

Guide to Current and Emerging Practices in Transitions

Transitions Between Employment Services and Literacy & Basic Skills Services



Simcoe/Muskoka Literacy Network

March 2014

Prepared by Jennifer Kirkham

mischevious cat
P R O D U C T I O N S

Acknowledgements

Simcoe/Muskoka Literacy Network is grateful for the support received for this project from the Ministry of Training, Colleges and Universities (MTCU), Employment Ontario (EO) service providers in Simcoe County and Muskoka, and Debera Flynn, Executive Director, QUILL Learning Network. We also greatly appreciate the discussion and ideas from workshop and webinar participants throughout the year.

Project Manager	Stephanie Hobbs, Executive Director Simcoe/Muskoka Literacy Network
Project Co-ordinator	Jennifer Kirkham, Mischevious Cat Productions Inc.
Advisory Committee	Charlotte Parliament, Simcoe County District School Board (SCDSB) Louise Woodward (Career Centre – SCDSB) Julie Crate (Northern Lights Canada) Mylène Feytout-Eward (Collège Boréal)
Writer	Jennifer Kirkham
Design and Layout	Jennifer Kirkham, Stephanie Hobbs
Editor	Stephanie Hobbs
Administrative Support	Shari Menard
Project Evaluator	Tamara Kaattari

Funder This project was funded by the Ontario Government.

The views expressed in this publication are the views of Simcoe/Muskoka Literacy Network and do not necessarily reflect those of the Ministry.

Published by

Simcoe/Muskoka Literacy Network

575 West St.S., Unit 15, Orillia, ON L3V 7N6

Tel: 705-326-7227 Fax: 705-326-447 Website: www.literacynetwork.ca



*Simcoe/Muskoka
Literacy Network*

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Introduction

For several years, Literacy and Basic Skills (LBS) and Employment Services (ES) programs have been working together in communities across Ontario. Because there has been no official direction on how to specifically work together, communities have taken an organic approach - doing "what they can with what they have" to try to serve clients more effectively. The Simcoe/Muskoka Literacy Network (SMLN) received funding from the Ministry of Training, Colleges and Universities (MTCU) to research how ES and LBS programs have been working together to help clients and learners transition from ES to LBS and from LBS to ES. This project is called **Formalizing Transitions Between Employment Services and LBS**. One aspect of this project is to document and share best practices regarding transitions between ES and LBS.

This Current and Emerging Practices Guide documents practices related to transitioning LBS learners to ES and ES clients to LBS. It also provides examples of screening tools and workshops that are in use provincially and beyond.

Please note that in this Guide

- “client” refers to someone receiving Employment Services
- “learner” or “student” refers to someone receiving literacy and essential skills upgrading

Method and Purpose

We conducted an internet search to complete a review of current and emerging practices and tools related to transitioning clients/learners between ES and LBS. We did further follow-up with identified organizations to collect tools for this **Guide to Current and Emerging Practices in Transitions**. We have also included supplemental information gathered from LBS and ES providers through an online survey, roundtables, a webinar and face-to-face workshops.

This review found that a variety of networks and service delivery partners have developed different processes, tools and resources, many of which are unique. Therefore, this Guide provides an inventory of these current and emerging practices, tools and workshops, with links to specific tools and other resources. This Guide is not meant to be an exhaustive list of all of the tools currently in use to help make referrals and transitions smooth for clients/learners moving between ES and LBS programs. It provides a sampling of different types of tools that are available to support this process. If you know of other tools and resources you feel should be added to this Guide, please contact Simcoe/Muskoka Literacy Network.

Key Findings and Summary

Transition Points

There was little in the literature review identifying specific transition points between the ES and LBS systems. In fact, the literature and applied learnings identified the interconnectedness of literacy and employment preparation. For learners in adult literacy and upgrading programs, transitions are learner-centred and driven by the goal of the individual^{1,2}. Community Literacy of Ontario states that transition planning is part of the training plan and should be student-focused³. Connecting literacy services with employment preparation is best done by ensuring that literacy programs are directly linked to work by using a practice-based approach that recognizes that literacy learning and work learning are not discrete activities⁴.

¹ Pinsent-Johnson, C. 2008. Connecting Literacy, Learning & Work.

² Essential Skills Ontario. From Better Skills to Better Work. How Career Ladders can Support the Transition from Low-Skill to High-Skill Work. Becoming State of the Art: Research Brief No.3

³ Community Literacy of Ontario. Transition Planning.

⁴ Pinsent-Johnson, C. Op. Cit.

