

Service Coordination Questions and Answers

Recorded on Central Desktop. Some interviewees also submitted written responses.

Interviewers: Jane Tuer, Project READ, Debera Flynn, QUILL

Interviewees:

A. Jim Mackrory, HWDSB – King William Learning Centre, Hamilton (written and recorded)

B. Maria Bertrand, Walkerton Adult Learning Centre (written response only)

C. Marie Belliveau, Niagara Regional Native Centre (NRNC) Adult Literacy (written and recorded)

D. Vanessa Soulliere, Unemployed Help Centre, Windsor (recorded only)

E. Susan McLelland, St. Clair College, Windsor (recorded only)

F. Thanh-Thanh Tieu and Sue Dawe, Conestoga College, Cambridge (written and recorded)

G. Tracey McIntyre, Fanshawe College, James N. Allan Campus (recorded only)

H. Karen Morgan-Bowyer, WCDSB-St. Louis Adult Learning Centre-Kitchener/Cambridge (written and recorded)

I. Brenda Ryan, Aamjiwnaang Alternative and Continuing Education Program (written and recorded)

1. *What types of relationships have you established with other EO providers?*

A.

- We have established close relationships with all Literacy & Employment Service agencies through our LCP facilitated by our ABEA Network
- Our Literacy Network has facilitated sessions with Service providers to strive to bridge the gaps in understanding on what services each programs offers
- ADDED on recording: Monthly meetings at LPC with all stakeholders—school board, college, CNIB, Native stream. Facilitated through these meetings where we plan how best to support each other. Special sessions. 4 ES providers in the city—we don't see them all the time: emails/phone, but it usually flows through the network.
- Question from Interviewer: Do you have other ES that sit regularly?
- Answer: Just about each meeting we bring in someone. We don't have as good a relationship with OW as some of you. They had the SAMS issue so there was no connection for awhile. The 2 reps from the SB met with, to plan around monitoring clients—disarray. Meeting coming up to decide what course to take. On need basis.

B. We are co-located with VPI Employment Centre, YMCA - Employment Centre and Ontario Works offices. We do refer to Contact North and the Learning Hub for online learning etc.

C. We have established close relationships with several ES providers/agencies and the area LSP Meetings includes a Rep. from the ES Network in Niagara. Please see attached list of agenciesⁱ we have built relationships with in Niagara. Also attached here is a webinar I created for the Native Stream “Building Successful Partnerships for LBS Coordinators/Managers” housed on the ONLC website: <http://onlc.ca/wp-content/uploads/2014/06/Building-Successful-Partnerships-for-LBS-Coordinators-Managers.pdf>

RECORDING: ES in this area, use some of their facilitators for workshops here. We hold workshops for them, for example, OW. We work closely with our networks – Laubach Literacy Ontario and Ontario Native Literacy Coalition, and our LSP networks, so stay involved with a # of those, establish relationships with other EO providers.

D. The relationships that have been built, I’ve been building upon. OW and other community orgs in our area. But I am relatively new. We have ES on site—large org that has GED prep, classes for newcomers.

E. Have apprenticeship program, ES, LBS, working with Andrea Dickinson (network), who provides us with lots of info. We are pleased to be able to give our input at our meetings, and to receive info, and from our other EO programs.

F. I believe we have a good relationship with local EO providers. We communicate on the phone and through email, visit and promote each other’s programs, and share information to ensure that we have a good understanding of how we all work as a team to support potential and current clients. We have representation at ESP meetings, EFN meetings, and OW monthly meetings. We also have a customer service liaison from the career centre meet with our students monthly. Co - locate with EO, ES. Joint delivery and joint marketing. Involved with LSP and networks.

RECORDED: Sue--Communicate with other EO, share info, group emails, what’s being promoted, representation at ESP meetings, customer liaison that come to our sites, encourage our students to go use the services being provided.

Thanh– We have apprenticeship, ES, etc. Meet quarterly re service coordination. We provide academics for pre-apprenticeship.

G. Simcoe Campus---Similar to Conestoga College, we have great partnerships with ES. Attend joint staff meetings weekly, joint presentations, joint marketing, provide service at their location, do special projects/joint delivery partnership as well.

H.

- I would term our relationships with other EO providers positive and collaborative. We do this by acknowledging each other’s strengths and providing positive referrals for clients

- I. All program staff has visited our local ES providers at different times in order to establish a positive rapport and provide information about the services we can provide their clients
- II. We had one EO provider in the area conduct a computer training to the learners in our program – this was a great information exchange opportunity for everyone
- III. ES providers keep us informed of the services they provide via monthly calendars (distributed by our LBS Network organization). If we need more information or if we have a learner interested – we call and let the provider know. This results in regular/informal contact between frontline staff who are able to work collaboratively to provide a customized plan for individual clients
- IV. ES providers know that the LBS programs in our area work together to provide the best referrals to learners according to our agreed-upon niches

RECORDED: Cooperative with OW. Our network reaches out. Present our services and see what other service provide. Bus tour around to the different ES in the area. We knock on doors, meet face-to-face, asking what they do, share info. Find out what their strengths are to help the people who come through our doors.

I. Brenda:

- Have Goodwill Employment Services caseworker is on-site twice each month
- Meeting informally with other EO LBS managers to coordinate and/or share upcoming information meetings with other EO or wrap around agencies.

2. How have you established relationships with other community providers?

A.

- Utilize an inter-agency referral form (electronic and password protected) to make the process of referral more streamlined. It clearly shows educational partners including employment agencies, what is available in the area for services (developed through network)
 - i. It is also beneficial for us to learn about the available wrap around services that best benefit learners for the barriers they face. For example, if someone needs low level basic literacy skills, we refer to Literacy Council, or if they happen to live in Stoney Creek, we could possibly refer them to a closer agency (closer distance equates to better student success).
 - ii. We support and bridge - EO Employment providers (Path**, Career Works, Employment Hamilton, Mohawk Employment Centre) ** with Path, although our referrals out to them have not worked very well, we have bridged students coming to us while concurrently working with Path
- Visits to & by agencies
- Met with OW Managers to create a 'progression review' process for clients rather than using attendance forms to hold clients accountable
- Offer information Sessions to agencies
 - i. Joint PD with Employment Services (ES) and LBS – 211 training, WIN Hamilton, ES presentations and client case scenario discussions

- ADDED ON RECORDING: Win Hamilton. (The *Workforce Information Network (WIN)* offers information on services that assist discovery of local employment, training, and upgrading programs.)
- Two on One trainings.

