Labour Market Planning Project – Strategy 9 – Employment Version of EPA

Focus Group Questions for LBS and ES Practitioners

If used effectively, Labour Market Indicators (LMI) can be a key resource for LBS instructors and EO service providers in helping their clients succeed in their career goals.

These questions were developed in order to help reshape the Educational Pathways Assessment (to be used by networks) and an Information and Referral template (to be used by LBS and ES practitioners) to support clients with employment goals.

The target audience for these tools would be those that have less than Grade 12, looking for employment, and have a specific employment goal.

Assessment Tool

The assessment will be completed by your local learning network and the report will include current task levels, the NOC and NAICS of the employment goal, local LMI, Essential Skills levels and levels needed as well as a self-assessment and action plan.

Questions for LBS Practitioners

1. The assessment tool will use Essential Skills activities to outline the level of tasks clients are able to complete. These task levels are then mapped to the OALCF competencies.

   What competencies do you think are the most important to measure on an initial assessment?

   a. in general - Reading Text, Writing and Numeracy
   b. the key is the connection to the goal but all are helpful

2. What key pieces of information would you need from an initial assessment (i.e., specific background information, goals, preferences, etc.)?
   What does MTCU require?
   a. overview of prior learning, strengths and weaknesses
   b. relationship with educational background
   c. inclusion of other goals if identified
   d. how will the learner support themselves when learning?

3. What Labour Market Information should be included in the assessment report?
   a. outlook - potentially include other areas as well (if relevant) – neighbouring regions, provincially, nationally (to see context)

4. Action plans will include all referrals and timelines for clients to reach their goals. Would seeing the client's entire pathway be helpful for learner plan development and transitions?
   a. very helpful/fantastic
   b. can see the plan at a glance
   c. it's clear – it provides the steps needed
   d. it allows us to start to form the linkages to the next step before they get there
   e. allows us to watch for when they are ready for transition
   f. is bridging needed? it encourages the learner to access both programs at the same time for a transition time
   g. can work on next steps when upgrading (i.e., credit assessment)
   h. when a client has an assessment that client can get the sense that there is a literacy community and that we all work together

5. The action plans will include timelines for all action plan items. In your experience, on average, how long do learners need upgrading (full-time model)? Please complete the following table.

Current Level	Level Needed	Time Needed
1	2	12+
High 1	3	9-12
2	3	3-6 or 6-9

   a. going from level 1-2 is much longer than from 2-3
   b. time needed accelerates after level 1
   c. HLC – low level 1 – 2 could take 2 years

6. How do you document when a learner cannot complete tasks at level 1?
   a. just use Level 1
   b. relate it to the specific task(s) they need to complete
   c. "can complete this task at Level 1"

7. How would your intake procedure change if a client had already completed an assessment by another agency/network?
   a. use it to set up a file and give a start date – with an assessment an intake is 20 min as opposed to 3 hours
   b. it is more like a visit than an assessment
   c. makes it easier to set up learner plans – quicker
   d. don't know if they are appropriate without it
   e. if they come with an assessment we don't have to ensure they are right for the program – we know it already

8a. Potentially, how much time could you save at intake if a client comes with an action plan or assessment report from another agency/network?

- ☑ up to 30 minutes - HLC
- ☐ up to 1 hour
- ☑ up to 2 hours - DSB
- ☑ up to 3 hours - DSB
- ☐ over 3 hours

* very helpful in the creation of the learner plan

8b. Where would time be saved? Check all that apply.

- ☑ at intake
- ☑ during lesson plan development
- ☑ during CaMS inputting
- ☑ at exit (for transition)
- ☐ other – please explain

**saves time out of the classroom

9. What percentage of clients (referred by others or self-referral) do you have to redirect elsewhere because they are not appropriate for your program?
   a. mostly clients are referred out because they are ESL and they are not at CLB 6 for Speaking and Listening
   b. DSB – 10-20%
   c. HLC – 15-20%
   d. in many cases these referrals mean 2-3 hours of time out of the classroom to make connections for referrals

10. How would having a client action plan, that includes all the steps from current task level to final goal, support client transition from LBS to ES?
    a. acts as a good reminder
    b. good to see it there – info is there already

11. How would you like to receive the assessment report? (hard copy, digitally-password protected, etc.)

Hardcopy (saves resources and time)

Template Notes

a. page 1 – self-identified – default should be "No" – should be prompting people to offer this info – "if any are true and you want to let us know please do so"
b. page 2 – keep NAICS because it is needed for CaMS
c. page 2 – employment potential – include other options so reader can see the continuum and include provincial and national
d. page 2 – include other goals considered
e. page 2 – willing to move for education, training and employment? Y/N
f. page 6 – regional outlook – again include continuum
g. page 6 – should we ask if the programs have permission to share information back?

Adult Basic Education Association
Hamilton's Connection to Lifelong Learning

Information and Referral Template (for LBS and ES practitioners)

The Information and Referral Template will be a tool that can be used by ES and LBS practitioners to quickly gather key pieces of employment information for a client in order to make community referrals.

1. How comfortable is your team using LMI to make referrals?
   LBS to ES

   ☑ not comfortable – using LMI to make referrals

   ☑ somewhat comfortable - making referrals to ES

   ☐ very comfortable

2. What key pieces of information are needed in this template to assist with making referrals?

   ☐ educational background

   ☐ barriers (medical, learning disabilities, other)

   ☐ employment history

   ☐ goals – employment, education, training – please check all that apply

   ☐ Essential Skill levels for the employment goal

   x relevant LMI to the employment goal (local job prospects and outlook, wages, etc.) – too much – refer to ES for this

   ☑ referrals – agency contact information

   a. this could be helpful for walk-in referrals but not current learners
   b. would like to have a tool that makes it easy to make "warm" referrals – calling ahead to make connections and follow-up

3. What do you need to ensure you are making appropriate referrals to ES (please check all the apply)

   - ☐ frontline training
   - ☑ ongoing networking opportunities
   - ☑ a list of agency contact information
   - ☐ program intake criteria
   - ☑ one point of contact for all programs – designated person
   - ☐ web-based information (EO database, information housed on local Learning Network website, other – please explain)

   a. warm referrals contact list – so that we could develop a relationship with that one person

4. How much time could you dedicate to complete an Information and Referral report?

   - ☑ 15-30 minutes
   - ☐ 30-45 minutes
   - ☐ 45-1 hour

   a. the shorter the better
   b. walk-ins – maybe only use page 2
   c. hand to person as a resource

5. What template format would be the most useful? (hard copy, Word form, fillable pdf, etc.)

Hard copy

6. Do you typically have Internet access at work? Yes

Template Notes

a. instead of "Needed" column call it "Suggestions" or "Recommendations"
b. under Post-Sec – include PCC search