

Youth Labour Market Information Plan

Windsor Essex

JULY, 2010

"We cannot always build the future for our youth, but we can build our youth for the future."

Franklin D. Roosevelt (1882-1945)



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Background

Workforce WindsorEssex (WWE) has a mandate to plan, facilitate and advocate for regional workforce development, defined as the development, retention, and recruitment of a wide range of skilled workers to meet the current and future economic and social development needs of Windsor Essex.

In 2009 WWE led an Integrated Local Labour Market Planning (ILLMP) pilot project sponsored by the Ministry of Training, Colleges and Universities (MTCU), which resulted in an evidence-based, rolling, three-to-five year Workforce Development Strategic Plan. The five key priorities and strategies of the Integrated Local Labour Market Plan are:

- 1) Address the knowledge and skills gap between the labour force in Windsor Essex and the changing local economy
- 2) Ensure the availability of relevant and current labour market information
- 3) Emphasize the importance of attitude, skills and knowledge in the workplace
- 4) Support entrepreneurship, research and development and the retention and growth of small and medium-sized business in Windsor Essex
- 5) Integrate immigrants and newcomers into our labour force leveraging their knowledge, skills and experience

WWE made a proposal in 2009 to work in partnership with MTCU to achieve three Labour Market Partnership Projects that would assist employers, employees and community groups to improve their capacity to deal with human resource issues and implement labour force adjustments. One of the projects was aimed at planning for the future human resource needs of the community by developing a plan to get local labour market information about emerging occupations to youth. The focus on youth grew out of a presentation by Dr. Martha Reavley, Associate Professor, Odette School of Business, University of Windsor, on February 18, 2009, on the importance of identifying, supporting, and inspiring high talent youth as a means of retaining them in the community.

The Youth Labour Market Information Plan (YLMIP) targets disadvantaged youth in high school who often face significant barriers in achieving a successful and rewarding future career. Disadvantaged youth for the purpose of this plan are defined broadly as those students who attend compensatory schools in lower income neighbourhoods within Windsor Essex. Selected schools have been identified by each school board and are listed in Appendix A.

The vision of the Youth Labour Market Information Plan is to ensure that youth are getting accurate and timely information about local labour market conditions on emerging occupations.

Implementation of the YLMIP will:

- Support efforts to build successful futures for youth
- Assist in the exploration of options that fit with the interests, passions and preferences of youth
- Provide awareness of opportunities and options available and requisite preparation
- Highlight future potential labour market needs and shortages

The YLMIP takes an integrative approach, integrating labour market information into existing programs, services and avenues of communication for delivery to youth.

Windsor Essex is fortunate to have a number of great programs and services that assist youth in preparing for future careers. They consistently engage youth with a wide variety of activities and programs that range from individual employment consultations, resume writing workshops, mock interviews, job search strategies, post-secondary information nights and job fairs to name a few. However, current local labour market information is often missing. The YLMIP explores how we can communicate this information in a meaningful and understandable way to youth and those who serve them.

Traditionally, youth in our region have had the automotive sector as a safety net if other occupational choices didn't work out. In the past, the community has attracted and retained young people because low-skilled jobs were readily available. However, the recent downturn in automotive manufacturing and the adoption of lean processes and advanced technology within the manufacturing sectors means that this safety net is no longer there.

Current, reliable and relevant labour market information can support youth in making informed choices about personal economic futures. As our local economy diversifies from the dominant automotive manufacturing sector, information on new opportunities and emerging occupations can provide young people with a better understanding of their employment and entrepreneurship options.

Methodology

Workforce WindsorEssex recruited representatives from the community to serve as a working group to lead the formation of the Youth Labour Market Information Plan. See Appendix B for a list of participating individuals and organizations.

The most recent and relevant literature as well as provincial, national and international best practices were reviewed and contributed to the development of this plan as outlined in Appendix C.

Local research was conducted through the use of questionnaires, focus groups and key informant interviews as follows:

- A questionnaire was administered to 220 youth from grade 7 to 12 to determine what influences the decisions of young people about their future careers and the best way to communicate labour market information on emerging occupations.
- Focus groups were held with two Kids Alliance Youth Councils (grades 7 and 8) and one Kids Alliance Alumni (grades 9 to 12).
- Key informant interviews were conducted with community facilitators, educators and employment service providers to gain a deeper understanding of how current labour market information is integrated within existing programs and services and the opportunities for future partnerships.

A copy of the youth questionnaire and results of the questionnaire, focus groups and key informant interviews as well as a list of respondents is included as Appendix D.

Data Analysis

The student questionnaire data is summarized below:

Career Decisions

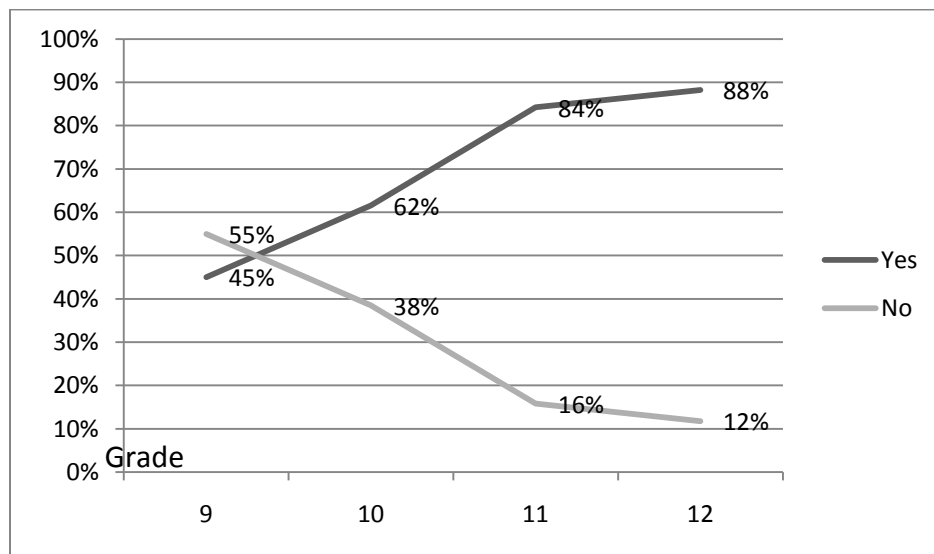
Table 1 outlines the differences in decision making stages related to future career choices for students in grades 9 to 12. In their first year of high school, slightly more than half of the grade 9 students surveyed were unsure of what they wanted to do when they were older.