B.

- Inter-agency meetings
- Lake Huron Learning for on-site college courses
- Georgian College
- Libraries for computer support, English as a Second Language initiative and referrals
- Probation and Parole
- CAS
- Canadian Mental Health Association

C. We have visited their agency; and we encourage their managers to visit our location

- OW Case Managers meet their clients/our learners at our location and I sit in on some of the meeting to advocate for our learner as needed.
- OW has conducted Team Meetings at our location and some just drop by to say hello when in the area, taking advantage of our open invitation to visit.
- We do presentations to the staff at ES agencies & OW & ODSP
- Our Literacy Link Network hosts the Niagara Employment Network which brings LBS & ES together for networking opportunities.
- We send out flyers & event notices to agencies to keep us front & center in their minds.
-

RECORDING: case mgrs. OW - Established great relationships with OW case managers. We have an ES rep at our LSP meetings. Broadcast fax to different community agencies. We do health (dentists, chiros, Cam H) presentations. Work with Niagara Native Housing, Niagara Housing authority. Lots of outside agencies. Schools—try to link up. Aboriginal patient navigator helps clients to remove barriers they might have re health, counselling.

- QUESTION FROM INTERVIEWER: How did you get involved in the Local Health Initiative Network?
- ANSWER: The LHIN created the navigator program because a lot of people have issues about accessing the kind of care they need, where to go. They will take them to the programs, to get them started in the services. I tried to do that—take them to doctors, etc., but this took a big load off of me here.

D. Vanessa – Similar to Susan. Info sessions to other community providers. Internal and outside referrals to our community partners. Guest speakers during class time. Pamphlets.

E. Susan – Lucky that relationships were already there. Maintain: our network keeps us communicating with each other (email throughout the month. Share at face-to-face meetings, (Best practices,) i.e. CaMS. We all went through the pain together and have worked hard to identify whose bailiwick belongs to who...i.e. we don't do Level 1. We know who does so we refer out appropriate individual.

F. Phone and email

- Monthly meetings with OW to discuss programs
- Presentations at OW training sessions
- Presentations to local principals and guidance counsellors
- Encouraged communication with all community partners
- Location – close to many of our community partners
- Attend open houses and information sessions
- participate in information sharing activities provided through Project Read (bus tour)

RECORDED: QUESTION FROM INTERVIEWER: Are you connecting with health, housing, mental health?

ANSWER: We have brought presenters into the classroom, but not formal. A lot of them do come into the college as a whole, set up a booth, and an email goes out to students college-wide.

Sue – Cambridge – tried hard to work through to see what is available (housing, health care).

Communicate via email. Post monthly calendars on events. List of contacts for students. Own internal broadcaster (?).

G. Tracey

We work hard. OW – offer to present our info at their staff mtgs. One on one with managers. To describe how we deliver quality programs. Local addiction centre presentation.(provincial). Make referral to where they are going home to. Ministerial associations. Community events, fairs, Chamber of Commerce. Simcoe Days. Staff members on committees.

H. Karen:

- We provide regular “field trips” for our learners to participate in and to provide them with information about community services in the area
 - I. For example – we go to our local library for an in-service tour and library card sign-up
 - II. We invited our local volunteer action centre to come in and provide information to learners
 - III. We spend time “cold calling” various organizations to find out the services they can provide to learners eg. Hours of free counselling at a local clinic, Services provided by public health, information about debt-counselling, pro-bono legal services for ODSP applicants - and provide information about our services as well.

RECORDED: Visits. Field trips with our learners to various community services i.e. local library for inservice tour, learner sign up for library cards—gets them out to the community. Cold calling various organizations to find out what they can provide to our learners. i.e. free counselling at local clinic. Public health services. Debt counselling. ODSP applicants – Pro Bono.

? Where did you start re cold calling?

A We started from the phone book, Canada 411, 211. But that personal touch can really help. You can give info about what you provide and vice-versa--really helpful.

I. Brenda:

- Aamjiwnaang Ontario Works caseworker meets informally with LBS instructor to touch base. Very encouraging of learners' attendance. AACE and OW share their monthly calendar of programs and events.
- Literacy Worker displays full length roll-up screen to advertise program at the different community agencies; band office, health centre, community centre, etc.
- Literacy Worker mans a table once a month, with the roll-up screen displayed, at the Sarnia Shared Services table
- Speak with other organizations, i.e. Women's Interval Home, and invite them to come for a tour on site and meet with staff to learn more about program.

3. ***Do you have a directory of programs that you use of some kind? If not, how do you and your staff track or keep up to date on local programs that would benefit learners?***

A.

- ABEA Website <http://www.abea.on.ca/index.php>
- The Red Book of Hamilton <https://informationhamilton.ca/redbook>
- WIN Hamilton <http://winhamilton.ca/>
- Workforce Planning <http://workforceplanninghamilton.ca/>
- As well, ABEA Network sends information of upcoming events for many agencies (see examples)
 - i. PATH <http://www.pathemployment.com/>
 - ii. Hamilton Best Start <http://hamiltonbeststart.ca/check-it-out/>

Added: Our LBS has a schedule (night/day, levels) on ABEA website. Website terrific for us—they post everything you want to know.

B. Not an official directory but, we do keep informed on what is new via interagency meetings, flyers, newspaper updates etc. We review information as the client's needs it to ensure it is up to date.

I use a collections of lists- for example the Local food banks and their hours because there are 15 different programs in Grey Bruce- most only available sporadically. There is another list I use for Grey County services.
- 211 Service; both web and phone

C. No directory really, we keep in touch with agencies through a list serve to announce programming, events, etc. and we receive calendars from ES agencies which we post for our participants/learners.

ADDED: Literacy Link Niagara has a list serve that covers all the EO agencies. We announce programming, events. We post each other's calendars/flyers. I use Broadcast FAX for some things. Send flyers to OW and ODSP, who have a central email that you can send your events to.

