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# **School to Work Transitions Development Project Report**

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## **Letter of Acknowledgement**

The O.A.Y.E.C. School to Work Transitions Development Project would not have been possible without the help of so many individuals in the community and I would like to thank each and every one of you.

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And in closing, my thanks to Kay Eastham for her leadership and vision on this project.

Best Regards,

**Barbara A. Barrow**



Ontario Association of Youth Employment Centres (O.A.Y.E.C.)

## School to Work Transitions Development Project Report

### TABLE OF CONTENTS

<b>I</b>	<b>Background</b> .....	<b>1</b>
	i) School Boards and School and Relationship with Youth Employment Delivery Network.....	2
	ii) The Double Cohort and the Increase in Demand for Service.....	2
	iii) Funding .....	2
	iv) Community Partners and Stakeholders.....	2
	v) Best Practices and Successful Model Projects .....	2
<b>II</b>	<b>Summary of Progress</b> .....	<b>3</b>
<b>III</b>	<b>O.A.Y.E.C. School to Work Transitions Survey Highlights</b> .....	<b>4</b>
	A. O.A.Y.E.C. Respondent Characteristics.....	4
	B. Student Services .....	4
	C. Relationship with Board of Education and High Schools.....	5
	D. Other Agencies and Organizations .....	6
	E. School to Work Transitions in Your Community .....	7
	F. Satisfaction with Board Relationships .....	8
	G. School to Work Delivery Models .....	9
	H. School to Work – Demand for Service .....	9
	I. School to Work – Planning for 2002 / 2003.....	9
	J. O.A.Y.E.C.'s Role.....	11
<b>IV</b>	<b>Success Indicators and Satisfaction Levels</b> .....	<b>12</b>
<b>V</b>	<b>Successful Model Projects</b> .....	<b>13</b>
<b>VI</b>	<b>Policy Recommendations</b> .....	<b>14</b>
<b>VII</b>	<b>Conclusions</b> .....	<b>16</b>
<b>VIII</b>	<b>Survey Data</b> .....	<b>18</b>

## **I Background**

The Ontario Association of Youth Employment Centres (O.A.Y.E.C.) was contracted by the Ministry of Training Colleges and Universities (MTCU) under the Network Development contact to implement the School to Work Transitions (SWT) Development Project. This project is of special significance at this time since all Job Connect deliverers have included School to Work Transitions services, both existing and planned, in the 2002 / 03 Business Plan in preparation for a larger than usual influx of recent high school graduates due to the double cohort.

It is estimated that the number of early school leavers, and high school graduates who are not going on to post-secondary education and training will likely make up one-third of all school leavers or approximately 40,000 per year in Ontario. The project was developed to look at how services to this client group are delivered and to assist those in the network who were having difficulty in getting their school to work services implemented. It was also necessary for us to look at other stakeholders in various communities and to determine to what degree they are involved in school to work services with a view to new partnerships and alliances. We also wanted to consider the role of centres in assisting schools and school boards to fulfil new curriculum expectations such as career studies courses and volunteer placements.

The following considerations guided the development of the survey:

### **i) School Boards and Schools and Relationship with Youth Employment Delivery Network**

A good number of Job Connect deliverers have developed working-relationships with their local school boards and schools. Many others are struggling with gaining access to students and raising the level of awareness among educators regarding youth employment centre services. It is also recognized that the role of youth employment centres are sometimes seen as in competition with schools, whether or not this is indeed the case.

Many in the Job Connect delivery network understand the need for partnerships with school boards and schools, but some have been experiencing considerable difficulty in forming these partnerships. Youth Employment Centres can be ideally suited to deliver school to work transition services at the community level as they have considerable expertise and resources to offer work bound students and well established relationships with employers.

OAYEC conducted a survey in 2000 which found that a range of partnerships around school to work transitions were in place. However, it was felt that a more in-depth survey needed to be conducted at this time in order to describe the types of partnerships and to determine successful model projects that could be shared with the network.

## **ii) The Double Cohort and the Increase in Demand for Service**

The double cohort will put even more pressure on the network and their ability to effectively serve School to Work and at-risk clients. This situation may be exacerbated by the perceived lessened ability of schools to provide guidance services due to reduced school funding or new curriculum changes. It is, therefore, of great importance that a more comprehensive and proactive SWT transition strategy be put into place in order to prepare for the double cohort and its impact on the number of young people who will be accessing employment programs and services.

## **iii) Funding**

MTCU has increased IRS funding by 5% as a way to support SWT programs. This increase has permitted some year-round services to in-school youth. Nonetheless, centres are still concerned about how they will fund school to work services to the degree that they would like.

## **iv) Community Partners and Stakeholders**

It is essential to identify who is delivering SWT services in communities across the province beyond the services of the Job Connect network. Full knowledge of external stakeholders and an understanding of the programs and services that they offer work bound youth is invaluable to the Job Connect community in the development of partnerships and alliances and in assuring that job development is done effectively and efficiently, taking advantage of any complementary initiatives and minimizing unproductive redundancies. It is also important that organizations with the proper resources and expertise in program delivery are the ones who are involved in any partnership arrangement.

## **v) Best Practices and Successful Model Projects**

As with all OAYEC projects, our interest is to examine and disseminate province-wide issues and solutions. This interest was shared in consultative discussions across the province. The questions of what school to work transitions services are being delivered, how these projects were initiated, and what characterized their success in the various Job Connect delivery communities across the province were central. Participants in discussions also indicated that they would be interested in modeling their SWT services on those same successful model projects. There was also strong indication that centres were interested in knowing more about best practices in working with youth so that they can use the experience of others in the development and implementation of their school to work projects.

## **II Summary of Process**

The first step in this process was to meet with the OAYEC membership, region by region, and get their input into the current situation so that it could be reflected in the survey tool. We wanted to ask the right questions so that we have an up to date picture of the progress of school to work initiatives across the province as well as an understanding of the obstacles and challenges that each delivery organization is facing and to include all of this in the survey tool. In order to achieve this, three conference calls and one meeting was conducted with various regions to discuss the content of the survey and to ensure that it reflected the needs of the network. The actual survey tool can be viewed on the web at: [www.oayec.org/swt\\_survey.html](http://www.oayec.org/swt_survey.html).

The survey was made available to all 64 O.A.Y.E.C. members on-line for ease of completion. It was sent to Directors and Managers who either completed the survey themselves or delegated its completion to a staff member. It was not distributed to associate members. In order to ensure privacy, the survey data was anonymous.

Analysis of survey data was completed in mid-February and the results as well as primary recommendations were presented to the O.A.Y.E.C. Board of Directors and sent to the Ministry of Training Colleges and Universities, (MTCU) and the Ministry of Education for their review and input. Raw data for the survey is included in the appendix.

The results of the survey have given us some very important information regarding SWT across the network. They have also shown us that there is significant improvement overall in the implementation of school partnerships and SWT services compared to a survey conducted in May 2002. They also shows that the network, in spite of their efforts to date, are still putting an enormous amount of effort into the development and implementation of SWT projects and are interested in best practices and successful model projects as a guide.

### **III O.A.Y.E.C. School to Work Transitions Survey Highlights**

A total of 41 centres responded to the survey out of a possible 64 – overall response rate of 64%. Survey findings outlined below follow the same structure as the survey.

#### **A. OAYEC Respondent Characteristics:**

- Fourteen per cent (14%) of survey respondents indicated that their centre was located in an urban setting. 35% indicated that their centre is located in a rural setting and 42% said that they were located in mixed – urban and rural centre.
- The majority – 80% of centres deliver Job Connect to more than one community. Communities served vary greatly between large urban centres with an industry-based economy to smaller rural centres where economies tend to be seasonal.
- There is a fairly even split between those who deliver in a partnership and those who do not – 46% deliver in a partnership and 54% do not.

*For those working in partnerships, they are typically between youth employment centres and community colleges or multiple youth employment centres. Those in rural settings are more likely to serve more than one community and may have more than one site.*

#### **B. Student Services:**

- A high percentage of respondents indicate that service is offered to students year round at their centres - 95% offer IRS, 80% offer a part time job board and 78% offer job preparation workshops.