Figure 1 uses the same data and shows that as students move through to their senior years of high school they become more aware of their interests and possible future career.

Table 1 – Do you know what you want to be when you grow up?

Grade	#	Yes	No
9	20	9	11
10	39	24	15
11	38	32	6
12	17	15	2

Figure 1 – Do you know what you want to be when you grow up?



Those young individuals who were unsure of what they wanted to do were asked to provide a reason for their uncertainty. Five main themes were evident:

- Too many occupational choices to choose from
- Too many personal interests
- More time is needed to explore interests
- Not enough information to decide
- Have not thought about it

Deciding When and Why

We asked youth who knew what they wanted to do to recall, to the best of their memory, approximately what grade they decided on that career. Table 2 shows that over half of the respondents made their current decision between grades 8 and 10. Most often they choose a particular career because they were “interested in it;” secondly because they “would make lots of money.”

Table 2 – What grade did you decide on that career?

Grade	%
8-10	53%
5-7	20%
Jk/Sk - 4	13%
11+	13%

Prospects for Finding Employment in Windsor Essex

Asked how easy or difficult young people think it will be to get the job they want in Windsor Essex, about 61% said it would be somewhat to very difficult.

Table 3 – How easy or difficult will it be to get the job you want in Windsor Essex?

How Difficult	%
Somewhat Difficult	32%
Very Difficult	29%
Normal	28%

When to Deliver Information

Figure 2 identifies at what grade level students want to hear about labour market information in order to help with their future career decision. 38% of students want to hear about this information in grade 10, while 26% said in grade 9 for a total of 64% of respondents asking for this information in grades 9 and 10. Comparing Figure 1 and

Figure 2 – At what grade is it best to provide labour market information to youth to help make career decisions?

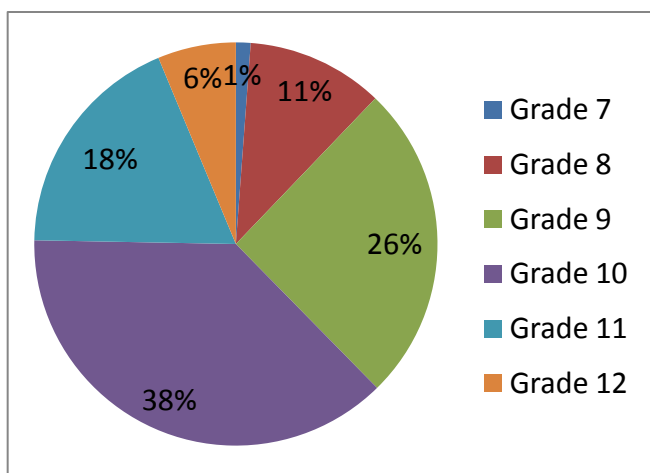


Figure 2, more young people are in the midst of choosing what they would like to do in grades 9 and 10 while those in

grades 11 and 12 have a better idea in what they see themselves doing. It therefore seems that information would be more influential in grades 9 and 10, while information in grades 11 and 12 could serve to solidify their decisions.

Importance of Labour Market Information

Of the students surveyed, 80% believe that having access to information on future job trends such as what are the hot

or slow jobs would help in their career decision making process. A significant percentage of youth want to hear about current local labour market conditions but it seems they may not be asking for or receiving up to date information.

Influencers

Young people are influenced by a number of people in their lives. According to our survey, the following influencers have the most significant impact on a young person's education and career decisions:

Table 4 – Who has made an impact on...

Education Decision		Career Decision	
Family Member	27%	Family Member	25%
Self	22%	Self	24%
Teacher	19%	Teacher	17%
Friends	15%	Friends	13%
Guidance Counsellor	8%	Guidance Counsellor	7%
Public Figure	3%	Public Figure	4%
Program Leader	3%	Neighbours	3%
Neighbours	2%	Program Leader	3%

Searching for Information

Youth have used the following information sources to find local emerging jobs or jobs that will be in demand in the next 5-10 years:

Table 5 – What information or tools have you used to find local emerging jobs or jobs that will be in demand in the next 5-10 years?

<ul style="list-style-type: none"> • Teachers • Family • Career Cruising website • Independent Study Unit (ISU) project • Careers Class/Teacher • Internet • Newspaper • Ask people in the field • Ask business owners • Guidance Counsellors 	<ul style="list-style-type: none"> • Co-op placement/assignment • Magazines • Poll studies • College/University Website • Monster.ca • Television • Job fairs • Networking • Word of mouth • Research on apprenticeship websites
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Receiving Information

Table 6 shows preferred sources of information about emerging occupations. The internet, followed by teachers, parents and friends, and guidance counsellors ranked highest. The low ranking of the grade 10 Career Studies Course could be a reflection of the negative perception among students who do not see value in this course as evident from the focus groups.

Table 6 – Where would you like to get information from?

Source	%
Internet	25%
Teachers	20%
Parents & Friends	17%
Guidance Counsellor	16%
Grade 10 Career Studies	9%
Program Leader	7%
Library	6%

What information

When the respondents were asked what information they would like to learn about emerging occupations, their responses were fairly even.