D. Vanessa – If there is something a learner wants to get into, our instructors will investigate and bring in proper stuff to help them. No one is physically dedicated to keep track or keep up-to-date, Do it as it goes along.

E. Susan – We are lucky in Windsor – 211 database which is online of all community services and 311 for city services. If a student can access computer lab they can check it out themselves but may need some assistance and technologist/teachers are there. If on campus, we will refer over to that dept. Network put together a list of all the different agencies EO, re referrals makes it easy along with the common referral form.

F. We have an information board where we post calendars and information about local programs that might benefit our students. In our Focus and Discover Your Future classes, one of the assignments is to have students work in groups and contact various local partners to gain information about opportunities in the community. Students bring that information back to class to share and create posters that are displayed in the lunch room for all students to benefit from.

As well, Project Read posts a Directory of Programs for Waterloo-Wellington on their website. It lists local programs, supports and contact numbers for a wide variety of areas that might be useful to students and potential students. These materials are accessible to teachers, staff and students.

RECORDED: We use the online directory posted thru Project READ...we direct students to it as well. Local programs, supports, contact # - very useful for us and students. We post monthly calendars in a spot that is convenient for our students to look at. College put out a booklet listing resources for counselling, mental health. Make sure we are aware, ie. Lutherwood—available services offered that our students can use? Actual directories and then monthly things we keep up to date.

THANH – share at LSP if there are new programs. Formal and informal are available.

(Jane – the local newspapers pay for the printing of that directory. Lists all EO programs in it).

G. Norfolk County we use the online directory. Aware of our community. Having those personal connections. Small community. Share at LSP table. Directory of services on our internal portal, shared with ES and LBS. If somebody sees something new, it is updated internally. Staff community connections, Chamber of Commerce...really being present.

H.

- Our Local Literacy Network creates a yearly directory of Programs in our region – this is an invaluable tool for us and the learners we work with. It includes information on such programs as ES, EO, college prep, Job prep, High school credits, ESL and LINC, LBS and online learning
- We have created our own directory of community agencies – we essentially took the listing of referral services that you can choose from in CaMS and found community providers that offer those services. This is updated mainly by our AA, but all staff can add to and update the entries. It has become our Menu of local services – with notes about who to contact and what routes to take etc...
- 211ontario.ca can be helpful for finding relevant information.

RECORDED: Old fashioned system—binder we update. We took the listing of the referral services you can choose from on Cams and sought out agencies in the area that can provide those services and we divide it up that way. AA maintain, and staff can add notes, update so we can give learners the best possible directions/referral (construction—detour i.e.)

I. Brenda:

- Through calendars of other agencies, i.e. Aamjiwnaang's Ontario Works; flyers received in hard copy or via email, i.e. Aamjiwnaang's health centre and Goodwill; and word of mouth

4. What role does the network take in supporting service coordination?

A.

- ABEA is our local network and they provide training, support and advocate on the behalf of all the literacy providers in the area
 - i. offer free information and referrals to community programs:
 - academic upgrading programs (to prepare for employment, further education/training or independence)
 - high school credit programs
 - GED testing and preparation (Grade 12 equivalency exam)
 - computer courses
 - post-secondary
 - apprenticeship
 - ii. In this capacity, ABEA:
 - facilitates literacy services planning resulting in a Literacy Services Plan
 - networks with other Employment Ontario agencies
 - provides service coordination
 - represents LBS at local planning tables
 - provides information and referrals to EO programs
- b. We have established a Hamilton LBS Inter-Agency Referral Protocol. This protocol has been shared to all agencies through by ABEA.

B. LSP meetings

- EO meetings with Employment Services and OW (fairly recent meetings)
- research, data collection and polling other programs for ideas and curriculum.

C. We are members of Ontario Native Literacy Coalition (ONLC), Literacy Link Niagara (LLN) & Laubach Literacy Ontario (LLO) and access Alpha Plus & ABC Literacy.

- ONLC provides us with Native specific support, training and connects our program with other Native Stream programs/practitioners as well as advocate for Native programming with MTCU. ONLC also completes projects specific to Native Stream programming.
- LLN is our local network and they provide training, support and advocate on behalf of the Niagara LBS programs with MTCU, Local Labour Board & ES providers, as well as connecting local practitioner & managers for Niagara.
- LLO provides additional support, training opportunities and advocates for LBS.
- Alpha Plus & ABC Literacy are support & training for technical/computer programs, etc.

D. Vanessa – Network – webinars, speakers, ongoing training – keep us up to date on that.

E. Susan – Vanessa summarized it well. Will add how our network coordinated us to go to OW to present on what we can provide to them to make their jobs easier. Encourage them to make more referrals our way.

F. Common referral form

- Host PD
- Speakers
- information sharing
- Online posting of directory

RECORDED: Thanh/Sue - pretty well covered. At our site we call our bus tour the magical mystery tour.

Common referral form developed at LSP table. Shared learner process when you have a learner that is participating at more than one org.

G. Tracey – our local LLSC, great support in many areas.

Look to our networks for direction, support, advocating.

H. Karen – Our Network takes a significant role in supporting our service coordination

- I. They provide the directory of programs
- II. They invite various EO and community programs to our LSP meetings for information sharing opportunities
- III. They maintain an e-mail list in order to share information (eg. Workshop calendars, program flyers, etc) to frontline staff in the region
- IV. They coordinated “bus trips” in which LBS staff had opportunities to visit each other’s program sites as well as to visit ES program sites throughout the region
- V. They coordinate program fairs where ES and LBS programs set up booths, and presented information about the services they provide

RECORDED: Bus tour is an idea that came out of an LSP meeting. Network coordinated field trip for all frontline staff in both regions to go around and visit all of the LBS agencies. Second trip where we visited all the EO/ES agencies in our region. Fantastic day. Met front-line staff, talked about what we do, vice-versa. Made the environment more positive around here—reminisce.

I. Brenda:

- The network created a formal referral form which all local LBS and EO agencies are using, as well as, Ontario Works. The network worked with common non-EO agency managers, i.e. OW, to agree to and be included in the common referral form.
- The network hosts Getting Connected conferences annually where all LBS and community organizations, i.e. OW, Goodwill, etc, are invited in order to learn about each other's organizations and to build relationships - put faces and names to programs.