*While this may have to do with the number of centres who offer Summer Job Service, it also indicates that many centres may have broadened service to students year round within the IRS component of Job Connect. It also reflects the fact that centres are delivering school to work services.*

- Student services are funded for the most part by MTCU with 95% reporting this funding source. Additionally, 29% receive Human Resources Development Canada, (HRDC) funding, but much of this is summer only, and 5% receive funding from a school or school board. Other funding sources include: Volunteer Youth in the Millennium, (VYM), fundraising and donations, United Way and in one case through the Ministry of Education's Passport to Prosperity program.

*While MTCU is the largest contributor to SWT programs and services in the network, the existence of other funding sources shows that there is a great deal of interest in this subject in some communities.*

- HRDC funds student services in several ways. 49% reported that there is a Hire-A-Student, (HAS) centre in their community that operates in summer only. 32% reported that they are co-located in the delivery of summer programs with the HAS centre and 29% are working in a SJS/HAS partnership.

*There is indication that HRDC is contributing to year-round services for students, however, the level of support is diminishing. There is anecdotal information to suggest that HRDC funding is at quite a different level community to community. While some communities have considerable HRDC funding for youth services, others have none. Discussions indicated issues with the level and kind of HRDC funding that is available to centres and the great discrepancy that occurs community to community.*

### **C. Relationship with Board of Education and High Schools:**

- Most centres reported working with a Public – English school board or a Catholic – English school board. Only 2 centres said that they worked with the Public – French or Catholic – French Boards.

*Discussions also indicate the perception that, since the amalgamation of most Ontario school boards into larger boards, centres have to work with a much more complicated system than in past. This is in addition to other demands that have been placed on local school boards regarding new curriculum and other policy changes.*

- The number of formal agreements between centres and school boards is negligible – only 5 or 13% reported a formal agreement. A higher number – 68% reported that they have an informal working relationship with their school board and 19% said that they have no agreement or working relationship.

*Although it is outlined in the Ministry of Education policy document, Choices into Action, there is little evidence at this time that formal relationships with the community are being developed. This is certainly an area of opportunity for youth employment centres at this time and should become a focus of activity.*

- A slight increase occurs in the number that have a formal agreement with their local school – 15% have a formal agreement. The number of centres that have an informal working relationship with their local school(s) is much higher at 80%, and the number that has no agreement or informal working relationship is much lower at 5%. It is apparent that relationships directly with schools are easier to set up and maintain than those with school boards.

*As stated in the previous point, forming partnerships and alliances with boards is an opportunity for youth employment centres, it is apparent that centres have been having more success with forming informal working relationships with schools rather than Boards.*

- By far the most common contact in schools is the Guidance Counsellor as indicated by 34 respondents. Second at 22 is a Teacher, followed by 18 with a School Principal and 11 with a School Vice-Principal.

*As guidance counselors or teachers are the most common contact, YECs should consider contacting them directly where new relationships may be formed. On a provincial level, in addition to the Ministry, organizations such as the Ontario School Counsellors Association may also be approached (as OAYEC has) to enhance and develop these relationships.*

#### **D. Other Agencies and Organizations:**

- Local training boards, economic development corporations, employers are also supporting YECs SWT activities in various communities.
- Thirty-nine per cent (39%) of respondents have indicated that there are other agencies and organizations in their community who offer school to work transitions services and 20% said that they did not know.
- Those who offer school to work services in addition to youth employment centres include: business / industry education councils, colleges, Ontario Youth Apprenticeship Program, (OYAP) offices, HRDC funded employment agencies, local training boards, secondary schools and other community-based employment agencies.
- The range of school to work programs and services offered includes: job preparation/ labour market information workshops, resource centres, career counseling, Passport to Prosperity programs, coop education, OYAP, job fairs, grade 10 career studies and education / business liaison (employers).
- Twenty-eight per cent (28%) reported that they already work in partnership with other community agencies and organizations while 72% do not.

*Clearly, there are community resources devoted to SWT beyond the Job Connect network. Youth employment centres can and do take advantage of their role as partnership builders between youth and employers to enhance their role as partnership builders between schools and employers. But the wealth of community resources and programs indicate the potential for more partnership building - a full local SWT strategy that considers outreach to others in their communities as well as to schools. This partnership building can benefit YECs directly, especially regarding a common challenge, which is to encourage other community agencies and organizations to refer youth to their centres.*

## **E. School to Work Transitions in Your Community:**

- Only 22% reported that there is a school to work committee in their community and 57% said that their centre was represented on the committee. 92% felt that the committee was effective.

*It is apparent that many YECs encourage other community partners and schools to form school to work committees. This is one way to assure access to services for youth and to further ensure the on going development of community partnerships and alliances. Another possible way to accomplish this goal would be for centres to become involved in school Program Advisory Teams as outlined in Choices into Action.*

- 44% said that there was no school to work committee in their community and 34% did not know.

*This is a definite area of concern since it would seem that there is a limited level of dialogue in many communities as it relates to school to work transitions which requires improvement.*

- Youth employment centres are the leaders in the initiation of school to work activities - 48% have initiated, compared to 22% initiated by school boards and 7% by schools.

*It is apparent from this response that youth employment centres have put in considerable effort in engaging schools to work with them. This will likely need to continue and to be expanded upon. Network collaboration with OSCA will assist in this effort.*

- There is a significant amount of promotion and marketing of school to work transitions to school – 89% of centres reported that they promote and market. Promotion is done, for the most part by conducting presentations to students in school – 86% of activity is presentations. Additionally, 73% of activity involves delivering information workshops to students in the centre, 73% outreach to the community at large and 65% display promotional material in the centre.

*It is apparent that youth employment centres are very active in the promotion of school to work programs and services. It is also evident that consistent marketing and promotion is essential for the network to ensure that youth and those who work with youth within the schools know what employment services are available to them in the community. Again, we know that this is an on going process. OSCA is interested in helping the network get the message out to their members. If this is done in a way that shows school personnel the benefits of working with youth employment centres, it should be quite successful. Members have also indicated they believe the same message should be sent out to school boards by the Ministry of Education.*

- Some respondents report that they are experiencing difficulty in getting school boards and schools to work with them on school to work

transitions – of the 26 who commented, 16 reported this difficulty. Funding for school to work was mentioned by 9 of respondents as a major difficulty. Only one centre reported that there were no difficulties.

*The network has been struggling with these issues and it is mentioned frequently throughout the survey and in consultative discussions. Much time and effort is being made in promoting the value and efficiency of using youth employment centres in school to work transitions. Many centres are struggling to find the resources to promote themselves effectively and have indicated that there are financial strains on them as well.*

- Other community agencies offer similar services, but not to the same degree.

*The network has much to offer youth who are seeking employment. Foremost in these services is the job development component that links youth to employers. Additionally, links to apprenticeship and other training is very important. Youth employment centres tend to offer a much broader range of services to youth who are work bound.*

- Thirty-three per cent (33%) of YECs dedicate a full time staff person to school to work. 67% do not which indicates that Job Connect staff work with students as well as with out-of-school youth, perhaps indicating a lack of focus and time spent directly on SWT activities.

*Most feel that school to work transitions programs and services are very important, but, they do not feel that they have enough resources to support a full time staff person. This need becomes evident in comments made by centres regarding supports in school to work programming.*

## **F. Satisfaction with Board Relationships:**

- The degree of satisfaction that centres experience in working with school boards seemed fairly evenly split for the most part. There were, however, some instances of higher satisfaction levels in certain factors that are outlined in IV Success Indicators and Satisfaction Levels (page 11). Results have been broken down into the following categories:
  - a) Effectiveness of initiatives and services – 19% rated their satisfaction level at very poor – poor, 32% said that it was good and 50% rated it as very good – excellent.
  - b) Access to students – 17% rated access as very poor – poor, 29% said it was good and 51% rated it as very good – excellent.
  - c) Number of students referred to centre from schools – 43% rates the number of student referrals as very poor – poor, 15% said it was good and 43% rated it as very good – excellent.
  - d) Degree of cooperation from board staff – 24% rated cooperation from board as very poor – poor, 29% said it was good and 47% rated it as very good – excellent.

