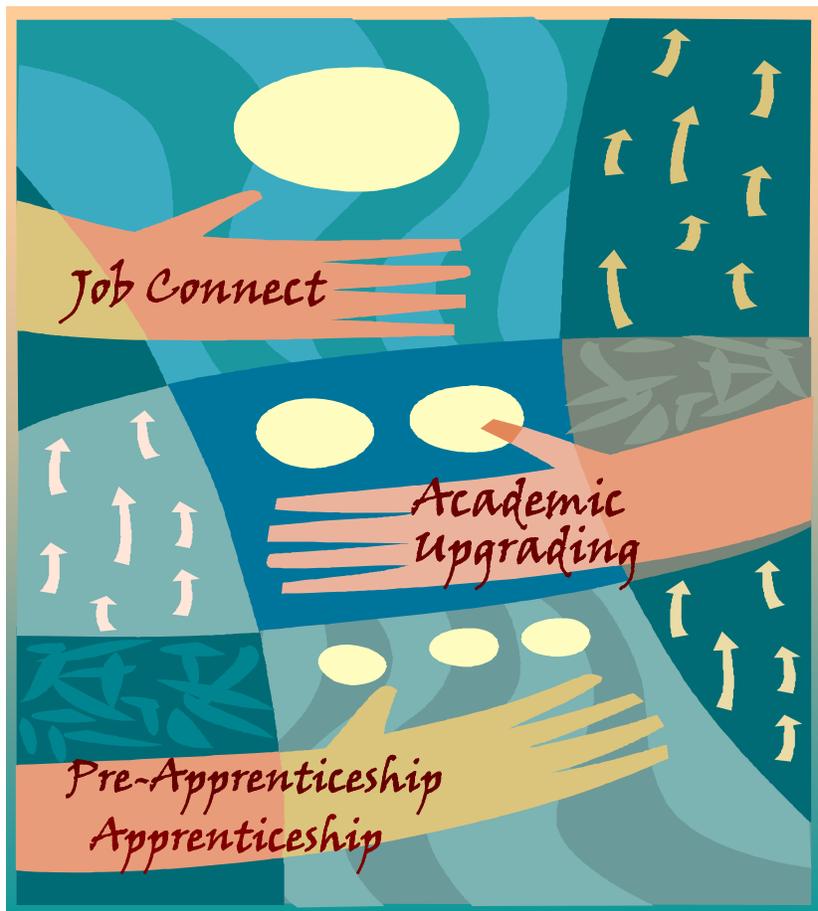


# ***Provincial Models of Program Integration***



## **Final Report**

**August 2007**

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## Project Summary

The Ministry of Training, Colleges and Universities (TCU) launched the One Stop Training and Employment System (now Employment Ontario) strategy in 2004, to assist programs to effectively work together in order to develop and enhance a skilled workforce in Ontario. The implementation of Employment Ontario provided unique opportunities for college upgrading programs to link with other TCU funded programs in order to ensure their services provided the best for their students.

In 2006, the College Sector Committee was funded to develop models of integration for the training and support of clients in the college sector. This project was deemed the Provincial Models of Program Integration<sup>1</sup> and this report represents the final phase of the project. The **primary focus** of the Models Project was to **promote integration** of Academic Upgrading, Job Connect, Pre-Apprenticeship and Apprenticeship programming in colleges.

The programs included in this project were:

- Literacy and Basic Skills/Academic Upgrading
- Job Connect
- Pre-Apprenticeship/Apprenticeship

The project was also intended to provide front line program deliverers in all three programs with a greater understanding of the services available to their clients.

The objectives of the Models Project were to:

- Develop a clear understanding of the services which the three programs are best suited to deliver.
- Inform managers and front line program deliverers in all three programs about the services available.
- Identify joint delivery activities currently taking place and/or planned.
- Develop and pilot models of integration.
- Identify barriers to greater integration and develop strategies to overcome these barriers.

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<sup>1</sup> Hereinafter referred to as the Models Project

## Research Methodology

In the initial phases of the Models Project, both formative and summative evaluation were utilized and included the following stages:

Part 1: The Program Delivery Location Survey

Part 2: The Pre-Assessment Survey for front line deliverers

The final phase of the project was also based on both formative and summative evaluation and utilized information gathered in several different ways, but most significantly through the following methods:

- Feedback on projects in progress and projects that have been completed
- Final Post-Assessment Survey for front line deliverers

The Models Project had four phases:

**Phase I:** Consisted of an environmental scan of Academic Upgrading practitioners, including a survey of front line deliverers to determine their current level of understanding of Job Connect and Pre-Apprenticeship/Apprenticeship Programming. The scan was also used to identify models of integration currently in place.

**Phase II:** Involved the development of background material and professional development activities to help enhance front line deliverers' understanding of Job Connect and Pre-Apprenticeship/Apprenticeship (this was delivered at last years' CSC conference).

**Phase III:** Involved participation of all upgrading programs in one or more clearly defined actions (large or small) to enhance or promote linkages with Job Connect and Pre-Apprenticeship/Apprenticeship within their colleges.

**Phase IV:** This final stage involved a post-survey of upgrading front line deliverers to measure changes in their knowledge of the other programs as a result of the action taken to promote linkages.

Phase I of the project was completed in April 2006.

In Phase II, an information package was developed and distributed at the CSC Conference in June 2006 that contained:

- A brief overview of One Stop (now Employment Ontario)
- Overviews for all three programs, Academic Upgrading, Job Connect and Pre-Apprenticeship/Apprenticeship
- Quick Facts for all three programs and,
- An Apprenticeship poster (developed by the London District Catholic School Board in consultation with the London MTCU Apprenticeship office)

In August of 2006, colleges received another package of materials with samples of actual forms, processes and models that upgrading programs use. The package also included a template for recording actions undertaken by a program to further initiate service integration with Job Connect and Apprenticeship. A post-assessment was also completed.

Two templates were developed for participants to record projects that had been concluded and projects that were still in progress within the participating programs.

Originally, this final phase was to include telephone follow-up. The timing of the phone calls (January) and the minimal amount of information obtained through this avenue, however, made this activity unachievable. Any information garnered from the telephone conversations is reflected in the information provided in the summary of activities attached to this report.

In order to develop a picture of the activities that had been completed or were currently in progress within the colleges and their programs, blank templates were distributed via email. The templates were sent out by several different sources, making it difficult to determine the actual number of people who had received them. The people who had submitted information during the pre-survey stage were also sent the templates to complete. Having said this, the response rate to the distribution of blank templates to all the colleges was quite remarkable.

## Preliminary Results

All 24 of the province's colleges were surveyed and of the 24, the following response rate was met:

- Twenty-three (23) of the 24) colleges submitted 54 templates of activities.
- Fifteen (15) of the 24 colleges submitted information on 20 different completed activities.<sup>2</sup>
- Twenty (20) of the 24 colleges submitted information on 36 activities in progress.
- Fourteen (14) of the 24 colleges submitted information on both types of activities.

The types of activities that colleges were asked to report on fell under four categories related to:

- Promotion
- Intake and Referral
- Professional Development and Information Exchange
- Programming

The most common activities reported fell under three of the four categories, Professional Development, Information Exchange and Programming. Some colleges have also completed activities that were Intake-Referral and Promotion based.

Several responses fell under two or more categories. Most specifically, those that were listed as professional development or information exchange activities also appeared to be good promotional activities.

Respondents were asked to list those who were involved in the partnerships, what the barriers to achieving the activities were and finally what the outcome and evaluation were or would be for each activity.<sup>3</sup>

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<sup>2</sup> A complete outline of the activities, both completed and in progress, has been included as an appendix to this report

<sup>3</sup> Copies of the templates have been included as appendices to this report

Samples of activities in progress included, but were not limited to the following<sup>4</sup>:

- ⇒ School College Work Initiative (SCWI)
- ⇒ STEP
- ⇒ “Women in Welding”
- ⇒ Information Dividers
- ⇒ Certificate of Qualification Exam Prep
- ⇒ Re-Organization of Job Connect and Academic Upgrading
- ⇒ Exploring Apprenticeship-Are You Ready?
- ⇒ Personalized Adult Learning (PAL)
- ⇒ Literacy Works!
- ⇒ A Step-Up Marketing Initiative
- ⇒ Pre-Apprenticeship Programming
- ⇒ ACE for Youth
- ⇒ “Employment Ontario, Conestoga Edition”
- ⇒ TOWES Testing

### **Suggested Strategies from Completed Activities Templates**

After all the templates were reviewed, it was discovered that many examples had utilized similar strategies to engage in or complete their activities. The following are samples of strategies that were recorded in the templates:

- When explaining LBS/ACE to Job Connect staff, one method that worked was to use a small-scale “scenario” approach. “Client scenarios were typical that Job Connect might see, so using examples as a context for illustrating LBS/ACE services seemed to work better than just listing the services. It seemed to put a ‘face’ to the service.”

**We would use the “client scenario”  
approach again in explaining the  
program to an outside agency.”**

(Canadore College)

- Practical learning activities and creating training plans using the Ontario Skills Passport site.
- “By using the expertise of the Job Connect staff, our students are better prepared to search for and maintain employment. Our students meet with the Job Connect staff, on a one to one basis to begin the Apprenticeship process.