JANE TUER (Interviewer): Only a few have centralized assessment with OW—really helps in building a relationship. It is written into our contract. SAMS has created problems but we are being creative getting around that at the LSP table.

5. What role do other umbrella groups (stream/sector) take in supporting service coordination?

A.

- CESBA supports LBS service development in school board agencies primarily through professional development training, information interchange, resource development and research. CESBA promotes continuous improvement of professional expertise, quality program planning, content delivery, assessment, corporate reporting and modes of delivery related to the five Ontario Adult Literacy Curriculum Framework (OALACF) goal paths. CESBA also works with college and community-based sectors and with the Francophone, Native and Deaf streams to coordinate learner access to appropriate service providers, resources and supports.

Added: Host a Dec. conference. 72 school boards, 56 have continuing ed they can join CESBA. On the Wednesday of conference, we have an LBS managers day. Support group out there.

B. Provide suggestions for improvements at community meetings

C. The attached list shows the community groups/agencies we access to assist our learners as their needs arise and we are always adding to this list as learners needs change or as we meet other agencies that are appropriate for learners needs.

Learners may benefit from accessing another LBS program as well as our program or instead of us, whichever is better for the learners' progress

D. Vanessa—can't answer effectively—too new.

F. Thanh/Sue:

We refer to each other after assessment, during program and at the end of program. When appropriate, we share programming.

We work with local agencies and groups to support our students both during and after service. We have done shared care, where appropriate, with Second Career, TIOW, the Literacy Group, OW GED test prep, Workforce Planning, and LINC.

RECORDED: College Sector provides PD. Annual conference. Wide range of topics. Service coordination is one of the ones covered.

SUE: Refer a lot to other programs after assessment. Shared programming being created. Second Career, The Literacy Group (some our students go there in the summer). OW. Able to work with groups and get as much info as possible makes a difference.

(Jane – some of school boards and colleges connect with LLO and attend their conferences. And CLO training. Nice we aren't sector-bound.

G. Tracey – College Conference, great for networking, relationship building. Best Practices sharing day, brainstorming in the Fall.

H. Provide training for practitioners eg CLO's Literacy Basics <http://literacybasics.ca/> provides information about referral services

- Provide information about various resources via monthly newsletters and circulars

RECORDED: Karen – CLO's literacy basics training. Moodle on referral services. LLO has an annual conference, depending on the tracks they are presenting—often info on service coordination. Lots of training from the streams and sectors. We use CESBA as well.

I. Brenda:

- Depending on the learners' needs and goals, we may coordinate and/or refer a learner to another LBS site who is mandated for a particular demographic for more appropriate learning opportunities, i.e. college goal path is referred to ACE with Lambton College, or learner needing high degree of one-on-one support may be referred to Organization for Literacy where volunteers provide one-on-one learning sessions.

6. Is there any particular training/recommendations that you give staff on service coordination?

A.

- Monthly Staff Meetings – share DSQ and overall service co-ordination stats with staff
- Emphasize the importance of service coordination in assisting our learners in meeting achieving their goals
- Reminder to use the common referral protocol

- Stay up to date in CaMS to show what we are doing.
- Offer any training needed to support staff in their program

B. Review of DSQ and other reports on our staff blog and then again review at our monthly staff meetings.

- I remind our on-site partners (VPI, the Y and OW) when I am able to take on new clients.
- we also encourage our partners to give us certain numbers of referrals each month (a call for referrals if we find we are not keeping up with our numbers)

C. Our program staff is myself (F/T) and a P/T Asst. /Instructor (30 hrs).

- This makes training difficult due to short hours in a day and many learners to assist.
- We access any training that is available from our support networks, etc. for both of us
- Asst. is kept informed about partnerships, outreach, referral possibilities and networking that occurs.

D. Vanessa:

Staff can access (under one roof) open forums – can sign up with co-habits. Remind to refer constantly. Keep CaMs up-to-date. Received Mental health first aid as well.

F. All staff have received training on service coordination through PD. We discuss service coordination monthly at co-ordinators' meetings. As a staff, we regularly discuss opportunities and information that has been shared through our community partners to ensure that all staff are aware of what is available to our students.

RECORDED: We do what we've heard. Mental Health First Aid training. Keep referrals at front of mind not back of mind. Going back to do paperwork is sometimes difficult. Encouraged to write down case notes to begin with, then get it onto CaMS. Sometimes referrals not "captured". We really only have 3 people here, so talk often—staff training daily/ongoing, every time a situation comes up we talk about solutions.

THANH – Part of the college so PD department is offered to staff. E3 conference.

G. Tracey – Team is trained that what is entered is what is counted, ensure our team understand you can't be everything to everyone—doing disservice if we try to be all things to all people. Agree bouncing off ideas informally with other staff/teammates. Value their opinions. Understanding Cams—capture referrals as they occur.

H. Karen –

- Number one advice we give to staff is that we can't do it all. (good training for this is the Mental Health First Aider course where you learn how to make good decisions about referring individuals to help) It is a greater help to learners to have a positive referral to an agency that can help than to try to do it ourselves. For example: a learner has found a job ad and really wants to apply but needs a resume – it is a greater help to that learner to help her get to a resume workshop at a ES service provider
- Approach service coordination from a customer service point of view. What can we do to help the learner and what can we do to help other programs find learners/clients

RECORDED: Advice re training to staff-we can't do it all. Draw on the strengths of others in our community. Good training for that is Mental Health first aid course. We drew from that and realized we can't help everybody, but build relationships with learners it is important to make referrals.

I. Brenda:

- Participate in Getting Connected conferences.
- Share monthly DSQ and overall service coordination stats with staff at staff meetings.
- Sharing the importance of service coordination in assisting our learners in meeting their goals, and how that is expressed in our LBS guidelines/ expectations.
- Shared training and encouragement on the use of the common referral form
- Shared the thought that if it is not recorded in CaMS, it did not happen, and we want to show what we are doing. If in doubt, complete the formal documentation at the time and we can go over it together next time we're together.

