

Post-Secondary Transitions



Program Pathways



Hamilton-Wentworth Catholic Schools
150 years of 'Believing, Achieving, Serving'

Students' Futures:

- 33% of students go to University
- 19% of students go to College
- 19% will graduate and go to work
- 21% dropped out
- 9% more may not graduate in 5 years
- **Source:** Dr. Allan King
Double Cohort Study, Phase IV, 2005

Inside this issue:

An Innovative Partnership	2
STECH Program	2
University Applicants	2
College Applicants	3
Tips for the Transition to Postsecondary	3
OSAP	3
OYAP to paid employment	4

Youth in Transition Survey: Education and labour market pathways of young adults

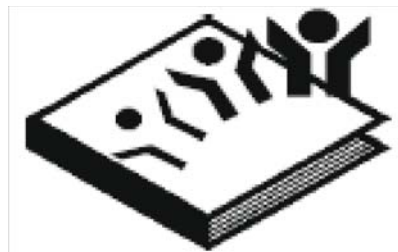
Canada's young people are making the transition from school to the workforce through a complex set of pathways, rather than simply finishing their education and jumping straight into a full-time job, according to new data from the Youth in Transition Survey (YITS).

The Youth in Transition Survey (YITS) was designed between Statistics Canada and Human Resources Development Canada to track students as they move from grade school to post-secondary education and the labour force.

YITS shows that finishing high school is a longer process for some

youths than for others. Young people who drop out of high school may subsequently return to high school studies. Other high school dropouts may return to classes, but in some form of postsecondary education.

As with high school, pathways through postsecondary education are complex. By the age of 22, just over 1 in 10 youths had left their postsecondary studies without graduating, according to YITS. However, this did not necessarily mean they had called a halt to higher education; some may continue their education later.



The Youth in Transition Survey (YITS) is a longitudinal survey designed to provide policy relevant information about school-work transitions and factors influencing pathways among education, training and work.

Youths take a variety of pathways from initial education to full-time work. In December 1999, just over one-quarter of the 20-year-olds were out of school and working full-time. Two years later, the proportion of those out of school and working full-time increased to 34%.

Stats Canada, 2004

Parental Involvement

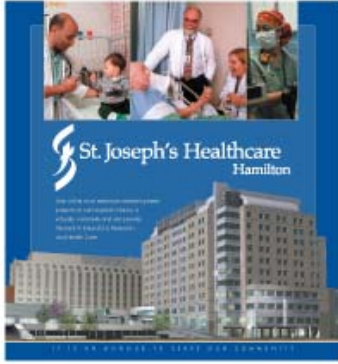
The research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement.

Looking more closely at the research, there are strong indications that the most effective forms of parent

involvement are those which engage parents in working directly with their children on learning activities in the home. Programs which involve parents in reading with their children, supporting their work on homework assignments, or tutoring them

using materials and instructions provided by teachers, show particularly impressive results.

This holds true for all types of parent involvement in children's learning and for all types and ages of students.



By 2026, the projected labour force needs will exceed employees in Hamilton region

An Innovative Partnership

Health care is the fastest growing industry in Hamilton. The labour shortage in this sector may be amplified due to the projected need for increased health and social services that will be required to satisfy the needs of an aging Canadian population. By 2026, the projected labour force needs will exceed employees in Hamilton region (Statistics Canada Labour Force Survey, 2000). As our population and workforce ages, the need for

highly skilled health care employees has become paramount.

The Ontario Hospital Association has recently published a document stressing the need for a more integrated approach to developing health care human resources (Ontario Hospital Association, 2002). In response to this need, St. Mary's Catholic Secondary School and St. Joseph's Health Care have entered into a partnership in the delivery of a new course for

September 2005, TPA 3C Health Care. This new technology course is intended to provide career awareness and preparation for students with an interest in pursuing a health care career. Students will be provided with the necessary knowledge and skills to participate in related cooperative education experiences in the health care industry.



Phase I—HealthCare at St. Joseph's Villa

The Canadian Institute for Health Information has released a study outlining a serious nursing shortage—a shortage of 112,000 nurses in Canada over the next ten years.

The first phase of this new innovative program began September 2005. Students from St. Mary's Secondary in partnership with St. Joseph's Villa will be engaging in an enriching one month experiential learning initiative Monday through Friday from 8:00 – 9:30 am Oct 11-Nov 4, 2005. Students will be provided with opportunities to develop and apply technical skills from course expecta-

tions of the Health Care Course such as, infection control, lifting techniques, bed making, nutrition, wound care, vital signs, professional decorum and health and safety.