Table 7 - What information would you like to know about emerging employment trends or the jobs of tomorrow?

What education is needed to get that job	19%
How many jobs will be available	15%
What the working conditions are	12%
Where do I get that education from	13%
How much money I will make	14%
What benefits will I have	14%
How much flexibility in working hours	13%

Choosing Windsor Essex

Of the 220 respondents, 51% said they see themselves leaving Windsor Essex, 39.5% believe they will stay in Windsor Essex and 9.5% were unsure.

The top reasons for staying in Windsor Essex:

- Family
- Friends
- It is easier to stay home than move
- Believe there is potential in Windsor Essex
- Like the area, it's 'home'

The top reasons for leaving Windsor Essex:

- Lack of job opportunities
- Move to a bigger city
- Did not like the area
- Want to travel the world
- Move away for school

Getting Information

The matrix below provides a conceptual understanding of how young people are getting information based on the research and data collected. Youth are receiving information both passively and actively and in both formal and informal environments. An increase in the quality, quantity and timing of labour market information provided in the passive environments may result in better and more improved learning in the active quadrants.

Table 8 – How are youth getting information?

<p>Passive-Formal</p> <p>Students are told or passing through the information and are being driven by others to learn.</p> <p><i>Examples:</i> Grade 10 Career Studies Courses Teachers Guidance Counsellors</p>	<p>Active-Formal</p> <p>Students are active on their own learning through activities organized by others.</p> <p><i>Examples:</i> Co-op placements Workshops Job Fairs</p>
<p>Passive-Informal</p> <p>Students are being told or passing through the information and learning through their own informal activities.</p> <p><i>Examples:</i> Family Friends Neighbours</p>	<p>Active-Informal</p> <p>Students are active on their own learning through their own informal activities.</p> <p><i>Examples:</i> Internet Searching on their own Calling employers</p>

Conclusions

The following conclusions result from the analysis of the survey data, research and key informant interviews:

1. The need to analyze, produce and deliver local labour market information in a meaningful way to youth to foster their understanding of the local employment and entrepreneurship opportunities in our region

Local labour market information is currently very limited in scope and what is available is not targeting youth in the most effective manner. Most resources provide information on provincial or national labour market conditions. Information can be complex and not

easily understood by young individuals who may have limited knowledge of complex wording or ability to understand and interpret statistics. The grade 10 Career Studies Course could play a significant role in providing local LMI. Enhancements to the course could provide a foundation for the concept of labour market information and provide the opportunity to integrate local information and deliver it to students.

2. The need to ensure that those who influence youth receive local labour market information in a way that is meaningful to them in order to start the conversation with youth about their future careers

There is a need to ensure that those who influence youth are also receiving accurate and timely information to foster their understanding of local labour market conditions and opportunities. This is important because it could empower the influencer to feel more confident about starting the conversation about future employment options with young people.

It is necessary to understand the needs of the audience receiving labour market information to ensure it is produced in the appropriate format. Research conducted by the Workforce Planning Board of Waterloo Wellington Dufferin found that it is important to tailor the format of the information to the audience. For example, information that is delivered to youth employment service providers could include charts, graphs and statistical data. This is appropriate because these providers undertake research on the labour market and have time to analyze and understand the information. On the other hand, guidance counsellors preferred information to be presented in a brief manner, with the most important points provided in a bulleted and condensed format. In targeting youth, it is necessary to include more visuals as well as develop content that addresses those things that are important to them such as compensation levels.

3. The need to integrate and deliver local labour market information in a meaningful way to youth within existing programs and services in the community

Local labour market information could be shared to enhance the many programs and services that target youth in the community. WWE could play a resource role and partner with community organizations in events like forums, conferences and workshops. The Service Canada Centre for Youth and Youth Employment Services have both indicated an interest in establishing partnerships to integrate local labour information within their programs and services.

4. The need for WWE to play an active role in the community to deliver local labour market information to youth

It is recommended that WWE can be actively involved in an ongoing basis in:

- Developing material that links local industry sectors with educational initiatives like Specialist High Skills Majors, Co-op placements and Ontario Youth Apprenticeship Programs
 - o *Possible Partners: SWOIEC, GECDSEB, WECDSEB, CSDCSO, CSDECSO*
- Integrating labour market information within existing community programs so disadvantaged youth are more aware of local opportunities
 - o *Possible Partners: New Beginnings Youth Councils, Kids Alliance Alumni, Youth Leaders on Board United Way, Sandwich Teen Action Group, YMCA, GECDSEB, WECDSEB, CSDCSO, CSDECSO, New Canadians' Centre of Excellence, Youth and Family Resource Network of Essex County*
- Analyzing, developing and delivering local labour market information bulletins to guidance counsellors, employment service providers and career development services that provide future career advice and guidance to young students
 - o *Possible Partners: SWOIEC, GECDSEB, WECDSEB, CSDCSO, CSDECSO, Service Canada Centre for Youth, Unemployed Help Centre, Youth Employment Services St. Clair College, Service Canada Centre for Youth*
- Targeting parents for delivery of local career opportunities through events such as grade 8 information nights, parent/teacher interviews, parent advisory councils and parent career education workshops
 - o *Possible Partners: St. Clair College, University of Windsor, GECDSEB, WECDSEB, CSDCSO, CSDECSO*

Emerging Occupations to Youth - Project Plan Windsor Essex

In addition to the ongoing recommendations above, four projects have been identified.

