

**Implementing the Bridge from Training for a Semiskilled Trade (WOTP)  
to Vocational Training: MEES Criteria and Special Funding  
June 12, 2019**

**Delivered by Marsha Gouett,  
Sébastien Rodrigue-Privé and Ingrid Hove**

**EXIT CARD RESPONSES**

Fifty (50) participants attended the session (not including MEES presenters/representatives), representing all nine English language school boards. Forty-three (43) Exit Cards were returned; this represents a response rate of 86%.

**Item 1: Was the information presented today new to you, or were you already familiar with the details of the bridge between Training for a Semiskilled Trade (TST) and Vocational Training (VT)?**

**Participants were asked to circle one of the following three responses:  
*Completely New; Somewhat New; or, Not New.***

- 11 respondents (26%) indicated that the information was “Completely New”
- 26 respondents (60%) indicated that the information was “Somewhat New”, and
- 6 respondents (14%) indicated that the information was “Not new”.

**Item 2: Please list one or two key pieces of information about TST, the bridge, or VT that were presented today:**

- The idea that TST students that complete their certificate and their grade 8 classes in English, Math and French are able to enter some trade courses that usually require grade 9.
- TST certificate and Secondary Cycle I English, Math, French are needed. Only certain programs are Bridge accessible.
- Rich activity before lunch, linking *Portrait d'ensemble* Voc. Ed. with semiskilled trades.

- Bridge between TST to “Sec. 3” trades (category 2). You can go from TST to any Category 2 trade.
- Minimum requirements for Voc Ed. Must attain Cycle One credits for bridge.
- It is a “pass” for students. There are limitations as to the VT programs they can enter.
- Students with TST completed can take Voc Ed courses (category 2) without the Sec. 3 prerequisites. List of websites.
- The criteria for TST Passerelle; Annexe VII; programs offered in other boards.
- How important the grade 8 competencies are for the bridge. Students with semiskilled certificates can now also go to adult education before they turn 16.
- The expedited path needs only Sec. II ELA, FSL & Math to access certain DEP programs.
- Any student with TST plus Sec. 2 English, French (second language) and Math can go directly to a VT program Category 2. The bridge is not for Prewrite Training. Funding is \$1,500/ETP up until 20 yrs. Old.
- Clarity! How the programs work, how to best help students transitioning from one sector to another.
- Eligibility criteria, who isn’t eligible, Specifically WOTP certificate, Sec. II Eng. Fr. Math: they skip Grade 9 academics and access certain level 2 trades.
- The clear difference between the two WOTP programs.
- Funding available. TST students are eligible for VT (category 2) programs.
- The Bridge allows students who have completed requirements for the TST & who have passed Sec. II Eng., Math & French to go into a Voc. program (category 2).
- The Bridge – new – access to all Cat. #2 Voc. Programs. They do not need to stay within the same sector that they completed in SS.
- Supports in place for student with special needs are available. “Serving All Student Needs” Handout.
- What is needed to get into VT. We learned about the “passerelle”.
- The passerelle is not a program; it’s an “automatic” pathway. It can lead to any category 2 trade.
- Specific criteria for using the “passerelle” and how many options.
- Especially appealing is the “age” piece. June 30<sup>th</sup> vs. Sept. 30<sup>th</sup> access to Voc. Ed.
- Learning that students coming from TST have access to the bridge. Learning about Inforoute and access to VT programs.
- The requirements and the list of VT trades vs. TST trades.
- Sec. II requirement.
- 1) That the bridge is not a bridge, it’s an alternative “pre-requisite” path to the DEP (category 2) programs. 2) That not all DEPs will result in admissions to other DEPs (i.e. DEP does not equal DES in some cases). 3) The financing budget rules.
- The bridge is not a program or course but a passport in special access. There is often a link between the semiskilled trades and the trades.
- The new bridge. The academic requirements.
- Semiskilled Certificate & academic courses can open many doors.

- New programs that were added. Funding Available.
- Funding for bridge students.
- A few programs offered in other centres.
- Requirements: TST & Cycle I competencies and 16 before Sept. 30<sup>th</sup>.
- Sec. 2 “equivalency” is built into (or should be) the SST program.
- The progress included in the bridge. The semiskilled trades.
- Semiskilled graduate have access to many Voc. Ed. Training programs.
- Programs eligible for the bridge connection. Allocations from budget rules. Our eligible programs.
- Hold a TST Certificate and have passed Sec. II ELA, Math and French. Bridge doesn’t lead to mechanics.
- The bridge in itself. The funding aspects. The pathways for these programs: semiskilled and prework.
- TST students could choose any VT sector.
- The bridge is now a permanent fixture. Prework and TST should be treated as totally different.
- Access to any VT/passerelle program regardless of TST certificate. Have to pass ELA, FSL, and Math Sec. II.

**Item 3: If you believe that the information in today’s session will be helpful to you and/or your school board, please tell us why and how. Conversely, if today was not helpful to you, please also indicate why:**

- Yes, this information will be useful. It will help us to explain more options to our students.
- More informed/inspired to develop WOTP. Networking exchange ideas to improve what we do.
- Many of our students do Prework and are not going to do TST.
- It’s important for TST teachers and guidance counselors to know.
- Hopeful: information that schools need to know about. Will share with admin. & guidance.
- We will promote the bridge throughout our FGJ, FGA & FP, ensure WOTP teachers promote it to their students, and have Guidance Counsellors promote it too. = Increased enrollment in FP.
- Knowing the opportunities accessed with the passerelle, we will be looking at changing the structure of our alternative pathways to include TST programs, as we ONLY have Prework which we feel is not addressing the needs of all our students.
- To be able to support the students with the learning of grade 8 competencies in WOTP.

