Guide to Coordinating & Delivering Training for Employment Ontario Frontline Staff

Produced by Project READ Literacy Network

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Project Objectives, Background & Acknowledgements

Project READ Literacy Network Waterloo-Wellington managed the project '*Strengthening the Front Door of Employment Ontario: A Regional Model for Training and Development*' from March-December 2008 with funding from the Employment Ontario Network Development Fund (EODNF). Project READ's overall vision was to enhance the existing information and referral network in its region amongst Employment Ontario agencies.

Objectives

Objectives were to:
- Constitute a Training Advisory Committee consisting of six representatives, one each from LBS, Job Connect, EAS, Apprenticeship Program, MTCU and Project READ
- Conduct a needs assessment with Employment Ontario agencies in Waterloo-Wellington for training topics based on the ultimate goal of developing an effective and efficient service delivery network
- Coordinate a training schedule – a series of five workshops with outcomes relating to the ultimate goal
- Conduct evaluation with all participants to document the changes in knowledge, skills and attitudes as well as changes in future practice
- Complete a "Guide to Training for Employment Ontario Agencies" and disseminate electronically

The outcomes by the end of the project were that participants would have:
- Increased knowledge of Employment Ontario system of employment and training programs
- Understanding of how to implement customer-centred service via referrals and individualized training/employment plans
- Increased awareness and knowledge of local Employment Ontario services including the development of referral partnerships

Background

This project arose out of a desire to support frontline staff across a wide variety of agencies to understand and work within the new Employment Ontario system. Project READ recognized that there were specific knowledge, skills and attitudes that would support a "coordinated referral system". Through this project, it wanted to identify those areas and present corresponding workshops to cultivate them. This intention was stated in the original project summary:

"*Project READ Literacy Network, with the support of the Community Employment Linkages Committee (CELC) of Waterloo Region and the Guelph-Wellington Education and Training Committee (GWETC)[1], seeks to develop a regional model for training the frontline staff within Employment Ontario agencies (Literacy & Basic Skills, Job Connect, Employment Assistance Service and Apprenticeship) in order to strengthen the organizational capacity and integrated referral processes within the employment and training system. An integrated referral system depends on highly informed, professionally trained staff that are able to direct adults to the best service options available in order to reach their ultimate employment goals. This project will focus on determining the key training topics that strengthen referrals and service integration, presenting a series of (maximum) five workshops and completing a guide that can be used in other regions. It is focused at the frontline level of system development.*

The ultimate goals are that all frontline staff (trainers, intake staff, educators, counsellors, etc.)

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[1] CELC and GWETC – The committee membership of each of these consists of a broad range of employment, education and training agencies and organizations including Job Connect, Literacy and Basic Skills, Employment Assistance Services, Ontario Works, Ontario Disability Support Program, Immigrant Services, Language Training (ESL & LINC), Native Employment, Services for the Deaf and Hard of Hearing, Services for various Disabilities, and Economic Development.

gain a clear concept of the Employment Ontario system, how to support adults through the system (referrals and transitions) and understand that person-centred or customer-centred service means building a pathway of programs and services around the individual not fitting the person into one pre-existing program. "Individuals may need to work with multiple agencies at the same time to address their complex needs." ("Developing a Vision for the Future" report by Community Employment Linkages Committee Waterloo Region May 2007). "

More details of the project proposal can be found with Template 1/Page 8 or by contacting Anne Ramsay at Project READ Literacy Network at anne@projectread.ca.

Summary of Steps and Recommendations

This guide is designed to assist regional literacy networks or other organizations interested in coordinating and implementing training for Employment Ontario (EO) agency staff in their regions. The steps outlined below and on the following pages are based on the model used by Project READ during its pilot project.

The easy-to-use guide includes seven steps to coordination and each step includes:
• A checklist of activities
• A re-cap of the Project READ experience
• Recommendations based on Project READ's evaluation and experience
• Templates developed by Project READ to carry out the activities

> The steps, activities and templates are designed to be a *guide only* and can be adapted to suit regional needs. It is hoped it will enhance efficiency and effectiveness of individual coordinating agency efforts. More details about the steps are outlined on the following pages, but there will be variables in different regions, depending on the number of training sessions and other factors.

Seven-Step Plan to Coordinating and Delivering Training for Employment Ontario Frontline Staff

1. Develop a training plan
Details & templates: Pages 7-11

2. Allocate specific training funds
Details & templates: Pages 12-13

3. Designate a training coordinator
Details & templates: Pages 14-15

4. Consult and work with stakeholders (potential training participants)
Details & templates: Pages 16-22

5. Design a training schedule
Details & templates: Pages 23-29

6. Coordinate training sessions
Details & templates: Pages 30-37

7. Evaluate training initiative
Details & templates: Pages 38-46

Recommendations

1. Develop a plan to fit in with the overall vision, goals and strategic plans of your organization, keeping in mind that enhancing information and referral networks is a key strategic move in the Employment Ontario system. The initiative should be seen as an enhancement of your current activities not something else you 'need to do'.

2. Plan to budget approximately $500-$1,000 per training session offered, but keep in mind there will be variables depending on the type of supports you want to offer (i.e. ASL interpreters and participant travel subsidies), and any in-kind donations and support you receive. Other costs to be allocated includes, but is not limited to, coordination, materials, refreshments, space, and facilitator fees and travel.

3. Plan that the coordinator will devote approximately 1-2 hours per week, per training session you are offering. As well, pre-planning work should begin at least 3 months prior to the first session occurring. Again, 1-2 hours per week should be anticipated in pre-planning for each training session being offered (for example, five sessions would mean 5-10 hours a week in pre-planning for the 3 months leading up to the first session). The coordinator should be familiar with the region and work within the main geographic area where the majority of training and work will take place.

4. Involve key stakeholders that represent a cross-section of Employment Ontario agencies in your region, including Job Connect, Employment Assistance Services, Literacy & Basic Skills, and any other agencies that represent your target group and potential training participants. Stakeholders will provide input into the training topics as well as help promote and provide credibility for your initiative.

5. The more training sessions you can offer the more effective you will be at enhancing and building your information and referral network. Attempt to offer at least five different training topics in at least two different formats (i.e. online and face-to-face).

6. If offering five or more sessions, spread training out over 8-12 weeks if possible. Attempt to have at least one session offered in each major geographic hub of your region and have an organized system for recording all logistics of the sessions, so information is accessible and easy to have at each session.

7. Build evaluation into your overall training plan (Step 1) and identify what and how you will be evaluating right from the start of your initiative. When collecting evaluation results, consider using an online application such as SurveyMonkey which increases efficiency of collating and analyzing results.

Step 1: Develop a Training Plan

√   Checklist

Determine your purpose
Do you want to build or enhance an information and referral network? Offer professional development skills-building sessions? Increase awareness about your network? All of the above? Be clear about your purpose as it will help lead to support and funding if needed.

Template (s):   Yes
Template 1: Project READ Proposal Summary, page 8

Decide your target audience
It may be frontline staff, managers or a combination of both. Knowing your audience from the start will determine further steps such as deciding on appropriate training topics.

Template (s):   Yes
Template 1: Project READ Proposal Summary, page 8
Template 2: Project READ EO Project Work Plan, page 11

Set outcomes
Outcomes can include everything from the number of training sessions you want to offer to measuring an increase in awareness, capacity and skills of the participants. Be clear on your outcomes from the start which can help with funding applications and your evaluation plan.

Template (s):   Yes
Template 1: Project READ Proposal Summary, page 8

Build evaluation into your plan
Identify evaluation measurables, tools, and success indicators at the start of the project and build them into your work plan or create a separate evaluation plan.

Template (s):   Yes
Template 1: Project READ Proposal Summary, page 8
Template 2: Project READ EO Project Work Plan, page 11

Our Experience:

Project READ initiated and coordinated the project *'Strengthening the Front Door of Employment Ontario: A Regional Model for Training and Development '*, with funding from the Employment Ontario Network Development Fund (Template 1).

The main purpose of the project was for frontline staff (trainers, intake staff, educators, counsellors, etc.) to gain a clear concept of the Employment Ontario system, how to support adults through the system (referrals and transitions) and understand that person-centred or customer-centred service means building a pathway of programs and services around the individual not fitting the person into one pre-existing program.

In conjunction with the project coordinator, a work plan was developed (Template 2) and was used as a template for reports.

Recommendation: Develop a plan to fit in with the overall vision, goals and strategic plans of your organization, keeping in mind that enhancing information and referral networks is a key strategic move in the Employment Ontario system. The initiative should be seen as an enhancement of your current activities not something else you 'need to do'.

Template 1: Project READ Proposal Summary

Description of Project

1. Project summary:
Project READ Literacy Network, with the support of the Community Employment Linkages Committee (CELC)* of Waterloo Region and the Guelph-Wellington Education and Training Committee (GWETC)**, seeks to develop a regional model for training the frontline staff within Employment Ontario agencies (Literacy & Basic Skills, Job Connect, Employment Assistance Service and Apprenticeship) in order to strengthen the organizational capacity and integrated referral processes within the employment and training system. An integrated referral system depends on highly informed, professionally trained staff that are able to direct adults to the best service options available in order to reach their ultimate employment goals. This project will focus on determining the key training topics that strengthen referrals and service integration, presenting a series of (maximum) five workshops and completing a guide that can be used in other regions. It is focused at the frontline level of system development. (Community Employment Linkages Committee will be submitting a proposal to focus on the management level of system development. We are aware of this proposal and how that proposal and this one support a comprehensive approach to building the service delivery network.)