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<sup>4</sup> The activities listed are in no particular order and are outlined further in the attached appendix: Summary Report on Activities

- Publication of the promotional package “Literacy Works! The Foundation of a Healthy Economy in Northern Ontario.” Employer forum with employers on a panel along with literacy practitioners.
- Series of meetings with open format and question and answer opportunities.
- Information session, “Opening remarks set the direction with regard to emphasizing the concept of a ‘one-stop shopping’ environment for clients and the need to know enough about each other to make appropriate referrals.”

### **Sample Barriers Identified from Templates**

- “Finding the time to work it into everyone’s schedules.”
- “Logistically, it was difficult to schedule because of the Post Secondary classes conflicted with the Academic Upgrading classes. To overcome this, the faculty and administration had to be flexible.”
- “The normal resistance by employers to support activity that does not appear to have an immediate effect on the bottom line. Materials spoke directly to the ‘benefits to the employers’.”
- “Both Job Connect and Academic Upgrading have gone through significant changes this year, which have focused time and attention to other priorities.”
- “The three partners in this program were not co-located. This sometimes created logistical issues. Despite that fact, the partners were able to adapt and work well with the circumstances.”
- “It was difficult to find common times to accommodate all participants and still leave coverage in the respective organization.”

### **Sample Outcomes Identified from Templates:**

- “This process is a 2-way street, as Job Connect automatically refers their clients who have less than grade 12 to the LBS Program.” (Conestoga)
- “The Step-Up Initiative raised awareness internally and was one of the steps that led to the reorganization on the Barrie campus, shifting the portfolio of Government and Employment Programs to the Liberal Arts portfolio, providing a venue to support one operational area for Job Connect and Academic Upgrading.” (Georgian)

- "The culminating activity for the Pre-Apprenticeship Construction Craft Worker was a proposal to the city to receive the bid for construction of a gymnasium wall at the local Native Friendship centre. The students had to participate in all aspects of the proposal from calculations, drawings, making community contacts to presentation. The bid was successful and the wall is complete."  
(Northern)

***"Even of more significance is that the majority  
of this student group  
were Aboriginal learners."***

(Northern College)

## **Post-Survey Results**

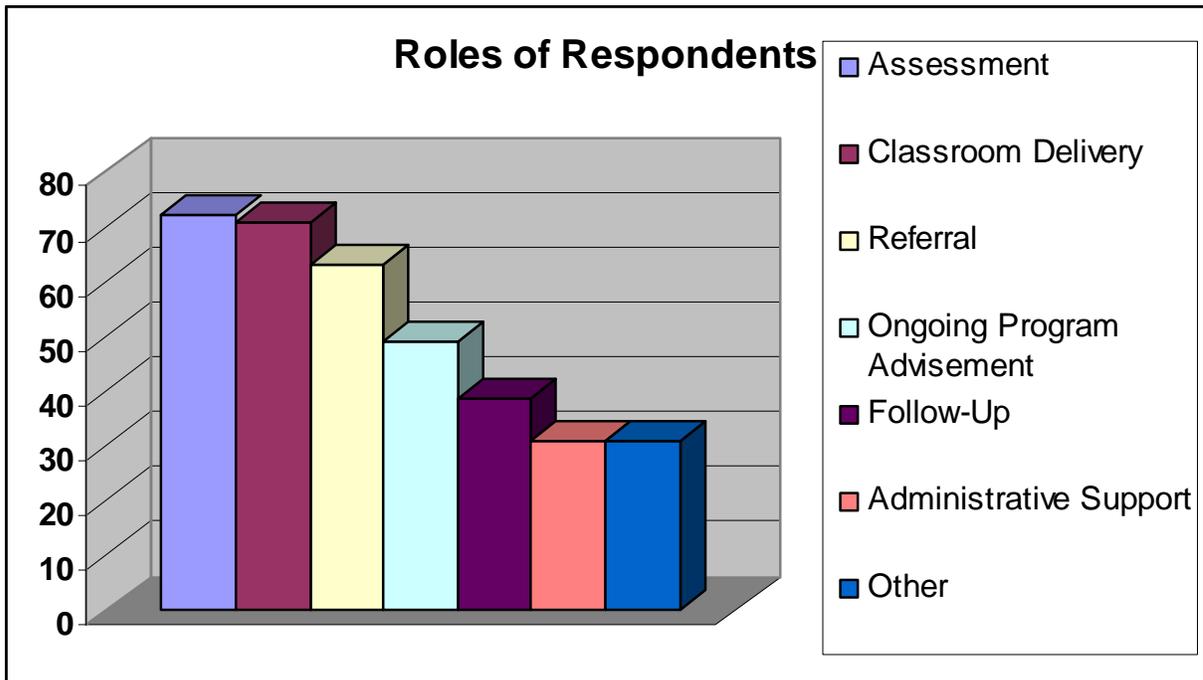
Once all the templates were received, a post-survey was developed and distributed through Survey Monkey. A link was emailed to colleges so that staff could respond to the questions. The primary focus of this activity was to gauge people's knowledge with regard to changes from the pre-survey. It would have been ideal to have had all of those who completed the pre-survey also complete the post-survey. Unfortunately, that did not occur. It must be noted that it is difficult to measure subjective analysis as it relates to knowledge base. Many people initially reported being knowledgeable about a program in the pre-survey but reported as less knowledgeable of the same program in the post-survey. The elapsed time between the pre- and post-survey may have made the interpretation of knowledge level difficult as respondents attempted to remember how they rated their knowledge in the pre-survey as opposed to post-survey. Furthermore, respondents may have changed their feelings about their level of knowledge as they came to realize there was more to learn about specific programs than they initially thought.

The response rate was fairly good considering people's workload, changes to staff personnel, and the timing of the survey (around budget time for some). Out of the 24 colleges, people who responded to the post-survey represented 22 of the provincial colleges. There were 65 total responses, with 59% of those who completed the pre-survey also completing the post-survey.

Approximately 74% said that they had completed an activity or were currently involved in a joint activity with Job Connect, Pre-Apprenticeship or Apprenticeship.

Respondents were asked to list the areas that they were involved with in their current role (checking any or all that applied) and the following pie chart reflects the results.

## Roles of Respondents



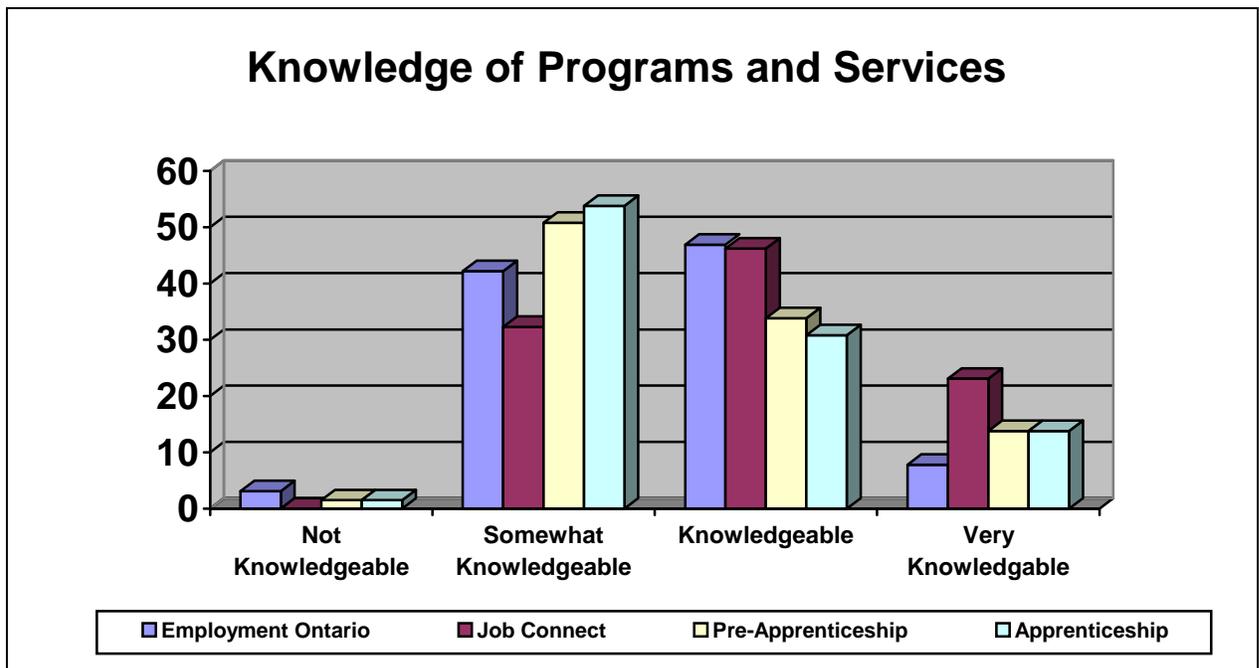
The majority of respondents listed their roles as assessment with classroom delivery following close behind. There was less than a two per cent (2%) difference between the two categories.