- e) Degree of cooperation from teachers/ guidance – 15% rated cooperation from teachers / guidance as very poor – poor, 20% said it was good and 65% rated it as very good – excellent.
- f) School personnel awareness of youth employment centre and services provided – 19% rated school awareness of centres as very poor – poor, 32% said it was good and 50% rated it as very good – excellent.

*The area in which satisfaction is lowest is in student referrals. This implies that the relationships that exist, the contacts that have been developed, and the marketing and promotion that is done may need to be revisited if this area of need is to be addressed.*

## **G. School to Work Delivery Models:**

- Thirty-seven per cent (37%) see VYM as an excellent – good model for SWT services. Only 22% saw it as a fair – poor model. However, 49% did not know which may mean that the level of awareness in the network is low.

*VYM has been an effective model for school to work programming because it fulfils the requirements for the volunteer component of the new secondary school curriculum. It may be prudent to educate the network as to the effectiveness of VYM pilot projects that work with a student population. It is also a good example of how centres can work effectively with schools and provide them with a service that they have had difficulty in providing.*

- Mentoring programs are very limited within the network with only 15% offering such a program. Interestingly enough, 85% believe that mentoring would be valuable for clients as part of school to work transitions programs and services.

*Mentoring could likely be an extension to the existing VYM project, giving centres the opportunity to begin offering it as a school to work transitions service. It may also fit into the current job-shadowing component of job development provided an employer mentors a young person for a more extended period of time.*

## **H. School to Work – Demand for Service:**

- The O.A.Y.E.C. network is definitely expecting an increase in the demand for service next program year – in fact, 80% reported that they felt there would be an increase ranging from 25% - over 50%. One centre reported an increase of 500 students.

## **I. School to Work – Planning for 2002 / 2003:**

- Two thirds (66%) of centres are planning for the inevitable increase in student demand for service and 34% do not have a plan in place.

*Plans are underway and are likely outlined in 2002 / 2003 Business Plans. Members have expressed the belief that an increase in the demand for service is inevitable, however, many are still very concerned*

*about establishing effective working relationships with schools and school board in order to ensure that students, graduates and those who leave school early are directed to them. Here in lies the importance of the School to Work Transitions Development Project.*

- Centres have reported that there are several areas that will require immediate attention in meeting higher demand. These include: more staffing and resources, better interaction with school(s) and boards, more community involvement including employers, and more flexibility with service hours / Saturday service.

*There is a keen awareness within the network regarding the expansion and flexibility of services that will be required. Many have indicated that they want to know more about best practices and successful model projects as a framework for their own planning and development. Members have indicated that they would like assistance during this growth period. Specific examples are outlined in section J.*

- There is some interest in the introduction of service standards for school to work transitions services. In fact, 43% would like to see service standards introduced. 32% are not in favour of service standards and 25% do not know.

*The introduction of standards could be seen as being tied to funding from MTCU for school to work services and would help to address the staffing and resources issue mentioned in the planning area.*

- Over one half – 58% are not satisfied with the level of funding from MTCU for school to work transition programs and services - 25% do not know and 17% are satisfied.

*This is a dominant theme that may be a reflection of how concerned delivery agencies are about how they will be able to deal with the demand for service due to the double cohort with current staffing levels. This is exacerbated by consistent demand placed on staff as it related to outreach activities to schools and the difficulties experienced in developing and maintaining working relationships again affecting staffing resources. Two of the major goals of the School to Work Transitions Development project is to assist the network in these areas. Many have said that they welcome this.*

- Comments around the funding level are consistent with comments in other areas related to challenges and difficulties in delivery of SWT and service planning for 2002 / 2003 to deal with the greater demand for service.

*Generally, centres have indicated that they need greater funding mostly to hire additional staff and other resources related to staffing. Centres overwhelmingly commented that they would like to see additional funding to cover the costs of additional staff.*

*Most centres who commented on needing more funding for staffing said that they would like to hire at least one or two additional full time staff, on a year round basis so that they can meet the demand and provide a high level of quality service.*

- Comments regarding support that would be useful in the delivery of SWT mirrored earlier comments regarding funding levels.

*Additional funding, not only for staffing, but, for resources, travel costs and marketing and promotion (and promotional materials). Knowledge of best practices and what is working within the network was also of great importance.*

*Others commented that they felt that MTCU should discuss SWT with the Ministry of Education to get them to encourage local school boards to participate and cooperate more fully to work with youth employment centres on school to work transitions. Respondents also felt that it was imperative that federal / provincial partnerships not work at cross-purposes.*

## **J. O.A.Y.E.C.'s Role:**

- O.A.Y.E.C. is a network of over 60 YECs. Its member organizations work closely with youth who are seeking employment – work bound youth, at-risk youth and students. The network serves thousands of young people each year to ensure that they make a smooth transition from school to work and are therefore in a unique position to be leaders in youth services across the province.

The major challenge will be to reach out to even more youth and to provide them with innovative programs and services that work for them in making the transition from school to work, whether as a graduate, a student or a young person who has dropped out of school. Again, due to the projected increase in the numbers of youth who will require employment assistance as a result of the double cohort, it is critical that we continue working together on the issues that youth face.

Suggestions from the survey regarding areas that they would like to see O.A.Y.E.C.'s involvement included:

- To investigate the viability of obtaining additional funding from current and other sources
- To publish a list of current SWT projects with descriptions
- To create a list of pilot projects
- To develop an on-line chat group
- To facilitate discussions with all Job Connect agencies and school boards
- To discuss the viability of the Ministry of Education mandating school boards to collaborate with youth employment in the joint-delivery of SWT programs and services.

## **IV Success Indicators and Satisfaction Levels**

The survey data indicates that certain tendencies exist within school to work transition models that are successful. The factors that were considered for satisfaction levels with school boards and schools included:

- the effectiveness of their programs and services,
- access to students
- the number of student referrals
- the cooperation of school board personnel
- the cooperation of school personnel
- their level of awareness of youth employment centre programs and services

Those agencies that have been working with local school boards and individual schools for a longer period of time (over two years) generally experienced a higher level of satisfaction in all of the factors. There is a much higher level of satisfaction with all of these factors for those who participate in a School to Work Transitions Committee. There was also a greater degree of satisfaction in all of the factors for those with one or more full time staff dedicated to school to work programming. The same higher level of satisfaction was indicated by those who market and promote their services to schools and the community and for those who offer year round student services.

In the area of most significant contacts, the highest level of satisfaction was found to be with Guidance Counsellors in the areas of access to students and the number of student referrals. From this we may be able to conclude that the most effective approach would be to contact the Guidance Counsellor at individual schools.

The highest level of satisfaction overall was seen when the board school to work transitions liaison person was the most significant contact – in this case, there was a much higher level of satisfaction with the cooperation of board personnel, a higher level of satisfaction with the number of student referrals and the cooperation of school personnel and a somewhat higher level of satisfaction with the effectiveness of programs and services and access to students.

Although centres have reported that they feel that additional funding from Human Resource and Development Canada is useful in the delivery of student services, there is no indication that this increases their satisfaction level regarding school board / school relationships. This is likely due to the fact that HRDC funding is for summer rather than year-round student services.

It seems apparent that the areas of effectiveness of programs and services, awareness of youth employment centre programs and services the cooperation of board personnel are all areas that may require additional planning and attention. Likewise, access to students, the number of student referrals and the cooperation of teachers are areas that seem to have improved levels of satisfaction, perhaps due to the consistent work of dedicated school to work staff, the marketing of programs and services and year round student centres.