The ultimate goals are that all frontline staff (trainers, intake staff, educators, counsellors, etc.) gain a clear concept of the Employment Ontario system, how to support adults through the system (referrals and transitions) and understand that person-centred or customer-centred service means building a pathway of programs and services around the individual not fitting the person into a one pre-existing program. "Individuals may need to work with multiple agencies at the same time to address their complex needs." ("Developing a Vision for the Future" report by Community Employment Linkages Committee Waterloo Region May 2007).

*CELC and **GWETC – The committee membership of each of these consists of a broad range of employment, education and training agencies and organizations including Job Connect, Literacy and Basic Skills, Employment Assistance Services, Ontario Works, Ontario Disability Support Program, Immigrant Services, Language Training (ESL & LINC), Native Employment, Services for the Deaf and Hard of Hearing, Services for various Disabilities, and Economic Development.

2. Purpose / objectives / outcomes:
This proposal directly relates to several of the Funding Priorities. Specifically it addresses the following: improving management strength and organizational capacity, building effective community EO referral processes in an integrated system, and improving communication and engagement within sectors and between sectors and government to support consistency and continuous improvement. This project seeks to provide training to frontline EO staff so they can provide consistent, quality services to adults thus fulfilling the mandate of an effective, integrated system of employment and training programs. The training topics for the five workshops will directly relate to accomplishing goals of this project.

There are key topics or areas of knowledge that need to be in place to facilitate an integrated system. These topic areas include but are not limited to: how to form referral partnerships, knowledge of effective intake, identification and referral tools, program planning and development, and quality customer-centred service and case management. The need for highly informed and trained staff was strongly stated in both the "No Wrong Doors Pilot Report" (MTCU March 2006) and in the recent "Developing a Vision for the Future" (Community Employment Linkages Committee Waterloo Region May 2007). In the "No Wrong Doors Report", a key finding identified a need to "invest in information sharing, training and development to enhance the service network's capacity to provide seamless service between and among programs and service providers." The Vision report by CELC states that there are several key staff development needs, namely - the "need to collaborate more with other agencies", the "need for specialized training for frontline employment staff", and the need "to more effectively share information among agencies".

Objectives:
- Constitute a Training Advisory Committee consisting of six representatives, one each from LBS, Job Connect, EAS, Apprenticeship Program, MTCU and Project READ
- Conduct a needs assessment with Employment Ontario agencies in Waterloo-Wellington for training topics based on the ultimate goal of developing an effective and efficient service delivery network
- Coordinate a training schedule – a series of 5 workshops with outcomes relating to the ultimate goal
- Conduct evaluation with all participants to document the changes in knowledge, skills and attitudes as well as changes in future practice
- Complete a "Guide to Training for Employment Ontario Agencies" and disseminate electronically

Outcomes:
By the end of the project, participants will have:
- Increased knowledge of Employment Ontario system of employment and training programs
- Understand and implement customer-centred service via referrals and individualized training/employment plans
- Increased awareness and knowledge of local Employment Ontario services including the development of referral partnerships

3. Transferability:

The workshop topics will be chosen based on moving staff towards a more effective and efficient system of service delivery. It is important in any professional development training to choose topics that are readily applicable to a staff person's work and context. Practical application reinforces the learning of new knowledge and skills. The topics chosen will be relevant and therefore immediately applicable to their practice with clients/learners. Each workshop participant will complete a pre- and post-survey to document the changes in their levels of skills, knowledge and attitudes. Further, we will ask them to identify which parts of the workshop will be immediately applicable to their work (next 2 months) and which may be applicable in the future (next 3 to 8 months). By increasing the knowledge and skills of front line staff and encouraging the development of referral partnerships, this will impact the services to adults in our region.

The whole model and resulting guide will be readily applicable to other regions in Ontario. It will identify the key training topics that support the further development of an effective service delivery network. The guide will provide steps and tools for implementing this type of professional development training.

4. Impact on EO services:

Employment Ontario depends on staff helping individuals move along customized pathways to their long-term employment goals. Better-trained staff can provide more effective services since they possess a strong foundation of skills and more efficient referrals based on current knowledge of the services and options available in the community. Investing in staff training means an investment into system development. While tools such as websites, brochures and program flyers are important information sources, it is the personal contact with EO staff that helps move adults to along to reach their goals. The series of five workshops will provide important training for EO staff wishing to provide options to adults and build customized pathways based on client/learner needs.

5. Project Scope:

This project is regional in scope but has the potential to be applied across the province. We will focus on Employment Ontario agencies in the Waterloo-Wellington area. A training needs assessment will be carried out with staff from those local agencies. The training events (5 maximum) will take place throughout the two-county area to increase access to agencies in varying parts of the region. The final report or guide will outline the steps taken, tools developed and training topics provided as well as their impact on our ultimate goal of strengthening our local EO system. This guide can then be implemented in other areas across Ontario.

Project Quality (Describe HOW your project supports the following)

1. How will the proposed activities support EONDF funding priorities?

This proposal directly relates to several of the Funding Priorities. Specifically it addresses the following: improving management strength and organizational capacity, building effective community EO referral processes in an integrated system, and improving communication and engagement within sectors and between sectors and government to support consistency and continuous improvement. This project seeks to provide training to frontline EO staff so they can provide consistent, quality services to adults thus fulfilling the mandate of an effective, integrated system of employment and training programs. The training topics for the five workshops will directly relate to accomplishing the objectives of Employment Ontario.

2. How will the products / materials / processes be shared across the EO service delivery network?

Locally, we will make the workshops open to all EO funded agencies across Waterloo-Wellington. We will also examine electronic delivery of workshops to increase access. The "Guide to Training of Employment Ontario Agencies" will be made accessible via electronic download to any agency in Ontario.

3. How will the improved network capacity provide value for the investment?

In the short term, value for investment will be realized via workshop participant evaluations. We will be able to document the changes in knowledge, skills and attitudes as well as their satisfaction with the training. Further, we will ask participants to identify what skills and knowledge that they will apply in their work with clients/learners. These results will give us an idea of how professional development training and the chosen topics (related to EO objectives) have contributed to building network capacity.

4. How will the proposed activities maximize the number of organizations and people who will benefit?

If we train at least 30 – 40 frontline and management staff at each of the five workshops and an additional 20 staff people via two workshops delivered electronically that means 240 staff have received the key Employment Ontario training within our region. They, in turn, can share the workshop information with their colleagues. As well, workshop facilitators can provide additional workshops for specific agencies, if an agency chooses to contract them. This project can provide a ripple effect of new information and tools to EO staff.

Activities and Milestones	Deliverables to MTCU	Timelines
Constitute a Training Advisory Committee Create a Training Needs Assessment Tool and conduct it with frontline EO staff	Needs Assessment Tool	April - May 2008
Develop a schedule of training topics Create workshop evaluation tool	Schedule of Training Topics & how they relate to building EO service delivery system	June 2008

Template 2: EO Project Work Plan

Deliverable	Activities	Timeline
Constitute a Training Advisory Committee consisting of six representatives, one each from LBS, Job Connect, EAS, Apprenticeship Program, MTCU and Project READ	• Meet with project manager and K-W/G-W community employment committees to provide overview and get input into the process • Develop contact list of all EO frontline workers in both communities • Work with project manager to develop a training advisory committee • Develop roles and terms of reference with committee	April 30
Conduct a needs assessment with Employment Ontario agencies in Waterloo-Wellington for training topics based on the ultimate goal of developing an effective and efficient service delivery network	• Collate info about existing training opportunities related to EO • Review reports, plans and other information from EO committees • Develop training needs assessment and distribute to EO frontline workers	May 30
Coordinate a training schedule – a series of five workshops and two online training sessions-- with outcomes relating to the ultimate goal	• Collate training needs assessments from EO workers • Based on assessment results and other information developed by committees, prepare a first draft training list of topics related to project goals • Distribute first draft list to advisory committee for review • Based on input develop final list of five workshop topics and two online training topics	June 30
Ensure training has occurred, meeting deliverables around outcomes and number of participants	• Identify facilitators for each workshop and ensure agreements signed • Confirm dates for each workshop • Secure facilities, equipment and other requirements for workshops • Determine process for delivering online workshops • Develop promotional materials, registration templates and pre-post evaluation documents for each workshop • Coordinate registration and delivery of all workshops	October & November
Work with project evaluator to conduct evaluation with all participants to document the changes in knowledge, skills and attitudes as well as changes in future practice	• Ensure pre and post evaluation results are collected • Work with evaluator to analyze results if needed	December 10
Complete a "Guide to Training for Employment Ontario Agencies" and disseminate electronically	• Meet with advisory committee to determine content and layout for training guide • Collate all materials developed for training project and determine what needs to be included in guide • Work with evaluator to provide recommendations and tips for guide • Write first draft of guide for review by advisory committee and project manager • Based on feedback, write and submit final guide	December 30
Write evaluation report	• Collate and analyze evaluation forms • Review project objectives and determine if outcomes met • Conduct evaluation with advisory committee/project managers • Write and submit evaluation report	December 30

√ Checklist

Set a budget
Based on the outcomes you have set in your work plan (number of training sessions, etc.), determine the overall costs. Decide which costs your network will cover, and what costs, if any, will be charged to participants.

Template (s):   Yes
Template 3: Project READ Budget, page 13

Seek out in-kind contributions
Look to your stakeholders, members, and other contacts you have in the region. Items that can be donated or provided for low cost include training location space, copying materials, and equipment use. As well, consult your colleagues across the province about trainers who may be able to cover their own facilitation and/or other related costs through a project. In-kind sources can also cover administration and committee support.