7. How do you decide what "other supports" learners require?

A.

- Try to make all learners comfortable through the Intake/Assessment period and understand where they stand
 - i. Once trust is established, and there is a better understanding of the learner, appropriate referrals can be made if needed

Some don't self-disclose, some don't know what they need. Establish trust, and appropriate referral can be made. Important to understand all wraparound services available (educate staff) deliving into conversation s with the learners to see what they need. Tough sometimes to understand what it is to need.

B.

We ask them

We inform them of upcoming training, workshop opportunities etc.

We review goals etc. weekly with them to ensure that targets are met

C. Some learners reveal their barriers/needs at the Intake/Assessment during the interview process, if they feel comfortable at that time.

Other learners may take some time to feel comfortable discussing their needs/barriers and let trust build between us. Once this is established the conversation happens and the appropriate referrals are made with their consent.

ADDED: Our circumstances are a bit different, however, because I work with native population (mostly). Sometimes that trust is right away other times it takes longer to establish for them to feel safe, since I am non-native. Once that is established, all those conversations happen for both of us.

D. Through intake assessments. We get feedback from teachers re barriers to learning. Once they feel cared for, comfortable, they can tell you what they need and we can bring in others supports.

F. “Other supports” are determined at different times of a student’s learner plan through discussion with the student. At the beginning of service, one on one interviews help to determine if transportation or child care are needed though both of these options may be extended during service if a student’s needs change. We have in house counselling that students are encouraged to use as needed. We also keep a list of local agencies that offer mental health, financial and housing counselling that we share with students as appropriate.

RECORDED: Thanh/Sue - Agree with everything –relationship with community and learners really important. In-house counseling at college is available. The counsellor helps track down resources. Be flexible re other supports. Flow and change as learners flow and change. Have multiple opportunities for learners to know about supports. ES comes in and presents other opportunities/how to access support.

G. Tracey – I like the comments—really listen to the learners. Critical. Agree.

H. Karen

- It is extremely important to **listen** to what a learner is saying and then provide up-to-date, relevant and easy-to-access supports in the community
- Use the phrase: “I know of an excellent program in Kitchener would you like me to give you the information. Or, another learner who worked with us had a similar problem and she was really help by this program. And Would you like to use the phone to make an appointment etc...”

RECORDED: Relationship building, establishing trust. Really listening, reading between the lines. Sometimes you have to guess and offer a suggestion.

I. Brenda:

- Usually during ongoing communication with the learner and the building of a trusting relationship; as needs are shared, referrals are made, if possible.
- During the creation of particular boutique programming curriculum, professionals in a certain area may be asked to come in and assist individuals in a certain area, i.e. in a seniors technology workshop for great independence, a manager from a local financial institution came to the group and taught them how to do online banking. This is considered a formal referral out, with the agency coming to us.

8. Do you case manage a learner with other community providers? Could you give us an example of how this works in your community?

A. Yes, the client/learner signs a release of information form in order to share their information with the other agency (signed form kept in their file).

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B. Frequent contact with both Ontario Works and Employment partners to check on progress and/or attendance

C. We do Case conferencing at the NRNC Friendship Centre with 16 in-house programs every 2 wks., to discuss mutual clients/learners.

- We obtain consent to discuss learners with any program/ agencies we might refer them to, if appropriate (not medical or other more private referrals) and we confer with those programs to update files & status.

- RECORDED: Signed consent forms first. (OW, etc. so we can discuss clients). Parole Boards.

D. Coordinate through the Learning Hub, email. Work together on milestone completion.

F. Second career

TIOW

GED test prep

Other LBS shared care...summer literacy groups through TLG

Youth programs...referring current students or those who come in for assessment

RECORDED: Concept of protocol for sharing learners...we have been able to send students to The Literacy Group to do summer short-term speciality programs on a specific skill set. Second career..youth programs. Students with us, but leave for 2 weeks for specialized training then come back to us.

Thanh: pre-apprenticeship program we deliver. Academic support or students in apprenticeship.

G. Tracey

Coordinate with Learning Hub...some work on different competencies as well as being in our classroom.

ES – new learners sign a ? Post our client joint internal portal system... OW, addiction treatments, signed consents. So we are all on the same page.

H. The LBS agencies in our region do case manage learners. For example, a learner may be working a level 2 tasks in using number, but level 1 in communicating ideas and information. We “share” a learner so that he is able to participate in numeracy learning at our program and a one-to-one tutoring for writing at another program.

RECORDED: We have a protocol for sharing learners. For example, if a learner was working on Level 2 tasks using numbers but Level 1 in communication. We share the learner with the secondary program and coordinate milestones. Works well. Levels OR schedules...one for math, another program for reading.

I. Brenda:

- Yes, in particular, with our learners who are working with Goodwill Employment Services, we make notes of their employment progress, i.e. interview dates, and may need to adjust LBS program completion around a new job start date. Also, the formal referral form gives the LBS staff and the Goodwill caseworker permission to speak back and forth about the learner/client's status in order to coordinate tasks/events.

9. Do you coordinate any programming with other community providers? Give us an example of what you are doing and how it came about.

A.

- Our most common practices for using inter-agency co-operation based upon Active Case Management:
 - i. Board Assessment Centre for assessment and PLAR tests
 - ii. 211 referrals - Based upon student need, our 211 referrals to date have been for legal services, Housing/Emergency Shelters, Behavioural Services for Children (of our students), Counseling Services for Women, Contact Hamilton, and Catholic Family Services
 - iii. YMCA Benchmark Assessments

We support and bridge - The Learning Hub (e-Channel) , (80% of our learners) PLAR Preparation, ESL, Literacy Council, HWDSB Adult Day School and Programs, and the Sick Kids Literacy Study (2 years)

ADDED: We are creating a program for young parents with kids who are not 1 yet, so parents can go to school with an ECE teacher in the same room.

B. - vpi/OW and ALC are working together to provide a one or two day training for Ontario Works clients for the fall of 2015.

- Getting Ahead with ALC Owen Sound and Grey County Ontario Works.

