



*Simcoe/Muskoka  
Literacy Network*

# **Formalizing Transitions between Employment Services and LBS**

## **Final Project Report**

### **March 31, 2014**

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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" in order to try to serve clients more effectively. Now that both Employment Services and LBS services are using EOIS-CaMS, there is an opportunity to assess the results of these collaborative efforts and to set community goals.

Discussions among local LBS and ES managers identified several areas where they see a need and opportunity to work more closely and effectively together. Some of these are

- a) What can each service provider offer the client/learner and when is the best time in the service/learning plan of a client/learner to transition from one service to the other?
- b) How can we support the client/learner to enhance his/her resilience as he/she moves through that transition, in ways that are effective for both clients and service providers?
- c) How best can ES and LBS service providers work with clients/learners who access services concurrently?

As a result of these discussions, Simcoe/Muskoka Literacy Network (SMLN) developed this project, **Formalizing Transitions between Employment Services and LBS**. The purpose of this project was to research the ways in which ES and LBS programs have been working together to promote transitions from ES to LBS and from LBS to ES. As part of this research, the project

- documented and shared current and emerging best practices regarding transitions between ES and LBS, as well as examples of screening tools and introductory/awareness raising workshops that are in use

- informally piloted some of these best practices in Simcoe/Muskoka
- examined how EOIS-CaMS data and reports can be used to track, compare and project results within the Performance Management Framework
- investigated how the transitions can be effectively documented and integrated into the current Literacy Service Planning processes and products

A number of products were produced as a result of this project. These include:

1. **Guide to Current and Emerging Practices in Transitions** that documents current best practices related to transitioning LBS learners to ES and ES clients to LBS, along with examples of screening tools and workshops that are in use provincially and beyond
2. A webinar to share the results of the research
3. Face-to-face training sessions for LBS and ES providers, based on the webinar

## **Project Outcomes**

The project was designed to achieve a number of outcomes, including

- literacy and employment service providers have greater knowledge of best practices and supporting tools to ease client transition
- literacy and employment service clients have successful transitions to proceed along their goal paths
- Regional Literacy Networks and LBS service providers can better document community work related to transitions to inform service planning and co-ordination
- service providers have enhanced capacity to use EOIS-CaMS data for performance management
- LBS and ES providers have increased capacity to promote seamless client transitions between their services

An external evaluator worked with the project to determine to what extent these outcomes were met.

## **Project Overview**

The project was an iterative process, with each step building on the knowledge generated in the previous steps.

a) Internet search

We conducted an internet search to complete a review of best practices and tools related to transitioning clients/learners between ES and LBS. We did further follow-up with identified organizations to collect tools for the best practices Guide. From this information, a draft best practices Guide was developed.

b) Two online surveys

The surveys collected information from LBS and ES providers (separately) to identify transition points, when a client/learner is transition ready, barriers encountered in transitioning learners/clients, what creates a smooth transition, and tools, resources and supports that would help learners/clients move through transitions. These surveys were conducted in August and September of 2013. The response rate ranged from 25% (for LBS providers) to 27% (for ES providers), in large part due to the timing of the survey.

c) Roundtables

We held three roundtables with LBS and ES providers (together) in Collingwood, Barrie and Gravenhurst, and a fourth with Literacy and Essential Skills instructors from the Simcoe County District School Board. The purpose of the roundtables was to review, confirm and build on the information collected through the online surveys.

d) Webinar

The webinar on October 30, 2013 shared the results of the online surveys, roundtables and best practice review.

e) Five workshops

We presented five workshops from November 2013 to March 2014. The purpose of these workshops was to share the results of the online surveys, roundtables and best practice review and to gather more information about best practices and experiences in other communities. Five regional networks hosted the workshops

- Literacy Link South Central
- Mid North Network
- Metro Toronto Movement for Literacy
- Simcoe/Muskoka Literacy Network
- Literacy Ontario Central South

f) Task-based activities

We shared the information about identified transition points and factors of transition-readiness with QUILL, and they developed 20 tasks around the transition points

g) LSPC process and EOIS-CaMS

Simcoe/Muskoka LSPC committee members (LBS and ES) held a roundtable to discuss how EOIS-CaMS documentation and service planning can best support the transitioning of clients/learners between ES and LBS services.

The following number of people/organizations were involved in the project.

<b>Activity</b>	<b>Number of Participants</b>
Best Practices Guide	20 organizations
LBS online survey	8
ES online survey	6
Roundtables	28
Webinar	68
Workshops	140
<b>TOTAL</b>	<b>270</b>

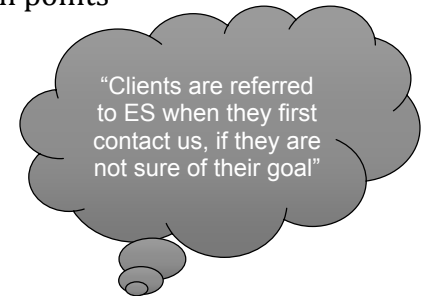
This report outlines the findings of the project and potential next steps.

## Transition Points

### LBS Learner to Employment Services

Through the online survey, LBS providers identified four transition points when ES is identified as a next step for the learner. These four transition points occur when

- students need income, lose their current job
- selecting or revising a career goal
- completing an LBS program with an employment or apprenticeship goal
- there is the identification of a need for certain skills (for example: basic resume, cover letter instruction, employment search skills, etc.)