Template (s):   Yes
Template 3: Project READ Budget, page 13

Decide your funding source(s)
Will you use existing agency funds or access funding? Based on your target audience and overall objectives you may be able to access funds from a variety of sources, including the Employment Ontario Network Development Fund (EODNF). Depending on if, or how much, you charge participants, the training can be offered on a full cost-recovery basis.

Template (s):   Yes
Template 1: Project READ Proposal Summary, page 8

Our Experience:
Project READ received funding from the Employment Ontario Network Development Fund (EONDF) and received just under $40,000 to cover a budget which included coordination and evaluation contract fees, delivery of a series of training events, advisory committee honorariums and material development (Template 3).

The budget for the actual workshop training expenses was $10,000 (approximately $1,000 per session or workshop) including evaluation, but costs came in under budget for some workshops due to several factors. These factors included the lack of ASL interpreters requested, access to free and low-cost facilities, not paying participant travel, and finding reasonably priced refreshments.

Project READ opted not to charge any user fees to participants though attendees covered their own transportation and parking costs. Lunch was provided at full-day sessions and refreshments and snacks were provided at half-day sessions. In-kind support was provided for all the training locations with facilities provided either for free or at a nominal fee. As well, one training session that was offered twice had some of its costs covered through another project fund.[2]

> Recommendation: Plan to budget approximately $500-$1,000 per training session offered, but keep in mind there will be variables depending on the type of supports you want to offer (i.e. ASL interpreters and participant travel subsidies), and any in-kind donations and support you receive. Other costs to be allocated includes, but is not limited to, coordination, materials, refreshments, space, and facilitator fees and travel.

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[2] CSI: Waterloo and Wellington session costs were partially covered through the Peel Halton Dufferin Adult Learning Network

Template 3: Project READ's Budget

Item	Total cost	In-Kind	Funder Amount request
Salaries – Training Coordinator/ Guide Writer	13125		13125
Workshop Participants – Staff from EO Agencies	6000	6000	0
Benefits – Training Coordinator/ Guide Writer	1312		1312
Workshop Participants – Staff from EO Agencies	600	600	0
Professional Fees – Workshop Facilitators	5000		5000
Honorarium – Training Advisory Committee	2500		2500
Workshop Expenses	6000	1000	5000
Evaluation	1500	500	1000
Online Delivery	1000		1000
ASL Interpretation	4000		4000
Telephone/Office/Printing /Postage/Computer	750	650	100
Resources/Facilities/Utilities	350	350	0
Project Supervision & Administration	8150	3300	4850
TOTAL	50287	12400	37887

√   Checklist

Develop a job description
Look at your deliverables and outcomes and be clear on the expectations for the coordinator, including where the person will work, wages and benefits, hours, and communication expectations. Decide whether this is an internal employee position or a separate contract position. Take the necessary steps to post the position or expand a current position.

Template(s):   No
Project READ used the Project Proposal Summary (Template 1) to provide an overview of the project deliverables and expectations for the coordinator.

Have a signed contract.
Whether it's an employee or contracted position ensure a signed agreement is in place that outlines the details of the job description such as wages and deliverables.

Template(s):   Yes
Template 4: Project READ Special Projects Contract, page 15

Our Experience:

Project READ hired externally for a contractor to look after all aspects of the project coordination. Cindy Davidson[3] signed an agreement (Template 4) for a 9-month contract (approximately 585 hours). The same contractor was hired to carry out the project evaluation. The contractor worked from a home-based office, within 120 kms of Project READ's office, and invoiced the network on a monthly basis.

The contractor started in April 2008 and the first training session occurred in September. A work plan was submitted to the Project Supervisor (Template 2) which outlined all the project deliverables, timelines and activities. The contractor provided monthly updates, an interim report, and a final evaluation report. The contractor attended all training sessions and facilitated all meetings of the project advisory committee. There was weekly communication between the contractor and the supervisor, either through e-mail, phone or both.

> Recommendation: Plan that the coordinator will devote approximately 1-2 hours per week, per training session you are offering. As well, pre-planning work should begin at least 3 months prior to the first session occurring. Again, 1-2 hours per week should be anticipated in pre-planning for each training session being offered (for example, five sessions would mean 5-10 hours a week in pre-planning for the 3 months leading up to the first session). The coordinator should be familiar with the region and work within the main geographic area where the majority of training and work will take place.

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[3] Davidson Communications & Training, Walkerton, Ontario, cindyda@bmts.com.

Template 4: Project READ Special Projects Contract - Fee For Service

Date:

Contractor's Name:

Project Title:

Start Date: _____   End Date:_____

Timeline: _____

The fee for the position of _____ will be **$_____ for the entire contract period. The fees will be paid by cheque in monthly installments of $_____ each by the Project READ Literacy Network.** The contractor agrees to invoice Project READ Literacy Network for each installment. The final project payment or last installment of $_____ will be held until the project's products are completed to the satisfaction of Project READ. The maximum to be paid to the contractor is $_____. It is the responsibility of the contractor to remit all contributions of government deductions including Income Tax, Canada Pension Plan, Employment Insurance. It is also the contractor's responsibility to assume all project-related costs except courier, postage, office supplies, and publication expenses for the final hard copy products (as outlined in the project budget from Project READ).

It is the responsibility of the contractor to work the time commitment outlined above, complete the products, project outcomes and provide work activity reports monthly and as requested. The Executive Network Director should be informed prior to taking any time off due to overtime. All unpaid leaves of absence must be negotiated and approved by the Board of Directors prior to their commencement.

All program, client, volunteer and financial information of the Project READ Literacy Network will remain confidential, unless specific written permission of the person or people involved is received in advance. Responsibilities of the position are outlined in the attached job description/work plan. The contractor is not covered by the Human Resources Policies of Project READ Literacy Network. Amendments may be added or deleted to this contract based on individual negotiations between the Project READ Literacy Network Board of Directors and the contractor.

Contractor's Signature: _____

Authorizing Signature & Title: _____

Date: _____

√   Checklist

Develop a support team or committee

Involve people in the planning who have a vested interest in the results. It could be an agency manager, other staff, volunteers, funder representative and individuals from other Employment Ontario agencies. These are the people who can provide input into training topics, guide the initiative and ensure final objectives are being met. They will also help promote the training events through their contacts and staff. Provide clear expectations and guidelines for the committee.

Template(s)   Yes
Template 5: Project READ Advisory Committee Overview and Roles, page 18

Create a database of stakeholders

Use community resources to create a list of EO agencies in your region. Access the EO website and referral guide; consult with community employment stakeholder groups in your region; look to your own membership lists. Merge all databases and have at least one contact for each agency that includes an e-mail and/or phone number. These will be your potential training participants and will be the source of information to determine training topics.

Template(s)   No
Project READ did not request permission from stakeholders to make their contact information public and available to other agencies.

Use a variety of tools to gather feedback on the knowledge, skills and information needed from your potential training participants

Surveys can be used to gather feedback about the skills and training needed by EO staff in the region. This information can be collected online, by mail, phone or in person. Key interviews can be done over the phone or in person with some of the major EO players in the region. Consult community reports produced by local training boards, Literacy Service Plans, and other organizations' planning documents for trends and skill gaps in the region. Conduct focus groups with your project committee and other employment stakeholder groups. When consulting, be sure to ask for feedback beyond training topics such as preferred training formats, timing, locations, etc.

Template(s)   Yes
Template 6: Project READ Key Stakeholder Interview Script, page 19
Template 7: Project READ Training Needs Survey, page 20

Our Experience:

Project READ applied for funding with the support of two community stakeholder groups--- the Community Employment Linkages Committee of Waterloo Region and the Employment & Training Committee of Guelph-Wellington. The committee membership of each of these consists of a broad range of employment, education and training agencies and organizations including Job Connect, Literacy and Basic Skills, Employment Assistance Services, Ontario Works, Ontario Disability Support Program, Immigrant Services, language training (ESL & LINC), Native employment, services for the Deaf and Hard-of-Hearing, services for various disabilities, and economic development. Project READ staff regularly attend and facilitate meetings of these groups. Regular reports and updates on the project were provided throughout the project.

The project coordinator used the databases of the above stakeholder groups, as well as Project READ's membership list, to solicit potential committee members. The advisory committee for the project consisted of eight individuals representing EO agencies across the

network service region. Committee members represented included LBS, Job Connect, Employment Assistance Services, immigration services, municipal government, and small business development. Project READ's Executive Director, the project coordinator, and a representative of the Ministry of Training, Colleges and Universities (MTCU) were also part of the committee.

Committee members were provided with an overview of the project, terms about their roles and expectations and an honorarium for their work and time (Template 5). Over the course of the project, the committee met face-to-face twice, had two conference calls, and communicated in between via e-mail.

Using the same databases to recruit committee members, the coordinator established an electronic database of over 60 individuals representing different EO agencies and sites in the region. This database was used to send out a link to an online survey (Template 7) to collect information about the training needs of EO frontline workers. 130 individuals responded. As well, the coordinator conducted key stakeholder interviews over the phone (Template 6) with seven individuals selected from different EO. Lastly, the advisory committee and the two community employment stakeholder groups noted above served as focus groups for vetting training topics and ideas.

> Recommendation: Include key stakeholders that represent a cross-section of Employment Ontario agencies in your region, including Job Connect, Employment Assistance Services, Literacy & Basic Skills and any other agencies that represent your target group and potential training participants. Stakeholders will provide input into the training topics as well as help promote and provide credibility for your initiative.

