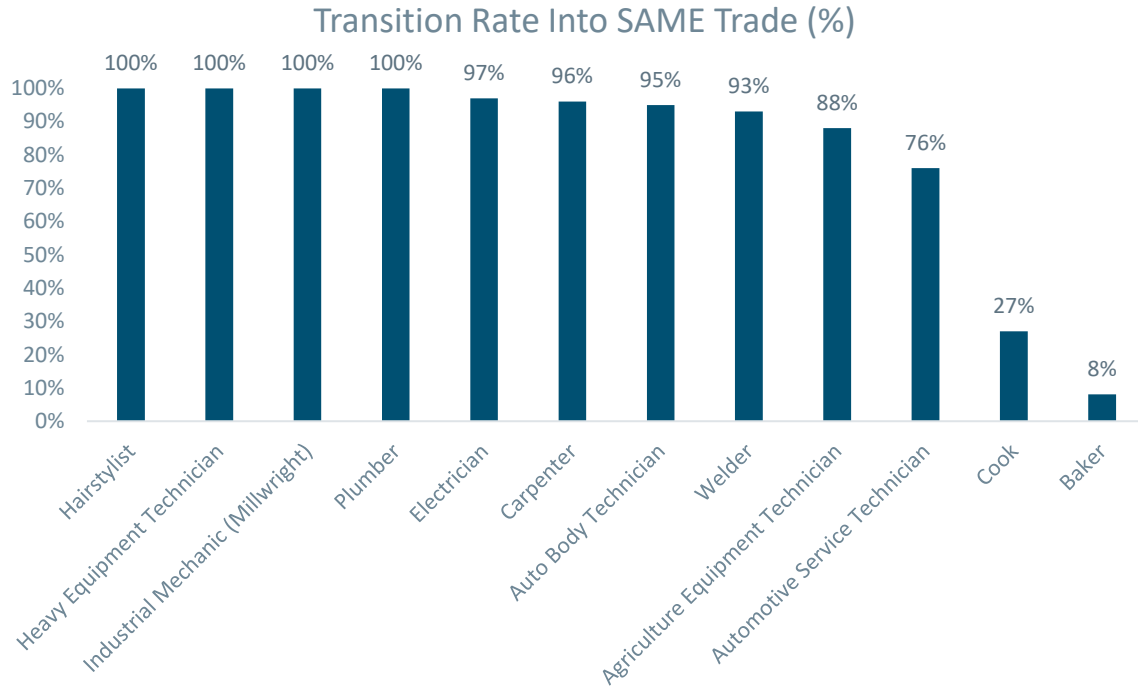
# Transition rate by Trade



# Transition into the same Trade

Completers from majority of the CTS Credentialed Apprenticeship pathways transitioned into the same trade.

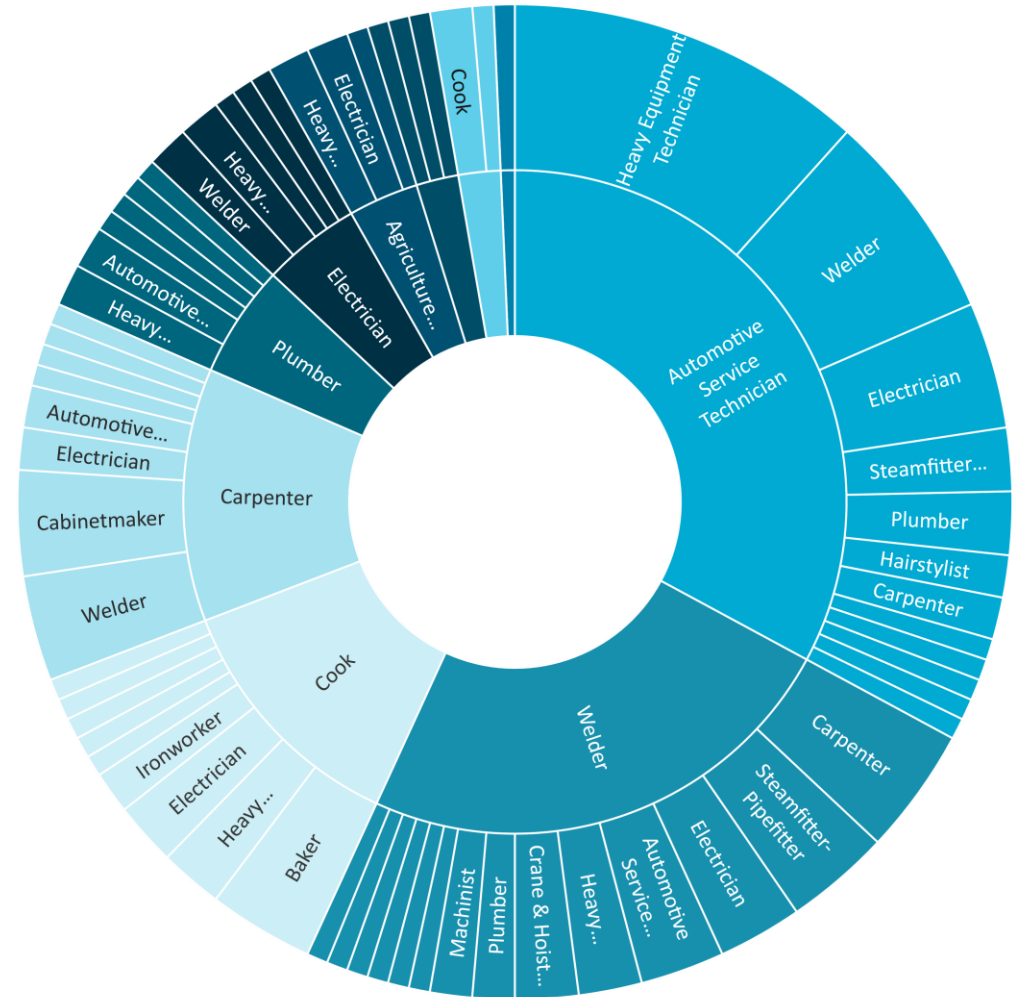
Students who completed Cook or Baker CTS Apprenticeship Pathways had the least same-trade transition rate.



\*Includes individuals who transitioned into multiple trades

- # of transitioners into another trade:
  - Automotive Service Technician (35)
  - Welder (34)
  - Cook (22)
  - Carpenter (11)
  - Electrician (6)
  - Plumber (6)
  - Agriculture Equipment Technician (S\*)
  - Baker (S\*)
  - Auto Body Technician (1)

\*S=Suppressed for n<6



# Summary

- On average, there are fewer CTS Apprenticeship Pathway completers compared to non-apprenticeship credentialed pathways possibly due to more apprenticeship courses required to complete the pathway.
- Over two thirds of CTS Apprenticeship pathway completers successfully transitioned into a Trade.
- Majority of transitioners (85%) pursue the same trade.
- Calculation of a pathway completion rate is complex, and we will pursue this after discussing with stakeholders.

# Next Steps/Phase

- Pathway completion rates and Apprenticeship completion rates for transitioners.
  - Need to define Apprenticeship Pathway Participation
- Transition from RAP program into classroom training and the impact of CTS plus RAP vs. just CTS or just RAP.

# Questions?

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## Acknowledgement

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