PROJECT 1	
Target	<ul style="list-style-type: none">• Parents
Need	<ul style="list-style-type: none">• To equip parents to better support their children in making informed and successful education and career choices
Action	<ul style="list-style-type: none">• Develop website content to inform and assist parents in guiding their children on the WWE website.• Develop and deliver workshops on emerging occupations to groups like Parents' Councils as well as organizations where parents of disadvantaged youth may be in attendance.
Timeframe	<ul style="list-style-type: none">• 2010-2011
Lead Organization	<ul style="list-style-type: none">• Workforce WindsorEssex
Potential Partners	<ul style="list-style-type: none">• Multicultural Council of Windsor and Essex County• New Canadians' Centre of Excellence Inc.• Social Services, City of Windsor• GECDSB• WECDSB• CSDCSO• CSDECSO• University of Windsor• St. Clair College• Connecting WindsorEssex Smart Community Portal

PROJECT 2	
Target	<ul style="list-style-type: none">• Youth
Need	<ul style="list-style-type: none">• To provide local labour market information on emerging occupations to youth
Action	<ul style="list-style-type: none">• Develop a youth specific area on the WWE website that provides an interactive interface and delivers local labour market information on emerging occupations

to youth while engaging social media tools when necessary (see <http://whatiwant2b.ca/>, <http://brightcareerutures.com/> and www.ontariojobfutures.ca)

Timeframe
<ul style="list-style-type: none">• 2010-2011
Lead Organization
<ul style="list-style-type: none">• Workforce WindsorEssex
Potential Partners
<ul style="list-style-type: none">• GECDSB• WECDSB• CSDCSO• CSDECSO• Mayor's Youth Advisory Committee• New Beginnings Neighbourhood Youth Councils• Kids Alliance Alumni• Workforce WindsorEssex• Sandwich Teen Action Group• Connecting WindsorEssex Smart Community Portal

PROJECT 3

Target
<ul style="list-style-type: none">• Youth
Need
<ul style="list-style-type: none">• To expose the range of economic and employment opportunities available to youth in Windsor Essex
Action
<ul style="list-style-type: none">• Partner in the development and organization of a conference that would highlight youth employment and local employment, economic and entrepreneurship opportunities in Windsor Essex
Timeframe
<ul style="list-style-type: none">• 2010-2011
Lead Organization
<ul style="list-style-type: none">• Kids Alliance
Potential Partners
<ul style="list-style-type: none">• Workforce WindsorEssex• SWOIEC• Others partners as identified

PROJECT 4

Target
<ul style="list-style-type: none">• Teachers and Educators
Need
<ul style="list-style-type: none">• To enhance local labour market information content in the grade 10 Career Studies course
Action
<ul style="list-style-type: none">• Develop a unit to foster the understanding of labour market information within the grade 10 Career Studies course and integrate the use of local labour market information on emerging occupations into that unit.• Ensure that LMI content is included on the Workforce WindsorEssex website and in community presentations.
Timeframe
<ul style="list-style-type: none">• Proposal under discussion 2010-2011
Lead Organization
<ul style="list-style-type: none">• Workforce WindsorEssex
Potential Partners
<ul style="list-style-type: none">• GECDSB• WECDSB• CSDCSO• CSDECSO• University of Windsor Faculty of Education• Ontario Ministry of Education

APPENDIX A - Disadvantaged Youth

A compensatory school as defined by the Greater Essex County District School Board is a school that may require additional consideration in order to ensure that all students in that school operate on a level playing field in their ability to achieve an equal educational opportunity. The board identifies the schools with a high number of students living in poverty by analyzing indicators such as:

- Family/household income
- Job insecurity/multi-job situations
- Single parent families
- Housing considerations

More information can be found by visiting each school board's website.

GECSB

Elementary School	Secondary School
Queen Victoria	Kennedy
Mill Street Public School	Leamington DSS
Queen Elizabeth Public School	Leamington DSS
King Edward	Walkerville
Prince Edward	Walkerville
F.W. Begley	Walkerville
Coronation	Herman
Roseville	Herman
McGregor	Herman
Northwood	Massey
Benson	Forster
Brock	Forster
Marlborough	Forster
Taylor	Forster
Dougall	Forster

WECSB

Elementary School	Secondary School
St. Francis	Assumption
St. James	Assumption
St. John	Assumption
Immaculate Conception	Catholic Central
Our Lady of Lourdes	F.J. Brennan
St. Marie Goretti	F.J. Brennan

APPENDIX B – Youth Working Group

A Youth Working Group and Youth Steering Committee were established to develop the Youth Labour Market Information Plan.

The Youth Working Group consisted of a diverse group of educators and community representatives.

- Dr. Martha Reavley, University of Windsor
- Roni Riberdy, South Western Ontario Industry Education Council
- Joe Parent, Kids Alliance, Teen Health Centre
- Talia Kleinplatz, Pathway to Potential
- Adam Vasey, Pathway to Potential
- Lori Marchuk, City of Windsor Social and Health Services
- Elvira DiGesù, Herman Secondary School, GECDSB
- Maria Bernabo, F.J. Brennan Secondary School, WECDSB
- Dr. Geri Salinitri, University of Windsor
- Jenna Foley, Youth and Family Resource Network
- Bernie Mastromattei, New Beginnings

The Youth Steering Committee consisted of:

- Diane Soucie, Executive Director, Workforce WindsorEssex
- Donna Marentette, Project and Board Coordinator, Workforce WindsorEssex
- Denny Timm, Research and Community Coordinator, Workforce WindsorEssex

APPENDIX C – Literature Review & Best Practices

Relevant documents identified in a review of recent literature on youth employment in Ontario and Canada for the purpose of the Youth Labour Market Plan include:

Canadian Policy Research Networks. (2008). *Connecting Supply and Demand in Canada's Youth Labour Market*. Retrieved from www.cprn.org/documents/49679_EN.pdf

- A research paper that focuses on “demand-side” issues in the youth labour market, how employer demand is conveyed to students and those who support them and how well the skills that young people gain are utilized on the job

Colleges Ontario. (2009). *Who Doesn't Go to Post-Secondary Education*. Retrieved from www.collegesontario.org/research/summary-who-doesnt-go-to-pse.pdf