Template 5: Project READ Advisory Committee Overview and Roles

Name	Agency	Phone	E-mail
Mira Clarke	Action Read	519-836-2759	action1@on.aibn.com
Rick Eller	Lutherwood	519-822-4141 ext 22.	reller@lutherwood.ca
Cathy Harrington	Lutherwood		charring@lutherwood.ca
Dawn Pho Quong	YMCA Immigration Services		dquong@ymcacamb.org
Christine Bearinger	Northern Lights	519-576-2681	cbearinger@northernlightscanada.ca
Louise Murray	Region of Waterloo	519-883-2101 ext: 5654	murraylo@region.waterloo.on.ca
Jeremy Duek	Waterloo Region Small Business Centre	519-741-2221	jeremy.dueck@kitchener.ca
Carol Risidore	The Literacy Group of Waterloo Region	519-743-6090	carol@theliteracygroup.com
Laura Hamilton	MTCU	519-571-6009 ext.322	Laura.A.Hamilton@ontario.ca
Anne Ramsay	Project READ	519-570-3054	anne@projectread.ca
Cindy Davidson	Coordinator	519-881-0517	cindyda@bmts.com

Project Overview
- To coordinate and deliver training opportunities for frontline staff of employment and training agencies in Waterloo and Guelph-Wellington Regions (minimum of 5 face-to-face and 2 online)
- To develop a manual to benefit agencies in other regions with similar objective

Project timelines: May-December 2008
Project Manager: Anne Ramsay, Executive Director Project READ Literacy Network
Funded by: Employment Ontario Network Development Fund (Ministry of Training, Colleges and Universities) as supported by the Community Employment Linkages Committee of Waterloo Region and Guelph-Wellington Employment and Training Committee

Role of Committee Members
The main roles of the committee members will include:
- Reviewing and providing input into the training needs survey for members in Guelph Wellington and Kitchener-Waterloo
- Reviewing and providing input into the training schedule/itinerary
- Participating in a key stakeholder interview to provide insight into the training needs of frontline workers in the two communities
- Providing guidance and support as needed related to facilities, etc. for training events
- Reviewing and providing input into final guide/report as needed
- Participated in an evaluation process at end of project
- Commit an estimated 10-12 hours in total over the life of the project (May-December)
- Participant in conference call, face-to-face meetings and respond to issues via phone/e-mail as requested

An honorarium will be provided to those who participate in the committee.

Template 6: Project READ Key Stakeholder Interview Script

Stakeholder Name: _____

Affiliated Agency: _____

Date of Interview: _____

As you are aware, Project READ Literacy Network is coordinating training opportunities for frontline workers affiliated with employment and training agencies in the Waterloo and Guelph-Wellington regions this coming fall. We are looking for feedback in order to put together a range of training opportunities to meet the needs of agencies, but to also increase the knowledge, skills and attitudes of the staff. We are collecting feedback from key stakeholder interviews such as this one as well as through an online survey.

Thank you for agreeing to be one of the key stakeholder interviewees. This should take about 10 minutes.

1. To be part of an integrated employment and training network, information and referral systems need to be effective. What training would be helpful to you and your staff in an effort to have an effective information and referral system in place?

2. What specific training needs do you have that would increase your capacity to work effectively with other employment and training agencies in your community?

3. What specific training needs are you aware of that your staff has that would increase their capacity to work effectively with other employment and training agencies in your community?

4. What defines a well-informed frontline worker who can confidently make referrals and identify appropriate transitions to other agencies for clients?

5. If an effective referral network is in place in a community, where frontline agency staff are aware of all services available to clients, what supports are needed to sustain and support growth of that network?

6. What are the skills and attitudes needed for quality frontline staff employed in employment and training agencies?

7. Are you aware of any training, workshops, or facilitators that you could recommend for our training project?

We are hoping to get further input into the training needs of employment and training agencies in the Waterloo-Wellington regions. A link to an online survey will be distributed in mid-May. We'd like to send that link to you to distribute to your staff and other agencies that you may work closely with. Can we have your e-mail:

Thank you for your time and if you think of anything else you can call or e-mail me with further information.

Template 7: Project READ Training Needs Survey

1. **Agency Name**
2. **Agency Sector**
    Employment Assistance Services
    Job Connect
    Literacy & Basic Skills
    Ontario Works
    ODSP
    Other (please specify)

3. **Region Your Agency Serves (check all that apply)**
    Kitchener-Waterloo
    Cambridge
    Rural Waterloo Region
    All of Waterloo Region
    Guelph
    Rural Wellington County
    Other (please specify)

4. **Please check job description that best matches your position**
    Frontline worker
    Administrator/Management
    Both
    Other (please specify)

5. **How long have you been in your current position or job?**
    Less than 2 years
    2 – 5 years
    5 – 10 years
    Over 10 years.

6. **Please list the skills, knowledge and attitudes that you believe are important for accurately assessing client needs:**

7. **Please list the skills, knowledge and attitudes that you believe are important for providing effective referrals.**

8. **Please check any of the challenges or barriers you have when it comes to assessing client needs and goals and referring them to services. Check all that apply:**

    Clients not communicating their needs clearly
    Unable to get clients to communicate their needs clearly
    Clients relying on agencies to make decisions for them
    Clients relying on agencies to guide referral process
    Clients not interested or unwilling to undergo an assessment
    Lack of resources to conduct effective assessment
    Lack of training to conduct effective assessment
    Lack of knowledge of programs and services in the community
    Lack of resources that provide information about programs and services
    Lack of time to conduct assessments
    Lack of understanding of other agency assessments
    Unsure how to decide which program and service is best for clients
    Lack of referral policies and/or protocols within the agency
    Lack of time to make referral
    Not part of my job description
    Other (please specify)

9. **Please check the top three training topics (in no particular order) that could increase your capacity to work as part of an effective information and referral network in your region:**

Developing partnerships and marketing your programs and services to other community agencies
Developing partnerships and marketing your programs and services to employers
Developing referral protocols and templates
Understanding how referrals are made in your region
Understanding the assessment process adults undergo at various agencies in your region
Understanding what other employment and training agencies offer in terms of programs and services
Understanding what non-employment and training agencies offer in terms of personal life management programs and services
Strategies to stay well-informed about the range of services and programs
Developing an online tool for promotion of programs and services
Developing databases
Understanding ESL and/or LBS programs and services
Community Planning and Development to address gaps in services
Understanding the Employment Ontario system
None of these topics interest me
Other (please specify)

10. **Please check the top three training topics (in no particular order) that could increase your own skills, attitudes and knowledge as a frontline worker:**

Becoming familiar with the programs and services in my community
Customer service
Assessment techniques and strategies
Helping to guide clients to make the right choices
Technical job-related training (i.e. computer program)
Diversity and cultural awareness
Team building
Partnership building or referral relationship building
Communication
Information about self-directed learning opportunities
Marketing
Outcomes-based program management
Understanding Essential Skills
None of these topics interest me
Other (please specify

11. **Please list any specific training you are qualified to deliver that could enhance frontline worker skills and/or increase the capacity to have an effective information and referral network in the region:**

12. **Please provide information about any specific training topics and facilitators that you would recommend that could enhance frontline worker skills and/or increase the capacity to have an effective information and referral network in the region:**

13. **Project READ is planning to deliver approximately five different training topics to frontline workers in the region between September-November 2008. Please select your preferred format for training delivery:**

A series of half-day (2 - 3 hours) workshops presented over several weeks
A series of full-day (5 – 6 hours) workshops presented over several weeks
A 2-3 day conference with a variety of consecutive training topics and networking opportunities
Other (please specify)

14. **Please check the following options you would like to see be part of the training presentation:**

Interactive workshops
Panel discussions
Lecture presentations
Interactive displays and networking opportunities
Plenary sessions/discussion groups
Online and/or self-directed training
Other (please specify)

15. **Please provide any requirements you feel are important as it relates to facilitators, location, and timing of the training event(s):**

16. **Please provide any further information about training as it relates to your position and being part of an effective information and referral network in the region:**

Step 5: Design a Training Schedule

√   Checklist

Collate feedback, set priorities and validate findings
Review feedback collected from community stakeholders through the surveys, interviews and focus groups. Design a priority-setting system to determine what the top needs and skills are, based on topics and communities. If you have a committee or support team in place, present a summary of the priority training needs and skills. Consider drafting an initial list of training topics and have key stakeholders in your database confirm and validate the topics.

Template(s)   Yes
Template 8: Priority Chart of Training Needs, page 25

Set a timeline for your training sessions
Conduct an external audit of other training and special events that are occurring in the region. Look at provincial and national events that may impact on attendance. Decide how often and over what time period you will offer the training. Look to the training needs survey results for timing preferences noted by potential participants.

Template(s)   No
Project READ used e-mail to connect with its network of colleagues and potential participants to gather info about any conflicting dates

Decide format and frequency of your training sessions
Ensure the feedback you have collected provides you with insight on the type of training your potential participants prefer (lecture, online, etc.). Decide if some training topics need to be offered more than once due to demand or transportation and geographic barriers. Attempt to spread training sessions out over 8-12 weeks if you offering more than five sessions.

Template(s)   Yes
Template 7: Project READ Training Needs Survey, page 20

Solicit facilitators for the training
Look within your region and beyond for experts in the training topic areas you have chosen. Have a clear handle on your budget so you know what fees can be offered and expenses can be covered for facilitators. Once you have facilitators for each session, have an agreement signed that confirms fees, timelines, equipment needs, ownership of workshop materials, etc.

Template(s)   Yes
Template 9: Employment Ontario Workshop Information Form, page 26
Template 10: Project READ Facilitator Agreement, page 27

Create training schedule
List all training topics, dates and facilitator information. Ensure any stakeholders who need to approve the final line-up have a chance to review a draft. Other details like locations, hours, etc. can be communicated at a later date, but the sooner potential participants know the dates and topics the sooner they can plan their schedules.