The 31% of respondents that listed "other" on their returned surveys provided example roles such as:

- Managers
- Marketing and Outreach
- Community Information and Outreach
- Curriculum Development
- Student Advising
- Career, Education and Learning Support

Although 36 of the 61 respondents who answered the question on whether or not they had completed a pre-survey in January 2006, there were only 28 who had actually done so. It must be noted that four (4) of the 65 overall respondents had left this question blank.

## Knowledge of Programs and Services



The numbers for knowledge of the Apprenticeship Program are equal to those of the Pre-Apprenticeship Program with almost fifty-four percent (53.8%) stating they were somewhat knowledgeable. After a year of information sharing, print materials and partnerships, the numbers have increased from the pre-survey but there is still work to be done to increase the numbers even further.

Chart #1 on the following page reflects the number of people who had completed **both** the pre- and post-surveys and their answers to the question describing the respondents' knowledge of TCU's One Stop Education and Training System (now Employment Ontario), the Job Connect Program, the Pre-Apprenticeship Program and the Apprenticeship Program.

The choice answers given for all questions related were the same as the pre-survey:

- Not Knowledgeable
- Somewhat Knowledgeable
- Knowledgeable
- Very Knowledgeable

Respondents were asked to check the statement that best described their knowledge of Employment Ontario, the Job Connect Program, the Pre-Apprenticeship and Apprenticeship Programs, the following chart reflects the

responses in percentages of the 64 or the 65 respondents that answered each question.

It must be noted that one of the areas, Employment Ontario, was answered by 64 of the 65 respondents and the other three questions were answered by all 65 respondents.

**Chart #1: Knowledge Level of Programs**

	EMPLOYMENT ONTARIO		JOB CONNECT		PRE-APPRENTICESHIP		APPRENTICESHIP	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
<b>Not Knowledgeable</b>	1	1	1	0	7	1	7	1
<b>Somewhat Knowledgeable</b>	16	9	8	5	12	12	12	13
<b>Knowledgeable</b>	6	17	12	17	2	10	5	9
<b>Very Knowledgeable</b>	3	1	4	5	3	4	1	5

When the 28 respondents, from both surveys, were asked in the post-survey if they felt they required additional training and/or information, 11 responded yes, 16 responded no and one person left the questions unanswered.

When asked what type of training they had had in order to increase their knowledge of the four programs, the majority stated that their knowledge had been obtained and/or increased through joint and informal information sharing. Less than half said that they learned more through self-directed study.

Of significant importance is the response to the use of the written materials provided by CSC including background information, overviews and Quick Facts of Job Connect, Pre-Apprenticeship and Apprenticeship. Although only 10% of respondents said they used the DVD (CSC Conference Panel: Integrating Upgrading, Job Connect and Apprenticeship), almost ninety-four per cent (actual 93.6%) said it was the written materials that were of the utmost value. Thirty-two percent (32%) attended workshops on Job Connect and Apprenticeship at the CSC conference in 2006 and 74% of respondents stated that they had attended informal information sessions in order to gain further knowledge on the different programs. When respondents were asked if they felt that they required further information about Employment Ontario, Job Connect, Pre-Apprenticeship and Apprenticeship, over 45% of those responding said yes. Of primary importance is that they felt the informal information sessions and updated and current information distributed via the College Sector Committee was the preferred method of keeping informed.

In summarizing the information obtained from the post-survey, it appears that front line deliverers' knowledge of various programs has increased. One of the most important lessons learned from this project is that we must not discount the value of written materials in professional development of Academic Upgrading faculty. Written materials appear to be the driving factor in educating staff to the benefits of each program. It is imperative that ongoing dialogue and training occur within colleges and between CSC and the colleges; this need also emerged during the interactive session at the joint Academic Upgrading, Job Connect and Pre-Apprenticeship/Apprenticeship Conference in June 2007. Finally, significant benefits of having Job Connect housed in the same building with Academic Upgrading were identified, making special note that three of twenty-four colleges don't have co-located LBS and Job Connect Services.

### **Joint Conference 2007**

A short outline of the status of the Models Project was presented at this year's conference in June. There were approximately 50 people in attendance at the presentation and about a third of participants were familiar with the project. Although the different activities that were submitted through the distribution of templates to the colleges were provided in an overview format, there was a distribution of a summary report of activities at the end of the workshop. This summary report has been included as an appendix in the final report. Participants were also asked to provide any further information on other activities that had not previously been reported. No one, however, identified additional activities at the time of final reporting.

Of primary importance, as garnered from the information received from the post-survey, is that several colleges have already begun some type of formal or informal intake and referral system particularly amongst Academic Upgrading and Job Connect programs.

It was made very clear that the activities were not identified as "best practice" as there was never a decision at the beginning of the process on how to evaluate whether or not an activity or activities would be deemed a best practice. For the purposes of this report and the presentation, all joint activities were seen to be inspirational and were not placed in any particular order in the summary report or throughout the presentation.

It was reported that indications for the post-survey showed high ratings in "somewhat knowledgeable" for Pre-Apprenticeship and Apprenticeship. Job Connect was identified as doing good work in promotion given their results of awareness.

This presentation also included an opportunity for participants to engage in group work to answer four questions from a regional, provincial and internal perspective. There were six groups, two each working on one of the three areas.

Participants were asked to identify:

1. Barriers to integration
2. Strategies to overcome these barriers
3. Ideas for engaging Pre-Apprenticeship and Apprenticeship Programs
4. Potential next steps

It appeared that identifying barriers and developing strategies to work through these barriers proved much easier than answering the questions of how to engage Pre-Apprenticeship and Apprenticeship Programs and identify potential next steps. Understanding that time constraints may have impacted the ability for groups to answer all the questions, it was felt that the barriers and strategies were representative of those participants present at the workshop. One topic that frequently surfaced and generated much discussion prior to the close of the workshop was the Employment Ontario website. Many felt that it would be more useful if the information on the website were kept up to date, even going as far as to suggest that perhaps the website could be an interactive one where each college program could update its own information on a regular basis. Another suggestion was to provide a secondary link to that website featuring details about all services in the local region where an Employment Ontario program is offered.

The following represents the statements provided by each of the groups in relation to these four questions:

## **REGIONAL**

### Barriers to Integration:

- Lack of communication at all levels
- Lack of opportunity to network/share on a regular basis
- Lack of connection between non-college service deliverers
- Different mandates/agendas
- Lack of or inconsistent funding
- Limited number of Pre-Apprenticeship programs being approved per college
- Approval of non-college (for profit) Pre-Apprenticeship programs. Do they have the same mandate or direction to work collaboratively with JC or Apprenticeship?
- Distance and location of services (Algonquin and St. Lawrence – don't have JC on site)
- Lack of meetings/knowledge/awareness

Strategies to Overcome Barriers:

- Commitment from all levels starting from Employment Ontario management, college management and staff, front line workers, etc.
- Maintain ongoing communication
- Integration of results tracking
- Use of technology to improve ongoing communication/networking
- Regional tri-sector conferences
- More promotion of the Employment Ontario initiative to all stakeholders
- Inviting speakers from other sectors to sector-specific events
- Presentations regarding Academic Upgrading and Apprenticeship in Job Connect
- Front line support staff need to be knowledgeable of all services
- Best practices shared locally and regionally
- Employment Ontario website (How much detail is there? Need to research that more.)
- Website featuring details about all services in the region

How to Engage Pre-Apprenticeship and Apprenticeship:

- Sharing at the regional level about what is being offered
- Continued Regional tri-sector conferences

Next Steps:

- Information sharing; Dividing/defining information on the Employment Ontario website by region

**PROVINCIAL**

Barriers to Integration:

- Knowledge of other areas of JC, Apprenticeship, Academic Upgrading (more details needed)
- Knowledge of each other, what we do, where we are located, mandates
- Lack of communication between/among all groups at all levels – locally, regionally, provincially
- Multiple deliverers of all programs
- Different age groups served (LBS 19+, JC 16-24 and some adult)
- Communication and distance
- Pre-Apprenticeship provincial proposal submissions
- Statistical gather/needs for each area are different – challenging to communicate to each other
- Trust that information is gathered correctly and that it is the information you need to sustain your program
- Different interpretation

- Different messages from ministry field consultants or ministry representatives – differs from area to area and across the province
- Employment Ontario website still has incorrect information on it
- Challenge to have integrated website is allowing programs to actually get on and change or correct information

Strategies to Overcome Barriers:

- Developing interactive website – models for integration where you can share ideas, answer questions in real time/ongoing format. Make it dynamic.
- Planning another conference to build on this model and experience
- Bringing in other partners after colleges are onboard
- Finding common ground is a good starting point
- Looking at guidelines to align them to accommodate all areas
- Ensuring all areas get the same information and same message – talking to one another as to what is allowable or not
- More lead time with proposal submissions
- Starting at grassroots
- Building trust
- All partners at get-togethers provincially
- Regular meetings
- Ensuring that when working together that all partners will benefit in achieving goals
- Working towards a common information and statistics system
- “Centralized” intake, common form (Fanshawe uses centralized intake forms so client gets routed to appropriate service regardless of point of entry)
- Integrated program delivery (AU, App – St. Lawrence has a working group of Academic Upgrading, JC, Apprenticeship – created math upgrading to assist Apprenticeship which was so successful that there is now a tangible reason to work together)