One of the pilot sites in Project READ's **Enhancing Pathways** project in 2012 looked at initiating steps to co-ordinate and align the three existing language and literacy systems (LBS, ESL, LINC) to enhance learner pathways and transitions⁵. This project said the following about transitions:

“transitions happen when we provide Educational Pathways Assessments to Employment Services...they love the educational plan and clients seem more willing to attend LBS when they see an actual time lined plan with their end goal as the outcome. The biggest problem for [literacy services] is the ES need for “tickies” in the EOIS/CaMS...they seem to be focused on efficiency and not service, so that’s a big hurdle to overcome.” (Quote from Waterloo-Wellington)

From the research conducted through SMLN's Transitions project, many noted that learners transition from LBS to ES along the whole learner path (a very individualized approach). However, the most common transition points identified were 1) at the initial intake, 2) when students need income or lose their current job, and 3) when a student completes the LBS program. They also noted that the usual transition points for an ES client transitioning to LBS are 1) at intake/first assessment, 2) when the client's goals are identified, and 3) through further follow-up or observation of the client. ES providers stated that they can usually tell within two or three meetings if they need to refer a client to LBS.

To better understand what could assist clients/learners in the transition from one service to the other, the project asked participants to help identify when a client/learner is “transition ready” – when are they ready to move from one service to the other? Table 1 below highlights the essential factors that would make a client/learner transition ready. Participants felt that both ES clients and LBS learners need to be motivated to be transition ready. However, it is interesting to note the difference in the factors for ES and LBS. The factors for ES clients tend to be about having a goal in place and understanding the value

⁵ Kata, J. A., Curtin, A. M., Gill, S., Ramsay, A., Sauve, L., Shulman, M., Tuer, J. Project READ. March 2012. Enhancing Pathways Phase 2: The Literacy and Language Continuum. Final Project Report: Five pilots for Facilitating Service Coordination.

and benefits of LBS (recognizing how LBS is a stepping stone in a bigger picture and that improving skills is linked to getting a job). The factors for LBS learners tend to be more skill based.

Table 1: Essential factors that influence transition readiness

ES Clients to Transition to LBS	LBS Learners to Transition to ES
<ul style="list-style-type: none"> ▪ concrete goal in place ▪ if it is part of a bigger plan/has value (e.g. Second Career) ▪ basic needs are met ▪ motivation/commitment ▪ it is the best path for the client ▪ “open” attitude to the support/comfort level 	<ul style="list-style-type: none"> ▪ essential (basic) computer skills ▪ employment goal ▪ communicating with others ▪ basic problem solving skills ▪ trying something new, conquering fears and anxiety ▪ life skills ▪ motivation

Summary of Tools, Resources, Workshops and Current and Emerging Practices

The review identified six main categories in which current and emerging practices and tools or resources appear to be somewhat common, and these are used in the Guide to Current and Emerging Practices in Transitions . These six categories are

1. Screening and referral tools
2. Service directories
3. Joint planning and partnerships
4. Networking, workshops and information sharing
5. Co-location
6. Resources targeting employers, employees and learners

The remaining sections of this Guide are organized according to category. The categories used in this report were not pre-assigned but emerged from the information received. Each category will outline the sites where the tools are housed, a brief description of the tools and a link (where applicable) to the tools.

Screening and Referral Tools

A number of organizations and communities have developed screening and referral tools, checklists and other supports to help them decide when to make a referral to either ES or LBS and/or how to refer to other services. Some of these tools also provide documentation of the referral for their files and information management systems. The table on the following pages outlines a sampling of these tools in use across the province.



Screening and Referral Tools

Site (Source)	Description	Link to Tool
Niagara (Literacy Link Niagara)	<u>Links to Learning</u> This is an online information and referral tool for clients. Based on the goal selected (Literacy & Basic Skills, Grade 12 & Equivalent or Online Learning) and answers to a series of questions, individuals are given a listing of all programs in their area that match the criteria.	http://literacynetwork.ca/pdf/transitions/Literacy%20Link%20Niagara%20Ontario%20Tools 2.docx
Niagara (Literacy Link Niagara)	<u>Literacy Needs Quick Screen Tool</u> This pre-screening tool is administered online through Survey Monkey. Individuals answer a series of questions to help determine if literacy programs could help them achieve their goals.	http://literacynetwork.ca/pdf/transitions/LLN%20Literacy%20Needs%20Quick%20Screening%20Tool.docx
Niagara (Literacy Link Niagara)	<u>Sensitive Language for a Sensitive Topic</u> Provides language suggestions for working with a client who has potential literacy issues.	http://literacynetwork.ca/pdf/transitions/initial%20screening%20tool%20sensitive%20language%20for%20a%20sensitive%20topic.pdf
Durham (Literacy Network of Durham Region)	<u>Language, Literacy and Employment Awareness Guide</u> This Guide can be used by any ES, LBS, ESL, LINC program or any other community agency with a generic intake process. It includes a series of questions for clients to help determine which service is most	Durham Region Language Literacy Employment Awareness Guide