Template(s)   Yes
Template 11: Project READ Training Schedule, page 28

Our Experience:

The coordinator collated and summarized the results of the online survey and key interviews with stakeholders. The advisory committee was presented with the summary with training topics and needs listed based on the numbers of times the topics/issue was mentioned and the community that the respondents worked in (Template 8). Issues and needs were grouped by potential training topics and by communities. The committee reviewed the list and approved the topics. A tentative overview of training topics was e-mailed to those who participated in key interviews and the topics were validated as important to the frontline community.

The coordinator drafted a list of training topics and put out a call for facilitators, using the database of key stakeholders in the region, the provincial database of regional literacy networks and trainers, and the online AlphaCom discussion network.[4] The coordinator also consulted with networks to collect information and titles about workshops they were aware of with Employment Ontario themes (Template 9). The coordinator referred to the Workshop Inventory of Southwestern Ontario Literacy Networks[5] for further training contacts.

Based on the feedback collected in the survey and the input of the advisory committee, it was decided to offer 10 sessions with two being repeated in different communities and two being offered online. Two of the eight face-to-face sessions were full-day events and the rest half-day. It was decided to offer a variety of formats, including the online sessions as well as interactive sessions and panel presentations. Locations were decided as Kitchener, Waterloo, Guelph and Ayr/Cambridge and the training spanned from September 18-December 5, all occurring on Thursdays or Fridays. Workshops built in specific networking opportunities and information sharing.

As facilitators were confirmed, agreements were signed with each one, outlining their fees, equipment needs and training outcomes (Template 10).

Once topics, locations, dates and facilitators were confirmed a training schedule was designed and sent to the project supervisor and advisory committee for final sign off (Template 11).

> Recommendation: The more training sessions you can offer the more effective you will be at enhancing and building your information and referral network. Attempt to offer at least five different training topics in at least two different formats (i.e. online and face-to-face).

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[4] This network no longer exists.
[5] Contact QUILL Network at 519-881-4655 for a copy of this inventory

Template 8: Priority Chart of Training Needs

Data Collected From Stakeholders	Community 1	Community 2	Community 3
Sector represented most			
Job position of most			
Average years of experience of respondents			
Top skills needed by respondents to do their job better			
Top barriers and challenges of respondents to doing their jobs better			
Top three training needs identified for having effective info & referral			
Top three training needs identified to build skills and knowledge			
Preferred format for training			
Other training preferences (locations, timing, etc.)			

Template 9: Employment Ontario Workshop Information Form

Please provide information about any workshops, training, professional development (including online) that are focused on Employment Ontario, particularly to frontline workers in _all_ EO agencies.

Please return form by e-mail to :_____at your earliest convenience.

Name of Presenter(s):_____

Contact Information and Short Bio:_____

_____

_____

Title of Workshop:_____

Brief Description of Workshop:_____

_____

_____

_____

_____

Target Audience:_____

Details of previous events where this workshop has been delivered:_____

_____

_____

_____

_____

_____

Template 10: Project READ Facilitator Agreement

Thank you for agreeing to deliver a workshop as part of (insert name)'s Employment Ontario Training Project. Please read, sign and return by: _____ to: _____ .

SESSION DETAILS: Please review carefully.
Facilitator(s):
E-mail:
Presenter Bio:
Workshop date/time:
Workshop title/description:
Workshop Location:
Number of registered participants (please bring the appropriate number of handouts):
Room Set Up: Please indicate your preference for room set-up. We will do our best to accommodate your request, but due to room size and number of participants not all requests can be guaranteed (The default set-up will be u-shaped table):

Facilitator fee: The total fee for the workshop is $ _____ . If you deliver in partnership with other people the fee will be made payable to the facilitator named on this agreement (considered lead facilitator) and payment to other partners is the responsibility of the lead facilitator. Submit an invoice for your facilitation fee any time prior to the workshop and no later than 2 weeks after delivering the workshop.

Travel expenses: _(insert network name)_____ will reimburse travel costs to the workshop location at a rate of 40/cents km and expenses related to parking. If traveling by train or bus the cost of the return ticket will be reimbursed. If you are delivering a workshop in the morning and are traveling more than 100 kms one way you may qualify to be reimbursed for overnight accommodations the night prior to the workshop, up to a maximum of $150. It is the responsibility of the facilitator to arrange for his/her own accommodation. Submit an invoice for travel expenses within two weeks of delivering your workshop and include original receipts if claiming parking, bus/train transportation, and hotel accommodations.

Mail your invoice for your facilitation fee and travel expenses to:

Equipment Needs: Please indicate what equipment and/or special requirements you need for your workshop:
    Flipchart/markers
    Screen
    Display table
    Overhead projector
    LCD projector
    Laptop computer
    Internet hook-up
    TV/VCR/DVD
    Other:_____

Please read the list below, check each item, sign and return as indicated above.

    I confirm my contact and bio information is correct.
    I have read the above details about date, time and location and confirm they are correct.
    I have read the details about facilitator fees and travel expenses. I understand the invoicing process, timelines and amount to be invoiced.
    I understand that I am responsible for providing the appropriate number of handouts related to my workshop based on the number of participants registered.
    I have provided information about preferred room set-up and equipment needs.
    I understand that the workshop may need to be postponed due to weather or other unforeseen circumstances and that I will be paid the facilitator fee upon the rescheduling and occurrence of the workshop. All attempts will be made to provide notice of postponement at least 24 hours before the session. Travel expenses incurred by participants prior to the postponement announcement will be covered at the discretion of the Executive Director of Project READ Literacy Network

_____   _____   _____
      Signature of Facilitator   **Print Name**   **Date**

Please return this signed agreement by e-mail or mail at least 2 weeks prior to your scheduled workshop.

Template 11: Project READ Training Schedule

Date/Location	Workshop Details
Thursday, Sept. 18th 10:30-11:30 am Online *Participants will need access to a computer and Internet. Other details will be sent with workshop confirmation.*	**Title: An Orientation to Employment Ontario: The Basics** **Facilitators:** Heather Robinet, Avon Maitland District School Board E-channel trainer; and Cindy Davidson, Davidson Communications & Training Participants will hear about: ⇒ The background and key objectives of Employment Ontario ⇒ The different programs and services that are part of the network ⇒ The current priorities of Employment Ontario and future directions ⇒ How agencies can work together to provide integrated services in the region
Friday, Oct. 3 9:30 am to 12 noon Ayr Waterloo-Wellington Training & Adjustment Board Office 218 Boida Ave. Unit 5	**Title: Best Practices in Partnership** **Facilitator:** Gay Douglas Broerse has been the Executive Director of Literacy Link Niagara since 1996. In that capacity she has helped build internal relationship among her network members and created innovative partnerships with other community partners. Gay teaches organizational communications and leadership at Niagara College and consults to the not-for-profit sector. This workshop is based on the exciting research emerging from the Niagara Pathways project, a recent project funded by the Ministry of Education. The project investigated the most critical elements and best practices of partnerships between agencies to support adult learners with academic upgrading or employment goals. The findings will be discussed as they relate to the stages of the partnership life cycle. Each participant will leave with a toolbox of templates and documents to help him/her better manage partnerships throughout the stages, from needs assessment through formalization evaluation and celebration.
Friday, Oct. 10 9 am-12 noon Kitchener Centre for Community Based Research 73 King Street West (Corner of King and Ontario St) Kitchener ON N2G 1A7	**Title: Logic Models** **Facilitator:** Andrew Taylor is Research Director at the Centre for Community Based Research, which is an independent, non-profit organization based in Kitchener. Andrew has 18 years of experience as a program evaluation consultant and community based researcher. During this session, participants will be given an introduction to program logic models. Participants will leave with a basic understanding of the purpose of logic models, how they are created, and how they can be used for program planning, marketing and evaluation.
Thursday, Oct. 16 9:30 am to 3 pm Lunch provided Waterloo Conestoga College 108 University Avenue N2J 2W2	**Title: CSI: Waterloo (Community Stakeholder Investigation)** **Facilitators:** CSI Lorna Hart has been in the field of client service investigation since 2000. Her specialty is career and workforce development. Lorna leads her team of CSIs at The Centre for Skills Development and Training based in Halton. CSI Matthew Shulman has been in the field of client service investigation since 2004. His specialty is literacy and academic upgrading. Matt is the lead CSI at Peel-Halton-Dufferin Adult Learning Network This workshop teams Employment Ontario practitioners in a quest to build the perfect referral pathway. If you're a Waterloo Region-based employment services worker, this workshop will you increase your knowledge of specific agencies and programs to provide better service to Employment Ontario clients. In the afternoon, a facilitated 'speed networking' session will allow participants to leave with contacts and information to increase their referral database.
Friday, Oct. 17 9:30 am to 3 pm Lunch provided Guelph Wellington Centre for Continuing Education 1428 Gordon Street N1I 1C8	**Title: CSI: Wellington (Community Stakeholder Investigation)** **Facilitators:** CSI Lorna Hart has been in the field of client service investigation since 2000. Her specialty is career and workforce development. Lorna leads her team of CSIs at The Centre for Skills Development and Training based in Halton. CSI Matthew Shulman has been in the field of client service investigation since 2004. His specialty is literacy and academic upgrading. Matt is the lead CSI at Peel-Halton-Dufferin Adult Learning Network This workshop teams Employment Ontario practitioners in a quest to build the perfect referral pathway. If you're a Guelph-based employment services worker, this workshop will you increase your knowledge of specific agencies and programs to provide better service to Employment Ontario clients. In the afternoon, a facilitated 'speed networking' session will allow participants to leave with contacts and information to increase their referral database.

