

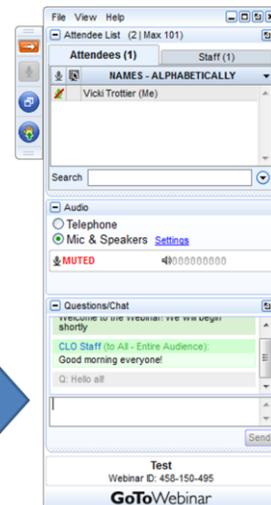
# Supporting LBS Practitioners in Linking Learners to Employment

LMP Webinar Series  
December 17, 2013



## Welcome!

- Who's online?
- Slides decks = emailed out after
- Questions at end
- Please post comments in text chat





## This Webinar is Being Recorded

Webinar recordings for all LMP webinars will be available at

- Literacy Link South Central  
[www.llsc.on.ca](http://www.llsc.on.ca)
- Learning Networks of Ontario  
[www.learningnetworks.ca](http://www.learningnetworks.ca)
- Community Literacy of Ontario  
[www.communityliteracyofontario.ca](http://www.communityliteracyofontario.ca)




## About this Project

- Literacy Link South Central Labour Market Partnership (LMP) project
- 7 Literacy Networks in Ontario
- 10 Strategies that were “designed to bring lower-skilled and marginalized clients closer to employment”
- An Employment Ontario project, funded by the Ontario government

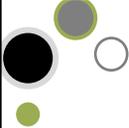






## About this Webinar

- Strategy 8 Labour Market Training (Sara Gill)
  - Strategy 9 Revision of the Educational Pathways Assessment (Sara Gill)
  - Strategy 10 Tools and Supports for frontline workers (Ashley Hoath)
- Webinar hosting and technical assistance  
(Community Literacy of Ontario)



## Strategy 8

Consider and report on how to effectively use Labour Market Information (LMI) to bridge Literacy and Basic Skills (LBS) with Employment Services (ES), and ultimately employment.



## Strategy 8

This meets MTCU-EO's expectations by supporting LBS frontline staff knowledge base of LMI.

As LBS practitioners become more comfortable with using LMI in the classroom and/or when developing learner plans, we will be

- ensuring LBS clients are moving towards employment
- supporting seamless transitions to employment by bridging LBS to ES



## Strategy 8

Partners in this Project

Adult Basic Education Association – lead  
Workforce Planning Hamilton  
Literacy Link Niagara  
Hamilton and Niagara frontline LBS staff  
Hamilton ES and LBS managers



## Strategy 8

### Pre-survey of LBS practitioners

- 77% aren't familiar with using and interpreting NAICS
- 35% aren't familiar with using and interpreting NOC
- 88% aren't comfortable with interpreting common economic indicators or how they relate to one another
- 58% aren't comfortable with interpreting labour market trends through graphs
- 70% aren't familiar with labour market trends in Hamilton over the past 5 – 10 years

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## Strategy 8

### The Pre-Survey Conclusion

Training needs to be provided to help frontline staff use LMI in their classroom.

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## Strategy 8

The ES/LBS manager meeting suggested that clients want/need information about

- identifying transferable skills
- learning about career navigation
- learning how to complete credits
- finding relevant information for their goals
- dealing with both current and long term career needs



## Strategy 8

The ES/LBS managers suggested that clients want or need information that is

- short
- clear
- direct – to the point
- online and hardcopy



## Strategy 8

LMI has a long term role with clients but on the short term

- LBS clients are more concerned about getting credits than getting jobs
- ES clients are more concerned about getting jobs than about upgrading

It is difficult to get learners to see beyond immediate need and consider long term outcomes. Materials and training need to be developed that encourages long term thinking.

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## Strategy 8

Recommendation from ES/LBS Managers

Any resources or training developed (for frontline LBS staff) needs to react specifically to practitioners' day-to-day work with learners and include quick reference tools.

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## Strategy 8

The tool has different sections including

- Background of Project
- All About Labour Market Information (LMI)
  - What is LMI?
  - The 2 Sides of the Labour Market
  - Labour Market Matches and Mismatches
  - What affects the Labour Market?
  - How is LMI Beneficial?
  - Labour Market Forecasts
  - Sources of LMI
  - Reviewing LMI



## Strategy 8

The tool has different sections including

- All About Occupations, Industries and Skills (NOC, NAICS and Essential Skills)
- Additional Resources
  - useful websites
  - glossary of terms
- LMI Poster



## Strategy 8

The workshop includes

- a review of the tool components
- tours of common websites for LMI
- activities
  - Labour Market Mismatches (discussion)
  - Interrelated Labour Markets (small group discussion based on an article)
  - Bringing it All Together (small group case studies)



## Strategy 8

Workshop Learning Objectives

This session will give you

- better understanding of labour markets and what affects them
- greater knowledge of how to use LMI in the classroom to better assist your learners
- enhanced ability to bridge learners to employment



## Strategy 8

### How to Use the Materials

Labour Market Information for LBS Service providers

- use this tool for detailed information around the labour market

Poster

- use this tool for quick reference and to share information with learners

Additional Resources

- useful websites and glossary of terms

LMI Case Studies

- use these as a refresher with your colleagues



## Strategy 9

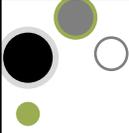
Create a specific employment version of the Educational Pathways Assessment (EPA) that is customizable to each client/employment goal and to create an information/referral tool that both LBS and ES can utilize.