At the roundtables, the four transition points noted above were confirmed, and three additional transition points were identified

- intake (if no goal, unsure of goal or employment is the goal)
- observation of progress (it is observed that the learner is ready for ES as a next step)
- learner has apprenticeship as his/her goal

At the five workshops, participants discussed and confirmed these transition points. Through the course of the project, many noted that transitioning a learner from LBS to ES happens along the whole learner path (a very individualized approach), but the most common transition points were identified as being

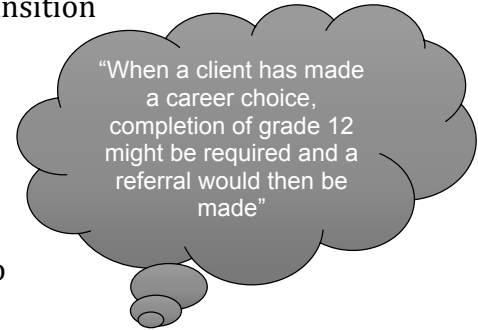
1. At the initial intake (if no goal, unsure of goal or employment is the goal)
2. When students need income/lose their current job
3. When a student completes the LBS program

## ES Client to LBS Services

Through the online survey, ES providers identified four transition points when LBS is identified as a next step for the client.

These four transition points occur

- at intake or the first assessment
- when goals are identified and upgrading is necessary to achieve goal
- through self-identification by the client
- through follow-up or observation of the client by the worker (for example: noting that the client has difficulty with math, ability to articulate their message and respond to questions, ability to complete forms and read documents, etc.)



At the roundtables, participants confirmed the four transition points noted above and identified two additional transition points

- when the client starts a low level job with no grade 12 (MTCU has suggested this is a good time to refer a client to LBS)
- when the client has apprenticeship as a goal and needs upgrading

Overall, the project found that the most common transition points for an ES client are

1. At intake/first assessment
2. When the client's goals are identified
3. Through further follow up/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.



## Transition Ready

To better understand factors that could help 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?

Through the online survey, LBS and ES providers identified the skills, knowledge and attitudes they felt would make a client/learner transition ready (see table below).

	<b>LBS Learner to Move to ES</b>	<b>ES Client to Move to LBS</b>
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ good reading, writing and speaking skills</li> <li>▪ basic math</li> <li>▪ basic computer skills</li> <li>▪ life skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ self-directed and goal-oriented</li> <li>▪ source of income or support</li> <li>▪ capability to attend scheduled meetings</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>▪ clear goal</li> <li>▪ understanding of their strengths and assets</li> <li>▪ understanding of the big picture, what’s in it for them</li> </ul>	<ul style="list-style-type: none"> <li>▪ occupational direction, firm goal</li> <li>▪ understanding of why LBS is beneficial</li> </ul>
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>▪ motivation</li> <li>▪ perseverance</li> <li>▪ openness to learn</li> </ul>	<ul style="list-style-type: none"> <li>▪ motivation, committed to learning skills</li> <li>▪ ready to accept help, LBS is there to assist them, it is not a “bad” thing</li> <li>▪ acceptance of the fact that LBS takes time</li> </ul>

The roundtables then discussed these points and determined 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 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. (see the table below).

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

Over the course of the five workshops, the participants provided additional comments about their experience with clients/learners being transition ready. These include

- the level of confidence of the learner/client is key
- Employment Ontario needs to recognize the need for computer skills (LBS)
- getting along with others (due to social anxiety) is also needed
- attendance is a critical skill
- need to develop a common understanding of the term “motivation” (what is motivation to ES? What is motivation to LBS?)
- motivation and having an open attitude are key
- client readiness (what they want and what they’re willing to do) is an important factor
- we need to remove barriers (barriers can be: embarrassment, scared, need to find an employer, learning disabilities, amount of effort/length of time of LBS programs, youth need to see the payoff)
- need basic computer training for youth and adults
- need grade 12 to get a job

- recognition that improving skills is linked to getting a job
- both lists work for both

## **Smooth Transition**

The project asked participants to think back on their experiences of transitioning clients/learners between ES and LBS and tell us what made for a smooth transition for the client/learner. The following are the top four responses to this:

- a) Having relationships with the transition partners (for example: making a telephone call to the agency or e-mailing a staff person you know at the agency)
- b) Creating a comfort level for the client/learner (for example: warm hand off, accompanied by a staff person to their first visit)
- c) Understanding 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: being able to explain to the client/learner what they can expect when they go to the other agency)
- d) Understanding the connection between the two services (for example: being able to explain the value and benefit of LBS and ES working hand-in-hand with the client/learner; knowing when it makes sense to use the other service)

From a list of five factors, the October webinar participants identified the top two factors that create a smooth transition for clients/learners moving between ES and LBS services. The top two factors were:

1. Having relationships with the transition partners (67%)
2. Creating a comfort level for the client/learner (65%)

The other factors that rated lower include:

3. Understanding of services provided, understanding of formal pathways, knowledge of the process and procedures (37%)
4. Understanding the connection between the two services (27%)
5. Common referral form (6%)

### **Common Referral Form**

These responses were interesting. Much of the literature we reviewed and many of the practices we collected feature a common referral form or process<sup>1</sup> as one of the most useful ways to create a smooth transition. Many communities have a common referral form, but there are lots of concerns about the use of these forms. Therefore, the project asked participants what they thought about the use of a common referral form.

Although rating it as number five on the list (see above), webinar participants felt that a common referral form can be a useful tool in creating a smooth transition for clients/learners. A webinar poll asked participants to rank their agreement with the statement: “A common referral form is a useful tool to help facilitate a smooth transition between services for clients/ learners”. The majority of respondents agreed, with

- 28% responding that they strongly agree
- 42% responding that they agree
- 14% responding that they disagree
- 4% responding that they strongly disagree
- 12% responding that they don’t know



When probed for challenges to using a common referral form, participants mentioned

- it is a good tool, but needs to be used more consistently
- it’s more about tracking than making the referral smooth

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<sup>1</sup> A common referral form is one aspect of a common referral protocol.