Friday, Oct 31 9-11:30 am Guelph Hampton Inn & Suites 725 Imperial Road North, Guelph N1K 1X4.	**Title: Making Referrals Beyond Employment: A Panel Presentation** **Panelists:** Lorri Sauve, Program Coordinator Project READ Literacy Network Susan Thompson/Lane Aspinell, Grand River Chapter Canadian Mental Heath Association Diane Laur, Applicant Service Manager, Wellington County Housing Programs Problems and issues related to literacy, mental health and housing can prevent adults from being successful in employment and training programs. The panelists will talk about the programs and services available to adults who face these challenges in the Guelph-Wellington County region. They will talk about eligibility, making referrals and talking to clients about the issues. There will be an opportunity to ask questions. *PLEASE NOTE: This event will be followed by Project READ Literacy Network's Annual General Meeting, lunch, keynote speaker from MTCU and 2 afternoon training sessions. Please contact Project Read at 519-570-3054 or Linda @projectread.ca to register.*
Friday, Nov. 7 12:30-3:30 pm Kitchener Lutherwood 165 King Street East N2G 2K8	**Title: Beyond the Assessment Tool: The Skills and Strategies Needed to Communicate Effectively with Clients to Get the Right Answers and Send Them in the Right Direction** **Facilitator:** Sara Gill, Adult Basic Education Association of Hamilton The focus of this workshop is to assist Employment Ontario practitioners to develop skills around assessment practices with adults in order to gather all the information needed to make appropriate referrals. Specifically, the workshop will address: • Interviewing skills and best practices • Developing a rapport • Reading body language • Active listening • Identifying barriers to learning/next steps • Clear Writing principles
Thursday, Nov. 20 2-3 pm Online *Participants will need access to a computer and Internet. Other details will be sent with workshop confirmation.*	**Title: Understanding & Using Labour Market Information** **Facilitators:** Facilitators Heather Robinet, Avon Maitland District School Board E-channel trainer and Carol Simpson, Executive Director Waterloo-Wellington Training and Adjustment Board Participants will learn about the value of Labour Market Information and the role it can play in program planning and career planning with clients. Information will be provided about how to access Labour Market Information and the tools and resources that are available for employment and training agencies.
Friday, Nov. 21 1-3 pm Waterloo Luther Village on the Park, Great Hall 139 Father David Bauer Dr. N2L 6L1	**Title: Making Referrals Beyond Employment: A Panel Presentation** **Panelists:** Lorri Sauve, Program Coordinator Project READ Literacy Network Lee Henderson, Referral Coordinator, Centre for Mental Health Kitchener Sherry Stolz, Region of Waterloo Housing Programs Problems and issues related to literacy, mental health and housing can prevent adults from being successful in employment and training programs. The panelists will talk about the programs and services available to adults who face these challenges in Waterloo Region. They will talk about eligibility, making referrals and talking to clients about the issues. There will be an opportunity to ask questions.
Dec. 5 9:30 am-12:30 pm Guelph Conestoga College 460 Speedvale Ave.West N1H 6N6	**Title: Beyond the Assessment Tool: The Skills and Strategies Needed to Communicate Effectively with Clients to Get the Right Answers and Send Them in the Right Direction** **Facilitator:** Sara Gill, Adult Basic Education Association of Hamilton The focus of this workshop is to assist Employment Ontario practitioners to develop skills around assessment practices with adults in order to gather all the information needed to make appropriate referrals. Specifically, the workshop will address: • Interviewing skills and best practices • Developing a rapport • Reading body language • Active listening • Identifying barriers to learning/next steps • Clear Writing principles

Step 6: Coordinate Training Sessions

√   Checklist

Secure facilities for your sessions
Based on your target numbers, find locations for your sessions that can accommodate your anticipated number of participants. Consult with stakeholders for locations that are central and free or low-cost. Consider a variety of factors besides free space before making final decision on locations, such as policies related to equipment use, bringing in food and refreshments, changing room set-up, parking access and fees, etc.

Template(s)   No
Project READ used e-mail to community stakeholders and advisory committee to request access to available space.

Design and distribute your registration package
Training sessions can be promoted as one full series or as several individual events. Registration package should include training topics, dates, locations, times, facilitator names, any participant fees, and a clear registration deadline and process. Consider distributing your information via e-mail or posting to a website if your e-mail database is up-to-date and proven to be an effective means of sharing information with your stakeholders (i.e. you send regular e-newsletters). Have paper copies available to distribute at meetings and other events. Ensure the registration package is in the hands of potential participants at least two weeks before the registration deadline (four weeks is ideal).

Template(s)   Yes
Template 11: Project READ Training Schedule, page 28
Template 12: Project READ Registration Form, page 33

Make logistical arrangements
Arrange equipment as needed, as per the facilitators' agreements and facility availability. Arrange hot and cold drinks as a minimum and if possible include snacks and meals, depending on the time and length of the sessions. Tentatively arrange food and refreshments after the registration deadline based on anticipated numbers and confirm actual numbers one week prior to the training session. As logistical items are confirmed, transfer information to one sheet that can be brought to the training events for easy reference.

Template(s)   Yes
Template 10: Project READ Facilitator Agreement, page 27
Template 13: Project READ Workshop Spec Sheet, page 34

Build networking opportunities into each training session
Ensure there are opportunities for participants to network with each other, learn about other agencies, and promote upcoming events. This can be done as ice-breaker activities, over breaks, and as separate activities throughout the day. Encourage participants to bring promotional information (business cards at a minimum) to each event and have a display table available for these items. Consider having a 'goody bag' event as part of one of your sessions where people bring promotional items to give out such as mugs, magnets, pens, etc.

Template(s)   Yes
Template 14: Project READ Networking Exercises, page 35

Create and/or gather support materials
Make a list of all the items needed for the sessions such as name tags, paper, pens, evaluation forms, other promotional material, etc. Consult with the facilitator agreement to confirm what handouts the facilitator will be providing and what you need to arrange. Have a tote box for carrying your materials.

Template(s)   Yes
Template 10: Project READ Facilitator Agreement, page 27
Template 13: Project READ Workshop Spec Sheet, page 34

Create a registration database

Set up a centralized registration process when possible so all participants are registering with one contact person, ideally the coordinator. As registrations come in, enter into a database and ensure there is a back-up copy. Include e-mails and phones numbers in the database for future communication. Send confirmations to participants as you receive registrations, especially if received via e-mail. Set up waiting lists if demand is higher than space or facilitator can accommodate. Have a copy of the final registration list at each training session.

Template(s)   Yes
Template 15: Project READ Registration Database, page 36

Develop a communication plan

Make note of the all the people you need to connect with leading up to, and following, the training sessions. Communication can include initial confirmation and reminders to participants; confirmation with hosts, facilitators and your committee/manager.

Template(s)   Yes
Template 16: Sample Communication Plan, page 37

Our Experience:

A full training schedule and registration form was created and e-mailed to everyone in the database (Templates 11 & 12). The registration deadline was two weeks prior to the first session and registration was taken by e-mail only, as that proved to be an effective way of communicating with stakeholders throughout this project.

Once dates were confirmed with facilitators, the coordinator sent e-mails to everyone in the database requesting space for workshops. Based on the four main geographic centres decided on during planning stage (Cambridge/Ayr, Guelph, Waterloo and Kitchener), facilities were selected in central locations, along a public transportation route. While there was a budget set aside for facilities, all but one were provided for free and the remaining one was very low cost.

A contact person was noted for each facility and details were confirmed such as Room #, parking, directions and maps, caterer contacts (if applicable), and equipment arrangements. When caterers weren't available on site, the coordinator arranged for coffee and muffins for each half-day session (Tim Horton's) and for a light lunch on full-day sessions. When equipment wasn't available on site, Project READ provided it. Once all logistics of the event were confirmed a workshop spec sheet was created and filed so that all information, including any contacts were easily located (Template 13).

Feedback from potential participants stated that networking was important and should be part of the training sessions so a variety of networking activities were built into each event. Participants were encouraged to bring outreach material and to share agency information at breaks and in group work. Two full-day sessions were planned solely around networking and specific activities were planned (Template 14).

A separate registration database was created for each session (Template 15). As participants registered, they were entered into the appropriate workshop in the order they came in. An e-mail confirmation was sent to them immediately letting them know more details would come prior to the event. Each workshop database was set up to accommodate 30 participants unless facilitators provided a different limit (online sessions were limited to 10-15 per session). Once 30 were registered for each session, others were put on a waiting list and

were notified immediately that they were on the waiting list. A copy of each registration database was printed and kept in a file. As well, registrations were filed on a computer database with a back-up made regularly.

Communication with all the training stakeholders, including participants, hosts and facilitators, occurred in the weeks leading up to the sessions (Template 16). One week prior to each session, all registered participants were sent an e-mail reminder and were provided with details at that time such as parking, maps, directions, etc. Participants were reminded to bring promotional materials from their agency to each session. Also one week prior to each session, the coordinator confirmed details with the facilitator, the host, and the caterer (if applicable).

At each session, the coordinator confirmed attendance using a printout of the registration database (Template 15). Also on hand in a tote box were the workshop spec sheet (Template 13), name tags, pens, blank paper, copies of the workshop evaluation form (Template 16) and other handouts as required. Facilitators were told to provide their own handouts.[6]

Following each session, the participant database was updated based on actual participants who attended. The updated database was sent to each participant so they could continue networking and follow up with other contacts made. For those who didn't attend and had not cancelled, a follow up e-mail was sent to ensure there was not a communication gap or breakdown and to 'gently' remind them if they couldn't attend future sessions they needed to attempt to provide at least 48 hours notice, due to logistical arrangements and waiting lists. All workshops had at least 95% attendance, based on original registration numbers. When cancellations did come in prior a session, any of waiting lists were contacted immediately.