The target audience are those with less than grade 12, looking for employment, and have a specific employment goal.

Revised Assessment Tool

Educational Planning Assessment Tool (EPAT)





## Strategy 9

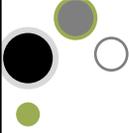
This strategy ties to MTCU-EO's vision by

- ensuring that clients are moving towards employment that matches their interests and skills
- ensuring clients are choosing employment goals in the context of current and local LMI
- ensuring job future outlook is embedded into the action planning process



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## Strategy 9

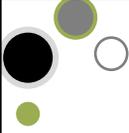
This strategy ties to MTCU-EO's vision by

- supporting seamless bridging of LBS and ES
- supporting the integration of services through increased understanding and use of LMI by clients and practitioners of LBS and ES



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## Strategy 9

### Partners in this Project

Adult Basic Education Association - lead

Jane Tuer – Project Read

Ashley Hoath-Murray – Literacy Link Niagara

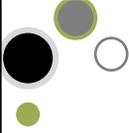
Workforce Planning Hamilton

Hamilton and Niagara ES and LBS staff



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## Strategy 9

As we did our research we realized that while there is an extensive list of LMI resources available on-line, it is critical to select tools that are easy to access, user friendly, and adjustable to the assessment tool and process.



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## Strategy 9

ES representatives stated they don't have the time to do the type of in-depth analysis and assessment the EPAT provides.

They reported that having an assessment would

- save time
- eliminate gaps in information
- confirm/support their action plan with the client
- be helpful to all clients pursuing Second Career or incentive training plans

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## Strategy 9

ES also stated that the assessment

- enhances relationships between LBS and ES
- enhances referrals from ES to LBS
- decreases barriers for client transition between LBS and ES
- increases effectiveness, efficiency and customer satisfaction
- increases the potential of clients gaining employment and retaining employment with the right interventions

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## Strategy 9

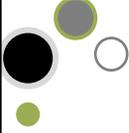
Representatives from LBS find the action plan with the client's entire pathway to be very helpful because it allows them to see the plan at a glance.

It also allows them to start making linkages to the next step before the client gets there and creates bridges for the client.



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## Strategy 9

LBS reports that having an assessment by another agency/network

- saves them time
- makes it easier to create the learner plan
- ensures the client is appropriate for the program
- makes the intake more of a visit than an assessment



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## Strategy 9

Specifically time would be saved

- at intake – 30 min to up to 2-3 hours
- during lesson plan development
- during CaMS inputting
- at exit (for transition)

“Most importantly it saves time out of the classroom allowing practitioners to spend more time working with learners.”



## Strategy 9

LBS practitioners stated that 10-20% of referrals by others or self-referrals are not appropriate.

This means they are spending 2-3 hours out of the classroom making connections with other agencies and supporting the client in an appropriate referral.



## Strategy 9

In terms of using LMI to develop learning activities and tasks for learners, they reported that it is sometimes difficult to focus on employment goals if there is another goal path before it (i.e. credit).

The action plan could offer them the information to make it easier for them to incorporate employment using

- job category interests
- Essential Skills needed for employment
- work habits self evaluation



## Strategy 9

ES stated they are not comfortable making direct referrals to LBS. They felt that in order to make appropriate referrals to LBS they need

- frontline training
- ongoing networking opportunities
- a list of agency contact information (and someone to keep it current)
- one point of contact for LBS programs
- web-based information (searchable)



## Strategy 9

LBS stated they were only somewhat comfortable making referrals to ES and not comfortable using LMI to make referrals.

To make appropriate referrals they would need

- ongoing networking opportunities
- a list of agency contact information
- one point of contact at each ES to make warm referrals
- a brief, easy to use tool that took no more than 15 minutes and could be given to the client

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## Strategy 9

Further discussion needs to happen to

- help establish when LBS should be referring clients to ES
- encourage communication between LBS and ES when working in tandem with a client
- develop effective and efficient documentation and follow-up with clients who are working in tandem with ES and LBS
- ensure data integrity

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## Strategy 9

### Educational Planning Assessment Tool – Additions

#### a. Employment Information Page – includes

- employment title
- NOC and NAICS codes
- employment description
- employment potential
- average wage
- education requirements
- physical aspects / other requirements
- goals to be explored (if no goal)



## Strategy 9

### Educational Planning Assessment Tool – Additions

#### b. Employment Inventories Results

- Take a Career Quiz (Interests) – Ontario
- Skills and Knowledge Survey – Working in Canada

#### c. Major Group Matches with examples

#### d. Job Category Matches with examples

#### e. Job Category Results (if no employment goal) with examples



## Strategy 9

### Educational Planning Assessment Tool – Additions

- f. Skills and Knowledge list (transferable skills from Skills and Knowledge survey)
- g. Work Habits Self Evaluation (from Ontario Skills Passport)
- h. Connection to Employment Services (in some capacity) on every action plan

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## Strategy 9

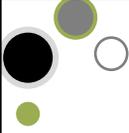
### Tool Availability

This assessment tool is only available to networks.