C. We co-program with several of NRNC's programs and with 3 ES providers in our area to deliver programming.

RECORDED: Share office with an E&T program and we run "reaching to succeed" we bring in guest speakers from ES, to run workshops for us. Gives learners contact with ES programs. We run driver's ED, partner with young drivers of Canada.. Boutique programs run to bring in other agencies. Health literacy, financial literacy.

D. Vanessa – We coordinate with VON, Meals on Wheels. Offer pre-apprentice program for cooks. Students work in Community kitchen. School Board students come in to collect credits for their diploma.

F. -academic programming for pre-apprenticeship programs

-appropriate, interested students were offered the opportunity to take a summer literacy program through The Literacy Group

G. We coordinate with EO/ES on contract training. Skillshop around lack of \$ for services around clients with employment goals. Worked with post-secondary students. ES – deliver around communications for employment bound learners.

H. not at the moment

RECORDED: We are co-located with an adult continuing education program (high school) coordinate PLAR prep with guidance center. Provide 3 pre-start up classes (essential classes) PSW, hairstyling and Chef training. Get a lot of referrals from them.

I. Brenda:

- Yes, in 2014/15 fiscal year the coordinator of the seniors' programming from the Aamjiwnaang Health Centre approached us to provide beginner technology training for her clients in order for them to obtain greater independence in today's society. We worked with her to create such a program.

RECORDED:

From the point that I came in, there were duplicates...coordinate with OW, caseworkers supportive. High school credit program onsite as well. Last year we coordinated with the health care centre. Seniors program approached us to hold a program for their clients. Wonderful partnership.

10. What supports does your network/LSP or support organization give you in meeting service coordination requirements? (This question was skipped on the recording because it was felt it was answered previously)

A. See Question #4

B. -keeping the common referral form up to date
-Facilitating the EO meetings and the LSP meetings
-sit on committees representing the ALC programs
-advocate on our behalf

C. - Professional Development & training opportunities
- Advocating for LBS & practitioners to MTCU & ES Managers
- Coordinating LSP meetings/Common Frontline Workers group
- Native specific issues advocating & trainings
- Identifying any gaps in service for our streams/area networks

F. PD and training opportunities...web links and face to face
Coordinating LSP meetings
Sharing of information through email
Being accessible as needed
Referrals based on assessment results done for Ontario Works

H. See #4

- Lots of opportunities to meet with organizations in our community that will help the learners we work with
- Information sharing re: distribution lists re what is available in our community
- Directory of Programs

I. Brenda:

- As mentioned above, they keep the formal referral form relevant with up-to-date agencies and agency information.
- They provide relationship building opportunities with EO and wraparound services

11. What would you say are the best practices for excellent service coordination?

A. Use of inter-agency referral form developed by the LCP has made the process of referral more streamlined. It clearly shows educational partners including employment agencies and what is available in the area for services

ADDED ON RECORDING (my answer for 12 too).

B. **-Establish personal relationships with the other providers.** Take a little time to meet face to face so that when they have a client who can use our services, we immediately come to mind. Nurture those relationships by frequent visits- for example, I visit the local libraries on a regular basis to replenish info material and have a chat with the librarians. I cannot emphasize enough how effective this can be.

-Where ever possible, share office space. That proximity enhances relationship building.

C. - Be open & flexible to work with partners
- Look for out-of-the-box ways to assist learners
- Do not accept “it can’t be done” attitude, there is almost always a way but it may be out of the ordinary from the usual
- Talk to other agencies/programs to problem-solve
- Be Creative!
ADDED: and very open.

D. Lucky to have here – hub of services: Employment services on site so we work with counsellors frequently so we can just walk over to the person to find out how to best accommodate in that situation. Try to get transparent attendance reports to OW – barriers, status, change goal or direction we talk to case manager. The more they understand what we do the better they can decide who they want to send or if they want to send them.

We do a lot of fundraising for other programs in our centre, harvest gala for community kitchen but still talk about literacy services so other community partners will hear about us too.

F.

- flexibility.....hours, structures, delivery, support
- communication....students, staff, agencies and supports
- strong ties to OW
- word of mouth
- social media
- use of TSA to support student access

RECORDED: Flexibility. Communication with staff, agencies. Networks. Students. Strong ties, word of mouth, social media. Building relationships...getting our name out there.

G. Constant communication. Try hard to not look like a “hand-off” for hard to serve clients. Try to ensure minimum wait times...hard for that walk through the door. Going to other agencies’ locations to meet on their turf.

H. Karen –

- All staff being informed about what is available in the community.
- A collaborative approach (brainstorming, sharing information) to identify learners who could benefit from services in the area
- Listening – **really listening** to what help the learner needs
- “Letting go” and providing the best help to a learner even if it is at a different agency

RECORDED: Draw on retail approach, selling approach. Cold calling, visiting OW or ES, or talking to a learner how we can help – 6 steps of selling:

- Establish rapport
- Discover the needs
- Recommend
- Prove
- Call to Action
- Followup

Extremely effective, gives coordination an organized approach as well.

I. Brenda

- Our best practices that have been formed to-date are:
 - i. Have in-house **High school credit program** run in coordination with simultaneously as LBS program classes.

- ii. Maintain close partnership with **Aamjiwnaang O W caseworkers**. Give each other monthly calendars, share upcoming programs. We support their work by having a booth at OW job fairs and open houses, and they support ours by referring learners to boutique programs and the in-class LBS or high school credit program.
- iii. Setting a roll up sign around **Aamjiwnaang's service buildings**: Administration building, Health Centre, Community Centre, etc. to bring awareness of program to community. Speak to other groups to promote LBS program: Education Committee
- iv. Promote annual **Learner Recognition and Barbeque** with invitations to learners, and members of community.
- v. **Goodwill** - Created partnership with Goodwill Employment Services to come to Aamijwnaang twice a month to meet with learners/clients. This alleviated a transportation issue. Aamjiwnaang Ontario Works also takes advantage of the ES caseworker being on site and refers OW clients who are not part of our program to Goodwill. Also, have met with the caseworkers during one of their regular meetings.
- vi. **Shared Services** Once a month we set up and man a table at the Shared Services building to promote the program
- vii. **Transportation** barrier is reduced by having organizations come on-site and/or the transportation training support is utilized to permit the initial visit to take place from LBS site to referred agency's site.
- viii. The **position of Literacy Worker** who is literally the face of Aamjiwnaang's LBS program. He is responsible for making sure the program is represented at community events and at the Shared Services table, the roll-up sign is placed throughout the community, transportation barrier is alleviated for learners to and from class as well as initial visits to other agencies, as well as, the first connection from an agency to our class, in order to attain a ride, as transportation would be a large barrier to our learners attending if they weren't receiving rides.