How to engage Pre-Apprenticeship and Apprenticeship:

- Make integration part of site performance outcomes

Next Steps:

- No response

**INTERNAL**

Barriers to Integration:

- Time
- Location issues

- No communication
- Apprenticeship students and teachers don't see the value of academic cores
- Not all colleges have Job Connect within their college
- Communication on an ongoing basis is challenge, front line and managers
- Apprenticeship more linked to post secondary
- Funding – additional activities but no additional funding
- Consistency of program parameters (Pre-Apprenticeship)
- Timing – last minute approvals
- Departmental silos
- Collective agreements can interfere with our ability to respond quickly and effectively
- Partially external pressures that Pre-Apprenticeship programs experience about timing
- Attitude barriers towards learning about each others areas
- Conflicting priorities
- Geographic location, co-location, absence of Job Connect services at some colleges

#### Strategies to Overcome Barriers:

- Team teaching may help so we see the value of partnership - do some stream teaching with Apprenticeship teachers to teach them the value of upgrading
- Context teaching – Teaching in context where LBS might learn more context of Apprenticeship to introduce into LBS programs
- Co-location makes it easier
- Identifying person within each college to act as a champion for Employment Ontario
- Getting people to know each other at personal level
- Trade talks so staff from different areas talk together; professional development
- Joint recognition of what each other does - see value in other programs
- One area should use its expertise to recruit for other stream (people realize how they can support each other in recruiting process)
- Local agreements around collective agreement

#### How to Engage Pre-Apprenticeship and Apprenticeship:

- No response

#### Next Steps:

- No response

## Next Steps

Although the information provided through the templates of activities and the post-survey responses has been reflected in this document, there are definitely many next steps that need to occur or be addressed to ensure that the partnerships initiated and developed over the past year and a half continue to be maintained and grown. The following reflects some of the most important next steps identified from all of the avenues of information:

1. The College Sector Committee must continue to take the lead in providing updated and relevant information to all provincial colleges on a regular basis.
2. Provincial and perhaps regional tri-sector conferences should be continued.
3. All colleges need to work towards a common information and statistics system that can track referrals and be easily adapted by all.
4. Best practices should continue to be shared locally and regionally.
5. The Employment Ontario website must be kept up to date and possibly expanded as it has been identified as an important avenue for sharing information.
6. Strategies should be developed to ensure that front line deliverers from all programs be given opportunities to remain up to date on program changes and to participate in professional development and information sharing activities. These activities need to be developed and supported.

**Appendix 1: Template A for Completed Activities**

<b>TEMPLATE A</b>	
<b>For Recording Information on a Completed Activity</b>	
<b>Contact Information</b>	
<b>Name:</b>	<b>Title:</b>
<b>Phone:</b>	<b>Email:</b>
<b>Delivery Location</b>	
<b>Address:</b>	
<b>Joint Activity</b>	
<b>Name of activity:</b>	
<b>Brief description of activity:</b> What kind of activity was it, e.g., promotional, intake/referral, PD/information exchange, programming? What was the purpose? What was the perceived need?	
<b>Participating programs:</b> List programs that participated in this activity. What was each program's role or contribution?	
<b>Main objectives of the activity:</b> List 2 or 3 objectives.	
<b>Strategies:</b> Briefly describe strategies you used to achieve your outcomes.	
<b>Targets:</b> How many students/clients did you expect to serve? Did you meet your targets? Why or why not?	
<b>Supports:</b> What supports were in place for (a) clients/students, and (b) for the activity? Were they effective? Why or why not?	
<b>Barriers:</b> What were some barriers or obstacles that affected your activity? Were you able to overcome them? Please explain.	
<b>Outcomes</b>	
<b>Outcomes:</b> What were the benefits of the activity for students/clients, e.g., improved access to other programs and services, credentials? What other benefits, if any, resulted?	
<b>Evaluation</b>	
<b>Evaluation Plan:</b> How did you evaluate your activity, e.g., what were your indicators for success?	

## Appendix 2: Template B for Activities in Progress

<b>TEMPLATE B</b>	
<b>For Recording Information on Activity <u>in Progress</u></b>	
<b>Contact Information</b>	
<b>Name:</b>	<b>Title:</b>
<b>Phone:</b>	<b>Email:</b>
<b>Delivery Location</b>	
<b>Address:</b>	
<b>Joint Activity</b>	
<b>Name of activity:</b>	
<b>Brief description of activity:</b> What kind of activity is it, e.g., promotional, intake/referral, PD/information exchange, programming? What's the purpose? What is the perceived need?	
<b>Participating programs:</b> List programs participating in this activity. What is each program's role or contribution?	
<b>Main objectives of the activity:</b> List 2 or 3 objectives.	
<b>Anticipated outcomes:</b> What benefits do you anticipate for students/clients, e.g., improved access to other programs and services, credentials? What other kinds of benefits do you anticipate?	
<b>Strategies:</b> Briefly describe strategies you plan to use to achieve your objectives.	
<b>Specific targets:</b> How many students/clients do you expect to serve?	
<b>Anticipated supports:</b> What supports will need to be in place for (a) clients/students, and (b) for the activity?	
<b>Anticipated barriers:</b> What are some barriers or obstacles that might affect your activity? How will you overcome them?	
<b>Evaluation</b>	
<b>Evaluation Plan:</b> How do you plan to evaluate your activity, e.g., what are your indicators for success?	

### Appendix 3: Post-Survey Sample with Results

#### Post-Survey Results

1. Please provide your name, email, college and delivery location address	
<b>Total Respondents</b>	<b>65</b>
(skipped this question)	0

2. Did you complete the Pre-Survey in January 2006?			
		<b>Response Percent</b>	<b>Response Total</b>
Yes	<input type="checkbox"/>	59%	36
No	<input type="checkbox"/>	41%	25
<b>Total Respondents</b>			<b>61</b>
(skipped this question)			4

3. Please list the areas that you are involved with in your role. (check any and all that apply)			
		<b>Response Percent</b>	<b>Response Total</b>
Classroom Delivery	<input type="checkbox"/>	70.8%	46
<b>Assessment</b>	<input type="checkbox"/>	<b>72.3%</b>	<b>47</b>
Referral	<input type="checkbox"/>	63.1%	41
Ongoing Program Advisement	<input type="checkbox"/>	49.2%	32
Administrative Support	<input type="checkbox"/>	30.8%	20
Follow-Up	<input type="checkbox"/>	38.5%	25
Other (please specify)	<input type="checkbox"/>	30.8%	20
<b>Total Respondents</b>			<b>65</b>
(skipped this question)			0

- PROVINCIAL MODELS OF PROGRAM INTEGRATION PROJECT -

4. Check the statement that best describes your knowledge of TCU's One Stop Education and Training System (now Employment Ontario)			
		Response Percent	Response Total
Not Knowledgeable		3.1%	2
Somewhat Knowledgeable		42.2%	27
<b>Knowledgeable</b>		<b>46.9%</b>	<b>30</b>
Very Knowledgeable		7.8%	5
<b>Total Respondents</b>			<b>64</b>
(skipped this question)			1

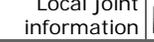
5. Check the statement that best describes your knowledge of the Job Connect Program and/or services.			
		Response Percent	Response Total
Not Knowledgeable		0%	0
Somewhat Knowledgeable		32.3%	21
<b>Knowledgeable</b>		<b>46.2%</b>	<b>30</b>
Very Knowledgeable		23.1%	15
<b>Total Respondents</b>			<b>65</b>
(skipped this question)			0

6. Check the statement that best describes your knowledge of the Pre-Apprenticeship Program.			
		Response Percent	Response Total
Not Knowledgeable		1.5%	1
<b>Somewhat Knowledgeable</b>		<b>50.8%</b>	<b>33</b>
Knowledgeable		33.8%	22
Very Knowledgeable		13.8%	9
<b>Total Respondents</b>			<b>65</b>
(skipped this question)			0

- PROVINCIAL MODELS OF PROGRAM INTEGRATION PROJECT -

7. Check the statement that best describes your knowledge of the Apprenticeship Program.			
		Response Percent	Response Total
Not Knowledgeable		1.5%	1
<b>Somewhat Knowledgeable</b>		<b>53.8%</b>	<b>35</b>
Knowledgeable		30.8%	20
Very Knowledgeable		13.8%	9
<b>Total Respondents</b>			<b>65</b>
(skipped this question)			0

8. The College Sector Committee (CSC) provided materials and training to help front line deliverers improve their knowledge of the different programs. Please indicate if you used any of the following:			
		Response Percent	Response Total
<b>Background information on One Stop, and overviews and quick facts of Job Connect, Pre-Apprenticeship and Apprenticeship</b>		<b>93.6%</b>	<b>44</b>
DVD (CSC Conference Panel: Integrating Upgrading, Job Connect and Apprenticeship.		10.6%	5
Workshops on Job Connect and Apprenticeship at the CSC Conference.		31.9%	15
<b>Total Respondents</b>			<b>47</b>
(skipped this question)			18