Screening and Referral Tools

Site (Source)	Description	Link to Tool
	appropriate for the client. The questions are intended to augment existing client intake assessment or screenings.	
Durham	<p><u>Client Criteria Flow Chart</u></p> <p>The one-page flow chart provides service providers with a decision-making tree, according to client eligibility and program entry criteria . It outlines requirements for participation in the three goal areas of: English Language Skills, Education and Employment.</p>	<p>Durham Service Chart</p>
Durham	<p><u>Employment-Literacy Referral Guide</u></p> <p>This Guide outlines the referral protocol, and includes a referral form and inventory of ES and LBS programs and services. The inventory includes services provided, hours of operation and contact information.</p>	<p>http://literacynetwork.ca/pdf/transitions/Durham%20Referral%20Protocol%202013.docx</p>
Peterborough	<p><u>Common Referral Form</u></p> <p>This is a common referral form that was first developed through the local employment services and then expanded to include literacy programs. It is continuously being refined.</p>	<p>http://literacynetwork.ca/pdf/transitions/community%20referral%20tool%20peterborough.docx</p>

Screening and Referral Tools

Site (Source)	Description	Link to Tool
<p>Northern Ontario (Literacy Northwest)</p>	<p><u>Assessment and Training Referral Guide for Northwestern Employment Ontario Service Delivery Partners</u></p> <p>The toolkit includes a referral protocol process, common referral form and initial screening tools.</p>	<p>NWO Referral Protocol Process (http://literacynetwork.ca/pdf/transitions/nwo%20referral%20protocol%20process.docx)</p> <p>NWO Common Referral Form (http://literacynetwork.ca/pdf/transitions/nwo%20common%20referral%20form.docx)</p>
<p>Northern Ontario (Literacy Northwest)</p>	<p><u>Literacy and Essential Skills Awareness Guide</u></p> <p>This guide is an adaptation of the original guide developed by Literacy Ontario Central South, Ottawa Community Coalition for Literacy and Literacy Link Eastern Ontario. It was developed to help service providers determine whether or not their client may need Literacy and Essential Skills Training. It includes signs your client may need literacy and essential skills training and questions to help guide a conversation with your client.</p>	<p>http://literacynetwork.ca/pdf/transitions/initial%20screening%20tool%20lesa%20guide.pdf</p>

Screening and Referral Tools

Site (Source)	Description	Link to Tool
Northern Ontario (Literacy Network Northeast)	<u>Essential Skills Checklist</u> A checklist to determine if your client could benefit from a skills training program. The checklist asks questions in the areas of document use, reading, writing, numeracy, oral communication and computer use.	http://literacynetwork.ca/pdf/transitions/initial%20screening%20tool%20essential%20skills%20checklist.pdf
Mid North (Mid North Network)	<u>Inter-Agency Client Referral Form</u> This is a French/English client referral form for Employment Ontario partners that was produced by the Mid North Network.	http://literacynetwork.ca/pdf/transitions/mid%20north%20network%20referral%20form%202012.docx
Waterloo-Wellington (Project READ)	<u>Referral Toolkit</u> The Toolkit includes guidelines and forms for making referrals in Waterloo Region and Wellington County. It includes a “Decision-Making Process” as well as “Screening Questions for Effective Referrals.”	http://literacynetwork.ca/pdf/transitions/waterloo-Wellington%20Referral%20Toolkit.docx.pdf
Sudbury (Sudbury Vocational Resource Centre)	<u>Common Electronic Referral Form</u> A common referral form for Ontario Works, ES and LBS providers. The tool was developed by all partners.	http://literacynetwork.ca/pdf/transitions/sudbury%20E%20-REFERRAL%20to%20EWT Sept%202011.docx
Ottawa (Ottawa Community Coalition for Literacy)	<u>Working Together</u> This is a pamphlet intended to help anyone who might refer a client to one of Ottawa's Literacy and Basic Skills (LBS) programs or to an ACE (Academic and Career	http://literacynetwork.ca/pdf/transitions/ottawa%20working%20together%20pamphlet.pdf

Screening and Referral Tools

Site (Source)	Description	Link to Tool
	Entrance) program. It provides information about the signs your client may need LBS, the benefits of LBS, eligibility criteria for LBS programs, and contact information.	
Tillsonburg (Multi-Service Centre)	<u>Literacy and Employment Services Integrations Options Guide</u> The multi-service centre uses this policy to identify and implement ways to integrate services for clients who need both literacy and employment services.	http://literacynetwork.ca/pdf/transitions/MS%20ProPrac%20-%20Literacy%20%20Employment%20Services%20Integration%20Options.doc
Tillsonburg (Multi-Service Centre)	<u>Referral Protocol Policy</u> A policy followed at the multi-service centre to provide appropriate literacy services and supports to students. The policy identifies client and program factors to consider when making a referral.	http://literacynetwork.ca/pdf/transitions/MS%20referral%20protocol.doc
Simcoe County	<u>Electronic Referral for Services form</u> A common referral form that was developed by the County of Simcoe Ontario Works in consultation with employment and training providers. It is used by Employment Ontario partners, Ontario Works and a variety of other community service providers. The form has a second worksheet that lists agency names, type of service, and contact information.	http://literacynetwork.ca/pdf/transitions/Simcoe%20Electronic%20Referral%20for%20Services%20Form.pdf

