

# ENHANCING TRANSITIONS – CLIENT PERSPECTIVES PROJECT



Findings, Leading Practices and Program Impacts  
April, 2015



*Simcoe/Muskoka  
Literacy Network*

**EMPLOYMENT  
ONTARIO**  
Ontario's employment & training network

# TODAY'S AGENDA


Welcome and introduction

Project overview


Key findings 

- When it comes to the transition experience, what matters to clients?
- How do these responses compare to staff perceptions?
- Where do staff and clients agree? Where do they differ?
- Reflection
- How do these findings impact your program and practice?
- What are we already doing? What might we do differently?
- Next steps and wrap-up


# PROJECT OVERVIEW

- ▶ Builds on
    - ❖ “Formalizing Transitions Between ES & LBS”
  - ▶ Partners
    - ❖ Simcoe/Muskoka Literacy Network & MTML
  - ▶ Transition and referrals between EO programs
    - ❖ What works? Barriers? Solutions?
  - ▶ 9 EO focus groups
    - ❖ Deaf, Francophone, Anglophone
- 

# FOCUS GROUP SITES

- ▶ La Clé – Penetanguishene
  - ▶ Alpha Toronto
  - ▶ District School Board of Niagara – Niagara Adult Literacy for the Deaf Program
  - ▶ Canadian Hearing Society
  - ▶ George Brown College – Academic Upgrading Program for Deaf and Hard of Hearing Adults
  - ▶ Centennial College
  - ▶ YMCA – Huntsville
  - ▶ Barrie Career Centre
  - ▶ Frontier College
- 

# FOCUS GROUP – QUESTIONS

- ▶ What job would you like to have at the end of your upgrading/training/this program?
  - ▶ How did you find this program? What other programs are you currently using?
  - ▶ What do these services do for you? How do they help you reach your goals? Others?
  - ▶ How was your transition experience?
  - ▶ What did this program do to make the referral/transition experience smooth? What could be better?
  - ▶ Other comments about referral and transition
- 

# ENHANCING TRANSITIONS PHASE ONE

- ▶ Transition points
- ▶ Factors that influence transition readiness
- ▶ Summary of Tools, Resources, Workshops and Current and Emerging Practices
  - ▶ Screening and Referral Tools
  - ▶ Service Directories
  - ▶ Joint Planning and Partnerships
  - ▶ Networking, Workshops and Information Sharing
  - ▶ Co-Location
  - ▶ Resources Targeting Employers, Employees and Learners

<http://literacynetwork.ca/resources/transitions-project/>




# KEY FINDINGS

What matters to clients?


- ▶ Partnerships
- ▶ Customer Service
  - ❖ Environment
  - ❖ Accommodation
  - ❖ Service Delivery
- ▶ Labour Market Information
- ▶ Co-location 

# PARTNERSHIPS


- ▶ Facilitated referrals
- ▶ Knowledge of other community agencies beyond EO
- ▶ Directory of services
- ▶ Itinerant offices
- ▶ Guest speakers
- ▶ Tours 



# CUSTOMER SERVICE – ENVIRONMENT

- ▶ Safe, welcoming, relaxed
- ▶ Professional, respectful, personable
- ▶ Recognize family/emotional issues
- ▶ “Treats us like adults – training wheels are off”
- ▶ “Casual, comfortable, compassionate”
- ▶ Single point of contact, timely 

# CUSTOMER SERVICE – ACCOMMODATION


- ▶ Flexible times/days
- ▶ Accessibility (more than physical)
- ▶ Equipment and technology to support learning needs/styles
- ▶ Appropriate communication preferences (e.g. text/email rather than phone if requested)
- ▶ Knowledge of accommodations needed and resources available
- ▶ Policy/protocol for accommodations 

# CUSTOMER SERVICE – SERVICE DELIVERY


- ▶ Customized to each client
- ▶ Client-centered approach (one-on-one, even in classroom)
- ▶ Self-paced
- ▶ Goal-directed
- ▶ Meaningful for life and work
- ▶ Show progress, give certificate
- ▶ Focus on client self-awareness – strengths and challenges