9. List additional training on One Stop (Employment Ontario), Job Connect, Pre-Apprenticeship and Apprenticeship that you participated in during the past year.			
		Response Percent	Response Total
Local joint information		60.3%	35

- PROVINCIAL MODELS OF PROGRAM INTEGRATION PROJECT -

sessions (e.g., with Job Connect, Apprenticeship)			
<b>Informal information sessions</b>		<b>74.1%</b>	<b>43</b>
Self-directed study		41.4%	24
Other (please specify)		24.1%	14
<b>Total Respondents</b>			<b>58</b>
(skipped this question)			7

10. Have you completed an activity, or are you currently involved in a joint activity with Job Connect, Pre-Apprenticeship or Apprenticeship?			
		<b>Response Percent</b>	<b>Response Total</b>
<b>Yes</b>		<b>73.8%</b>	<b>48</b>
No		26.2%	17
<b>Total Respondents</b>			<b>65</b>
(skipped this question)			0

11. If you answered yes to Question 9, what kind of activity have you been involved in?			
		<b>Response Percent</b>	<b>Response Total</b>
Promotional		44%	22
<b>Referral</b>		<b>68%</b>	<b>34</b>
Professional Development/Information Exchange		60%	30
Programming		34%	17
Other (please specify)		20%	10
<b>Total Respondents</b>			<b>50</b>
(skipped this question)			15

- PROVINCIAL MODELS OF PROGRAM INTEGRATION PROJECT -

12. What programs have been involved in your activities?	
<b>Total Respondents</b>	<b>39</b>
(skipped this question)	26

13. If you answered no, to Question 9, what are the primary reasons an activity has not been initiated in your area?			
		<b>Response Percent</b>	<b>Response Total</b>
The project doesn't apply, e.g., there are no programs to enter into a joint activity with.		27.8%	5
The program doesn't have the time or resources to participate in the project.		22.2%	4
It is difficult to get the other programs to participate.		5.6%	1
Community Size		11.1%	2
<b>Other (please specify)</b>		<b>38.9%</b>	<b>7</b>
<b>Total Respondents</b>			<b>18</b>
(skipped this question)			47

14. Do you feel you require further information about Employment Ontario, Job Connect, Pre-Apprenticeship and Apprenticeship?			
		<b>Response Percent</b>	<b>Response Total</b>
<b>Yes</b>		45.3%	29
No		42.2%	27
Other (please specify)		20.3%	13
<b>Total Respondents</b>			<b>64</b>
(skipped this question)			1

## Appendix 4: Summary Report on Activities

*(Prepared for the CSC Conference Presentation June 5, 2007 and updated)*

### Completed Activities

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#### ALGONQUIN COLLEGE

Location: National Capital Region YMCA-YWCA Job Connect, Ottawa, ON  
Joint Activity: Meeting with Director

Information exchange meeting with Director of the National Capital Region YMCA-YWCA Central Job Connect office. Discussed various programs and possible ways to make relevant referrals to each other's programs.

Outcome(s): Since the meeting, monthly Job Connect events posters are posted on the Career and College Preparation bulletin board. A representative from the NCR YMCA-YWCA Job Connect Program has been invited to speak to the Career and College Preparation students, monthly.

The Academic Referral Officer carries promotional flyers for the NCR YMCA-YWCA Job Connect offices and makes referrals when relevant. She also receives client referrals from the Job Connect office to meet in the Academic Referral Centre.

#### COLLÈGE BORÉAL (1)

Location: Welland, ON  
Joint Activity: Providing Academic Upgrading to "Aide enseignante" Apprenticeship Students

Academic Upgrading and Apprenticeship programs, both delivered by Collège Boréal, participated and provided Academic Upgrading in core subjects, mathematics and communications to students of these programs.

Outcome(s): Students were better prepared for their Apprenticeship program (on-line delivery) and more confident in pursuing Apprenticeship training even though some had not studied in many years.

## Completed Activities

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### COLLÈGE BORÉAL (2)

Location: Sudbury, ON  
Joint Activity: Training Plan for Students with an Employment Objective.

A 2-day professional development activity to introduce access centre staff (Sudbury, St. Charles, Sturgeon Falls, New Liskeard, Kirkland Lake, Timmins, Chapleau, Kapuskasing, Hearst, Toronto, Welland and Windsor) to the concept of essential skills and how to adapt training for the student with an employment objective. Part of the training plan included services from Job Connect.

Outcome(s): Improved knowledge in adapting training plans around essential skills and an increased awareness of the services provided by Job Connect.

### CANADORE COLLEGE

Location: North Bay, ON  
Joint Activity: Meetings with Community-Based Job Connect Programs.

Two information exchange meetings with the community-based Job Connect programs, the first meeting included the program managers, and the second was with the LBS coordinator/manager and Job Connect staff and managers. These meetings were follow-up on preliminary links with Job Connect during the *No Wrong Door* (now Employment Ontario) pilot activities in North Bay (2006). Canadore College is only one of three colleges that do not have a college-based Job Connect Program. Community-based Job Connect staff and managers, College LBS/ACE Coordinator/Manager and the College Intake Officer participated.

When explaining LBS/ACE services to Job Connect staff, a small-scale “scenario” approach was used in the presentation. The client-based scenarios provided were typical of clients that Job Connect might support and using such examples as a context for illustrating LBS/ACE services seemed to be more effective than just listing the services provided.

Outcome(s): The Job Connect staff is better informed about LBS opportunities, making improved access for Job Connect clients to LBS services.

LBS and Job Connect can report this activity in a very positive light to MTCU when the opportunity arises. Both can track referrals to and from, use this information to their credit and validate the increased cooperation between agencies.

Job Connect expressed an interest in establishing a referral protocol with the LBS program at Canadore College, subsequently streamlining the process for referring clients.

## Completed Activities

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### CAMBRIAN COLLEGE

Location: Sudbury, ON  
Joint Activity: Academic Upgrading to Technology Students.

All technology students were given a math placement test. Despite having completed grade 12, a significant number of students did not have the basic numeracy skills to be successful in their post-secondary program. The Academic Upgrading Program provided each student with an individualized program to address the numeracy gaps using a specific, short-term approach. Partnerships to be repeated in the fall and discussions to expand with Apprenticeship programs are underway.

### CENTENNIAL COLLEGE (3)

Location: Toronto, ON  
Joint Activities:

1. Employment Ontario community resource guide developed by the Scarborough Job Connect Partnership. (promotional activity to enhance services to clients.)
2. Inclusion of Job Connect in the curriculum of the Pre-Apprenticeship programs in Automotive Technology and Truck Coach (Programming to assist Pre-Apprenticeship students with job search.)
3. Centennial College Employment Ontario committee established. (Promotional/information exchange activity.)

The objectives of these activities were to increase inter program awareness; facilitate referrals between programs and into post secondary programs where applicable and increase referrals to programs from outside of the college. The strategies used were regular representation on the college's Employment Ontario committee and cooperative outreach/marketing efforts.

### CONESTOGA COLLEGE (1)

Location: Stratford, ON  
Joint Activity: Shared Workshops and Information Sessions.

The Stratford Campus does not offer an Employment Preparation Program to all their students. Students are encouraged to attend the Job Connect workshops that focus on employment and Apprenticeship information sessions. Job Connect also offers both general and specific Apprenticeship information sessions and both the workshops and information sessions are well attended by the LBS/OBS students. Students whose goals are employment or Apprenticeship are *automatically* referred to Job Connect.

Outcome(s): Students were guided into the Apprenticeship process and through Job Connect were signed with employers. *This process is a two-way street-Job Connect automatically refers their clients who have less than Grade 12 to the LBS program as well.*

## Completed Activities

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### CONESTOGA COLLEGE (2)

Location: Kitchener, ON  
Joint Activity: "Employment Ontario, Conestoga Edition".

"*Employment Ontario-Conestoga Edition*" was the name of the professional development session that the School of Trades and Apprenticeship in partnership with the School of Career and Academic Access held in January 2007. Over 80 faculty and staff from Apprenticeship and Trades, Job Connect, Career Development Services, Perth Career Counseling, and Preparatory Programs toured the Waterloo Campus, reviewed myths and misconceptions in each area, received binders with "Need to Know" information about each program and broke into small, mixed groups to discuss service paths for individual case studies. One of the highlights was the presentation by previous clients/students who have actually received service from more than one of the programs listed.

Outcome(s): Improved student access to other programs and increased knowledge of each other and programs has resulted in more staff/faculty interaction.

### CONFEDERATION COLLEGE

Location: Thunder Bay, ON  
Joint Activity: Literacy Work!

A promotional/awareness campaign geared at employers, focused on the importance and benefits of workplace literacy programs, was coordinated by the Northern Superior Training Board, Far North East Training Board, Literacy Northwest and Confederation College Literacy and Basic Skills. A forum was held for employers, with employers on a panel along with literacy practitioners. A breakfast was hosted by the Aboriginal Employment Agencies including presentations by employers and a one-page project summary was included in Northern Ontario Business and in the Thunder Bay Chamber of Commerce Newsletter.