The interest in this program has been significant. There are 2 sections of this course and a waiting list of students to get into it. The Villa is truly a partner in this effort. They have donated much needed equipment in-

cluding a hospital bed for the classroom at St. Mary's and a seminar room at the Villa for the teacher to brief and debrief students each day. They have also committed human resources to this effort as well, in the form of guest speakers and on-site supervisors.

These kinds of partnerships with education enhance student learning and are critical to the success of developing Pathways for stu-

University Applications—<http://www.ouac.on.ca/>



The OUAC processes undergraduate applications to all Ontario universities for:

Students from over **1000 Ontario secondary schools**

Part-time applicants
The OUAC's current automated, web-based applica-

tion and grades collection processes are state-of-the-art and highly regarded internationally. These user-friendly and efficient data collection processes continue to be a source of pride for the Ontario university system.

The Admission Information Service (Referral

Service) is available on-line or by telephone. The service allows applicants to determine which universities may have spaces remaining in specific programs. The service is in operation from June until August.

Ontario Colleges, real careers for real life...

Here are some steps to get you started.

- Find a program
- Review application deadlines and other important dates
- Apply online

For programs beginning in the fall, the equal consideration date is February 1. After February 1, the colleges consider applications on a first-come, first-served basis.

OCAS requires an official transcript of your

grades from the high school, out of province college and/or university or other educational or training institute that you are attending or have attended.

An 'official transcript' is a record of your grades that has been issued by the school you attended and will have the school stamp and/or seal on it.

Any transcript that does not have a stamp or seal will be considered an unofficial transcript.

The original of your completed application (if using a paper application), all official high school and out-of-province transcripts, the application processing fee and the \$50 international document assessment fee (if applicable) are to be delivered to:

Ontario College Application Services
60 Corporate Court
Guelph ON Canada
N1G 5J3



<http://www.ontariocolleges.ca/>

Advice to high school seniors planning to make the transition into post-secondary education –High school graduates speak out.

According to a new survey — released today by Achieve — as many as 40 percent of the nation's high school graduates say they are inadequately prepared to deal with the demands of employment and post-secondary education.

More than 80

percent say that if they could do high school over, they would work harder.

At the present time, slightly fewer than half of all persons seeking degrees at the bachelor's level are receiving them (National Center for Education Statistics,

1995).

We also know that in Ontario of the 52% of students beginning college and university, 43% of those entering college and 26% in university leave before graduation. Only 32 of the 52 who begin will complete the program.

“The majority of high school graduates would have applied themselves more in high school and chosen to take more difficult classes.”

Ontario Student Assistance Program—OSAP

Loans, grants, bursaries, and scholarships may be available to you through OSAP, but it is not the only source. You should check with your postsecondary institution to find out about institution-specific funding options. Corporations and community-based agencies also have special bursaries and

scholarships.

The objective of student financial assistance is to help students from lower and middle income families meet the costs of postsecondary education. The purpose is to supplement, not to replace, the financial resources that you (and your family, if applicable) are expected to con-

tribute. Assistance is based on financial need as established by the federal and/or provincial governments and as determined by the Ontario Student Assistance Program (OSAP) through an assessment of your application.



<http://osap.gov.on.ca/>



Transitions to Employment:

50% of high school students go to work after high school.



Job Connect is a provincial program which offers a range of services to respond to the employment needs of individuals and skilled labour needs of employers. Call the toll-free JobGrow Hotline

at 1-888-JobGrow(562-4769).

Program Pathways

For questions, comments or suggestions contact: mcpheec@fc.hwcdsb.edu.on.ca



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Ontario Youth Apprenticeship Program

How to make the transition from OYAP into paid apprenticeship

Most apprenticeships require an Ontario Secondary School Diploma (OSSD). After you have provided the Ministry of Training, Colleges and Universities (MTCU) with proof of graduation from secondary school, you can continue your apprenticeship by:

- Finding an employer who is prepared to continue your apprenticeship training by agreeing to hire and register you as a paid apprentice.
- Continuing the apprenticeship training by enrolling in programs offered at

various colleges or approved training centers. You may want to contact your local apprenticeship office to discuss your options before making a final decision.

Some assistance in finding employers is available through the services offered by Job Connect, which is funded through the Ministry of Training, Colleges and Universities. You must register as an apprentice with the local training office of the Ministry of Training, Colleges and Universities (MTCU) at 905-279-7333; a training consultant will be assigned, based on where your em-

ployer is located.

OYAP receives funding from the Ministry of Training, Colleges and Universities (MTCU). It is a school-work transition program that allows students to complete high.

For further information contact: Student Services or Mr. Leo Paone , OYAP Co-ordinator (905) 525 2930 ext2886 email: paonel@hwcdsb.ca



After approximately three to five years (depending on the trade), an apprentice with enough hours of experience and demonstrated completion of the classroom training, achieves a Certificate of Apprenticeship.