RECORDED: Encouraging other services to be onsite to come to you is beneficial. High school credit on site. We offer transportation because it is a huge barrier, so coordinating the services. Getting them to their first visit, or class, or whatnot. (Rural).

12. How do you ensure referrals are “structured and formalized”? ? (This question was combined with question 13 on the recording because it was felt it was duplication)

A.

- Use of inter-agency referral form developed by the LCP has made the process of referral more streamlined. It clearly shows educational partners including employment agencies and what is available in the area for services

- B. -copied and placed in the student file- all referrals are noted on the FRONT of the file.
-emails returned back to the agency who referred to let them know we received the email
-follow up email once contact has been established
- C. - Meet with managers to discuss referrals forms & agree what will be used
- Niagara's LSP Common Frontline Group created both an in-house and outside referral form that many of us use with our own logos, etc. on it.
- I. Brenda: We have 3 forms of formal referrals:
 - i. The majority are made through using and/or receiving a formal referral form, as created by the network
 - ii. For referral in by an agency not on the formal referral form, by receiving a signed business card from the casework of the agency and the client's name
 - iii. with an agency participating in and training learners in a boutique program, a formal referral out form is created, which states the program, the agency and contact person, the date, and material/information/task being learned.

13. How do you confirm learners have accessed services from the referral?

A.

Follow up with the client/learner – record your follow-up

A. Following up with client/learner, recording follow-up. Connecting with the person you referred them to.

- B. -we call and set up an appointment with the client
-we email as well if necessary
- C. - Referral forms have a consent form for learners to sign to allow us to follow-up with the appropriate agency
- We ask for the agency to update us on the status of the referral and if needed a call/email to discuss the learners status will be made, if they are still attending our program.

RECORDED: Common frontline group –inside referral forms. Meet with managers who I refer to and go over forms to make sure they are comfortable with it and that we agree what will be used on both sides. Confirm that learners signed– consent needs to be signed. Send an email, or phone call about what the status of the learner might be and are they attending.

D. Vanessa – Formal referral form for outside and inside referrals. OW, recovery home for alcoholics, St. Clair College. Lot of internal referrals – faxed/emailed. #13 – If faxed/emailed, paper trail easy to call or email back and confirm we met with your client. Reschedule if they didn't show up. If we have a contact # we can contact learner on our own.

F –

- Use a common referral form
- Through PD and in house discussion we have spent time determining where referrals fit

- Talk to students if referral is during service or sometimes after.
- When appropriate, talk to the organization to which the learner was referred

RECORDED: Thanh/Sue: Common referral form. Give learner the referral form but also call the person learner is referred to... walk students down to some of our closer service providers...introduce, see space for comfort. In-house referrals – in-house form learners sign. Info back – email, students talking to us – maintain coordination of communication.

G. Tracey – Document referral on learner plan as well as client notes. Go to other locations. Review our process - what’s working what’s not. Contact agency staff, discuss with learners how to follow up. Next steps conversations.

H. Karen –

- EO programs in our region use a common referral form which can be delivered or taken by the learner to the referral agency – this ensures referrals are structured and formalized
- Our region has an agreed-upon referral form that we send with a client/learner to the referred service. That form has a field where we can request follow-up “please let me know when the client makes contact”. This is the best way to confirm access.
- We will often ask the learner if he/she has been able to contact the program and if it helped

RECORDED: How they get there. Common referral form. Follow up with agency referred to, or with the client—informal discussion—were you able to go, get conversation. Opens up trust relationship.

I. Brenda:

- Agencies and/or services are on-site
- Occasionally, the learner is driven to the initial meeting in order to make first contact.
- Learner informs instructor when returns to class following the initial visit to referred agency
- In the case of referrals from Aamjiwnaang’s OW caseworker, the caseworker will usually connect in person with instructor to make sure her referrals have arrived.

RECORDED: Our network created a formal referral form—our main format we use...OW works, Goodwill also use. We have learner bring it in (have no fax) copy remains on file. Re confirming learners have access—onsite locations of the services have been great...walk over with the learner—same building. Transportation—if referral made but learner doesn’t drive, the initial visit we will drive them over. Literacy worker takes them into the bldg. for first visit. OW caseworker will bring them over and check in with us ensure they are following through with the agreement they made with them.

14. What data/reports do you use to manage agency performance in regards to service coordination?

A. CaMS Reports – DSQ #64, Case Activity #61, All Data #60B

B. -all the reports are reviewed each month
-discussion on how to improve is done monthly and then a quarterly reports looks at all of our targeted areas (numbers, referrals in and referrals out, etc.)

C. - DSQ Report # 64
- 60 A & B & D
- We keep our own stats and we use all of the above reports to track our performance in other categories

F. DSQ – Report # 64

- Case Activity – Report # 61
- All Data – Learner/Profile – Report # 60 B

H. Karen

Individual instructors and our assessor compile a monthly summary of referrals in/out

- Report 61 can be used to see what type of referrals are being made
- Report 64 – gives a monthly referral number – this can be used to see trends in the types of referrals being made or if we are missing or not capturing referrals in various categories

I. Brenda:

- Formally reviewed and documented reports used are:
 - i. DSQ - Report #64
 - ii. Case Activity - Report #61
- Informally reviewed in order to see who is not referring in order to bring awareness of our program and create partnership:
 - i. All Data – Learner/Profile - Report #60B

Due to lack of time, interviewers went on to next question.

15. What final comments or advice would you give other agencies planning to improve their Service Coordination numbers?

A.