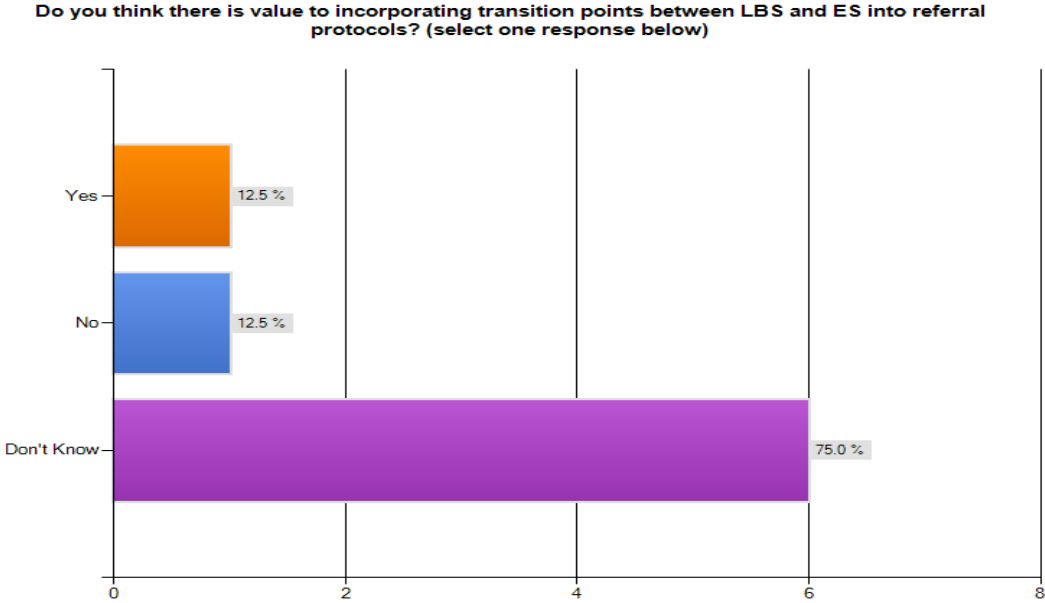
- not used consistently by organizations
- it takes too much time to complete
- the form is cumbersome
- it is easier to pick up the phone than to complete the form
- more referrals tend to be done informally (for example: run into the learner in town and tell them about services he/she can access)
- clients access services on their own
- no “tick” for them in terms of funding (mixed messages about what’s required, more paperwork)
- organizations are not sure if they have the most current common referral form
- how to keep the form up to date
- agencies have a different internal form; therefore, the common referral form creates an extra step
- it is more about relationship than a form



Some communities have had success with using a common referral form consistently across organizations. Simcoe/Muskoka is one such area. When we asked about the value of using a common referral form, participants in the project noted

- less duplication for the client
- good for tracking purposes/as a trigger for follow up
- outcomes and targets, tool to make a “tick”
- consent to disclose information, two way flow of information, sharing of information about the client
- good connection for the learner (form provides information to the learner, is tangible, large “business card”), it makes the connection for the client more concrete
- communication tool between services
- reciprocal relationship
- can use the information for service planning

In terms of the full referral protocol, LBS providers aren't sure about the value of referral protocols in creating a smooth transition for learners. 75% of respondents to the online survey answered "don't know" to this question (see graph for further details). The survey did not probe as to why respondents did not see value in the referral protocol.



In a February 2014 report from the Ministry of Training, Colleges and Universities (MTCU) entitled, "*LBS Business Priorities Survey*," LBS service providers prioritized a list of supports and services in order of importance to service co-ordination and client pathways. In terms of #1 choices, respondents to the survey rated "developing referral protocols within Employment Ontario" second out of eight choices (14% of respondents selected it as their #1 choice). It fell far below the #1 choice of "raising public awareness of literacy programs" (39% of respondents selected this support as their #1 choice). MTCU did not ask why LBS providers did not feel that a referral protocol was important.

## Tools, Resources, Supports to Ensure a Successful Transition for Clients/Learners

The participants in the online surveys and roundtables identified three areas in which they currently had or wanted new tools, resources and supports to ensure a successful transition for clients/learners. These areas are:

1. Common referral forms, process
2. Information about services/inventory of services
3. Opportunities for interaction, communication

The use of a common referral form was highlighted in the section above. Some participants in the project noted that the development of a joint plan for a client/learner (by LBS and ES providers together) would be more helpful than having a common referral form.

The table below highlights the tools, resources and supports currently in use or wanted by LBS and ES providers in the areas of information about services/inventory of services and opportunities for interaction/communication.

<b>Information about Services/Inventory of Services</b>	<b>Opportunities for Interaction/Communication</b>
<ul style="list-style-type: none"> <li>▪ schedule of courses and times (e-mail calendars to each other)</li> <li>▪ websites/Google</li> <li>▪ video orientations (virtual tour of the facility on a YouTube channel)</li> <li>▪ inventory of services and workshops</li> <li>▪ information about expectations, process and procedures</li> <li>▪ know what each other captures in CaMS (need to get clear about referral</li> </ul>	<ul style="list-style-type: none"> <li>▪ joint professional development for service providers and for our clients/learners</li> <li>▪ attend meetings with other service providers, brown bag lunches</li> <li>▪ co-locating of services, shared space, on-site sessions</li> <li>▪ attend information sessions at other agencies</li> <li>▪ have a champion at each location for</li> </ul>