Screening and Referral Tools

Site (Source)	Description	Link to Tool
Simcoe/Muskoka Literacy Network	<p><u>Common Referral Form</u></p> <p>Developed with LBS and ES providers in Simcoe County and Muskoka, this form is available in English, French and bilingual versions. It is used by Employment Ontario (EO) and other community service providers in Muskoka and by Francophone services in Simcoe County.</p>	<p>http://literacynetwork.ca/pdf/transitions/Simcoe%20Empl-Training%20referral%20tracker%20form.Aug.2013..docx</p>
OK Learn	<p><u>Transition Points</u></p> <p>OK Learn has produced three charts that help you to identify when adult learners may be able to transition to specific programs and next steps. The charts include</p> <ul style="list-style-type: none"> ▪ key transition point for the ESL Literacy learners to other programs ▪ the English language proficiency required to access adult education programs ▪ the credentials and language levels that are needed to move to other programs and next steps 	<p>ESL Literacy Learner Transitions (http://oklearn.ca/pdf/4_ESL_LITERACY_LEARNER_TRANSITIONS.pdf)</p> <p>English Language Proficiency and Access to Programs (http://oklearn.ca/pdf/6_English_Language_Proficiency_and_Access_to_Programs.pdf)</p> <p>Transitions Credentials and Levels Attained (http://oklearn.ca/pdf/5_Transitions_Credentials_and_Levels_Attained.pdf)</p>

Screening and Referral Tools

Site (Source)	Description	Link to Tool
Literacy Link South Central	<u>Compass</u> This booklet provides tips to help identify clients who need to improve their literacy and essential skills. It includes questions to ask clients and information to help guide your interpretation of their responses.	http://literacynetwork.ca/pdf/transitions/Literacy%20booklet%20Compass%20FINAL.pdf
Simcoe/Muskoka Literacy Network	<u>Indicators Checklist for Literacy/Essential Skills Needs</u> Provides a checklist of items that may indicate that your client has literacy/essential skills issues.	http://literacynetwork.ca/pdf/transitions/Indicators.gen.SMLN.docx
Simcoe/Muskoka Literacy Network	<u>Reality Checklist</u> This checklist presents a number of perceived barriers to entering literacy and basic skills programs and provides the “reality check” for each of these issues.	http://literacynetwork.ca/pdf/transitions/REALITY%20Check%20List.2012.docx
Simcoe/Muskoka Literacy Network	<u>Working with Clients who might benefit from an Upgrading Program but who may be somewhat reluctant to do so</u> This document provides five detailed tips on how to work with clients who might benefit from an upgrading program, but who may be reluctant to go to this type of program.	http://literacynetwork.ca/pdf/transitions/SMLN%20Working%20with%20Clients%20who%20might%20benefit%20from.docx

Screening and Referral Tools

Site (Source)	Description	Link to Tool
Simcoe/Muskoka (Gateway Centre for Learning)	<u>Referral Card</u> Gateway Centre for Learning has developed a generic referral card that they use when they refer a learner to a community service. The learner can take the referral card with them. The card provides the learner with something tangible to take to the referral agency that explains why the referral has been made.	http://literacynetwork.ca/pdf/transitions/Gateway%20Referral%20Card.pdf

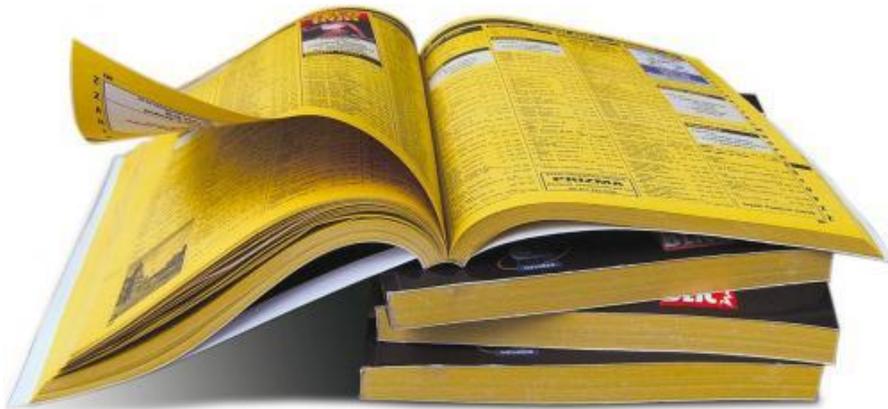
Service Directories

The service providers we consulted mentioned that they like to have information about the services offered by other organizations. It is easier to create a smooth transition for the client/learner if service providers understand

- the services provided by the other agency
- the formal pathways between the services and the process and procedures used at the other agency.

For example, if they refer someone to another agency, it is helpful if the service provider can explain to the client/learner what to expect when they go to that agency.

The following table provides some examples of tools developed by organizations to help with this.