Outcome(s): There was a great deal of publicity generated around the project and the dialogue between employers and literacy providers was productive in that many questions about literacy and the benefits of worker literacy were addressed in business terms.

Publication of a promotional package entitled "Literacy Works! The Foundation of a Healthy Economy in Northern Ontario".

## Completed Activities

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### DURHAM COLLEGE

Location: Oshawa, ON  
Joint Activity: Staff Meetings Including Staff from Job Connect, Apprenticeship and Academic Upgrading.

The main objectives for this activity were to exchange information on programs and services, increase staff awareness about programs and to improve referrals. The meetings have created contacts for each group so staff know who to approach with questions about services, student/client referrals and brochures and program information is now available in both classrooms.

Outcome(s): Improved access to programs/services  
  
Increase in cross-referrals between Job Connect and Academic Upgrading and an understanding of the advantages of the available services and supports with greater access to staff and information for clients, students and staff.

### FANSHAWE COLLEGE (1)

Location: London, ON  
Joint Activity: Pre-Apprenticeship Truck and Coach Mechanic-Essentials Skills Upgrading-Job Connect Employment Preparation.

All candidates who applied for the Pre-Apprenticeship program were required to take the Test of Workplace Essential Skills (TOWES) as part of the pre-admission process. All those who did not achieve the level required for this occupation, were required to participate in Essential Skills upgrading while they were in the Pre-Apprenticeship program with the goal of bringing their scores up to the required level. The upgrading was 100 hours between July and December 2006 and students were required to re-write TOWES to show evidence of progress at the end of the program. Job Connect was also a partner in the program as their role was to work with students to provide practical tools such as resume preparation, and interview skills. Job Connect staff also assisted them in securing successful placements or being signed as an Apprentice by the end of the program.

Outcome(s): Increased Essential Skills and TOWES credentials.  
  
Increased awareness of support services available both within the College and the community. (the three partners in this program were NOT co-located) and of the resources available that were related to the student's field of employment.

## Completed Activities

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### FANSHAWE COLLEGE (2)

Location: Simcoe, ON  
Joint Activity: Delivery of a Government of Ontario project for Assistant Cook, Pre-Apprenticeship Program.

Orientation sessions were jointly delivered by all participating programs. The first part of the program was delivered by LBS and the Employment Centre (workshops) and the back end of the program was coordinated by Job Connect, Apprenticeship Branch and the local employers for placement. At the conclusion of the placement, Job Connect and the [apprenticesearch.com](http://apprenticesearch.com) staff were responsible for supporting the students when securing Apprenticeship opportunities.

Outcome(s): The barriers have been streamlined and the program will be delivered again next year.

Jobs, credentials, and opportunities for further Apprenticeship training, upgrading and connects to every employment program available in the community was provided to the students during the program and for the future.

### GEORGIAN COLLEGE

Location: Barrie, ON  
Joint Activity: A Step Up Marketing Initiative.

Internal marketing materials were developed by Georgian College's Job Connect, Academic Upgrading, Apprenticeship and the local Apprenticeship Branch, highlighting Georgian College's employment services, Academic Upgrading and Apprenticeship readiness and training. The marketing initiative also celebrated the success of Job Connect scholarship candidates and the employers who signed them as apprentices.

Outcome(s): The Step Up Initiative raised awareness internally, and was one of the steps that led to the reorganization on the Barrie campus, providing a venue to support one operational area for Job Connect and Academic Upgrading in 2007-2008.

## Completed Activities

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### HUMBER COLLEGE

Location: Humber North Campus  
Joint Activity: Cook Pre-Apprenticeship.

A new program, Pre-Apprentice Cooks, was started in October 2006 to provide training for at-risk youth. The LBS program worked with the Culinary programs to design the English and Math components of the program. Planning and Government Relations wrote the proposal. Humber LBS provided assistance in curriculum design, materials and provided instructors. The School of Hospitality, Recreation and Tourism provided core course content and instructors and direct supervision of the program and Rexdale Microskills did the marketing and recruitment. All 24 students involved in the program were Job Connect clients.

Outcome(s): 17 students gained employment while 5 students have the possibility of pursuing an apprenticeship and the other students made positive life changes.

### NORTHERN COLLEGE

Location: Porcupine Campus, Timmins, ON  
Joint Activity: ACE Academic Upgrading Delivery to Pre-Apprenticeship Construction Craft Workers and to Pre-Apprenticeship Electrical Students.

The activity was programming and the purpose was to provide the Pre-Apprenticeship students with the required 10 weeks of upgrading to receive an ACE certificate. The Academic Upgrading program also provided initial assessment and marking of results. The perceived need was the current demand in the skilled trades field and the need to expand the current learner market in order to increase program contact hours and enrolment.

Outcome(s): ACE certification for all students and updated academic skills as required for their specific trade.

Increase in contact hours and learners for the upgrading program.

The culminating activity for the Pre-Apprenticeship Construction Craft Worker was a proposal to the city to receive the bid for construction of a gymnasium wall at the local Native Friendship Centre. The students had to participate in all aspects of the proposal from calculations, drawing, community contacts to presentation. The bid was successful and the wall is complete. Even of more cultural significance was that the majority of the students were aboriginal learners.

## Completed Activities

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### SAULT COLLEGE

Location: Sault Ste. Marie, ON  
Joint Activity: Information Session-Professional Development Opportunity Between All Local Literacy Agencies, Job Connect and the Apprenticeship Branch.

In September 2006, the college organized and hosted a professional development opportunity for managers and/or practitioners from all literacy providers, managers and/or employment counsellors from Job Connect and their partners, as well as managers and/or training consultants from the Apprenticeship Branch. The purpose of the event was to share information about each other's programs and the services provided so that more informed decisions could be made in making appropriate referrals and providing clients with information. This activity was not directed to clients or students.

Outcome(s): Improved service to referrals due to the increased knowledge to each other's programs and services including knowledge of appropriate contacts in various organizations that can be of assistance to students/clients.

### SHERIDAN COLLEGE

Location: Davis Campus, Brampton, ON  
Joint Activity: Job Connect Presentations to Academic Upgrading Students.

The activity was an information exchange. The primary purpose was to share information about Job Connect Services with Academic Upgrading day school students. A secondary goal was to better acquaint faculty with Job Connect services in order to strengthen the connections between programs.

Outcome(s): Increased student and faculty awareness about Job Connect services.  
  
Strengthened connections between Academic Upgrading and Job Connect program staff.

## Completed Activities

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### SIR SANDFORD FLEMING

Location: Cobourg Campus, Cobourg, ON  
Joint Activity: Informative Presentation by Job Connect and Apprenticeship Programming at Academic Upgrading's Fall Professional Development Session.

Fleming College offers Academic Upgrading at four sites in four different communities. Once a year, all front-line staff and faculty in upgrading meet for a professional development day. In October 2006, the plenary session was entitled "No Wrong Door-Working Towards Effective Referrals.". The head of Job Connect and the head of the Apprenticeship programming at the college each provided an overview of their respective programs, followed by a Question and Answer period.

Outcome(s): Increased knowledge of the programming offered by Job Connect and Apprenticeship by Academic Upgrading staff and faculty.

Although no formal evaluation plan was established, anecdotally, the number of referrals has increased between Job Connect and Academic Upgrading.

Academic Upgrading has been asked to provide subject matter expertise in the development of a new skills-based program designed to prepare students for Electrical Apprenticeships.

## Activities in Progress

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### ALGONQUIN COLLEGE (1)

Location: Youth Internship Program, Ottawa, ON  
Joint Activity: Presentation to Interns Participating in the Youth Internship Program.

The Youth Internship Program Officer invites staff to speak to interns about the various programs available at Algonquin College. This presentation is both informational for the interns and promotional in that it dispels the myth that college education is only available to high school graduates. The presenter is also able to introduce new and upcoming programs and talk about program families as well as the opportunity to use college education to articulate to university.

Anticipated Outcome(s): N/A

### ALGONQUIN COLLEGE (2)

Location: Language Assessment and Resource Centre, Ottawa, ON  
Joint Activity: Presentation to Clients of the Language Assessment and Resource Centre and Partnering Settlement Agencies.

A monthly two-hour information session has been scheduled to present the educational options and resources at Algonquin College for new immigrants. Occasionally workers from various settlement agencies sit in on the sessions. The Language Resource Centre provides the space for the regular sessions. They also prepare and mail a handout to advertise the session to all their partnering settlement agencies. They promote the event and collect names for registration. Algonquin College provides the presenter. As a result of this, newcomers receive more complete information earlier regarding their educational opportunities, and know where they can go for further one-on-one advisement.

Anticipated Outcome(s): Information received earlier can help newcomers more efficiently coordinate their language training, education preparation and employment goals.

## Activities in Progress

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### ALGONQUIN COLLEGE (3)

Location: Algonquin College, Ottawa  
Joint Activity: Information Exchange Between Job Connect Ottawa Staff and Career and College Preparation Department Staff.