- A research project that gained insight into the characteristics of young people who do not pursue post-secondary education after high school

Niagara Workforce Planning Board. (2010). *Labour Market Information 101*. Retrieved from <http://niagaraworkforceboard.ca/userfiles/file/LabourMarket101MAR2010.pdf>

- A report that outlines information about labour market information including what it can tell us, how the information is beneficial, who produces the information and the sources of labour market information

Canada Millennium Scholarship Foundation. (2009). *Pan-Canadian Study of Career Development Practices in K-12 Public Schools*. Retrieved from <http://malatest.com/CMSF%20Time-Motion%20Report%202010-04-07.pdf>

- A report that provides a snapshot of how guidance counsellors' time is used and also a snapshot of the current presence of career education in schools

London Economic Development Corporation. (2008). *Creating Work Opportunities for Youth in London CMA Strategic Plan*. London, Ontario.

- A strategic report that addresses issues relating to youth employment in the London Census Metropolitan Area (CMA) as well as three tactical project activities targeted for immediate implementation

There are 25 Local Boards across Ontario that conduct grassroots research and actively engage organizations and community partners in local labour market development. As a network, Local Boards collaborate on activities that expand the local boundaries and maximize resources. Some best practices include:

Workforce Planning Board of Waterloo Wellington Dufferin

- **LMI for Educators:** The board is developing labour market information bulletins for career and guidance counsellors in the local school boards who sometimes lack time to source labour market information. Over the year, 6 labour market bulletins will be distributed to the schools. The topics will be chosen based upon input from Student Success and OYAP Coordinators within the local school boards.
- **Youth Expectations in Dufferin County:** An event for youth in Dufferin County will be organized in November. The event will discuss youth employment expectations, their understanding of the local labour market and the most effective ways of marketing career information to them. The youth being targeted for this event are from the local high schools.
- **Source One Job Fair Coordination Project:** This initiative works directly with youth employment service providers, local youth and employers to coordinate job fairs across Waterloo Region and Wellington County. The goal of this project is to consolidate youth job fairs across these regions and provide more direct contact between youth and employers looking to hire them. Funding is from the government's Youth Employment Strategy; however job fairs are open to jobseekers of all ages.

Niagara Workforce Planning Board

- **Labour Market 101:** This clear language labour market resource provides relevant labour market information to assist the career decision-making process. The resource targets students, parents, and educators at the secondary and post-secondary level.
- **Region of Opportunity. . . Linking Students to Business:** A proactive graduate retention strategy that links post-secondary graduating students with employers from key economic sectors across Niagara will be implemented. This strategy will showcase the region's diverse economic base and potential employment opportunities. Students will be informed about existing and emerging sectors, related occupations by sector, employer expectations, and what it takes to get the competitive advantage. Employers will gain direct access to graduating talent and have an opportunity to showcase their organization, its position in the global economy and strengths as a potential employer.
- **Niagara Workforce Planning Board** in partnership with Literacy Link Niagara identified occupations in declining sectors and created detailed occupational profiles with Niagara specific information, where available. Retrieved from <http://niagaraworkforceboard.ca/essentialskills/>

Grand Erie Training and Adjustment Board

- **Haldimand-Norfolk Youth Career and Volunteer Fair:** The 6th Annual Career and Volunteer Fair for youth was held in November 2009. It featured interactive displays and representatives from key industries and business who introduced youth to various occupations by demonstrating aspects of the work that takes place within their industry.

South Western Ontario Industry Education Council

- **Career Forum for Guidance Counsellors in Chatham Kent:** The goal of this event was to assist guidance counsellors and educators in Chatham Kent to provide current and accurate information about the variety of career opportunities that exist. Following a timely discussion by keynote speaker David Foote on the impact of demographics on current and future prospects, participants toured booths representing a wide array of careers including construction, transportation, health care and tourism.

Sarnia Lambton Workforce Development Board

- **Parent-Student Technology Night:** SLWDB in partnership with Lambton College, school boards and employers in the petro-chemical industry invited over 4,000 students and their families to a Technology Information Night at Lambton College. Parents and students learned about future job opportunities in local industry and beyond the area; the nature of these jobs; some myths and facts about working in local industry; and secondary school pathways.
- **Lambton Kent Youth Directory:** Updated on an annual basis, this comprehensive guide provides youth with the necessary information to make important decisions as they transition into the workforce. It is distributed to schools, employment and social-related organizations.

Four County Labour Market Planning Board

- **First Time Full-Time Student Conference:** This all-day conference is geared to high school students directly entering the workforce. They are given the opportunity to take training in areas such as Safe Food Handling, WHIMIS, First Aid, Landscaping, Fork Lift Operator, GPS, Customer Service and others. These courses give the students additional qualifications to show a prospective employer.
- **Girls Unlimited Conference:** Grade 8 and 9 students meet with female mentors to discuss traditional and non-traditional careers. Workshops are held during the day and a keynote speaker presents on today's career opportunities.