<b>Information about Services/Inventory of Services</b>	<b>Opportunities for Interaction/Communication</b>
<p>protocols, what constitutes a “formal” referral that is counted)</p> <ul style="list-style-type: none"> <li>▪ contact list, business cards to give clients/learners</li> <li>▪ direct e-mails from agencies</li> <li>▪ “lunch and learn” events</li> <li>▪ attend ES information sessions</li> <li>▪ create a common online tools (one website, database)</li> <li>▪ cross-train staff or share a person</li> <li>▪ co-case conferencing</li> <li>▪ field trips to LBS/ES offices</li> <li>▪ share newsletters</li> <li>▪ LSP meetings</li> <li>▪ LBS is on the agenda at ES team meetings (once per year)</li> <li>▪ social media space for discussion (LinkedIn or Facebook)</li> <li>▪ community resource list</li> <li>▪ matrix tool</li> <li>▪ create case scenarios and have ES and LBS providers go through them together (“what would you do?”)</li> </ul>	<p>the other service (front-line staff person versus a manager) – local expert</p> <ul style="list-style-type: none"> <li>▪ do presentations, marketing together</li> <li>▪ regular face-to-face meetings</li> <li>▪ open houses</li> <li>▪ agency fairs, information fair</li> <li>▪ invite ES providers to LSP meetings</li> <li>▪ work on projects together, sit on Advisory Committees for projects/initiatives</li> <li>▪ trade shows</li> <li>▪ go out for lunch with other service providers</li> <li>▪ include agencies on distribution list for announcements, professional development opportunities</li> <li>▪ presentations from agencies at monthly staff meetings</li> <li>▪ hold information sessions at different agencies once a month</li> <li>▪ formalized referral process</li> <li>▪ “Business after 5” socials</li> <li>▪ regular case conferencing sessions</li> <li>▪ attend conferences</li> </ul>

There is work to be done in each of the above areas, as noted by the responses from the webinar participants (see below).



In one of the webinar polls, participants rated their level of awareness of programs and services in the other sector (ES or LBS). The majority of participants rated their level of awareness in the good to fair range, with

- 13% responding that their level of awareness is excellent
- 51% responding that their level of awareness is good
- 35% responding that their level of awareness is fair
- 2% responding that their level of awareness is poor

Participants in the workshops also rated their level of awareness of programs and services in the other sector (ES or LBS). The responses mirrored the responses received from webinar participants.

Webinar participants described the current level of interaction between ES and LBS providers in their community. The majority of participants described this level of interaction as medium to low, with

- 10% responding that the current level of interaction is high
- 46% responding that the current level of interaction is medium
- 40% responding that the current level of interaction is low
- 4% responding that they don't know

Workshop participants confirmed this as their experience as well.

### **Using ES and LBS Services Concurrently**

Many of the individuals participating in this project noted that clients/learners do not necessarily use ES and LBS services discretely. Many times it makes sense for a client/learner to use these services concurrently. Participants were asked: how can ES and LBS service providers best work with clients/learners who use services concurrently?

They reported:

1. **Plan Development:** There should be collaboration in the development of the plan for the client/learner. This includes ensuring the goals align in the development of plans for the client/learner. If possible, there should be a joint plan - not separate literacy and employment plans.



2. **Communication:** Communication is critical when providing effective support to clients/learners who are using services concurrently. Things that might help with this include

- having a release of information form
- holding case-conference sessions
- meeting regularly
- ensuring EIOS-CaMS is updated regularly
- providing regular updates to each other on client/learner progress

## **Current and Emerging Practices**

We conducted a preliminary internet search and requested information from Regional Literacy Networks to complete a review of best practices and tools related to transitioning clients/learners between ES and LBS. From this review, we developed a draft Guide to Current and Emerging Practices in Transitions. We shared the material in the draft Guide at each of the five workshops, and communities identified further best practices to be included in the guide.

The **Guide to Current and Emerging Practices in Transitions** provides an inventory of the best practices, tools and workshops that various networks and service delivery partners have developed, with links to specific tools and other resources. There are six

main areas in which best practices and tools or resources appear to be somewhat common and, therefore, are contained in the Guide. These six areas 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 Guide to Current and Emerging Practices in Transitions contains tools and resources in each of these six areas.

At the end of the webinar, participants identified the types of best practices they would like to hear more about. The responses include


- workshops, resources and tools developed by literacy and employment services agencies together – 86%
- joint networking, professional development, education and information opportunities for all levels of staff to build relationships, awareness, and knowledge – 61%
- screening tools, matrices – 57%
- joint planning and partnerships in linking literacy and employment services – 55%
- co-location of literacy and employment services – 27%

## EOIS-CaMS as a Tool to Support Transitions

In March 2014, the Simcoe/Muskoka Literacy Network hosted a session to explore how EIOS-CaMS can better support transitions between ES and LBS.

The participants reviewed the current performance measurement reports and the performance commitments across the three dimensions of Customer Service, Effectiveness, and Efficiency. They all noted that, as a measure, service co-ordination was weighted at 25% for performance (see the visual below). This is an increase from 0.0% for LBS.

Service Quality Standards	ES and LBS (Phase 2)
Customer Service	40%
Effectiveness	50%
Efficiency	10%



Core Measure: Customer Service	
Customer Satisfaction	15% weight
Service Co-ordination	25% weight

Due to the high level of importance placed on service co-ordination by MTCU, the group discussed how EIOS-CaMS is currently being used and its limitations in supporting transitions between ES and LBS. The group then considered what can be done differently to better record and manage referrals, transitions and concurrent service plans in EOIS-CaMS.