Based on the pilot a training resource will be developed and shared with those already trained on the Educational Pathways Assessment.

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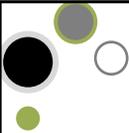


## Strategy 9

### Information and Referral Tool

This is a quick tool in order to make referrals between agencies. This can be used by

- LBS practitioners
- Employment Services practitioners
- Networks



## Strategy 9

### Information and Referral Tool

This tool includes

- client contact information
- brief educational history
- relevant information related to the referral
- employment and education goals
- referral





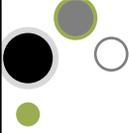
## Strategy 10

Review the role of frontline practitioners in assisting lower-skilled clients in moving towards employment, including the identification of tools and supports that frontline practitioners need



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## Strategy 10

This strategy ties to MTCU-EO's vision by

- providing LBS practitioners with research and tools to help learners transition to employment and/or employment services
- facilitating dialogue to support seamless transitions between LBS and ES providers



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## Strategy 10

Partners in this project included

- Literacy Link Niagara
- Niagara LBS programs
- Niagara ES programs
- ABEA
- Niagara Workforce Planning Board



## Strategy 10

Literature review was created and broken into 2 categories including

- Learner assessment
- Practitioner training

Review looked at tools from across Canada and the world



## Strategy 10

Review looked at each tool's

- strengths
- weaknesses
- current and potential use in literacy classroom
- ability to aid in the learner transition to employment

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## Strategy 10

LLN held a focus group with literacy practitioners about tools that would help the field transition learners to employment in May 2013

Questions included

What gaps or cracks currently exist for learners trying to transition from LBS to employment?

What tools are currently being used to help learners transition to employment? What works about them? What doesn't?

What types of tools could help learners transition to employment?

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## Strategy 10

### Questions included

What competencies do you think are the most important to measure on intake? How do these competencies relate to employment goals?

What key pieces of information would you need from an initial assessment (i.e., specific background information, goals, preferences, etc.)? What does MTCU require? Do you feel it is important to receive information about employment goals?

Would seeing the client's entire pathway be helpful for learner plan development and transitions?



## Strategy 10

Follow-up survey to programs asked them to rate tools/processes that they could use in the field

LLN developed the top two most requested tools/processes as part of the LMP project

### Additional deliverables included

local profiles of up-and-coming jobs available to learners

definition of job-ready from employment services



## Strategy 10

Data from the Niagara Workforce Planning Board and the Working in Canada website was used to select 8 jobs

Jobs were selected because they required a variety of education and offered good prospects in the region in the next 5-10 years

Profiles were created to give learners a snapshot of a job including education required, wages and day-to-day tasks

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## Strategy 10

LLN hosted the One Goal facilitated dialogue session with ES and LBS staff in September 2013

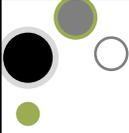
The event separated ES and LBS in the morning

Each were asked the same questions

The afternoon brought the group together to review the similarities and differences and discuss

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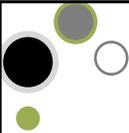
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## Strategy 10

### Learnings included

- “job-ready” differs from client to client
- both LBS and ES were confused about whose jobs starts when
- both LBS and ES are not sure when to make transitions
- some agencies more willing to partner than others



## Strategy 10

Learner focus groups were held in early December 2013

### 3 programs hosted focus groups

- Anglophone
- Francophone
- Native





# Strategy 10

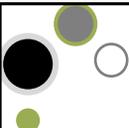
Questions included

What is your employment goal (occupation/career title or field)?

Do you know if jobs are available in this field in Niagara? If yes, where did you get this information?

How does being part of a literacy program help with your goal of employment?

What else can the literacy program do to help you with your goal of employment?

# Strategy 10

Questions included

What barriers do you have in reaching your goal of employment?

Besides the literacy program, what else are you doing to reach your goal of employment?

Motivations for learning

Gaps



# Thank you!

For more information about Strategies 8 and 9,  
contact Sara Gill, ABEA, [edassist@abea.on.ca](mailto:edassist@abea.on.ca)

For more information about Strategy 10,  
Contact Ashley Hoath-Murray, LLN,  
[operations@literacylinkniagara.ca](mailto:operations@literacylinkniagara.ca)

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## LMP Webinar Series

1. **Strategies for Engaging Young Single Males and Experienced Workers with Low Literacy Skills** (December 9, 2013)
2. **Mastering the Puzzle Pieces - Relationship Building** (December 11, 2013)
3. **Industry and Employment Programs: Working Together in Dufferin County** (December 13, 2013)
4. **Labour Adjustment and Literacy Activities** (December 16, 2013)
5. **LBS Practitioners in Linking Learners to Employment** (December 17, 2013)

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# Conclusion

Thank you

Please fill out the evaluation

For more information on this project, please  
contact us at

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