## **V Successful Model Projects**

In addition to these correlations, Ontario wide consultations brought forth many characteristics of successful projects. We continue to explore why and how these characteristics contribute to success and intend to determine best practices from them. We have looked at five separate school to work projects that have been effective and determined that there are several similarities. These include those who have:

- Developed and maintained a long term relationship with local school / board
- Flexible and offer school to work transition programs and services offered in school as well as at the centre
- Centre staff offer services such as workshops to students in school assemblies and group workshops, some with HRDC funding
- Centres deliver services in a stand-alone youth-centered site often complimented with funding from HRDC for summer programming
- Offered a web-site, some of which are interactive and speak specifically to school to work transition services
- Dedicated school to work staff
- One-center-communities
- Developed a relationship within the school, usually with Guidance Counsellors or teachers
- Developed a working liaison with the board liaison person

## **VI Policy Recommendations:**

### **Recommendation #1:**

*That school boards & schools deliver School to Work Transition services in partnership with Job Connect delivery agencies in their communities.*

**Rationale:** The number of OAYEC members who offer school to work services in partnership with school boards and schools is limited, although it is usually OAYEC Members who are initiating partnerships where they exist. Job Connect agencies are expected to provide school to work services and will be receiving additional funding in 2002 /2003 for the delivery of such services. Despite their initiative, many agencies have been unsuccessful in partnering with school boards and schools.

To rectify this, the Ministry of Education could formally encourage or mandate school boards and schools to partner with youth employment centres in the delivery of school to work transitions programs and services in their communities. This request could be made to the Ministry of Education and initiated by the Ministry of Training Colleges and Universities (MTCU) and OAYEC / Job Connect Networks, Members and Funders.

### **Recommendation #2:**

*While it is recognized that funding for SWT for Job Connect Agencies has been increased recently, the level of funding provided to OAYEC / Job Connect Networks and Members should be increased to facilitate a quality level of school to work transitions programming.*

**Rationale:** The majority of respondent agencies have indicated that additional funding is critical for an adequate level of SWT programs and services to be initiated and maintained. The statistics indicate a correlation between agencies that devote a full time staff to SWT and their satisfaction with relationships with school boards.

The MTCU and OAYEC / Job Connect Networks and Members could open dialogue with the Ministry of Education and School Boards regarding funding. Funding may be earmarked for joint School / Job Connect SWT Committees. Fee-for-service options may also be explored from sources other than direct government grants – including parents, or other sponsorship opportunities.

### **Recommendation #3:**

*That OAYEC / Job Connect Networks, Members and Funders launch a promotion and awareness campaign that will effectively market youth employment centres as partners in the delivery of SWT.*

**Rationale:** OAYEC / Job Connect Networks and Members are not adequately recognized as logical partners in the delivery of SWT. The level of knowledge of just what youth employment centres can offer to school boards and schools is very low. Because of this, we are recommending that OAYEC / Job Connect Networks, Members and Funders undertake a broad promotion and awareness campaign that will reach school boards and schools as well as the OAYEC / Job Connect Networks and Members themselves.

**Recommendation #4:**

*That a broader social marketing campaign be launched.*

**Rationale:** The impact of double cohort and the obvious implications of a large increase in the number of high school graduates seeking SWT programs provides an opportunity to raise the profile of the SWT issues and the role OAYEC / Job Connect Networks and Members play. OAYEC / Job Connect Networks, Members and Funders could develop a broader awareness campaign to address these issues. The focus of such a campaign would serve to educate the more general public and include parents, students, educators and the business community (employers).

**Recommendation #5:**

*That a series of best practices and successful model projects be identified and promoted to the OAYEC / Job Connect Network and its Members.*

**Rationale:** OAYEC / Job Connect Networks and Members have repeatedly reported that a more thorough knowledge of best practices and successful model projects within the network is of great value. It is recommended that OAYEC / Job Connect Networks, Members and Funders identify, promote and facilitate linkages of best practices and model projects. The development of SWT committees may also be promoted as a best practice.

A Best Practices approach would complement the promotional campaigns mentioned in previous recommendations. Not only would the knowledge of best practices be of great benefit to the network in terms of learning how successful SWT programs and services have been launched, but they could be used as the “good news” stories and form the basis for educating the community at large.

**Recommendation #6:**

*That mentoring be further developed as a viable SWT activity.*

**Rationale:** A large number of respondents indicated that they believed that mentoring is a viable activity for youth as it relates to SWT activities. It is also a logical extension to the Volunteer Youth in the Millennium. We are therefore recommending that OAYEC / Job Connect Networks, Members and Funders pursue further funding to support mentoring programs for youth.

**Recommendation #7:**

*That additional funding be provided by MTCU to OAYEC for the continuation of the SWT Development Project in 2002 / 2003 and beyond.*

**Rationale:** The research and reporting component of the SWT Development Project will be concluded by March 31<sup>st</sup> 2002. There is however continued need for the project in the area of community development of SWT services and on-going support especially as it relates to best practices and successful model projects.

## **VII Conclusions**

In order to be as prepared as possible for the eventualities of the on going need for more effective school to work transitions programs and the impact of the double cohort, O.A.Y.E.C. has been working with the network and the broader community to gather relevant information that is the basis for recommendations to assist in this development and implementation.

Of special interest to the community, is the improvement of relationships with their local school / board, access to information regarding best practices, increased funding dedicated to school to work services and the recognition by schools / boards of the importance of youth employment delivery agencies in facilitating school to work services. Members have an interest in expanding their delivery of apprenticeship programming as it is recognized as a vital component of any school to work transitions program.

The network has clearly indicated that they view O.A.Y.E.C. as a part of any development and implementation project and that they would like to see O.A.Y.E.C. continue in the support and assistance to the network as it relates to school to work programming over the next year.

While many in the youth employment community offer a full array of school to work programs and services, a considerable number do not feel that they are reaching as many young people, students in particular, that they can. The success of this has everything to do with reaching the right people in schools and school boards. Work has started to build a stronger relationship with guidance teachers in particular, since they are seen as the best possible contact when it comes to reaching young people in a school setting and building the necessary partnerships and alliances.

As a part of this project, we have opened dialogue with the Ontario School Counsellors Association (OSCA) who are very interested promoting Job Connect networks and members as partners in school to work transitions. We are very optimistic that with their support, and promotion of the network to their constituency, that we will be able to improve access to students and educate school counsellors about the value of using community services such as the Job Connect partners. OSCA is seen as the best contact at this time due to their direct link with school counsellors. We know, however, from experience that this will need to be an on-going project.

We are also looking very closely at the school to work transitions projects that are successful and will garner best practices from these sources and others. It is anticipated that this aspect of the project will be completed by the end of March and a number of interventions to disseminate information to the network will in place at that time.

It is important to note that the Job Connect networks and its members are at the forefront in the initiation of school to work transitions programming across the province. Their motivation level to improve access for all youth who are seeking work is very high as is their dedication to the overall improvement of services. Not only do they offer employment related programming, but, many centres offer specialty programming to assist youth with other issues that effect employment such as anger management, literacy, substance use counselling and housing services. There is an overall interest in other new programming such as mentorship.

The network is keenly aware of the needs of youth who will be leaving school and entering the labour market this year. They are also very aware of the need for expanded access to apprenticeship as a part of school to work services for this same work bound youth group now and in the future.

## VIII Survey Data

Total Respondents: 41 (out of 64)

Response Rate: 64%

Please note: Responses follow actual survey question. The number (n) is indicated in data per question.