The group felt the current connections between LBS and ES EOIS-CaMS in terms of referrals, transitions and concurrent service plans are

- LBS and ES can see each other's service plans (action, sub-goals)
- the client summary information is to be reviewed with the client/learner to engage the client/learner in talking about the "whole" plan

Ideally, EOIS-CaMS should record referrals, transitions and concurrent service plans so that both systems get credit and that common clients are managed well. However, providers identified some limitations with the current system, including

- with multiple service plans there can be a variety of outcomes
- both programs have their own participant registration form (paper form outside of EOIS-CaMS)
- technically, we are collecting the same information
- can't edit or add to plans/can only view (there is a case owner)
- follow-up call is done for every service plan at the three, six and 12 month marks (there could be duplicate calls to the client from each of the systems)
- lack of understanding of what EOIS-CaMS does, what you can do and see in each sector
- not everything about the client/learner is documented in EOIS-CaMS

Participants felt that service providers could better record and manage referrals, transitions and concurrent service plans by

- conducting follow-up calls jointly
- completing one participant registration form per client/learner (shared with the concurrent providers)
- having one service plan per client/learner
- discussing who has overall ownership of a case – better case management

The group was not in agreement that service co-ordination data and reports from EOIS-CaMS could be used to more actively support referrals, transitions and concurrent service plans. Comments from the participants include

- no time to do this, no process in place
- we have a separate database that tracks notes, follow ups, referrals to other programs. We review a dashboard of activities each day that is generated from this database

- we have a manual book for referrals (these are recorded by all staff and then input into EOIS-CaMS later)
- EOIS-CaMS is a reporting tool. We don't rely on it for business intelligence
- look at number of referrals between ES and LBS
- need to have a conversation between the two sites
- in order to have a true reflection of what's being done you need to look at the identified issues, number supporting and number referred out (to determine if we are meeting the client/learner needs)

At the end of the session, participants discussed what they could be doing as an Employment Ontario community to actively support transition practices for clients/learners. From this discussion, they developed an action plan

- generate a self-assessment checklist for front-line workers (do I know everything I need to know to support my client/learner?) – use this to determine Professional Development (PD) topics
- develop a contact “cheat sheet” with the agency name, a brief description of services and a contact person so that front-line staff know who the “go-to person” is at each agency
- close agencies for PD days so that all ES and LBS staff can attend (get permission from MTCU for this to happen)
- hold a pre-business planning day (MTCU led) for all Employment Ontario agencies

## **How Day-to-Day Work Supports Transitions For Clients/Learners**

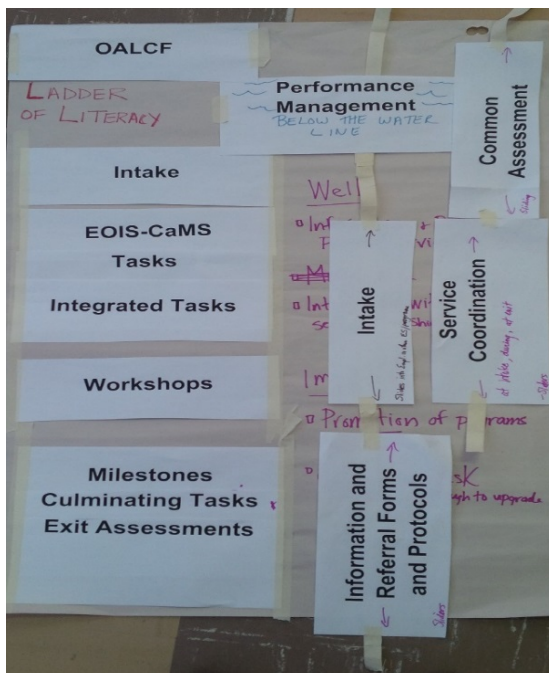
The SMLN Literacy Service Planning and Co-ordination (LSPC) committees participated in an activity to help identify how the day-to-day activities that occur in LBS and ES fit together to support transitions for clients/learners. The activity had three parts.

1. Working in four small groups of LBS and ES providers, they reviewed the list of service delivery pieces (see list below) and worked with these as puzzle pieces to discover how these pieces work together to support transitions for clients/learners

- Milestones
- Culminating Tasks
- Integrated Tasks
- Exit Assessments
- Common Assessment
- Demonstrations
- Workshops
- Service Co-ordination
- Intake
- Tasks
- OALCF
- Performance Management
- Information and Referral Forms and Protocols
- EOIS-CaMS

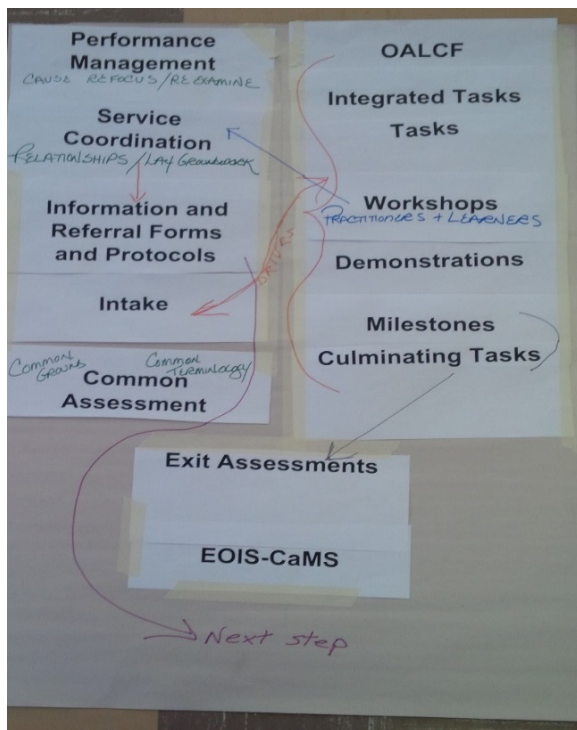
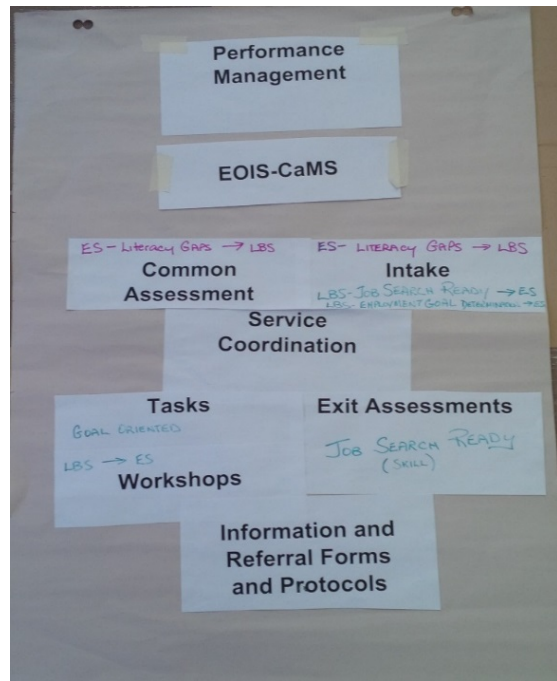
Each created a visual representation of their discussions (see below). Of note from the discussions