Other resources included:

- “Get Your Hustle On” – Toronto Community Housing Youth Economic Opportunities Forum. Retrieved from http://www.torontohousing.ca/webfm_send/4104/1
- The Youth Economic Engagement Council provides recommendations designed to increase youth entrepreneurship, as well as achieve higher levels of general economic engagement among Saskatchewan's youth through preparation for employment such as apprenticeship and access to meaningful education and strategies. Retrieved from <http://www.gov.sk.ca/news?newsID=990690b0-2c30-485d-8950-528e36898ce7>
- Youth 2010 is a report designed to provide young people with information on the job market in British Columbia and the Yukon. Retrieved from <http://workinonet.bc.ca/youth2010>
- <http://brightcareerfutures.com>
- <http://www.nscareeroptions.ca>
- <http://www.parentsascareercoaches.ca>
- <http://whatiwant2b.ca>
- www.ontariojobfutures.ca

APPENDIX D – Questionnaire, Focus Groups, Key Informant Interviews

PART 1 – ABOUT YOU

1. Do you know what you want to be when you grow up? (circle answer)

Yes No

If yes, answer the following questions, if no, skip to question 2.

a) What do you want to be? _____

b) How easy or difficult will it be, to get the job you want in WindsorEssex? (circle one answer)

Very Easy Somewhat Easy Normal Somewhat Difficult Very Difficult

c) To the best of your memory, around what grade did you decide you wanted to do this? (circle one answer)

JK/SK to Grade 4 Grade 5 to 7 Grade 8 to 10 Grade 11+

d) What made you choose this career? (circle the most important **one**)

It interests me	My family/parents told me to do it
My family/parents have done that career in the past	My friends are choosing the same career
I will make lots of money	I know there will be jobs for it when I graduate
My guidance counsellor/teacher helped me	Other _____

2. Why don't you know what you want to be when you grow up?

PART 2 – LABOUR MARKET INFORMATION QUESTIONS

1. What do you plan on doing after high school? (circle one answer)

Apprenticeship College Workforce University

2. Who has made an impact on your education decision? (check all that apply)

<input type="checkbox"/> Teacher	<input type="checkbox"/> Guidance Counsellor
<input type="checkbox"/> Family Member	<input type="checkbox"/> Friends
<input type="checkbox"/> Neighbours	<input type="checkbox"/> Program Leader
<input type="checkbox"/> Public Figure (Politician, Celebrity)	<input type="checkbox"/> I have not decided what I want to do yet
<input type="checkbox"/> Myself <input type="checkbox"/> Other _____	<input type="checkbox"/> I do not plan on attending post-secondary school

Youth Labour Market Information Plan Windsor Essex

3. Who has made an impact on your career decision? (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Guidance Counsellor |
| <input type="checkbox"/> Family Member | <input type="checkbox"/> Friends |
| <input type="checkbox"/> Neighbours | <input type="checkbox"/> Program Leader |
| <input type="checkbox"/> Public Figure (Politician, Celebrity) | <input type="checkbox"/> I have not decided what I want to do yet |
| <input type="checkbox"/> Myself <input type="checkbox"/> Other _____ | <input type="checkbox"/> I do not plan on having a career |

4. What information or tools have you used to find local emerging jobs or jobs that will be in demand in the next 5-10 years?

5. Would access to information on future job trends such as what are the 'hot' or 'slow' jobs help in your career decision making? (circle one answer)

Yes No

6. What information would you like to know about emerging employment trends or the jobs of tomorrow? (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> What education is needed to get that job | <input type="checkbox"/> Where do I get that education from (Ex. University) |
| <input type="checkbox"/> How many jobs will be available | <input type="checkbox"/> How much money will I make |
| <input type="checkbox"/> What the working conditions are | <input type="checkbox"/> What benefits will I have (Ex. dental coverage) |
| <input type="checkbox"/> Other _____ | <input type="checkbox"/> How much flexibility in working hours (Ex. vacation) |

7. Where would you like to get this information? (check all that apply)

- | | | | |
|---|--|--|-----------------------------------|
| <input type="checkbox"/> Library | <input type="checkbox"/> Internet | <input type="checkbox"/> Parents/Friends | <input type="checkbox"/> Teachers |
| <input type="checkbox"/> Program Leader | <input type="checkbox"/> Grade 10 Career Studies Class | <input type="checkbox"/> Guidance Counsellor | <input type="checkbox"/> Other |

8. At what grade do you think it is best to provide this information to youth to make career decisions?

Grade _____

9. What do you think are the growing industries/jobs in our region?

10. What do you think are the declining industries/jobs in our region?

11. When you finish your education, do you see yourself living and working in WindsorEssex? (circle answer)

Yes No

Why? Why not?

Questionnaires

Questionnaires were administered to:

- Grade 7 and 8 students at F.J. Begley and St. Jules elementary schools
- Kids Alliance Alumni group
- W.F. Herman Secondary School students along with a mix of grade 7 and 8's during the "Future Plans, Current Possibilities" interactive fair
- Students attending the "Ca\$hing In...For your Potential" event for high school students organized by the South Western Ontario Industry Education Council
- Grade 9 and 10 students at Holy Names secondary school
- Grade 11 and 12 students at W.F. Herman secondary school

PART 1 - ABOUT YOU

	Herman	Begley	St. Jules	KA Alumni	Holy Names	Herman10	Ca\$hingIn	Total	%
Grade 7	9	4	4	0	0	0	0	17	8%
Grade 8	0	2	4	0	0	0	0	6	3%
Grade 9	0	0	0	1	21	0	0	22	10%
Grade 10	9	0	0	4	25	0	0	38	17%
Grade 11	1	0	0	8	0	29	34	72	33%
Grade 12	2	0	0	2	0	13	47	64	29%
Out of School	0	0	0	2	0	0	0	2	1%
Total	21	6	8	17	46	42	81	221	100%

1. Do you know what you want to be when you grow up?

	Herman	Begley	St. Jules	KA Alumni	Holy Names	Herman10	Total	%
Yes	10	4	6	14	27	37	98	70%
No	11	2	2	4	19	5	43	30%
Total	21	6	8	18	46	42	141	100%

1b. How easy or difficult will it be to get the job you want in WindsorEssex?

	Herman	Begley	St. Jules	KA Alumni	Holy Names	Herman10	Total	%
Very Easy	0	0	1	1	0	1	3	3%
Somewhat Easy	1	1	0	0	1	6	9	9%
Normal	2	0	0	4	8	13	27	28%
Somewhat Difficult	4	2	4	2	10	9	31	32%
Very Difficult	3	1	1	7	8	8	28	29%
Total	10	4	6	14	27	37	98	100%

1c. To the best of your memory, around what grade did you decide you wanted to do this?