Service Directories

Site (Source)	Description	Link to Tool
Waterloo-Wellington (Project READ)	<u>Directory of Programs</u> This directory of services includes both LBS and ES agencies along with other supports and services. The agencies promote the directory jointly.	http://literacynetwork.ca/pdf/transitions/waterloo-wellington%20directory%20of%20programs.pdf
Durham	<u>Employment-Literacy Referral Guide</u> This Guide contains an inventory of ES and LBS programs and services, including services provided, hours of operation and contact information.	http://literacynetwork.ca/pdf/transitions/Durham%20Referral%20Protocol%202013.docx
Sudbury	<u>Referral Indicator and Directory Tool</u> This tool provides a matrix of information about LBS, employment and self-employment programs, including the organization, services available and contact information. The matrix was developed in partnership.	http://literacynetwork.ca/pdf/transitions/sudbury%20agency%20directorymatrix.docx
Tillsonburg (Literacy Link South Central)	<u>Oxford Learning Paths and Employment Paths</u> This is a double-sided resource that offers information about LBS and employment services in Oxford County.	http://literacynetwork.ca/pdf/transitions/MSOxford%20Learning%20Paths%202013.pdf
London/Middlesex (Literacy Link South Central)	<u>The Placemat</u> This is a double-sided resource that offers information about LBS services in London/Middlesex.	http://literacynetwork.ca/pdf/transitions/Literacy%20Service%20Providers%20in%20London%20FINAL.docx

Service Directories

Site (Source)	Description	Link to Tool
Eastern Ontario (Literacy Ontario Central South)	<u>Video</u> Literacy Ontario Central South has created a video which profiles community based LBS agencies in Eastern Ontario.	https://www.youtube.com/watch?v=6X5nlMvcDjU

Joint Planning and Partnerships

Some communities are putting a concerted effort into joint service planning between ES and LBS. Others are working in partnership to provide programs and services to clients and learners. The following table provides a sample of some of these initiatives.



Joint Planning and Partnerships

Site (Source)	Description	Link to Tool
<p>Red Lake (Red Lake Employment and Literacy Network)</p>	<p><u>Employment and Literacy Network</u></p> <p>This network is an unstructured group consisting of representatives from: Contact North, Confederation College, Red Lake Career and Employment Services, the training program within the Red Lake Indian Friendship Centre and the Red Lake District Adult Learning Centre. An MTCU representative attends when available.</p> <p>This network meets quarterly to exchange information. There is no defined terms of reference, mandate, or any real structure and a chairperson is delegated to move the meeting along. This group</p> <ul style="list-style-type: none"> ▪ discusses what programs are doing and trends and issues observed in the community ▪ identifies any training or education gaps and how best to address any concerns ▪ refers clients on a regular basis, again quite informally 	<p>http://www.redlakeadultlearning.org/html/about_us.html</p>
<p>Cornwall (Tri- County Literacy Council)</p>	<p><u>Occupational Training</u></p> <p>LBS offers an occupational training program in the logistics sector. To develop the curriculum, they connected with employers and with Job Zone (ES) to identify employer needs and include job-site visits.</p>	<p>http://www.cornwallseawaynews.com/Business/2012-07-05/article-3023635/Tri-County-Literacy-targets-niche-market-for-area-employers/1</p>

Joint Planning and Partnerships

Site (Source)	Description	Link to Tool
<p>Cornwall (Tri-County Literacy Council)</p>	<p><u>Essentials for Work</u></p> <p>Tri-County Literacy Council is currently piloting a course, Essentials for Work, Get Ready, Get Set, Go to Work, for the hardest to serve Ontario Works participants. This is a four-week training program that aims to provide individuals with the hard and soft skills needed in today's workplace. Modules look at creating a readiness to work, setting oneself up to work and then moving into work. The results of the pilot will be posted on their website.</p>	<p>http://literacynetwork.ca/pdf/transitions/TriCounty%20Literacy%20Council%20Essentials%20for%20Work.docx</p> <p>http://tricityliteracycouncil.wordpress.com/learners/essentials-for-work/</p> <p>http://tricityliteracycouncil.wordpress.com/</p>
<p>London/Middlesex (Literacy Link South Central)</p>	<p><u>Literacy/Employment Joint Service Plan</u></p> <p>Literacy Link South Central and the Employment Sector Council of London/Middlesex worked together to more effectively plan for services that cut across both the employment and literacy sectors. This process was called the Integrating Literacy and Employment Project. The result of this project was a three-year integrated service plan for those clients who have both literacy and employment needs.</p> <p>The final plan proposed four models to support more integrated service delivery:</p> <ol style="list-style-type: none"> 1. Stand-alone literacy and employment agencies using a series of information tools and referral protocols 2. Co-location of literacy and employment 	<p>http://literacynetwork.ca/pdf/transitions/LLSC%20ESCLM%20Integrated%20Service%20Plan.pdf</p>