A follow up thank you e-mail was also sent to facilitators and hosts.

Recommendation: If offering five or more sessions, spread training out over 8-12 weeks if possible. Attempt to have at least one session offered in each major geographic hub of your region and have an organized system for recording all logistics of the sessions, so information is accessible and easy to have at each session.

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[6] Contact Project READ directly at info@projectread.ca to request copies of facilitators' presentation handouts.

Template 12: Project READ Registration Form

Project Read Literacy Network Presents
Fall Series of Training for Frontline Workers in Employment and Training Programs

In partnership with the Community Employment Linkages Committee of Waterloo Region and the Employment & Training Committee of Guelph-Wellington through funding from the Employment Ontario Network Development Fund

The following _free_ training opportunities are open to frontline workers in publicly-funded training and employment agencies in the Waterloo and Guelph-Wellington region (serving Guelph, rural Wellington County, Cambridge, Kitchener and Waterloo).

Staff can enroll in as many of the sessions as they want but registration will be limited to two people per agency site for each workshop on a first-come basis. Others will be added to a waiting list and provided a seat as space allows. Space is limited.

Lunch is provided for full day sessions and light refreshments for half day sessions. In some cases, parking charges may apply and are the responsibility of the participant. Interpreters will be available at all face-to-face sessions if needed at no cost. Participants who require ASL interpreters are asked to register at their earliest convenience.

Registration deadline is: _____. Complete the form below and return by e-mail to:_____Participants will receive an e-mail confirming their registration and any further details about their session(s).

Name:_____

Agency and site location:_____

E-mail:_____   **Phone:**_____

Session titles you are registering for:[7]

_____

_____

_____

_____

_____

_____

---

[7] Template 11: Project READ Training Schedule was distributed with the registration form

Template 13: Project READ Workshop Spec Sheet

Workshop date/time:

Workshop title:

Facilitator(s)/Contact info:

Workshop Location:

Contact Person:

Number of registered participants:

Room Set Up:

Equipment Details (who's bringing what):
    Flipchart/markers:
    Screen:
    Display table:
    Overhead projector:
    LCD projector:
    Laptop computer:
    Internet hook-up:
    TV/VCR/DVD:
    Other:_____

Food/Drink details:

Other:

Template 14: Project READ Networking Exercises

SPEED NETWORKING!

10 minutes per colleague x three colleagues = 30 minutes of networking. You will have a chance to meet three new colleagues. Please ask them the following questions. AND provide your answers to them. Have Fun!

COLLEAGUE # 1
Name, Organization & Title:

Best teaching/training tip or recommended resource:

One challenge or constraint:

COLLEAGUE # 2
Name, Organization & Title:

Best teaching tip or recommended resource:

One challenge or constraint:

COLLEAGUE # 3
Name, Organization & Title:

Best teaching tip or recommended resource:

One challenge or constraint:

'HAVE YOU EVER?' NETWORKING CHALLENGE!

Now, it's time to get personal! Sometimes, when looking for contacts we connect with individuals because we have something in common with them from a personal standpoint. When I read out the question, if it applies to you, come up to the front and pick out a prize from the table ($ store goodies) and provide evidence that you meet this statement. You can only pick one prize so once you have chosen from the table you don't get to pick another prize but you can still stand up if the question applies to you!

1. Have you ever lived overseas for more than one year?

2. Have you ever sung karaoke?

3. Have you ever been without a shower for more than one week?

4. Have you ever ridden a horse?

5. Have you ever eaten frogs' legs?

6. Can you speak three or more languages?

7. Have you ever lived with someone who was a vegetarian?

8. Have you swum in three or more different oceans?

9. Have you ever flown an airplane?

10. Have you broken three or more bones in your body?

11. Have you done volunteer work sometime in the last month?

12. Have you ever had a close relative who lived to be over 100?

13. Have you ever cooked a meal by yourself for more than 20 people?

14. Have you ever kept a reptile as a pet?

15. Can you not click your fingers on your non-dominant hand?

Template 15: Project READ Registration Database

Workshop Title	Date	Location	Facilitator
Participant Name	**Agency**	**Site/Location**	**Contact Info (e-mail/phone)**
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			
Waiting List			

Template 16: Sample Communication Plan

Contact	Details	Method	Timelines
Training participants	Confirmation of registration	e-mail	Within two days of receiving registration
	Reminder of training session	e-mail	One week prior to session
	Thank you and attachment of participant list	e-mail	Within one week of session
Facilitators	Agreement outlining details	Mail/e-mail	Within one month of session
	Reminder of session, confirmation of details; final numbers of participants	e-mail	One week prior to the session
	Thank you, copy of evaluation summary, reminder to submit invoice	e-mail	Within one week of session
Hosts	Confirmation of room, fee, parking, room set-up, etc.	e-mail or phone	One week prior to session
	Thank you, reminder to send in invoice if applicable	e-mail	Within one week of session
Project Supervisor	Regular updates	e-mail or phone	Before and after each session and monthly as required
Advisory committee	Regular updates	e-mail	Every four-six weeks and as required

√ Checklist

Have an evaluation plan

Don't wait until you are near the end of the initiative to look at evaluation. Right from the start decide what and how you are going to evaluate. Identify the tools you need and who will be responsible for evaluating the results. Make the plan available to your support team/committee.

Template(s)   Yes
Template 2: Project READ EO Work Plan, page 11

Use a variety of evaluation tools and collection methods

Ensure your training evaluation tools build in a pre- and post opportunity so that you can measure and report on increased capacity, skills and knowledge of your participants. Take advantage of online evaluation programs such as SurveyMonkey. While it's important to evaluate the actual training, allow for big picture and reflective thinking questions to capture overall impact and changes in attitudes. Consider conducting a follow-up evaluation with participants after some time has passed.

Template(s)   Yes
Template 17: Project READ Training Project Workshop Evaluation, page 40
Template 18: Project READ Participant Overall Evaluation: Hindsight is 20/20!, page 42

Collect qualitative and quantitative information

Ensure the evaluation tools you use provide you with statistical information as well as anecdotal. The numbers of participants and their satisfaction with the training is important to measure and report on, but don't discard those extra comments or follow up e-mails people may send. They make great testimonials for reports and future marketing. For further insight and comments, include stakeholders who didn't participate in the training but who have been able to benefit from the impact, such as committee members and managers of the frontline staff who attended.

Template(s)   Yes
Template 19: Project READ Advisory Committee Evaluation, page 45

Our Experience:

Project READ opted to have the project coordinator also conduct the project evaluation. Because this was a 'pilot' initiative with provincial funding attached to it, there was a need to conduct an overall evaluation to ensure statistical data was collected and project objectives were achieved. The activities related to the evaluation were built into the overall project work plan (Template 2).

Project READ evaluated:
• The overall project deliverables
• The increase in skills, knowledge and attitudes of participants as a result of each training session
• The committee members

A pre- and post evaluation survey was used for each training session (Template 17). A collection system was set up using SurveyMonkey and following each training session the coordinator transferred the data from each participant's printed evaluation to the SurveyMonkey system so that an overall summary for each session could be created in an efficient manner. The summaries were shared with each facilitator within a week of their session. Participants of the two online workshops used on an online evaluation, again capturing pre and post skills. Print copies of each

participant evaluation were also kept on file for back-up. Completion rates of these evaluations ranged between 62-100% of participants.

Once the 10 workshops were completed, an participant 'overall project' evaluation was created using SurveyMonkey (Template 18). The link to this survey was e-mailed to each workshop participant and they were given just over two weeks to complete. They were asked to reflect on the overall value and impact of the training project, thinking of not just the training sessions, but also the networking opportunities and resource materials shared. A draw for one of three Chapter's gift certificates (total value $100) was offered as incentives to participants who completed the overall evaluation. Over 50% of all participants completed this survey.

The committee was evaluated on their role and contribution to meeting the project deliverables. This was also an online survey (Template 19). 100% of committee members completed the evaluation.

Evaluation results showed the project was successful and all outcomes were achieved.[8]

Recommendation: Build evaluation into your overall training plan (Step 1) and identify what and how you will be evaluating right from the start of your initiative. When collecting evaluation results, consider using an online application such as SurveyMonkey which increases efficiency of collating and analyzing results.

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[8] Contact Project READ at info@projectread.ca for more details or to request a copy of the evaluation report.

Template 17: Project READ Training Project Workshop Evaluation

Please help us to evaluate the Employment Ontario Training Project by taking a few minutes to complete this evaluation.

Workshop Title: _____

Date: _____

Location: _____

This Evaluation form has **2 Sections** – a Pre-Workshop Section 1 and a Post-Workshop Section 2. Fill out Section 1 before the workshop begins and complete Section 2 at the end of the workshop. Thank you!

SECTION 1: Pre Workshop – COMPLETE BEFORE WE BEGIN TODAY!

1. I rate my current understanding of today's workshop topic as:

        1   2   3   4
        low   high

2. I rate my current level of use or familiarity of today's workshop topic as:

        1   2   3   4
        low   high

3. I rate the importance of today's workshop topic to fulfilling my program's core functions as:

        1   2   3   4
        low   high

4. I rate the importance of today's workshop topic towards fulfilling our program's Employment Ontario role as:

        1   2   3   4
        low   high

5. I rate my current ability to meet our program's funding expectations in relation to today's workshop subject as:

        1   2   3   4
        low   high

SECTION 2: Post-Workshop COMPLETE BEFORE YOU LEAVE THE WORKSHOP!