- We have found that Outreach is necessary to open up opportunities for our community.
 - i. Participate actively in your Network LCP table activities, staff development to heighten awareness, attend info sharing opportunities (Outreach), Marketing at events (e.g. Special Olympics), invite others to view our program (Board Spec. Ed staff visits to LBS program), etc.
 1. Strengthen partnerships with credit programs (Mature PLAR)
 2. develop and implement a marketing strategy to attract new learners into the program

3. Increase numbers of contacts, enrollment and referrals through heightened program awareness and visibility in the community
4. Stay up to date on Labour Market Information. In Hamilton we have Workforce Planning Hamilton for a resource:
 - a. <http://workforceplanninghamilton.ca/>

ADDED ON RECORDING: Having a marketing strategy—where are gaps in community.

B. Case Management concept is very effective in our program. We have our own cases and we follow the client from intake all the way to follow up. We are only 2 staff in Walkerton. We overlap only once a week in which one of us does intakes and assessments and the other works with the students. We also include a very short case management meeting (30 minutes tops) once a week. We email daily because we travel to other sites and sometimes share emails, clients notes etc. We use the “doctor visit concept.” Patient comes in, grab their file and review what is in their file each time. This is a great way to ensure that milestones are up to date and goals are being met.
It is a very high energy job and very little time to dilly dally.

C. Marketing 101; learn to sell your program & yourself as the face they get to know

- Time is limited but outreach/networking needs to be made a priority in order to comply with MTCU’s policies
- Find out what you do that is different from others and sell it!
- Let community & ES agencies know who YOU are and let them know you can/will advocate on your program & learners behalf, they will respect you for that (especially OW & ODSP), if you are doing it in a respectful manner, but be relentless, there is always a way.
- Add “boutique” programs to entice a variety of learners and to show ES that you are thinking out-of-the-box. We deliver Driver’s Ed; Financial Literacy; Health Literacy; Reaching to Succeed (Employment/Post-Secondary Transition Program); Self-Management-Self-Direction; Gift of Self-Esteem & Native Language & Arts/Crafts. We use ES to help facilitate some of these and even a private business or two.
- If agencies see you are willing to partner or co-program with a diverse attitude they will soon be calling you with ideas and opportunities to join them, especially if they learn you are approachable.

RECORDING: Marketing 101. Sell yourself . Find out what you do that is different from other literacy agencies and to let the community and ES agencies know who you are. Face-to-face meetings. Making sure you are going to advocate for your learner. Boutique programs bring in different people and showing ES you are creative, willing to co-program, and you have a diverse attitude, makes you seem more approachable.

F. Communication...networking, Co - location

RECORDED: Sue/Thanh: Have to understand what is accepted as a referral in CaMS and where it falls, so for us sometimes wonder what we get credit for and what not...make sure the referrals actually count towards the ticky that we need.

Importance of relationships—learners, other orgs offering programming—once established, goes a long way.

G. TRACEY – fantastic. Remembering the whole service coordination can we can't be all things to all people. It can only help your learners. Reasons why things wouldn't work to ensure that they do work, so forecasting pitfalls, neatives, can help things to work out in a more positive light. Capacity building.

H. Karen –

- One thing we do is add a referral sub-goal into all learner profiles in CaMS – this way referral entry is not missed at exit. If there isn't a referral it can easily be deleted.

RECORDED: Data entry trick we have been using—programs refer but we don't always capture it, so we add a referral sub-goal to our learner profile. When exiting the learner, we have to think about what referrals we made. If there isn't, you can delete it. It is there to remind us to capture the referrals.

I. Brenda:

- If you are not co-located or do not have an EO agency on site, do so at least once a month.
- Co-location with Education program is highly beneficial
- Dedicate time and wages to the face-to-face marketing/promoting/awareness of your program within the community.

RECORDED: – Biggest thing –dedicating time and wages to the face-to-face marketing promoting awareness of program in community—how could you do it without dedicating. Instructor can't necessarily do it.

Copy/paste from online chat.

Sue Damon [Cambridge]: In our area we have regular meetings with ES providers (Brown Bag Networking Meetings) to develop personal relationships with staff and find out about new programs--the best basis for referrals.

Debera Flynn [Walkerton]: Thanks for sharing Sue Damon, sounds like a wonderful way to build relationships

Sue Damon [Cambridge]: I heard of one program that automatically refers anyone with an employment goal to ES on intake if they don't have a clear goal. Great idea, I think!

Sue Damon [Cambridge]: Where could we access mental health first aid? Who offers it?

Marie Belliveau [TBD]: ONLC.ca houses a webinar on "Building Successful Partnerships for LBS Coordinators/Managers"

Andrea Dickinson [Chatham]: An agency in our region offers it too
Jim Mackrory [Hamilton]: <http://www.mentalhealthfirstaid.ca/>

Tracey McIntyre [Simcoe]: we have also done Mental health first aid as a team....Canadian Mental Health....it was fantastic training. \$150 per person?

List of Partnerships for NRNC Literacy 2015 - 2016:

Ontario Works	Kawenni:io/Gaweniyo School/Six Nations
Six Nations Polytech Literacy	Hamilton Friendship Centre Literacy
Business & Education Council (BEC)	Literacy Link Niagara
YMCA Employment & Training	LHIN/Aboriginal Patient Navigator Program
St. Catharines Collegiate Guidance Dept	NRNC Programs:
NPAAMB	Aboriginal Healing & Wellness
Ontario Aboriginal Housing	Wasa-Nabin
Niagara Housing Authority	Akwe:Go
Oonuseh Native Housing	Prenatal
CAMH	CAP-C
Metis Nation of Ontario	Apatisiwin
DSBN Special Literacy Program	Three Fires Justice Program
DSBN Online Adult Credit Courses	Abbey House Transitional Housing for Women
Contact North St. Catharines	Health Outreach
Ft. Erie Literacy	Life Long Care
Ontario Native Literacy Coalition (ONLC)	Healthy Babies/Healthy Children
Niagara Catholic School Board Online Credit Program	NCSB Literacy Program
Niagara College	OFIFC
Brock University: Tecumseh Centre	Young Drivers of Canada
Sioux Hudson e-Learning Program	Community Care
Start Me Up Niagara	Niagara Regional Hospital Social Workers (St. Cath)
YWCA Women's Housing & Shelter	Niagara Regional Parole Board Office