### 1. Please describe your Job Connect delivery community and

### 2. What is the population in your coverage area?

(12) Urban

Greater than 200,000: 3

Less than 200,000: 3

Unknown / Blank: 4

(14) Rural

Greater than 20,000: 8

Less than 20,000: 6

(15) Mixed (Rural and Urban)

Greater than 100,000: 9

Less than 100,000: 5

Unknown / Blank: 1

(0) Isolated

Total Responses: 41

### 3. Do you serve more than one community?

(33) Yes

(8) No

Total Responses: 41

### 4. Please describe briefly the community you serve:

- A number of towns surrounded by agricultural lands. Varying times to areas served 15 to 40 minutes by car.
- Amalgamated 3 towns into one "city" and 6 First Nations reserves.
- York, South Simcoe is the eighth largest region in Canada. The areas we service include Richmond Hill, Thornhill & Markham. The bulk of growth for York Region is predicted to occur in the southern municipalities of which we service. The area has a high population of people who were born outside Canada (34%). York, South Simcoe has almost 20,000 active businesses, primarily small to medium size business.  
The area we service have 80% of all businesses, and 76% of all businesses with 100 or more employees in the region.
- We service the communities of Ajax, Whitby, Oshawa, and Clarington (Bowmanville, Orono, Newcastle, Newtonville)
- We have one community with a population of 6,500 year round residents. The population of this community swells in summer months, but on a year round basis the rest is spread out over a large rural area.
- One larger city - hub, with numerous small townships and villages nearby. Formerly an industrial base, changing to services.
- Hearst: 95 % French speaking, dependent on the forestry sector, Hearst University and Collège Boréal insure access to post secondary education, 3 % high school drop out rate, 13 % young single mothers rate, hunting, fishing and ski-dooing attract tourists 2)

- Constance Lake: Native reserve of 1 200 people, practically no employers on reserve, youth population rising, most youth leave school at 15 years of age, no accessible transportation for the youth to work off reserve
- ❑ 32% of clients are new to Canada within past 3 years 14% of clients are homeless/shelter youth 8% of clients are E.I./Reachback youth
  - ❑ We serve the City of Greater Sudbury which includes Sudbury and 7 small communities.
  - ❑ Small rural community with the main industry as agriculture and automotive industry
  - ❑ Sault Ste. Marie Proper and north to Montreal River and East to St. Joe Island opportunities.(mountain climbing, rock hounding, wildlife viewing, hiking, snow activities). Our current Job connect program provides EPP services for 1400 youth in Thunder Bay and 80 youth in Nipigon. We also provide 40 JDPS placements in Nipigon.
  - ❑ We provide service in the Counties of Stormont (City of Cornwall)and Dundas (rural site).
  - ❑ North York, Etobicoke, Durham, York Region, Mississauga, Scarborough and Downtown Toronto
  - ❑ Leamington, Kingsville and surrounds
  - ❑ Part of a rural area and several smaller towns, villages.
  - ❑ Guelph and Wellington County. The County covers approx 1000 sq miles
  - ❑ Brockville 22,000, outlying small communities make up the remaining population. We visit most areas 1 day per week.
  - ❑ High population of at risk youth Multicultural
  - ❑ Several towns in area with a mix of industry, agriculture and 4 seasons tourism which is the growth business
  - ❑ Multi cultural - Young adults - New Canadians - Youth in the Greater Toronto Area - Inner city youth
  - ❑ Largely rural area with one town and small villages.
  - ❑ Hard to serve youth, in the Northern community, Georgina, Jackson's Pt., Pefferlaw, Bradford, Keswick, Sutton, Nmkt and surrounding areas
  - ❑ Part of the Nipissing district including North Bay and Mattawa
  - ❑ High youth at risk rate 33% move onto post secondary education service sector industry little - no transportation
  - ❑ We provide service in the Counties of Stormont (City of Cornwall) and Dundas (rural site). Student Centre works with students and schools in Glengarry. Cambridge and North Dumfries, small city that has 3 downtown cores, lots of industry, small rural town (Ayr) and surrounding areas
  - ❑ We serve several townships 6 to be exact. Although our population is low our distance between communities is very high. Many of our clients have difficulty with transportation because we have no public transportation. This community is primarily a tourist/farming area. In the summer the population is higher as people from the city come for employment and return back home in September. A small percentage of the population is native.
  - ❑ Industrial, seasonal, service sector
  - ❑ Our main centre is in a City with a population of 100,000 and we also serve several other communities with a combined population of 50,000
  - ❑ Rural area, highly seasonal community. Primarily tourism and construction industry.
  - ❑ In terms of catchment, the Youth Job Centre serves communities (east of Yonge, south of O'Connor to Lakeshore and west of Vic Park) including Regent Park, Moss Park, St James Town, Don Mont Court, Riverdale, East York (Crescent Town)
  - ❑ Mainly urban with a number of towns approximately 25 km away.
  - ❑ Windsor - Essex County
  - ❑ Mainly low income families, high need area, higher unemployment than the city of Toronto or Ontario our community has been badly hit with plant closings and relocations, resulting in large numbers of displaced workers. labour market suggests a trend for a few sectors increasing jobs
  - ❑ Urban Centre with small outlying communities
  - ❑ We have experienced plant closures and major lay offs in the past months - new business coming to St. Thomas has included a WalMart, giant Canadian Tire, Price

- Chopper, Swiss Chalet - all employment situations that pay less than the manufacturing jobs that have been lost.
- Small town attitude, tourism industry, blue collar town for year round employment, increase in employment #'s during the summer.

**5. Do you deliver Job Connect in a partnership?**

(19) Yes  
 (22) No  
 Total Responses: 41

**6. Who is in the partnership? Please specify:**

- 2 - Conestoga College
- 2 - St Lawrence College delivering JDPS
- 2 colleges and another YECC
- Cambrian College and college Boreal
- CCEJ (EPP, IRS) and CollFge BorTal (JDPS)
- Centennial College
- Durham College (JDPS) YMCA (IRS/EPP- Pickering)
- Durham College and John Howard Society - all others are sole delivery sites
- Fanshawe College - St. Thomas Campus
- Mohawk College delivers the JDPS portion.
- Niagara College
- Ourselves and the College
- Seneca College
- St. Stephen's, Woodgreen and Acces
- The college and ourselves
- Thunder Bay - Confederation College-JDPS
- YMCA Employment Services and Sault Community Career Centre
- YMCA Newmarket delivers it one day a week our of our site
- Youthinc....houses Job Connect deliverers 3x per week and so Youthinc refers youth to the program

**7. How many clients do you serve a year?**

JC-EPP, (14) less than 500  
 (12) 500-1000  
 (12) greater than 1000  
 Total Responses: 38

JC-IRS, (3) less than 500  
 (2) 500-1000  
 (32) greater than 1000  
 Total Responses: 37

JC-JDPS, (24) less than 500  
 (5) 500-1000  
 (1) greater than 1000  
 Total Responses: 30

JC-SJS, (28) less than 500  
 (6) 500-1000  
 (2) greater than 1000  
 Total Responses: 36

**8. What student services are offered year-round by your centre? (Check all that apply)**

(39) IRS

(33) Part-time Job Board

(32) Job preparation workshops (such as Labour Market Information)

Other:

- 1-1 Counselling for part-time work
- Career Centre - see OAYEC Newsletter
- FTE (York, Durham, Scarborough)
- In-school Centres
- Literacy program, coop services, HRDC student program
- None
- Open one evening for students
- Pump up your Job Search, Service Excellence Training, Smart Serve
- Resume, Interview Prep and Job Skills
- Resumes, interview, volunteer community placements
- School to work services to students
- School workshops
- Youth Drop-In Centre

**9. How do you fund student services? (Check all that apply)**

(39) MTCU

(12) HRDC

(2) School Board

(2) Municipality

Other;

- 2 - Volunteer Youth in the Millennium
- Donations from Aboriginal Associations
- Fund raising
- Passport to Prosperity
- Philanthropic Efforts
- United Way & Fundraisers

**10. What student services does HRDC fund in your community? (Check all that apply)**

(20) Hire-A-Student Centre (Summer Only)

(13) Co-located Hire-A-Student Centre (summer only)

(12) Summer Job Service / Hire-A-Student partnership

Year Round Student Services;

- Career Centre - about 60 % Actual federal Student program moved back to HRDC in 2001
- Full services year round
- HRCC for students
- Youth Career Centre
- Youth Job Action Centre
- Youth Job Action Centre (Scarborough)

Other;

- 25km away
- Only one community
- Summer Career Placement Opportunity Funding for a student
- Youth Employment Centre with Public school board

**11. Are you currently working with one or more of the following local school board(s) on SWT? (Check all that apply)**

- (34) Public English
- (22) Catholic English
- (2) Public French
- (2) Catholic French