1. I rate the increase of my understanding of today's workshop topic as:

        1   2   3   4
        low   high

2. As a result of this workshop, I rate my expected level of use or familiarity of today's topic subject as:

        1   2   3   4
        low   high

3. As a result of this workshop, I rate my program's increased ability to fulfill our core functions as:

        1   2   3   4
        low   high

4. As result of this workshop, I rate my program's increased ability to fulfill the Employment Ontario role as:

        1   2   3   4
        low   high

5. As a result of this workshop, I rate the improvement in my ability to meet funder expectations as:

        1   2   3   4
        low   high

6. I rate the facilitator's understanding of today's workshop subject as:

        1   2   3   4
        low   high

7. I rate the facilitator's delivery of the workshop:

        1   2   3   4
        low   high

8. I rate the overall quality of the workshop as:

        1   2   3   4
        low   high

9. How could the quality of the workshop be improved? (Please be specific.)

10. What skills, information or tools that you received in the workshop do you anticipate using in the next 6 months in your work?

11. Any other comments?:

Template 18: Project READ Participant Overall Project Evaluation: Hindsight is 20/20!

In this survey we are looking for feedback on any 'value-added' components of the training project as well as the impact of the training now that you have had some time to reflect and perhaps integrate some of the knowledge, skills and attitudes into your job and program. This information will be analyzed in conjunction with the information we collected from the evaluations distributed at the training sessions. Everyone who answers question 1 (name) will be entered in a draw to win one of three Chapters' gift certificates ($50, $25, $25). If you prefer to remain anonymous and not be entered in the draw, skip question 1.

1. Name:

2. Agency sector you represent:

         Employment Assistance Services (EAS)

         Job Connect

         Literacy & Basic Skills (LBS)

         Ontario Works

         Ontario Disability Support Program (ODSP)

         Other (please specify)

3. Region your agency serves (check all that apply):

         Kitchener-Waterloo

         Cambridge

         Rural Waterloo Region

         All of Waterloo Region

         Guelph

         Rural Wellington County

         All of Wellington County

         Other (please specify)

4. Check the job title that best describes your position:

         Frontline staff

         Administrator/Manager

         Both

5. Check the number of years you have been in your current job position:

         Less than 2 years

         2-5 years

         6-10 years

         Over 10 years

6. Please check the training session(s) you attended as part of Project READ's series:

         Orientation to Employment Ontario: The Basics (online)

         Best Practices in Partnerships

         Logic Models

         CSI: Waterloo & Speed Networking

         CSI: Wellington & Speed Networking

Wellington Referral Panel Beyond Employment

Beyond the Assessment Tool: Communication Strategies (November 7)

Using Labour Market Information (online)

Waterloo Referral Panel Beyond Employment

Beyond the Assessment Tool: Communication Strategies (December 5)

7. Thinking back on your participation and experience in the project, including attending training sessions, networking opportunities, and the materials and resources you received, rate the overall effectiveness of the project in meeting any of the outcomes below:

	Very Effective	Effective	Somewhat Effective	Not effective	Unsure	Not applicable
Increasing your skills, knowledge and attitudes needed for conducting assessments with your clients						
Enhancing your skills, knowledge and attitudes needed for making referrals						
Addressing the barriers you face with clients during the assessment and referral process						
Increasing your capacity to work as part of an effective referral system in your region						
Increasing your own professional development skills as a frontline worker in an employment and training agency						

8. Thinking about the session(s) you attended, the networking opportunities, and the materials received through the project, please check all the ways your participation helped you in your role at your agency. Check all that apply:

Improving my active listening/interview skills

Being non-judgmental with clients

Guiding and empowering clients to make their own decisions and appropriate choices

Encouraging clients to communicate their needs clearly

Learning strategies to stay well informed about the range of services and programs in the region

Understanding what non-employment and training agencies offer in terms of services for clients

Marketing my program's services to other agencies

Understanding the assessment process clients undergo at other agencies

Becoming familiar with programs and services in my community

Learning assessment communication strategies and techniques

Building partnerships and referral relationships

None of the above

Was there any knowledge, information, skills or attitudes that you gained from participating that was unexpected or surprising?

9. Check the features and options of the training project that contributed to their overall value to you in your work. Check all that apply:

Variety of formats offered (online, panel, instruction, etc.)

Length of the sessions

Timing of the sessions

Varied locations of the sessions

Interactive activities

Networking opportunities

E-mailed confirmations and reminders

Session participant lists

Centralized online registration process

Food and refreshments

Agency promotional/outreach material distributed

Evaluation tools

None of the above

10. Is there anything that would have made this project better or of more value to your work?

11. Rate how effective you think Project READ was in meeting the project's objectives for training session participants:

	Very effective	Effective	Somewhat effective	Not effective	Unsure
Increasing knowledge of the Employment Ontario system.					
Understanding and implementing customer-centred services via referrals					
Increasing awareness and knowledge of local Employment Ontario services, specifically the development of referral partnerships					

12. Check any training sessions you would like to see offered again at a later date. Check all that apply:

Orientation to Employment Ontario: The Basics (online)

Orientation to Employment Ontario: The Basics (face-to-face)

Best Practices in Partnerships

Logic Models

CSI (Client Service Investigation)

Speed Networking

Assessment Communication Strategies

Using Labour Market Information (online)

Using Labour Market Information (face-to-face)

13. List any further training topics you would like to see offered as it relates to your job as part of the Employment Ontario system:

14. Do you have any final comments about the training sessions you attended or the overall training project?

Template 19: Project READ Advisory Committee Evaluation

1. What motivated you to volunteer for the project committee (check all that apply)?

To learn more about Project READ Literacy Network

To enhance your own networking contacts and opportunities

To increase your own skills, knowledge and attitudes about the training needs of Employment Ontario staff

To have input into the training needs of Employment Ontario staff

To contribute to the development of an enhanced information and referral network in the region

Other

2. Check any of the following features that impacted on your decision to join the committee:

The projected time commitment

The honorarium offered

The combination of face-to-face half-day meetings and conference call

The meeting location

Other

None of the above features impacted on my decision to join

3. Based on the outcomes and process throughout the project, rate what you think is the importance of the following committee roles:

	Very important	Important	Somewhat important	Not important	Unsure	Not applicable
Reviewing and providing input into the initial training needs survey for EO staff						
Reviewing and providing input into the training schedule/topics						
Participating in a key stakeholder interview to provide insight into the training needs of frontline workers						
Providing guidance and support as needed related to facilities, and other logistics for training events						
Reviewing and providing input into final guide/report as needed						
Participating in the evaluation process						

4. It was estimated committee members would contribute 10-12 hours over the life of the project (May-December). Was that time commitment:

Accurate and reasonable

Underestimated but reasonable

Underestimated and unreasonable

Overestimated but reasonable

Overestimated and unreasonable

Unsure

5. Do you have any comments about the roles and expectations of committee members for this project?

6. **In your opinion, how effective and valuable were the meetings you participated in, in terms of contributing to the overall success of the project?**
   Very effective and valuable
   Effective and valuable
   Somewhat effective and valuable
   Not affective or valuable
   Unsure

7. **In your opinion, how effective was the communication (including the frequency, method and details) to committee members throughout the project?**
   Very effective
   Effective
   Somewhat effective
   Not effective
   Unsure

8. **In your opinion, how effective was the Project Coordinator Cindy Davidson in providing you with enough and appropriate material, support and direction throughout the project?**
   Very effective
   Effective
   Somewhat effective
   Not effective
   Unsure

9. **Do you have any other comments about the meetings, communication or support provided throughout the project?**

10. **The following outcomes were intended for training participants, but please check any that apply to you due to your role on the committee (not as a training participant). Check any that apply:**
    Increased your skills, knowledge and attitudes needed for conducting assessments with your clients
    Enhanced your skills, knowledge and attitudes needed for making referrals
    Addressed the barriers that you face with clients during the assessment and referral process
    Increased your capacity to work as part of an effective referral system in your region
    Increased your own professional development skills in an employment and training agency
    None of the above occurred as a result of my role on the committee

11. Were there any unexpected or surprising knowledge, information, skills or attitudes that you gained from participating on the committee?

12. **Based on information from agency staff and/or statistics your agency tracks, are you aware of any increase in referrals to your agency as a result of the training project?**
    Yes, there has been increase
    No, there has not been an increase
    I am unsure or unaware of any increase that relates to the training

13. Rate how effective you think Project READ was in meeting the project's objectives:

	Very effective	Effective	Somewhat effective	Not effective	Unsure
Increasing knowledge of the Employment Ontario system.					
Understanding and implementing customer-centred services via referrals					
Increasing awareness and knowledge of local Employment Ontario services, specifically the development of referral partnerships					

14. Do you have any changes or suggestions that might impact on a similar project in the future or in another region?

15. Do you have any other comments about the project and your involvement?

Closing Notes

Copies of this guide are available electronically from Project READ Literacy Network Waterloo-Wellington. For more information about the guide and its contents, the project and any supporting materials noted in the footnotes contact:

Anne Ramsay, Network Network Executive Director

Project READ
298 Frederick Street, Kitchener, ON N2H 2N6
519-570-3054
info@projectread.ca

It is hoped this guide is useful for organizations interested in offering similar training to a similar target audience. Project READ wishes to emphasize it is a guide based on its own experience and there will be variables in other regions.

Copies of additional material related to the project, including:
• Final Report
• Evaluation Report
• Training Needs Survey/Key Stakeholder Interview Results
• Facilitator Handouts

will be provided at the discretion of the Project READ Executive Director.