	Herman	Begley	St. Jules	KA Alumni	Holy Names	Herman10	Total	%
Jk/Sk - Grade 4	2	3	0	2	3	3	13	13%
Grade 5-7	3	0	1	3	5	8	20	20%
Grade 8-10	4	1	5	7	18	17	52	53%
Grade 11+	1	0	0	2	0	10	13	13%
Total	10	4	6	14	26	38	98	100%

1d. What made you choose this career?

	Herman	Begley	St. Jules	KA Alumni	Holy Names	Herman10	Total	%
It interests me	8	4	4	10	16	30	72	75%
My family/friends have done it in the past	1	0	0	1	3	1	6	6%
I will make lots of money	1	0	2	3	7	0	13	14%
My Guidance Counselor/teacher helped me	0	0	0	0	0	1	1	1%
My Family/Friends told me to do it	0	0	0	0	0	0	0	0%
My friends are choosing the same career	0	0	0	0	0	0	0	0%
I know there will be jobs for it when I graduate	0	0	0	0	1	3	4	4%
Total	10	4	6	14	27	35	96	100%

PART 2 - LABOUR MARKET INFORMATION QUESTIONS

1. What do you plan on doing after high school?

	Herman	Begley	St. Jules	KA Alumni	Holy Names	Herman10	Total	%
Apprenticeship	0	0	1	1	2	5	9	6%
College	6	0	1	5	11	22	45	32%
Workforce	0	0	0	2	0	1	3	2%
University	15	6	6	10	33	14	84	60%
Total	21	6	8	18	46	42	141	100%

2. Who has made an impact on your education decision?

	Herman	Begley	St. Jules	KA Alumni	Holy Names	Ca\$hingIn	Herman10	Total	%
Teacher	6	1	3	9	26	57	19	121	19%
Family Member	15	7	7	12	41	59	28	169	27%
Neighbours	0	0	1	1	4	8	1	15	2%
Public Figure	3	0	2	1	6	4	2	18	3%
Myself	6	4	0	4	36	51	36	137	22%
Guidance Counsellor	2	0	0	4	8	25	8	47	8%
Friends	7	1	3	8	21	34	19	93	15%
Program Leader	0	0	0	3	0	10	3	16	3%
I have not decided what I want to do yet	0	0	0	0	1	0	3	4	1%
I do not plan on attending post-secondary school	0	0	0	1	0	2	0	3	0%
Total	39	13	16	43	143	250	119	623	100%

3. Who has made an impact on your career decision?

	Herman	Begley	St. Jules	KA Alumni	Holy Names	Ca\$hingIn	Herman10	Total	%
Teacher	4	1	1	10	13	57	8	94	17%
Family Member	13	7	6	10	27	51	19	133	25%
Neighbours	1	0	0	2	2	12	1	18	3%
Public Figure	2	0	1	2	7	5	2	19	4%
Myself	1	4	0	7	27	59	33	131	24%
Guidance Counsellor	2	0	1	3	4	23	4	37	7%
Friends	3	1	3	6	12	31	15	71	13%
Program Leader	0	0	0	1	1	11	2	15	3%
I have not decided what I want to do yet	7	0	0	1	6	0	5	19	4%
I do not plan on attending post-secondary school	0	0	0	1	0	0	0	1	0%
Total	33	13	12	43	99	249	132	538	100%

6. Would having access to information on future job trends such as what are the hot or slow jobs help in your career decision process?

	Herman	Begley	St. Jules	KA Alumni	Holy Names	Ca3hingIn	Herman10	Total	%
Yes	16	0	0	17	36	67	27	163	80%
No	5	0	0	1	8	12	15	41	20%
Total	21	0	0	18	44	79	42	204	100%

7. What information would you like to know about emerging employment trends or the jobs of tomorrow?

	Herman	Begley	St. Jules	KA Alumni	Holy Names	Ca\$hingIn	Herman10	Total	%
What education is needed to get that job	18	4	7	17	39	80	37	202	19%
How many jobs will be available	13	1	5	14	35	58	30	156	15%
What the working conditions are	13	4	6	11	24	42	23	123	12%
Where do I get that education from	11	3	7	13	26	50	27	137	13%
How much money I will make	15	3	7	13	29	50	27	144	14%
What benefits will I have	14	3	7	15	21	51	29	140	14%
How much flexibility in working hours	14	5	8	13	22	43	29	134	13%
Total	98	23	47	96	196	374	202	1036	100%

8. Where would you like to get this information?

	Herman	Begley	St. Jules	KA Alumni	Holy Names	Ca\$hingIn	Herman10	Total	%
Library	8	0	1	6	4	14	6	39	6%
Internet	13	3	4	13	36	63	39	171	25%
Parents/Friends	7	4	7	13	31	36	17	115	17%
Teachers	12	3	4	12	24	55	24	134	20%
Program Leader	5	2	1	3	8	24	7	50	7%
Grade 10 Career Studies	7	4	4	6	10	20	9	60	9%
Guidance Counsellor	9	2	0	11	19	47	24	112	16%
Total	61	18	21	64	132	259	126	681	100%

Focus Groups

Three focus groups were held with:

- Elementary students at F.W. Begley and St. Jules (grade 7 and 8)
- Secondary students with the Kids Alliance group (grade 9 and up)

Kids Alliance is a community based initiative focusing on youth between the ages of 11 and 14 within compensatory schools or lower income neighbourhoods. Kids Alliance Youth Councils are made up of students from local schools who want to create solutions to problems in their neighbourhoods. Kids Alliance Alumni are youth in grades 9 and up who continue to be involved in Kids Alliance after their elementary years.