Joint Planning and Partnerships

Site (Source)	Description	Link to Tool
	<p>programs</p> <p>3. Integrated literacy and employment programming</p> <p>4. Centralized case management</p>	
<p>Simcoe County and Muskoka (Simcoe/Muskoka Literacy Network)</p>	<p><u>Expanded Literacy Service Planning and Co-ordination (LSPC) Committees</u></p> <p>The LSPC committees have been expanded to include ES providers and OW representatives as regular members. This has proven beneficial to all involved. It allows for regular information sharing and fosters closer connections and understanding among providers.</p> <p>The LSPC members work as a team with other community providers that support EO clients and learners. The committees have taken initial steps towards joint planning of programming and potential case management, for their shared clients.</p>	<p>www.literacynetwork.ca</p>

Networking, Workshops and Information Sharing

Having relationships with the transition partners and creating a comfort level for the client/learner were identified as factors which create a smooth transition between ES and LBS services. Networking, workshops and information sharing are ways through which relationship building can occur. The following table provides some examples of how this is happening in communities across Ontario.



Networking, Workshops and Information Sharing

Site (Source)	Description	Link to Tool
Windsor- Essex- Lambton (Tri-County Literacy Network)	<u>Getting Connected Initiative</u> Since 2006, the Tri-County Literacy Network has been organizing “Getting Connected” events for Employment Ontario and Ontario Works staff in the tri-county region (Chatham-Kent, Sarnia-Lambton and Windsor-Essex). The purpose of these forums is to build rapport among service providers to increase and improve referrals, and to discuss future relationship building.	Getting Connected (http://tcln.on.ca/)
Durham (Literacy Network of Durham Region)	<u>Joint Training Days</u> Literacy Network of Durham Region (LiNDR) partnered with the Durham Region Local Training Board to host two training days open to all community service agencies. LiNDR surveyed Employment Ontario service providers to identify topics of interest. These included mental health and customer service, Bridges Out of Poverty, and Learning with Swagger.	http://www.lindr.on.ca/
Niagara (Literacy Link Niagara)	<u>Joint Training Events</u> Three or four times a year, Literacy Link Niagara organizes joint training events to educate LBS agencies about the programs of employment agencies and vice versa. Agendas usually include a guest speaker on a relevant topic (e.g. mental health, referrals), time for program updates, and formal and informal networking. Employment Ontario front-line staff and managers attend, along with staff from other community organizations (i.e. mental health,	http://www.literacylinkniagara.ca/contact-us/

Networking, Workshops and Information Sharing

Site (Source)	Description	Link to Tool
	computer programs, other employment organizations such as YWCA and March of Dimes).	
Niagara (Literacy Link Niagara)	<p><u>Cupid's Card Swap</u></p> <p>Cupid's Card Swap is a speed networking event envisioned by Literacy Link Niagara (LLN). The event would allow Literacy and Basic Skills (LBS) practitioners and Employment Service (ES) staff in the opportunity to meet face-to-face in a casual environment, such as a restaurant.</p> <p>Consultation with both LBS and ES agencies indicated that when people get a chance to meet in person, they are more comfortable and therefore more likely to make a client referral. Participants would register beforehand and identify the types of referrals that would be helpful for their clients.</p> <p>This data would be used to match people for three rounds of networking, followed by more informal networking.</p> <p>The event has not yet been held.</p>	http://www.literacylinkniagara.ca/contact-us/
Tillsonburg	<p><u>Joint Presentations and Workshops</u></p> <p>The Adult Literacy Program Co-ordinator presented the OALCF (Ontario Adult Literacy Curriculum Framework) to Employment Services and Literacy Basic Skills staff together. Also, on occasion, workshops are held for literacy volunteer tutors and ES staff are invited to these. A recent example of this is a workshop about the software "Dragon Speak".</p>	

Networking, Workshops and Information Sharing

Site (Source)	Description	Link to Tool
Simcoe/ Muskoka Literacy Network	<p><u>Information Sharing at Service Provider Team Meetings</u></p> <p>LBS providers meet with local ES service providers at ES team meetings, at least once a year. This allows front-line staff to</p> <ul style="list-style-type: none"> ▪ meet each other ▪ provide updates on programming and services ▪ discuss any emerging needs of clients ▪ address any questions around referrals. <p>Similarly, LBS providers meet with their local OW front-line staff at team meetings.</p>	
Project Findings	<p>At all of the face-to-face workshops conducted over the course of this project, participants identified a number of activities they undertake to help transition a client/learner to a new service. These include</p> <ul style="list-style-type: none"> ▪ calling the new agency on the phone to make the first appointment while the client/learner is with them ▪ going with the client/learner to the new agency and introducing them to the new service provider ▪ explaining to the client/learner what to expect at the new agency ▪ following-up with the client/learner to see how the appointment at the new agency went 	

Co-Location

Being located in the same building creates a great opportunity for smooth transitions for clients/learners between ES and LBS services. The following resources provide examples of how this has happened.