**12. Do you have a formal agreement or an informal working relationship with your local school board?**

- (5) Formal Agreement
- (26) Informal Working Relationship
- (7) No agreement or working relationship

Total Responses: 38

**13. Do you have a formal agreement or an informal working relationship with your local school / schools?**

- (6) Formal Agreement
- (33) Informal Working Relationship
- (2) No agreement or working relationship

Total Responses: 41

**14. Who is your most significant contact? (Check all that apply)**

- (8) Board Superintendent
- (1) Board Trustee
- (1) Board – Director of Education
- (8) Board SWT Liaison Person or Co-ordinator
- (18) School Principal
- (11) School Vice-Principal
- (34) Guidance Counsellor
- (22) Teacher

**15. Is there anyone else in your community who supports your SWT efforts? Please specify:**

- Coop program personnel co-op program personnel, settlement workers, grade 10 career education teachers
- YMCA Employment Programs which are co-located in our facility.
- None
- OYAP and CO-OP coordinators
- Grand Erie Training and Adjustment Board
- Nottawasaga Community Economic Development Corporation
- Local manufacturer
- HRDC
- Eastern Ontario Training Board (local Board)
- Local board
- Supportive Employment Services, Conestoga College
- We involved businesses and HRDC in a strategic plan this fall re: broad services, students etc
- Co-location of Alternative Secondary School Program (Mississauga)
- Local Training Board
- Youth Solutions We provide SWT programming to at risk youth
- We are currently a working Member of the Passport to Prosperity Project. We have School Boards and Business around a table to determine ways of helping students make

the transition. We are considering a data bank of student opportunities. We are also involved in the Ontario Skills Passport our Public Board is being trained. We are invited to a Skill Trades Fair at the High School as well, this is to link students to apprenticeship opportunities.

**16. Does any other agency or organization offer SWT services in your community?**

(16) Yes

(17) No

(8) Don't Know

Total Responses: 41

**17. If yes, please specify agency or organization:**

- Business Education Council
- Highlands Community Learning Centre
- HRCC for students
- HRDC Student Centre
- HRDC funded Youth Career Centre
- Industry Education Council
- Local Training Board
- North Superior Training Board-Passport to Prosperity- we are partners.
- Other Job Connect agencies
- OYAP-apprenticeship office and boards
- Secondary schools.
- Upper Canada Learning Centre
- Woodgreen, St. Stephen's
- YMCA
- Youth Employment Agency funded by HRDC and school board
- Youth Job Action Centre (Scarborough) Centennial College (Scarborough) Peel and Toronto Board of Education Spin-Off Organizations Jewish Vocational Services Job Start AYCE Seneca and Centennial College Operation Springboard Durham College John Howard Society

**18. If yes, what SWT programs and services do they offer?**

- 7 – Workshops (resume and career focused, in-school)
- 4 - Job Search / Postings
- 3 – Resource Centres
- 2 - Career Counselling
- 2 - Passport to Prosperity
- Career planning, labour market
- Co operative education and Ontario Youth Apprenticeship Program
- I am not sure of the programs titles, but they do work a lot with the school and MTCU and HRDC (Mec 2000, passport to prosperity, youth forums, employer forums) They also get funding from MTCU
- Job Fairs
- Linking education and business to promote smoother transition
- Ontario Youth Apprenticeship Program Co-op Education, Grade 10 career studies Upper Canada Learning Centre Skills Passport OPTYC
- OYAP re: Question 19 below...we are not a deliverer but sit on the committee as a resource
- Summer program

**19. Is your centre in partnership with this agency or organization in the delivery of SWT services?**

(8) Yes  
(21) No  
Total Responses: 29

**20. Is there a SWT committee in your community?**

(9) Yes  
(18) No  
(14) Don't Know  
Total Responses: 41

**21. If yes, is your centre represented on the SWT community?**

(8) Yes  
(6) No  
Total Responses: 14

**22. If there is a SWT committee in your community, do you feel that the committee is productive?**

(11) Yes  
(1) No  
Total Responses: 12

**23. If not, please comment:**

- Cannot honestly say if there is still a formal SWT committee; we did have a bridges group which I don't believe is operating any more.
- It would be helpful to link with all SWT agencies and the school board to provide quality services to students (meet their needs) and reduce duplication.
- Not sure. We do work on initiatives with both boards. They aren't calling it school to work transition

**24. Who initiated SWT in your community?**

(11) Youth Employment Centre  
(5) School Board  
(2) Local School(s)  
(5) Don't Know  
Total Responses: 23

**Other;**

- Job connect partner - Fanshawe College
- Our standing Career Centre committee with Principals, HRDC
- OYAP
- Should be a combination of Youth Employment Centres, Appren Office and School Boards

**25. Do you promote SWT to schools in your community?**

(33) Yes  
(4) No  
Total Responses: 37

**26. If yes, how do you promote or market SWT to schools?**

- (32) Presentations to students in school
- (27) Information workshops for students in centre
- (24) Promotional material in centre
- (27) Outreach to community at large

Other;

- Agencies, community groups
- Co op workshops
- Job Fairs, Job Developer full-time to assist with promotion to employers (part-time/summer placements). Cross promotion through co-location agreements.
- Letters to principals/teachers
- Ongoing planning with committee
- Participation on local Career Fair Committee
- Promote to employers via JDPS

**27. Do you track SWT and student activity?**

- (34) Yes
- (6) No

Total Responses: 40

**28. If yes, what activities do you track? (Check all that apply)**

- (32) # of presentations to students
- (29) # of students who attend presentations
- (35) # of workshops
- (30) # of students in workshops
- (12) # of students using job boards
- (9) # of student counseling sessions with staff
- (7) # of telephone inquiries by students

Other;

- # of students using resource centre (NOT based on sample)
- Web site

**29. In general, what difficulties did you experience or are you currently experiencing in the implementation of SWT in your community? Please specify:**

- A large public school board that is administered in Dryden and Red Lake lacks local accountability. Teachers and counsellors often do not understand SWT and appear confused about the new curriculum.
- Although we are engaged on the TDSB/YEC committee, the local schools are not involved in SWT in a consistent way.
- Changing priorities at the different schools and school boards
- Co-ordination with Federal programs
- Connecting with the correct people at each school
- Dedicating staff resources for SWT
- Developing a smooth, practical working relationship
- Funding to keep us going
- Initially the guidance teachers were very threatened staff to devote to this work
- Insular attitude in school system, not much enthusiasm from guidance people, probably perceive us as competition, also see themselves as "professionals" & us as paraprofessionals
- Lack of contact / involvement with school board

- Lack of funding and time
- Lack of resources for year round services
- No difficulties...services are in high demand
- Our area is vast and it is difficult to reach students. We try to get into the school as much as possible but due to limited space they do not encourage too much activity.
- Our centre does not have the operating dollars to hire a person who is designated for school outreach/workshops. Workshops are usually well received by the teachers and students, this normally has a 'snowball' effect and ultimately staff are invited back time and time again and therefore there is reduced staffing at the Youth Centre. If MTCU would like the Youth Centres to have more presence in the schools, operating dollars should be designated for such an endeavour.
- Resistance to the development of partnerships with the various school boards. Competition with other organizations and at times, the school board itself. Dollars for staff availability and resources to effectively reach out and deliver service that participant group.
- School board officials are too busy to partner or meet with us.
- School career counsellors
- Some resistance from the schools themselves
- Some schools and teachers are reluctant to use the services offered by the YEC.
- Teachers constantly request workshops at the last minute - not very respectful
- The need for financial support for some students. Providing a lunch etc. has in the past been a way to reach some students. But the cost does not seem to be factored in for the services.
- There are so many committees and programs it is difficult to determine who does what and who should initiate what (ie. should I be initiating SWT or should the boards be implementing)
- There needs to be a patchwork of funding from different sources in able to deliver the program.
- Working on developing a good referral system with the school boards, progressing but slowly

**30. If you are involved in the development and / or implementation of SWT in your community, how long have you been working on it?**

- (2) Less than a year
  - (11) 1 - 4 years
  - (11) Greater than 4 years
- Total Respondants: 24