Some of the comments and feedback received from youth during the focus groups included:

- Grade 10 Career Studies teachers “are not specialized”, and “they could not teach,” students were “put on computers and told to go through Career Cruising,” the teacher “gave us a booklet and told us to log on to Career Cruising to fill it out on our own.”
- “Guidance counsellors are there to help with education decisions but don’t offer much help in making future career decisions.”
- “Guidance counsellors try and force their decisions on us without letting us tell them what we want to do.”
- “There is a big push to have everyone go to university when college is just as good.”
- “Teachers went to university and maybe have too high expectations for us students – this is what they push us to do.”
- “It doesn’t matter where you get information about jobs, as long as it comes from ‘people you trust.’”
- “Would like to learn from someone who has been down that path you plan to take.”
- “Information should be given in grade 8 to help prepare for high school and information given in grade 12 as we prepare for higher education or the workforce.”
- “Teachers don’t know about all of the resources in the community to help learn about jobs.”
- “We don’t always know where to look to find information and support.”
- “See Windsor as a dead-end city with no jobs.”
- “My parents helped me pick what I wanted to do.”
- “Sometimes we’re forced by teachers and they tell us what we should do as a future job.”
- “Any information given to us needs to be to be understandable and easy to follow.”

Key Informant Interviews

Key informant interviews were conducted with:

- Guidance Subject Council, WECDSB
- Aspa Delis, Employment Consultant, Youth Employment Services (YES), St. Clair College
- Jennifer Kepran, Guidance Counsellor, Forster Secondary School
- Dr. Geri Salinitri, PhD, Associate Professor, Faculty of Education, University of Windsor
- Joe Parent, Kids Alliance Coordinator, Teen Health Centre
- Eileen Belanger, Director's Office, WECDSB
- Michelle Marcuz, Director's Office, GECDSB
- Chad Berg, Strategic Issues, Enterprise Saskatchewan
- Amanda Mcinnis, Youth Retention & Attraction Coordinator, Cumberland Regional Economic Development Association
- Ben Randell, Supervisor, Windsor Management Area Service Canada Centres for Youth
- Charlene Hofbauer, Project Coordinator, Workforce Planning Board of Waterloo Wellington Dufferin

Summarization from the key informant interviews include:

- Guidance counsellors would like to see information that is concise, timely and brief.
- Guidance counsellors want data that is prepackaged as a finished product designed for youth.
- Information such as long and short term trends, demographic trends and local opportunities are just a few key topics that should be included.
- There is flexibility in what can be done to offer youth this information.
- Projects have to be consistent or they will lose the interest of youth.
- Engaging parents is the main goal but is most complicated – parental role is key to success - how do we engage parents are the question?
- Grade 10 course is extremely outdated and provides useless data and the text itself is outdated.
- Tech teachers who fill in for the careers course can have a good understanding of the local labour market; however “fill in” teachers may not.
- Emphasize start with the grade 10 Career Studies course to allow students to grasp an understanding of what is a labor market and what labour market information is; this provides an opportunity for locally developed information to be analyzed and taught.

- Use the internet as a medium of information exchange since the information is changing at such a rapid pace and most teens are on the internet daily.
- Many opportunities exist to integrate labour market information within employment service providers including the Service Canada Centres for Youth and the Youth Employment Services offered by St. Clair College.
- Something as important as career information needs to come from someone who has an established relationship with the youth – give the information to a trusted source that can then pass it on to youth.
- There is a gap in educating guidance counsellors on local labour market information due to lack of time to collect the information from sources like Statistics Canada and put the information together to present it to students as the counsellors deal with a multitude of tasks on a daily basis. Guidance counsellors today deal with a lot more issues than just course/career selections.

APPENDIX E – Specialist High Skills Majors

Specialist High Skills Majors let students focus on a career path that matches their skills and interests. Confirmed launch sites for Windsor Essex in 2010-2011 include:

<p>WECD SB Assumption College Catholic High School • Hospitality and Tourism Cardinal Carter Catholic Secondary School • Agriculture • Construction F. J. Brennan Catholic High School • Arts and Culture Holy Names Catholic High School • Business St. Anne Catholic High School • Environment St. Joseph’s Catholic High School • Health and Wellness St. Thomas of Villanova Catholic Secondary School • Information and Communications Technology</p> <p>CSDECSO ESC E.J. Lajeunesse • Construction • Hospitality and Tourism</p> <p>CSDCSO ÉSC L’Essor • Arts and Culture • Health and Wellness</p> <p>GECD SB Belle River High School • Business Century Secondary School • Hospitality and Tourism Essex District High School • Health and Wellness</p>	<p>General Amherst Secondary School • Arts and Culture • Business • Manufacturing Harrow District Secondary School • Agriculture J.L. Forster Secondary School (Windsor) • Health and Wellness Kingsville District High School • Agriculture • Business • Construction • Energy • Environment • Health and Wellness Leamington District High School • Construction • Hospitality and Tourism • Transportation Public Alternative Secondary School • Construction Riverside Secondary School • Business Sandwich Secondary School • Manufacturing W. F. Herman Secondary School • Energy • Health and Wellness • Manufacturing Walkerville Collegiate • Arts and Culture Western Secondary School • Health and Wellness • Transportation</p>
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APPENDIX F - Acronyms

- CSDCSO - Conseil scolaire de district du Centre-Sud-Ouest
- CSDECSO - Conseil Scolaire de District des Écoles Catholique du Sud-Ouest
- GECDSB - Greater Essex Country District School Board
- ILLMP – Integrated Local Labour Market Plan
- LMI – Labour Market Information
- MTCU – Ministry of Training, Colleges and Universities
- SHSM – Specialist High Skills Major
- SWOIEC – South Western Ontario Industry Education Council
- WECDSD - Windsor Essex Catholic District School Board
- WWE – Workforce WindsorEssex
- YLMIP – Youth Labour Market Information Plan