Co-Location

Site (Source)	Description	Link to Tool
<p>Tillsonburg Multi-Service Centre</p>	<p><u>Tillsonburg Multi-Service Centre</u></p> <p>The Tillsonburg Multi-Service Centre includes Employment, Literacy and Home Support Services. It is housed within the Livingston Centre, a fully-integrated, multi-organizational building that houses five partners and 11 associated agencies under one roof. This holistic approach to service delivery provides easily accessible services, and cost-effective linkages among health, education, training, and employment.</p> <p>The multi-service centre helps referrals. For example, if a person is interested in one service but assessment suggests another service, it is easy and quick to refer to the other service because it is in the same building. Staff can personally introduce the person to the other staff.</p> <p>Co-location helps literacy and ES identify common clients, plan the client’s path together and co-ordinate support of the client as they progress. Identification of common clients often happens incidentally through conversation because the services are in close proximity and share information.</p>	<p>Tillsonburg Multi-Service Centre flyer http://literacynetwork.ca/pdf/transitions/tillsonburg%20multiservice%20centre%20flyer.pdf)</p> <p>Livingston Centre brochure http://literacynetwork.ca/pdf/transitions/LivingstonCentreBrochure%202013.pdf)</p>

Co-Location

Site (Source)	Description	Link to Tool
QUILL Learning Network	<p><u>A Best Practice Guide for Successful Multi-Agency Centres</u></p> <p>The Best Practice Guide for Successful Multi-Agency Centres presents information on the impact of multi-agency centres, best practices for multi-agency centres and different models of multi-agency centres. This guides used sources drawn from an extensive online search that used key phrases and words related to multi-agency and multi-service good practices.</p>	<p>http://www.llsc.on.ca/sites/default/files/Webinar%20%20Best%20Practice%20Guide%20for%20Multi-Agency%20centres%20and%20appendices.pdf</p>
Sudbury Vocational Resource Centre	<p><u>Sudbury Vocational Resource Centre</u></p> <p>The Sudbury Vocational Resource Centre includes Employment Services (3rd floor), Education and Workplace Training (LBS – 4th floor), and a Targeted Initiative for Older Workers Program. There is one central administrative office and one Executive Director supporting all three services.</p> <p>The business plans for each of the individual program areas are aligned and developed in communication with each other. Staff of the three programs present information to each other’s clients and staff, and hold staff meetings together. They also put effort into building and maintaining relationships with other LBS/ES services that are not co-located.</p>	<p>http://www.svrc.on.ca/</p>

Co-Location

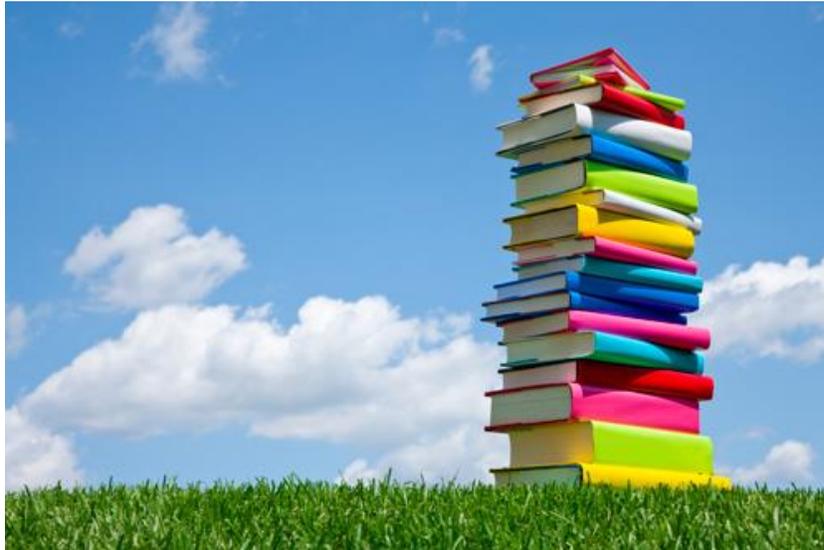
Site (Source)	Description	Link to Tool
<p>Durham (Literacy Network of Durham Region)</p>	<p><u>Co-location</u></p> <p>The Literacy Network of Durham Region has been co-located with their local Workforce Planning Board for over a year. The co-location opportunity allows for more funding to be directed to training resources and curriculum. The Literacy Network provides the Workforce Planning Board with literacy intelligence and recommendations, connects them with LBS partners, and provides support such as volunteering time to administer surveys. They have found that the partnership is crucial to build on existing community resources (share the work), and that clients and literacy staff have access to more local labour market information.</p>	<p>http://www.lindr.on.ca/</p>
<p>Collège Boréal – Barrie Campus</p>	<p><u>Co-Location</u></p> <p>At Collège Boréal, both ES and LBS services are under the same roof and there is one team offering both services. This means that all staff members are very aware of what is going on within each of the services. ES and LBS staff have regular meetings during which the progress in both programs and strategies are discussed to achieve mutual objectives.</p> <p>At a new ES client’s first appointment with an employment counsellor, they also see an LBS staff member who explains the LBS services. This way, the client knows how LBS can help</p>	<p>http://www.collegeboreal.ca/accueil</p>

Co-Location

Site (Source)	Description	Link to Tool
	<p>them prepare better and increase their chances to secure employment. The same thing happens with any LBS client. If, during their first interview, they say they are looking for employment, a meeting with ES staff is arranged. The client learns how employment services can fit with the upgrading they need.</p>	
Project Findings	<p>Many communities provided examples where agencies co-locate services on a smaller scale. Instead of physically co-locating on an ongoing basis, one organization provides programs/ services for specific days (or half-days) and times at another organization whose clients need the services. This can be a weekly arrangement or when there is a large number of clients needing the services.</p>	

Resources Targeting Employers, Employees and Learners

A number of communities have developed resources to support employers, employees and learners with both ES and LBS skills. The following table provides a sample of some of these resources.