**31 a) Which of the following SWT services do you offer: (Check all that are relevant)**

- (36) Career exploration workshops
- (38) Job preparation workshops
- (40) Job search workshops
- (22) Introduction to YEC
- (17) Introduction to Apprenticeship
- (20) Introduction to Volunteering
- (22) Volunteer placements
- (19) Job Development – part time employment
- (30) Job Board – full time employment
- (17) Job Development – full time employment
- (38) Summer Job Services
- (23) Job Maintenance

Other;

- 4 - Safety
- 3 - True Colours

- 3 - Smart Serve
- Career Resource Centres in each High School in our School Board.
- COOP
- Employment Standards
- First Aid
- Involved with transitions schools, and career weeks
- Job Fairs
- Leadership Training Workshops
- Partnership with Volunteer Youth In The Millennium
- Resume writing and cover letters
- Self employment
- WHMIS
- Young Workers Awareness Program

**31 b) Which of the following SWT services are offered by other agencies in your community? (Check all that are relevant)**

- (14) Career exploration workshops
- (14) Job preparation workshops
- (13) Job search workshops
- (2) Introduction to YEC
- (7) Introduction to Apprenticeship
- (5) Introduction to Volunteering
- (7) Volunteer placements
- (7) Job Development – part time employment
- (10) Job Board – full time employment
- (6) Job Development – full time employment
- (11) Summer Job Services
- (6) Job Maintenance
- (10) Don't Know

Other;

- Career Exploration - post secondary credit
- Job Fairs
- These agencies focus on their geographic area when promoting services to schools.
- These are offered by another agency that works in partnership with us
- True Colours
- Youth Service Canada

**32. If you deliver SWT services, where do you do so?**

- (2) In-school
- (2) At centre
- (34) Both in-school and at your centre

Total Responses: 38

**33. Does your centre offer any additional services for students that are not employment related?**

- (19) Yes
- (21) No

Total Responses: 40

**34. If yes, please specify:**

- 3 - Housing Services
- 2 - Literacy Services
- 2 - True Colors workshops
- 2 - Assist with OSAP and College and University course selection
- A program for high risk students on the verge of dropping out - offered in 5 high schools and 4 elementary schools
- CAP Site- enhancing the opportunity to access technology for work or educational information
- Centre is open for meetings
- Cognitive Skills Training
- Educational services - search for resources and reviewing of essays etc.
- Financial Counselling
- HRDC funded Resource Room
- IRS Computers are often used to type school assignments
- Language Assessment/Newcomer Information Services
- Leaders in Training Program Education through Drama (Dramaworx)
- Mental Health services
- Referral to community services for housing, ID replacement etc.
- Recreation Children's Services (Child Care and Camp)
- Service Excellence
- Skills Based Training (Hospitality, Customer Service etc.)
- Smart Serve
- Substance Abuse Harm Reduction/Prevention Services, Gambling Hard Reduction/Prevention Services
- We also can refer clients for Anger Management
- Youth Foyers (Youth Drop-In Services)
- Youth Resource Centre - a youth drop-in programme
- VYM

**35. How many students have accessed SWT through your centre or in a school-based program offered by your centre's staff in 2001/2002**

- (11) Less than 500 students
  - (11) 500 – 1500 students
  - (8) Greater than 1500 students
- Total Respondants: 30

**36. Do you dedicate full time staffing to SWT?**

- (13) Yes
  - (27) No
- Total Responses: 40

**37. If so, how many staff are dedicated to SWT?**

- (11) 2 or less
  - (5) More than 2
- Total Responses: 16

**38. How would you rate your satisfaction in working with the board in the following areas: (1 is extremely poor and 10 is excellent)**

- a) Effectiveness of initiatives and services
  - (2) 1-2
  - (6) 3-4

(13) 5-6  
(18) 7-8  
(2) 9-10  
Total Responses: 40

b) Access to students

(1) 1-2  
(6) 3-4  
(12) 5-6  
(15) 7-8  
(6) 9-10  
Total Responses: 40

c) Number of students referred to centre from schools

(3) 1-2  
(14) 3-4  
(6) 5-6  
(13) 7-8  
(4) 9-10  
Total Responses: 40

d) Degree of co-operation from board staff

(2) 1-2  
(7) 3-4  
(11) 5-6  
(16) 7-8  
(2) 9-10  
Total Responses: 38

e) Degree of co-operation from teachers / guidance

(3) 1-2  
(3) 3-4  
(8) 5-6  
(16) 7-8  
(10) 9-10  
Total Responses: 40

f) School personnel awareness of youth employment centre and services provided

(2) 1-2  
(6) 3-4  
(13) 5-6  
(18) 7-8  
(2) 9-10  
Total Responses: 40

g) What is your most significant challenge in the delivery of SWT services?

- Amount of staff currently available to dedicate to SWT.
- As above difference priorities at the board and local school level.
- Awareness of teachers around YES.
- Convincing guidance counsellors that we are there to complement what they are doing - not take over their jobs.
- Convincing the boards we are capable.
- Co-ordinating the efforts and meeting all parties.
- Establishing productive, win-win relationship with school.

- ❑ Funding (we always have to be very creative in delivering services because of lack of resources and staff). When being creative, a bare minimum gets done when we know the potential out there for successful services.
- ❑ Getting beyond the "Not in my backyard" mentality.
- ❑ Getting students focused and take employment seriously.
- ❑ It's so dependent on the interest/motivation of individual teachers for referrals and requests for workshops etc. Board officials are too busy to care about building relationships or partnerships.
- ❑ Knowing who to talk to at the Boards and how to initiate such conversations.
- ❑ Lack of interest from school board on a large scale, some cooperation from individual teachers.
- ❑ Money for staff & marketing
- ❑ Not enough staff for the need.
- ❑ Our resource limitations vs. the numbers and size of schools.
- ❑ Promotion. We need to have a formal committee.
- ❑ Recognition by the schools of services provided.
- ❑ Resistance to the development of partnerships with the Boards of Education. Competition with other agencies and board itself. Financial resources to allow for staff and other expenses to delivery quality SWT services on a consistent basis.
- ❑ Resources, not having a dedicated staff person, a formal program in place.
- ❑ Resources
- ❑ Setting up a solid referral system with boards/schools, some are more receptive
- ❑ Some school staff tend to have the impression that students my leave earlier then otherwise if they did not know about the services of the Centre.
- ❑ The coordination of SWT services provided by all agencies and clarification of roles.
- ❑ There is no structure to this process. Everything needs to be pioneered. There is no specific funding for this, just patchwork funding.
- ❑ Time, transportation and financial restrictions from Board of Education. Teacher's attitude to initiatives.
- ❑ Transportation
- ❑ We have a great relationship with our schools - when teachers get to know about us, they ask us to come to their classes. Our frustration is convincing all that we are the experts, and that we can help with their course development.
- ❑ We offer Employment Assistance Services to at risk youth therefore we offer SWT as part of our services and have a very good relationship with the local schools. We never need to move further than local schools because we assist youth in school.
- ❑ Working in collaboration with local schools in a consistent approach to SWT.