A meeting will take place between representatives of the various Job Connect offices in the Ottawa area and representatives of Algonquin College's Career and College Preparation Department's Planning Committee in order to exchange information about each other's services and to develop a closer working relationship between the two programs in order to benefit both organizations. The main objectives will be to exchange information about available services, develop promotional strategies to heighten client awareness of available services and programs and to facilitate referral of clients between programs/organizations.

Anticipated Outcome(s): Development of strategies designed to heighten CCP student awareness of Job Connect services and to improve CCP student access to these services.

Creation of similar strategies to increase Job Connect client awareness of CCP educational services and to improve Job Connect client referral to the CCP program.

### ALGONQUIN COLLEGE (4)

Location: Algonquin College, Ottawa  
Joint Activity: Networking Breakfast in March 2007.

A breakfast meeting will be held as a professional development/information exchange activity between Employment Ontario Partners in Ottawa. Representatives from various Apprenticeship, Job Connect, and Literacy and Basic Skills programs will come together for the purposes of creating more efficient and integrated service provision for Employment Ontario clients in the areas of education and training.

Anticipated Outcome(s): Improved access for Employment Ontario clients to employment, training and educational services provided through Apprenticeship, Job Connect and Literacy and Basic Skills programs in Ottawa.

## Activities in Progress

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### **ALGONQUIN COLLEGE (5)**

Location: Algonquin College, Ottawa  
Joint Activity: Settlement to Employment Program (STEP).

This project will help internationally trained newcomers enhance their employability by building business contacts and networks in their area of expertise. STEP leverages the expertise of Algonquin College, the Ottawa-Carleton Immigrant Services Organization (OCISO) and the National Capital Region YMCA-YWCA to create a seamless “one stop shop” approach to labour market integration. STEP will work on an individualized basis with internationally trained immigrants to map out clear pathways to meaningful employment. It will provide its applicants with support in the areas of settlement, credential recognition, profession-specific mentoring and specialized employment preparation training.

Anticipated Outcome(s): 100 participants will complete/graduate from the program.  
40 participants will obtain employment in their field at a level commensurate with their skills and experience and 40 participants will obtain employment in a related field.  
20 participants will be actively pursuing new career paths; or enrolled in new education paths; or will have gained the knowledge and to manage their job search; or attained a professional certification or accreditation.

### **ALGONQUIN COLLEGE (6)**

Location: Job Connect Pembroke Office, ON  
Joint Activity: Recruitment of Students for New Ontario Basic Skills Program in Renfrew County.

The Ontario Basic Skills program started at Algonquin College's Pembroke Campus in January of 2007. The Job Connect program played a significant role in helping recruit students for the new program through its intake of new clients at its Pembroke Resource Centre. The primary purpose of the campaign was to provide Job Connect clients with another option to fulfill their employment and career goals.

As a result of this partnership between Algonquin College's College Preparation program and the Job Connect program, the College exceeded its start-up OBS targets set by the province within the first two months of operation.

Anticipated Outcome(s): As many as 50% of the students who are currently registered in the OBS program will pursue post-secondary studies at Algonquin College beginning in the fall of 2007.  
An enhanced referral system will be created among Employment Ontario programs within the region, local school boards who deliver LBS programming and other social agencies such as Ontario Works, and the Ontario Disability Support Program.  
The partnership with Job Connect will provide a linkage to clients without the necessary education to maintain long-term employment, or pursue college or apprenticeship training.

## Activities in Progress

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### **COLLÈGE BORÉAL (1)**

Location: Sudbury, ON  
Joint Activity: Women in Welding.

This is a programming activity at the beginning of an 8-week welding Pre-Apprenticeship targeted to women. TOWES testing will be provided at the beginning and the end of the training to measure success.

Anticipated Outcome(s): Students will be better prepared for Pre-Apprenticeship studies.

### **COLLÈGE BORÉAL (2)**

Location: All College Boreal access centers who deliver Academic Upgrading  
Joint Activity: Creation of Information Dividers Around Services Offered by College Boreal, Apprenticeship and Job Connect.

Each student registered in Academic Upgrading at College Boreal will receive dividers (10 tabs) and a binder to organize information. Each divider provides “quick tips or quick information” on a variety of information including quick “Boreal” information such as post secondary programs, where to get training supports, etc. Within each section, information for the student’s community will be inserted, as they have access centers throughout Ontario.

Anticipated Outcome(s): Students will be more aware of the services provided by Employment Ontario.

### **COLLÈGE BORÉAL (3)**

Location: All College Boreal access centers who deliver Academic Upgrading  
Joint Activity: Providing Academic Upgrading to Apprenticeship and Pre-Apprenticeship Students.

Eight (8) weeks of front-end loaded Academic Upgrading programming for all Pre-Apprenticeship training.

Anticipated Outcome(s): Students to be better prepared for Apprenticeship studies.

Increase student confidence for students who have been out of school for a long time.

## Activities in Progress

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### **CAMBRIAN COLLEGE**

Location: Access/Upgrading Program, Sudbury, ON  
Joint Activity: Academic Upgrading.

Academic Upgrading is being offered at off-campus locations in conjunction with Job Connect & Apprenticeship. The perception was that students who were not able to access the main campus, an off-campus location was needed. Students are also encouraged to use Job Connect to obtain employment or to find out more about apprenticeships.

Anticipated Outcome(s): Students will be more informed of Job Connect and Apprenticeship programs and will be able to potentially gain local employment through Job Connect. They will also be able to attend Academic Upgrading closer to their homes.

### **CANADORE COLLEGE**

Location: North Bay  
Joint Activity: Job Connect Information Session for LBS/ACE Faculty and Staff.

This will be a professional development/information exchange opportunity intended to inform LBS staff about Job Connect services.

Anticipated Outcome(s): LBS staff will have more knowledge of Job Connect services and when it would be appropriate to refer clients to them.

### **CENTENNIAL COLLEGE (1)**

Location: Scarborough, ON  
Joint Activity: Regular Employment Ontario meetings being held

Employment Ontario meetings focused on exchange of information between programs and fostering a coordinated approach to marketing and outreach efforts. Promoting Employment Ontario as a complete service to both employers and clients.

### **CENTENNIAL COLLEGE (2)**

Location: Scarborough, ON  
Joint Activity: LBS/OBS focus on implementation of ACE and TOWES

ACE and TOWES identified as a curriculum activity for enhancement of services for LBS/OBS and EAP students. Discussion is occurring around best practices on evaluation methods.

Anticipated Outcome(s): Improved access to program services  
Increased opportunities to achieve credentials  
Enhanced curriculum  
Increase transferability between programs.

## Activities in Progress

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### **CONESTOGA COLLEGE (1)**

Location: Kitchener, ON  
Joint Activity: Monthly Meetings Among Job Connect, LBS and Apprenticeship Managers.

Regularly scheduled meetings with informal agendas and follow-up actions will provide an opportunity for information exchange, professional development planning, development of marketing and promotional plans and program planning and development.

Anticipated Outcome(s): Improved student/client access.  
  
More current knowledge.  
  
Networking.

### **CONESTOGA COLLEGE (2)**

Location: Cambridge, ON  
Joint Activity: Information Sessions and Workshops with Conestoga College, Cambridge Career Connections and the John Howard Society.

Information exchange exercise about the programs, assessments for Academic Upgrading and GED, and services available. The creation of marketing/promotion activities for all programs.

Anticipated Outcome(s): Improved student/client access.  
  
Increased knowledge of services available and Networking.

### **CONESTOGA COLLEGE (3)**

Location: Guelph, ON  
Joint Activity: Academic Upgrading and Pre-Apprenticeship-Truck and Coach.

Activities include academic assessment of all Pre-Apprenticeship students. GED preparation for students without Grade 12 diploma and academic assistance to students that demonstrate a skill deficit.

Anticipated Outcome(s): Students successfully complete the program and have the ability to become registered apprentices (Grade 12 requirement will be met by student).

## Activities in Progress

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### **CONESTOGA COLLEGE (4)**

Location: Guelph, ON  
Joint Activity: Job Connect Referrals

Continued information exchange and referral of learners to Job Connect Services and promotion of Job Connect services and workshops. Providing a bridge from educators (notably GED and Pre-Apprenticeship) to employment services.

Anticipated Outcome(s): Improved learner access to employment services and links between education and employment.

Increase goal attainment stats for MTCU.

### **CONESTOGA COLLEGE (5)**

Location: Guelph, ON  
Joint Activity: Academic Upgrading Apprenticeship.

Delivery of a monthly Multiple Choice Test Taking Workshop (rotated among 3 campuses, Cambridge, Guelph and Waterloo) to assist apprentices in order to successfully write the Certificate of Qualifications Exam.

Anticipated Outcome(s): Improve communication between college and Apprenticeship office and demonstrate areas Academic Upgrading can assist with training.

### **CONESTOGA COLLEGE (6)**

Location: Conestoga College  
Joint Activity: School College Work Initiative (SCWI)-A College Pilot Project.