Resources Targeting Employers, Employees and Learners

Site (Source)	Description	Link to Tool
Kingston	<p><u>Paving the Way to Lasting Employment</u></p> <p>Paving the Way to Lasting Employment is a series of Essential Skills training videos. They help employers and/or employees find the most current tools to strengthen Essential Skills. The videos help employees improve the soft skills involved in working with others, oral communication, and thinking skills.</p>	<p>Kingston Paving the Way http://www.klandski.ca/proj/PavingTheWay.pdf</p>
Eastern Ontario (Literacy Link Eastern Ontario)	<p><u>Aligning Ten Employment Services Workshops with the OALCF</u></p> <p>Literacy Link Eastern Ontario surveyed regional ES agencies for the top ten workshops they provide to clients. The materials, handouts and workshop activities and tasks were then aligned with the competencies, task groups and complexity levels of the OALCF. The resulting charts help LBS learners to know when they have the competencies and levels to be successful in the workshop.</p>	<p>http://www.lleo.ca/news.php</p> <p>Aligning LLEO's Assessment Tools User Guide https://www.lleo.ca/pdf/alat/Aligning-LLEO's-Assessment-Tools-User-Guide.pdf</p> <p>CABS online alignment https://www.lleo.ca/pdf/alat/CABS-Online-Alignment.pdf</p> <p>CABS CAES alignment https://www.lleo.ca/pdf/alat/CABS-CAES-Alignment.pdf</p>

Resources Targeting Employers, Employees and Learners

Site (Source)	Description	Link to Tool
		WESA alignment (https://www.lleo.ca/pdf/alat/WESA-Alignment.pdf)
Niagara (Literacy Link Niagara)	<u>Job Profiles</u> LBS and ES providers used data from the Local Training Board and workingincanada.ca to jointly create job profiles of some up and coming jobs in the Niagara Region. The job profiles provide learners with a snapshot of each job.	http://www.literacylinkniagara.ca/wp-content/uploads/Profilesmerged1.pdf
Literacy Link South Central	<u>Connecting Literacy and Employment through Essential Skills</u> Literacy Link South Central developed a set of seven workbooks that embed Essential Skills activities within employment-readiness tasks. These workbooks are useful for people who want to look for employment while strengthening their Essential Skills. They are most successful when used in a facilitated group setting. You can download the workbooks or use them online.	http://www.llsc.on.ca/node/99
(Stratford) Partners in Employment	<u>Videos for Clients</u> Partners in Employment in Stratford provide a number of videos on their website which outline the services they provide. Video topics include a. How do I find out about training/Second Career? b. How do I get a résumé? c. How do I get on the job bank?	http://www.partnersinemployment.on.ca/resource_centre.php#resources

Resources Targeting Employers, Employees and Learners

Site (Source)	Description	Link to Tool
	d. How do I get an email account?	
Literacy Link South Central	<p><u>Ready to Learn</u></p> <p>Literacy Link South Central developed this handbook to help learners explore areas in their life that may be affected by the decision to return to learning.</p>	<p>http://literacynetwork.ca/pdf/transitions/Final%20 Ready%20to%20Learn.pdf</p>

Final Thoughts

Creating smooth transitions between ES and LBS services for clients/learners is paramount to achieving MTCU's goal of producing an integrated training and employment system that supports seamless client pathways. This project has made it clear that there are two key things that make this happen:

1. Having relationships with transition partners, and
2. Creating a comfort level for the client/learner

This has ramifications in terms of how service providers can “formalize” transitions between the ES and LBS system of services. Formalizing transitions is not just about developing and putting in place common referral forms and processes or about knowing what programs and services are offered in your community. Service providers need to augment these tangible tools of formalization with the intangible tools of building and maintaining relationships.

Some communities have recognized this and are creating opportunities for front-line service providers to interact, talk and network. Participants in the five workshops were overwhelmingly enthusiastic and hungry for dialogue on this topic. We need to bring ES and LBS service providers together regularly to discuss this topic and identify solutions that will work at the local level. MTCU could play an increased and key role in reducing barriers that exist within Employment Ontario – barriers that prevent clients from making smooth transitions.

This Guide is a starting point, and provides some tools and resources to help your community continue to move along the path to formalizing transitions for learners and clients.