**39. What is your opinion of the Volunteer Youth in the Millennium project as a model for SWT services?**

- (4) Excellent
- (11) Good
- (5) Fair
- (1) Poor
- (20) Don't Know

Total Responses: 41

**40. Does your centre offer a mentoring program?**

- (6) Yes
- (35) No

Total Responses: 41

**41. If yes, please describe briefly:**

- Federal and Public Sector Youth Internship Program, Youth Leader Corps (Across the GTA)
- Mainly for IT field
- No specific Youth Mentoring Program but we do have a Leaders In Training Program (LIT) which has some cross similarities to a Mentoring Program.
- Not a formal mentoring program but we have connected a few students to mentors
- Organize a career day for students. We bring in employers from all areas to speak with students
- The Youth Job Centre work in partnership with the University of Toronto Faculty of Medicine for the Summer Mentorship Program. Students go on to access SJS as part of their involvement in the program
- We don't have YYM in our area – Keswick / Newmarket, Ontario
- Work together with the schools to offer this throughout the community

**42. Would a mentoring program be useful for your clientele as it relates to SWT?**

(34) Yes  
 (6) No  
 Total Responses: 40

**43. Is SWT a priority for your agency this year?**

(31) Yes  
 (5) No  
 (5) Don't Know  
 Total Responses: 41

**44. Do you expect an increase on the demand for SWT services in 2002/2003?**

(33) Yes  
 (2) No  
 (6) Don't Know  
 Total Responses: 41

**45. If you expect an increase in the demand for services, what increase in numbers to you anticipate?**

(10) 0% – 25% increase  
 (5) 26% - 50% increase  
 (4) 51% and above  
 (1) an increase of 500 students  
 Total Responses: 20

**46. If you are expecting an increase on the demand for student services, do you have a plan in place to deal with larger numbers of students and recent graduates?**

(23) Yes  
 (12) No  
 Total Responses: 35

**47. If yes, please describe this plan and any new SWT and student services initiatives that you will be implementing in 2002/2003?**

- 9 - Increase staff (part time, full time and off-site)
- 3 – Increase workshops and promotion of workshops
- (1) Designation of staff to SWT endeavours. (2) Spearhead a community SWT committee. (3) Strengthen HRDC, HS, and Board partnerships.

- Consult with teachers and guidance providing general information (printed and in presentation format) in schools Ask school staff to refer clients who need more supports to workshops
- Developed partnerships with local employers (royal bank etc. ) to offer co-op opportunities, internships. etc.
- More utilization of Saturdays to host student activity, extra resource person through Summer Career Placement or Job Connect. More access from 4:40 - 6:30 p.m. for Students. CAP Site computers add to the resource in our lab for Student usage.
- Moving many of services for students on-line. Opening satellite locations to ease access to programs and services.
- Plan is currently being developed and will include a web-based component, a dedicated staff member to coordinate the program, promotion of mentoring, volunteering and apprenticeship opportunities in addition to career exploration and occupational information sessions
- Very newly developed partnership with school (SWT)- increase in school workshops and student access to information
- We have an adult program in place that can assist.
- We have opened a satellite centre geared to student services.
- We have opened Career Resource Centres in every High School in our Board. This should help with the requests for service in our community by students and teachers.
- We plan to serve them as best we can, but do not anticipate a much needed funding increase.

**48. Should service standards for student services such as SWT be implemented by MTCU?**

(17) Yes  
 (13) No  
 (10) Don't Know  
 Total Responses: 40

**49. Are you satisfied with the level of support and funding that you receive from MTCU in the delivery of SWT and student services?**

(7) Yes  
 (23) No  
 (10) Don't Know  
 Total Responses: 40

**50. If not, what are your expectations?**

- Actual funding support not partial. Funding should be in-line with expectation of service provision and priority for MTCU.
- Additional funds.
- An increase of at least 10 - 20 percent would allow for hiring dedicated staff to this area.
- Budget for year round service
- Clarify definition of these services
- Clearer understanding of levels of service expected
- Funding to work with individual students at each high school.
- I am very pleased with the increases in funding which are geared towards students in IRS. It appears that MTCU is increasing it's efforts with the student population which falls under MET. I believe that the Job Connect Programme, and the people that operate Youth Employment Centres should be the leaders in their prospective communities and provide SWT within their communities.
- Increased funding to hire an additional 1 FTE position
- Increase to allow for additional staff to assist in the delivery of non-subsidized job development and off site service delivery. Increase in dollars to allow for the purchase of

- appropriate resources to accommodate the increase in students who access current services.
- More money for staffing, marketing and program delivery supports
  - More monies to replenish materials and resources
  - Staff continually have to be shuffled to accommodate both the year round SJS and SWT activities. The time commitment alone for the various meetings and committees is extremely large. The SJS operating budget does not cover the current staffing and resource costs. I would like to see a budget of \$50,000 operating for the 1st year with outcomes defined and those centres who meet the outcomes could apply for additional funding. School Boards are not forthcoming with funds to support any activities
  - Support and direction to the Boards directly from MTCU and MED; We have dedicated some staff to this area but would like to dedicate more.
  - The ability to hire 2 staff for SWT which costs \$125 000
  - The increase expectation in delivering SWT requires a full time staff and the funding does not address this need
  - There is a great need and not enough staffing to provide the service as the funding is not there - need to determine how many staff would be required in the community and then provide the appropriate funding
  - They seem to change their focus on their priorities - funds and increased expectations need to hand in hand. The recent 5% increase does not allow me to hire a full time staff person.
  - We can guaranty results because the communication with the high school, college and university is there. But we need the funds in order that SWT efforts doesn't diminish job Connect client services
  - We need at least 2 full-time staff to work in the schools and deliver presentations etc.
  - We operate 2 full time (one funded) sites. This means we have to pay 2 rent, double staff, and double operational costs. The two sites are required as we have such a large area.
  - Would like to be able to cover half of the staff wages through MTCU

**51. What other supports would be useful to you in the delivery of SWT and student services in your community?**

- Assistance with purchase of resources, travel costs....
- Awareness campaign provincially positioning Job Connect as a resource to SWT efforts. Awareness campaign to schools at the teacher level.
- Cell phone, laptop for power point presentations
- Coodination of services between funding organizations as to not duplicate existing programs.
- Funds - we have the partnerships and students - resources are limited
- Funds to support career testing and career exploration for students
- Have direct funding for events & programming.
- High quality promotional materials
- If MTCU would like the Youth Centres to have and increased role with SWT, additional HR operating dollars need to be allocated.
- Information to schools re: employment support options available to students
- Interest and support from the Board - maybe a directive from the Ministry to work with us!!
- Job Connect EPP services (flexibility)
- Lack of competition from HRDC funded site.
- Knowing best practices from other communities
- Knowledge of what other centres are doing in this area. EPP type services for students are sadly lacking.
- Ministry should make it mandatory for that the School Board to have students accessing our services.
- More discussion of partnerships through Federal and Provincial Governments for clearer direction at the local level
- New ideas from other programs

- ❑ Promotion strategies, best practices.
- ❑ Regular and ongoing meetings with school and board reps to discuss SWT
- ❑ School Board to make mandatory for schools to develop formal partnerships with local YEC
- ❑ Stats, trends...etc.

**52. Do you have any other comments that you would like to make regarding SWT and a role that OAYEC could play in assisting you in its delivery in your community?**

- ❑ Any advocacy and research that can be done will be most valuable to support a real need for staffing. Also, to push the school Boards at the Ministry level.
- ❑ As the word gets out demand will grow rapidly and we are not funded adequately to meet the demand
- ❑ Develop a research manual outlining current projects with regard SWT with contacts. One page summary for further detail contact information.
- ❑ Have discussion between all Job Connect Agencies and School Boards mandated from the top down and make it a priority for school boards to partner with JC agencies in delivery of all SWT programs.
- ❑ I am very pleased with the progress that we are making in servicing students. I would like to see this success across the province. It appears as if the School Boards have the power to decide if they would like Job Connect deliverers to become involved. I would like to see a more consistent service delivery.
- ❑ I know OAYEC is working very hard on this issue, and must continue to advocate for additional funds that allow centres to hire full-time staff to this endeavor
- ❑ In responding "I Don't Know" to funding, I think we are just beginning to realize the scope of supportive services required.
- ❑ Information sharing is helpful
- ❑ OAYEC could serve as a bigger advocate in this area
- ❑ On-line group sessions
- ❑ Provide information on provincial OAYEC services so we may share information, best practices although it is important to tailor services to our community needs, resources and services.
- ❑ Really interested in pilot projects that could be implemented in all communities
- ❑ Support coordination effort and relationship building/GTA advocacy between agencies and the local boards of education.
- ❑ We have definitely improved the relationship with our local high school, but it's no coincidence that most of the progress has been made since the principal's wife came to work for us! (Not a strategy that's practical to replicate everywhere...) Anything to increase our credibility with the school system would be helpful.