- many of the groups developed a metaphor for their visual, including car, umbrella, house, hub and spoke, and ladder
- several groups identified performance management as the driver or umbrella of their work



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- a) There is a ladder of literacy
  - b) Performance management is below the water line and impacts other pieces in the mode
  - c) Information and referral forms, intake, services co-ordination and common assessment move up and down the ladder and are used as needed throughout the model
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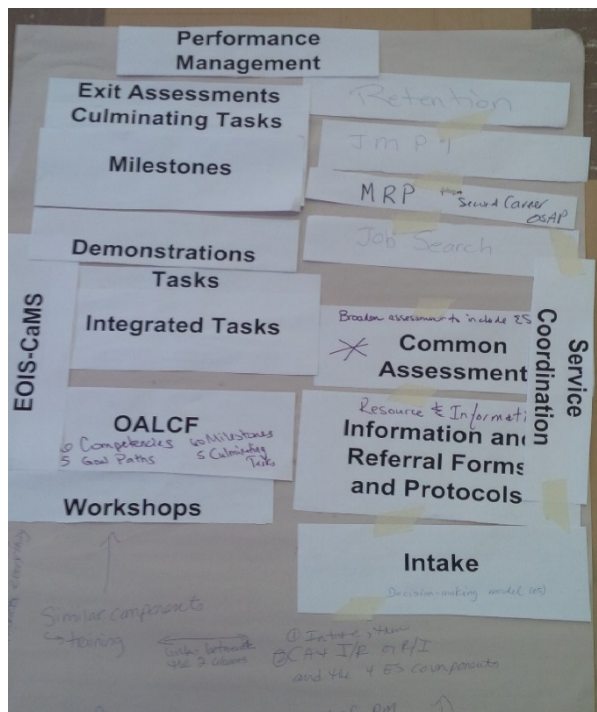
- a) Service co-ordination is the hub of the model and the other pieces are spokes emanating from it
- b) Performance management and EOIS-CaMS are tools that support transitions



- a) Intake drives what is offered in the right-hand column
- b) Information and referral forms and protocols are a tool of service co-ordination
- c) Service co-ordination lays the groundwork for transitions



- 
- a) Performance management is the umbrella of the model
  - b) This group added 4 components that relate to ES only (**retention, Job Matching Placement and Incentive, Ministry Referred Program and job search**)
  - c) There are linkages between the 2 columns
  - d) EOIS-CaMS runs alongside, documenting everything
  - e) The column on the right supports service co-ordination
- 



2. Each of the small groups then selected two pieces that they thought the community is doing well in terms of how the piece supports transitions . It appears that intake is an area where most feel the community is doing well.
3. Finally, the groups selected two pieces where they thought there is an opportunity to improve how the community is doing in terms of how the piece supports transitions. Service co-ordination and referral protocols are areas where improvement could be made.

The table below shows the responses from the groups.

Things we're doing Well	Opportunities to Improve
<ul style="list-style-type: none"> <li>▪ information and referral process/service co-ordination</li> <li>▪ integration within LBS services</li> <li>▪ intake process (integrated)</li> </ul>	<ul style="list-style-type: none"> <li>▪ promotion of programs (marketing)</li> <li>▪ culminating task (not stay long enough to upgrade all skills)</li> <li>▪ protocols and referrals (better</li> </ul>

Things we're doing Well	Opportunities to Improve
<ul style="list-style-type: none"> <li>▪ information and referral/Resource and information referrals</li> <li>▪ formalized referrals (ES clients get documented, LBS learners get documented)</li> <li>▪ OALCF (tasks, demos, milestones, intake)</li> <li>▪ intake (establishing goal, identifies need)</li> </ul>	<ul style="list-style-type: none"> <li>▪ understanding of each other's services)</li> <li>▪ common assessment (need to broaden this concept to include ES and LBS indicators)</li> <li>▪ service co-ordination (create more programming to support the other program area)</li> <li>▪ service co-ordination</li> <li>▪ referral protocols</li> </ul>

Examples of how these pieces are supporting transitions for clients/learners include:

- a) When a learner comes into the organization for a computer course, the worker takes the time to talk about and show the learner other opportunities and then the learner takes more classes. They use the computer course as the way to get learners into other beneficial programs
- b) When a client comes to LBS at intake we have an integrated process. If we identify his/her goals as being employment, we make a referral to ES. If we do a suitability assessment he/she would be an assisted client. If literacy gaps are identified he/she would be referred to an LBS program
- c) ES identifies literacy needs at the basic level – part of the data capture. LBS identifies immediate employment needs
- d) Send LBS staff to ES office

## **Inclusion of Transition Points and Linkages with ES in the Literacy Service Plan**

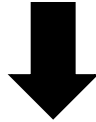
In the online survey, LBS providers identified what they thought the next Literacy Service Plan should include about identified transition points and linkages with ES. Respondents noted

- at this stage, I think we can just say that we are actively discussing and determining what best practices are, so that we can incorporate them more formally in the future
- with the full implementation of Phase II of CaMS there will be an increased focus on reciprocal referrals
- there should be a continuation of including ES providers in our meetings, and encouraging communication on a personal level. Perhaps LBS needs a specific list of minimum skill capabilities to look at before simply referring one of our employment goal path learners. This would also help us to make sure the tasks and activities we are working on will specifically address the "hit the road running" need when showing up at the ES office
- invite all stakeholders to LSP meetings. I think that ES/OW managers should attend as well as Probation officers and Attendance officers from secondary schools
- arrange to have regularly scheduled meetings between ES and LBS staff to exchange information about services, have a Q and A session, brainstorm ideas to streamline the process to make it easier for the client to access services.