# LABOUR MARKET INFORMATION

- ▶ Data on local jobs, who is hiring
- ▶ Knowledge of emerging & declining industries
- ▶ Provide wage expectations
- ▶ Understand training & credentials needed
- ▶ LMI from other communities/provinces 

# CO-LOCATION

- ▶ Beyond EO – health, food, child care, etc.
- ▶ Simplifies referrals – efficient and effective – seamless
- ▶ Next steps identified and accessed without travel/time
- ▶ Common intake/assessment process 

# KEY FINDING




## Transitions **into** current programming

- ▶ Most participants did not identify barriers


## Transitions **exiting** current programming

- ▶ Most Anglophone participants did not identify barriers
- ▶ Many Francophone and Deaf participants did

# DEAF & FRANCOPHONE BARRIERS AT EXIT

- ▶ Services unavailable in appropriate language (ASL/French)
  - ▶ Employers and other services unaware of necessary/available accommodations
  - ▶ Lack of resources to accommodate (\$, staff, time)
  - ▶ Lack of policy – “not AODA-compliant”
  - ▶ “No jobs – revolving door – closing doors”
- 

# FEEDBACK FROM TOWN HALL – BARRIE

- ▶ Results not surprising – adult learning principles
  - ▶ Partnerships may be more easily achieved than co-location
  - ▶ Funding is needed for enhancements to referral/transition process
  - ▶ Suggestions
    - ❖ Joint, streamlined intake form (LBS & ES)
    - ❖ Professional development for staff – other services
    - ❖ Methods to track progress of online learners
    - ❖ Increased funding:
      - ▶ For more one-on-one learning
      - ▶ For adequate accommodations (French/ASL)
    - ▶ Recognize/give certificates for training – LBS and ES
    - ▶ Obtain local and distance LMI
- 



# WHERE DO STAFF AND CLIENTS AGREE?

## I. A safe, welcoming, respectful environment where a client can thrive

- ▶ Staff talked about **client readiness** – client openness, motivation, commitment, overcoming fears, basic needs met
- ▶ Clients talked about **feelings** – safe, supported, respected, compassion

## Where do they differ?

- ▶ Staff identified but clients did not – **demonstration** of client readiness
- ▶ Clients identified but staff did not – **single point of contact, timely**



# WHERE DO STAFF AND CLIENTS AGREE?

## 2. Personalized, practical, flexible, goal-directed programming

- ▶ Staff talked about **client goals and skills** – computer, communications, problem-solving, life skills
- ▶ Clients talked about **accommodations and service delivery** – equipment, technology, communications preferences, client-centred, self-paced, meaningful

### Where do they differ?

- ▶ Staff identified but clients did not – **demonstration of client skills**
- ▶ Clients identified but staff did not – **link between learning and life**



# WHERE DO STAFF AND CLIENTS AGREE?

## 3. Concrete plans, realistic goals and information/access to next steps


- ▶ Staff talked about **tools and strategies** – directories, information-sharing, networking, joint planning, screening/referral tools, co-location
- ▶ Clients talked about **tools and strategies** – directories, tours, common intake process, speakers, co-location, labour market info

## Where do they differ?


- ▶ Staff identified – “**what**” should happen
- ▶ Clients identified – “**how**” this can happen



# REFLECTION

- ▶ How do these findings impact your program and practice?
  - ▶ What are we already doing? What might we do differently?
- 

# NEXT STEPS

- ▶ Revised Guide
  - ▶ EASE checklist – poster
  - ▶ Network consultation – survey and discussions with local groups
    - ❖ Impacts on community? Program? Practice?
  - ▶ Final report
- 

# QUESTIONS? COMMENTS?

- ▶ Thank you for your time and attention.
- ▶ For more information on this project, go to <http://literacynetwork.ca/resources/transitions-project/>



*Simcoe/Muskoka  
Literacy Network*