- I think that this could be a good “carrot” for students who are struggling academically.
- Yes, it provides a new clientele to tap into when recruiting for our programs.
- Communication, clear definition of certificate.
- Understanding the program and its criteria helps us as a team address what’s in need of improvement and identify what works.
- Extremely helpful.
- I believe it was helpful. We now have a better idea on how to work with the youth sector transitioning to VT.
- I teach SVIS at PACC, which offers the TST certificate. The info. today has shown me that there is another option for my students who are able to complete Sec. II courses.
- Yes! We need to better monitor pathways, keep track of our WOTP students so that they are made aware of options moving forwards.
- Will be helpful to me in talking about options for students completing TCST. A goal/objective for them to shoot for. Now that the bridge is permanent, it can help promote good planning.
- Our students would have a hard time in TST.
- Helpful. Opening new possibilities for our students, that we were not necessarily taking advantage of. Involving members of our student services professional department will be helpful in supporting the students/schools in understanding the bridge, promoting it, and accessing it. (Guidance Counsellors, for example.)
- Yes, it has created new thoughts about how to increase knowledge and awareness for students, parents, staff.
- We may have eligible candidates! This could be a “carrot” to hang on to reluctant students in WOTP.
- Learning about bridge. Learning about new funding for AE/VT.
- It was very helpful and the folder with visual materials was extremely helpful.
- Encouraged us to develop and use this Bridge.
- Definitely helpful – it’s not a promoted pathway for students who require guidance into their options. We are looking to increase registrations and knowing about this alternative path into voc.
- It was good to have both sectors at the table to discuss our strengths and challenges. We should repeat this session for our board with all our secondary schools and centres present.
- It allowed the team to plan the organization of programs.
- It was great that all members from different department were there.
- It was helpful and I will continue to look for options to expand opportunities for vocational training at WQSB.
- It would have been nice to have concrete numbers of successful candidates. I wish more of our schools would offer WOTP.
- Opportunity to share.
- Yes – it became more clear.

- Highlights need for collaboration between AE & youth.
- WOTP should be prioritized in all discussions regarding student success – pointing out pathways is essential.
- It allowed the members from the youth sector to get a better understanding.
- It is a signal that we need to raise awareness in our Board. There have been many changes in our team, so it gives me a clearer picture of what can be done.
- Definitely useful for our Board. Makes a connection for the levels of education, especially High School and the Adult and Vocational sectors . . . should have topic specific meetings about paths – and possible options available in the school board territory for students.
- It will be helpful; however, an unfortunate reality is that many of our TST kids pass their stage but not Sec. II math.
- It was extremely beneficial. I will be bringing this information back, and reviewing the structures we have in place, success rates and needs of students to move forward & update our programs.
- This information was helpful as TST can have another option to pursue.
- Today's session will help us identify and anticipate TST candidates, to help them get into a program they like and want. Also, info on securing financial support was helpful.
- Clear & concise. All materials useful.

**Please use the space below to share any further questions you need answered, or a manner in which Marsha Gouett, Sébastien Rodrigue-Privé or the WOTP Project Development Officer could be helpful to you next school year:**

- Wonderful day. Thank you.
- To understand the pathway from Prewrite to TST
- More about the GDT/GED
- Extend this session to the “Mentoring sessions”.
- Bravo!! Excellent presentation! Very informative!
- For a school board who has never housed a TST program, what are the first steps to follow to start putting this in place?
- Thanks!
- It would be great if this [the bridge] was available for the specialized programs like Health & Sanitation in Health Care facilities.
- Thanks for the day.
- I believe that part of the challenge of WOTP is picking the right students for the program. It would be helpful to provide the ideal candidate profile for schools.
- How are WOTP teachers being supported with regards to special needs students? (Eastern Townships booklet – an excellent overview!)

- More about the GDT!
- Pathway from Prewrite to ???? What are their options after?
- At our school board we would like to have the opportunity to offer a multi-disciplinary PD/work session that includes resource teachers, WOTP teachers, student services professional, Principals, ESD, SSD – to align our practices and support.
- I would love the opportunity to learn about other DEP/AEP/ASPs offered by the other English boards.
- Can the budget (\$1,500) be used for WORDQ/Speech to Text?
- I am also wondering about our AEPs (usually lower requirements and resemble the SSTs).
- Nice to know help is available from kind, helpful people.
- I would like for the Adult Ed & vocational training centre to be more exposed so that we can better collaborate with the youth sector.
- Make sure info circulates to Adult & Voc Sector, such as through the meeting today!
- Everything this organization does is resourceful!
- Would it be possible to invite on of you into a board-level planning meeting as a resource?
- An infographic with the various paths/requirements would have been helpful during that part of the discussions. The acronyms and much of the info taken for granted by most, was confusing for myself as a newcomer.
- Thanks! Very clear.