The visual below depicts the local service planning process undertaken as part of this project and the identified learner (LBS) transition area.

## TOPIC

### Formalizing transitions between Literacy and Basic Skills and Employment Services



#### Local Service Planning Process

A service planning process was developed to identify learner transition areas. This planning process included:

- Online surveys
- Roundtables
- Webinar
- Workshops

A total of 257 people from across the province participated in this planning process.

This service planning process identified a number of learner transition areas and skills learners need to be “transition ready”.

#### Learner Transition Areas/Skills needed to be Transition Ready

- Learners need income
- Learners lose their current job
- Learners have employment as a goal
- Learners have apprenticeship as a goal
- Learners do not have a goal or are unsure of their goals and need to explore possibilities
- Learners need basic (essential) computer skills to be ready to transition to Employment Services
- Learners need communication skills to be ready to transition to Employment Services
- Learners need problem solving skills to be ready to transition to Employment Services
- Learners need life skills to be ready to transition to Employment Services

All of the communities that hosted the workshops felt that the information and dialogue generated by this project helped to start or continue the discussion on how ES and LBS can work better together to support transitions. The findings from the project are a starting point for the development of concrete “service co-ordination” actions in the Literacy Services Plans.

## Informal Piloting of the Best Practices

As part of the project, we asked service providers to begin to try some of the best practices identified through the project. This informal “piloting” of best practices was documented in two ways.

1. An online survey for webinar participants and those service providers who participated in the workshop in London
2. Two questions on the evaluation form for the final four workshops in Sudbury, Toronto, Orillia and Peterborough

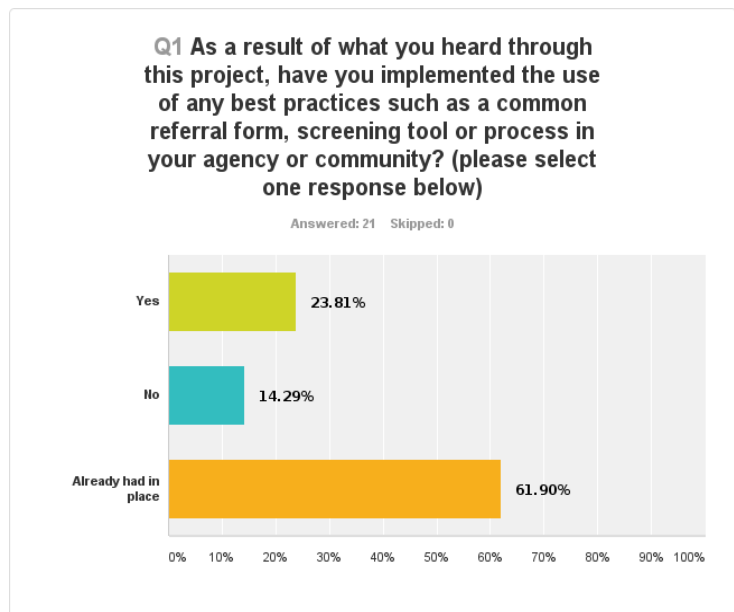
## Responses from the Online Survey

As a follow-up to the webinar held in October and the workshop held in London in November, we sent participants an online survey asking about the implementation of best practices, as a result of being involved in the project. A total of 21 people responded to the survey.

The majority (61.9%) of respondents already had in place some of the practices noted in the project (see graph for further details).

23.8% reported that they had implemented practices as a result of what they heard through the project. The most commonly

implemented practice was a common/formal referral form. One individual noted that the impact of implementing this form was: “It has created a smoother transition for the learners as well as an improved documentation process for formal referrals into CaMS.”



The survey asked respondents about the specific types of practices they had implemented. The results for these questions are listed below. It should be noted that

- many organizations already have some of the recommended practices in place
- certain types of practices had a higher level of implementation as a result of the project, including joint planning or partnerships, and co-location initiatives
- participants reported that implementing best practices from the project resulted in the building of a positive relationship between ES and LBS providers, a smoother transition for clients/learners, and better tracking of referrals in CaMS

#### Tools/Resources to Share Information about Services

As a result of the project, only a small number of respondents to the online survey (7.1%) had developed tools/resources to share information about services in their community. This is due to the fact that 64.3% of respondents noted that they already had these tools/resources in place.

#### Tools/Resources to Create Opportunities for Interaction between ES and LBS Providers

As with tools/resources to share information about services, only a small number (7.1%) had developed tools/resources to create opportunities for interaction and communication between ES and LBS providers in their community. 50% of respondents noted that these tools/resources were already in place.

One respondent noted they had implemented a best practice of having an ES employment counsellor meet with adults in their LBS and ESL programs at the Adult Learning Centre.

#### Joint Planning or Partnerships

14.3% of respondents implemented joint planning or partnerships between ES and LBS providers in their community as a result of the project. Some have

- increased the number of meetings between ES and LBS providers from one every two months to one per month
- integrated the LBS program leader with the ES site manger to set up ways for better transfer of information
- started to provide on-site LBS services at an ES service provider site. Very positive relationship
- held a joint stakeholders' meeting
- held Open Houses in December 2013

### Co-Location Initiatives

14.3% of respondents started co-location initiatives as a result of the project. Some examples of activities that occurred in this area include

- transitioning two operations together
- “have started to provide on-site LBS services at an ES service provider site. Very positive relationship”
- “more ES services are being advertised and distributed to our ESL/LBS site location (city and County) “

### **Responses from Workshop Participants**

As part of the evaluation of the four workshops held in Sudbury, Toronto, Orillia and Peterborough, participants indicated the likelihood their agency would continue or begin to implement some of the strategies discussed during the workshop.

The majority of participants noted that their organization already implements some of these strategies (35.6%) or that it is very likely their organization will implement some of these strategies in the future (39.4%). A very small percentage of participants (0.8%) noted that they will not be implementing any of these strategies in the future (see the table below for further details).

<b>Response</b>	<b># of Responses</b>	<b>% of Responses</b>
My organization already implements some of these strategies	47	35.6%
Very likely that we will implement some of these strategies in the future	52	39.4%
We might implement some of those strategies in the future	23	17.4%
We will not be implementing any of these strategies in the future	1	0.8%
Not sure	9	6.8%
<b>TOTAL</b>	<b>132</b>	<b>100.0%</b>

Participants identified networking/relationship building, and referral and screening tools as the top two areas for implementation in the next six months.

See the table below for all responses.

<b>Area of Best Practice</b>	<b>Specific Comments from Participants</b>
<b>Networking/Relationship Building</b>	<p>Set myself networking goals. Real goals with targets Networking (3 comments)</p> <p>To continue with networking and creating relationships when looking to move client forward</p> <p>More networking with other agencies</p> <p>More networking/meet and greets</p> <p>Card swaps</p> <p>Relationship building (3 comments)</p> <p>Connecting with ES and OW staff in the community to begin process of building relationships</p>
<b>Referral and Screening</b>	Revamp referral card for easier, more effective referrals



Area of Best Practice	Specific Comments from Participants
<b>Tools</b>	<p>Referral forms</p> <p>Work on using other provider forms</p> <p>Use of referral form</p> <p>Screening and referral tools</p> <p>Using a screening tool to best identify student/client needs</p> <p>Pre-screening tool – will look into these</p> <p>There was a link I would like to check into to pre-screen for literacy needs</p> <p>Look at online resource tools that help clients identify their goals within employment</p> <p>Identifying clients who would be suitable for LBS based on the characteristics discussed</p>
<b>Outreach to other Organizations</b>	<p>Reaching out to other agencies that need to know about our programs</p> <p>Provide more outreach support</p> <p>Talk to more people</p> <p>Drop in and talk to ES and LBS providers more often</p> <p>Having ES present to the LBS class</p> <p>Offer to go to staff meetings</p> <p>Information sessions</p>
<b>Joint Opportunities for ES/LBS</b>	<p>Trade staff periodically with ES to encourage understanding</p> <p>Joint training. Offer it, join it</p> <p>Having a staff be a “champion” or “expert” about other</p>

Area of Best Practice	Specific Comments from Participants
	<p>services (e.g., for LBS in ES)</p> <p>Approach very strategically, the ES organization in our area very close to us! Have a gentle discussion about the need for better co-ordination/working together</p> <p>ES/LBS collaboration on shared clients</p> <p>Would be interested in doing a set of relevant job profiles geared to our region of the network</p> <p>Work closely with EO to create modules to help clients move through process easier</p> <p>Attending information sessions/PD days with one ES and one LBS partnered together</p>
<p><b>Information about/ Inventory of Services</b></p>	<p>Creating a “placemat”</p> <p>Service directories</p> <p>List of contacts...and organizations</p> <p>Check out websites and links</p> <p>Creating a virtual “orientation” for potential learners to be posted on our website</p>
<p><b>Co-Location</b></p>	<p>Co-location – invite LBS provider to ES</p> <p>Find out more about community hubs</p> <p>Co-locate short-term/intermittently i.e., ½ day/week</p>
<p><b>Knowledge/Level of Awareness of Programs and Services</b></p>	<p>Educating myself on other agencies</p> <p>Information sharing and knowledge on services from where our clients are coming from</p> <p>Increase level of awareness about LBS delivery services in my area</p>

Area of Best Practice	Specific Comments from Participants
<b>Communication</b>	<p>Work on “more regular updates” on mutual clients</p> <p>Everything that involves increasing communication, dialogue, etc.</p> <p>Communication</p>
<b>Formal Meetings</b>	<p>Create formal meetings with LBS</p> <p>Hopefully meet on a monthly basis</p> <p>Creation of a viable network</p>
<b>Open Houses/Tours</b>	<p>Open house/invitation</p> <p>Agency gathering/tour</p>
<b>Others</b>	<p>All of them!</p> <p>Find other ways to advertise the literacy/employment programs</p>

## Evaluation Results

An external evaluator conducted evaluations of the three roundtables, the webinar and the five workshops. A final evaluation report of this project has been prepared separately.

## **Final Thoughts and Recommendations**

Creating smooth transitions between ES and LBS services for clients/learners is paramount to achieving MTUC'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
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.

### **Recommendations**

There are a number of recommendations that can continue to move the yardstick in the area of creating smooth transitions for clients/learners.

1. ES and LBS service providers should explore developing a joint plan for the client/learner versus having two separate plans.
2. Develop tasks to help learners become ready to transition to ES.
3. Build on the knowledge generated through this project by initiating a project to document the learner/client perspective on successful transitions and what creates a seamless service experience for them.
4. Develop a measurement system for effective referrals, including the development of an evaluation framework with performance measures and indicators to measure the outcomes of transitions (not just the number of referrals and transitions).
5. Develop a central repository for all knowledge created in the area of transitions/referrals.
6. Identify how to create incentives for practitioners to refer to other sectors.
7. Look at transitions between other sectors such as ESL and LBS, and LBS and apprenticeship.
8. MTCU can play a key role by providing appropriate tools, resources and supports to the field to ensure that successful transitions are able to occur.