The project is a joint collaboration between the local school boards and the college but delivered at the college. Upon completion of the program, the students will receive 3 (or in some cases 4) credits and will thus be able to graduate. The purpose is to expose the students to an environment fostering the excitement of learning, to encourage the students to explore career and post-secondary opportunities, and/or provide them with the knowledge and skills with which to research possible occupational options in the pursuit of full-time work.

Anticipated Outcome(s): Students will have acquired 3 or 4 high school credits, ETR certification and direction or future career/training plans as well as various certificates including Emergency First Aid/CPR and Service Excellence.

Students will also have an increased knowledge of labour market information and trends; and the 9 Canadian Essential Skills.

## Activities in Progress

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### CONFEDERATION COLLEGE

Location: Thunder Bay, ON  
Joint Activity: Apprenticeship Awareness for LBS Practitioners and Learners.

This is a promotional activity based on the exchange of information where Job Connect staff meets regularly with Apprenticeship Branch staff, to obtain new information and materials for use in both the Job Connect and LBS units. Job Connect staff act as a liaison between the Apprenticeship Branch and the LBS Program.

Anticipated Outcome(s): Increased number of learners exiting the program to take apprenticeships.

### DURHAM COLLEGE (1)

Location: Oshawa, ON  
Joint Activity: Shared Job Connect and Academic Upgrading Website

This a promotional initiative providing an opportunity to re-design/update the website and provide one link that would be easy to access and locate and provides potential students/clients with information about both Job Connect and Academic Upgrading services within one area of the College's website.

Anticipated Outcome(s): Ease of access to the benefits of both Job Connect and Upgrading potentially resulting in an increase in client base/client usage.  
A site that can post notices of job fairs; Apprenticeship information sessions; critical academic dates, etc.  
Increase the number of clients/students utilizing both services to their advantage.

### DURHAM COLLEGE (2)

Location: Oshawa, ON  
Joint Activity: Potential Proposal Submission for a Joint Partnership Between Job Connect, Upgrading, Apprenticeship/Skills.

Programming opportunity to address Apprenticeship/Skills Training needs with an innovative proposal. This proposal is in discussion stages with Job Connect, Upgrading, and Apprenticeship and Pre-Apprenticeship. The main objectives will be to identify the local needs and areas of opportunities within the Apprenticeship field and develop a joint, innovative proposal for submission to MTCU for Year Two funding.

Anticipated Outcome(s): A relevant, market driven, Apprenticeship oriented joint program.  
Attract individuals to Apprenticeship opportunities who may not have otherwise considered it as an option.  
Establish a fast track process towards a career in an Apprenticeship.

## Activities in Progress

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### FANSHAWE COLLEGE (1)

Location: London, Ontario  
Joint Activity: Certificate of Qualification Exam Preparation Session.

The Essential Skills Resource Centre is working in partnership with MTCU-Workplace Training Branch to present an Exam Preparation Session for Apprentices who are preparing to write their Certificate of Qualification exam and those Apprentices who have not been successful in writing the exam and are preparing to re-write.

Anticipated Outcomes: Students who are fully prepared to successfully write the Certificate of Qualification.  
  
A decrease in the number of students who fail the exam by only a few marks.

### FANSHAWE COLLEGE (2)

Location: Woodstock, ON  
Joint Activity: Focus on the Future

A lunch once every 6 weeks to discuss on a case-by-case basis various intervention strategies for people who have employment barriers that each agency can offer. Participants at the lunches include representatives from Fanshawe College, Job Connect, Ontario Works, Board of Health, Beginnings Pregnancy Centre, Oxford Community Child Care, Oxford Child and Youth, Women's Emergency Centre.

Anticipated Outcome(s): Improved access to programs;  
  
More accessibility to funding options for further training and to other programs;  
  
Increased referral activity between partners;  
  
Heightened awareness of other services in the community;  
  
Increased cross-organizational activities with both clients and service providers including cross-organizational training opportunities between service providers.

## Activities in Progress

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### GEORGIAN COLLEGE

Location: Georgian College, Barrie, ON  
Joint Activity: Re-organization of Job Connect and Academic Upgrading on the Barrie campus.

This is a significant change that incorporates a number of different functions including: change in reporting structures for Job Connect and Academic Upgrading; co-locating both delivery programs; sharing resources; common intake area; centralizing the necessary deliverables as an Employment Ontario delivery site; provide enhanced internal referrals increased LBS/OBS referrals; retention mechanisms for upgrading students through income maintenance supports.

Anticipated Outcome(s): Improved retention for LBS students (Job Connect provides income maintenance support);  
Increased TOWES purchases (Job Connect SSA expenditures);  
Increased efficiencies in both LBS and Job Connect;  
Improved marketing and community awareness.

### GEORGE BROWN COLLEGE

Location: Toronto, ON  
Joint Activity: Academic Upgrading Programming for Students in a Number of Apprenticeship and Pre-Apprenticeship Programs.

Apprenticeship and Access Departments recognized the need for math and communications training for Apprenticeship and Pre-Apprenticeship students. Teachers have been hired for limited periods to provide extra supports in these areas for the students in these programs. Programming has been created to address their specific learning needs.

Anticipated Outcome(s): Students will be more successful in the Apprenticeship (or Pre-) program.  
Students will be able to become licensed Apprentices in the future.  
Students will perform better in work placement and on the job.  
Increased communication between the Access department and Apprenticeship resulting in further joint project ideas.

## Activities in Progress

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### La CITÉ

Location: Ottawa, ON

Joint Activity: Evaluating employability of Job Connect clients using the TOWES program.

The purpose is to evaluate the employability factor of the Job Connect participant interested in working in the service sector. The tool will be useful to counselors and will benefit the client. By evaluating the client, LBS will be able to offer a training plan to the participant to enhance their employability and increase their chance of obtaining suitable employment. The tool will benefit the Job Connect counselor, the future employer and will potentially increase referrals to the LBS programs.

Anticipated Outcome(s): Improve employability of clients and increase the employed outcome.

Improve access to LBS programs.

### LAMBTON COLLEGE

Location: Sarnia, ON

Joint Activity: Exploring Apprenticeship-Are You Ready?

To provide youth, interested in Apprenticeship employment, an opportunity to explore realistic Apprenticeship opportunities.

Anticipated Outcome(s): Awareness/Information/Realistic goal setting.

Pathway to required credentials or subject matter-for example, a senior level science to become a pipe fitter.

### LOYALIST COLLEGE (1)

Location: Bancroft, ON

Joint Activity: Personalized Adult Learning (PAL)

Triage approach to services and referrals. Team members from different programs can provided any of the intake, assessment, training plan building, referrals, etc, as required.

Anticipated Outcome(s): Increase College awareness.

Increase and streamline referral process.

Improve access for clients to all programs.

## Activities in Progress

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### **LOYALIST COLLEGE (2)**

Location: Belleville, ON  
Joint Activity: Portal Services.

Information exchange and promotional activity where each member informs others of activities occurring in their respective programs for information, collaboration, and sharing of resources-i.e.-publications, events, etc. through monthly meetings.

Anticipated Outcome(s): Increase College awareness and improve access for clients to all programs  
  
Increase and streamline referral process

### **MOHAWK COLLEGE**

Location: Fennell Campus, Hamilton, ON  
Joint Activity: ACE for Youth.

Collaborative activity that provides academic support and employment support in an integrated fashion. Youth are registered in both OBS and Job Connect.

Anticipated Outcome(s): Flexibility to accommodate learning and employment needs.  
  
Full range of accessible services & resources co-located to permit ease of transition from one program resource to another and facilitate participant linkage to post-secondary education & Apprenticeship training opportunities.  
  
Dedicated OBS classroom allows participants to learn using youth appropriate curricula supported by a youth teaching specialist.

### **NIAGARA COLLEGE**

Location: Niagara-on-the-Lake, ON  
Joint Activity: Pre-Apprenticeship and Job Connect Client Assessment.

Academic Upgrading staff and materials are used to assess students who have applied to Pre-Apprenticeship Programs. In May 2007, this utilization of Upgrading assessment services will be expanded to include Job Connect. The assessor will be co-located at the Job Connect office for the purpose of interviewing/assessing Job Connect clients for referral to LBS programming.

## Activities in Progress

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### NORTHERN COLLEGE

Location: Porcupine Campus, Timmins, ON  
Joint Activity: Evening Hours for Academic Upgrading Delivery ACE Level and Access to Job Connect Services at Local Job Connect Center.

This activity was promotional, intake/referral, information exchange and programming in nature. A great deal of advertising was conducted in the form of radio, paper and T.V. marketing in addition to a public open house. Intake and referral and initial assessment is provided for new clients. Information exchange is provided for the two programs on a weekly basis. Programming in ACE delivery through in class and blended distance delivery. Purpose is to provide additional evening upgrading hours as well as access to Job Connect services for clients who cannot attend during daytime hours and for those learners who may wish to access extra hours.

Anticipated Outcome(s): Improved access to upgrading and employment services for those clients who cannot attend during the day.

Assessment and information and referral services for clients.

Continued increase in number of learners who will achieve ACE level of certification.

### SAULT COLLEGE

Location: Sault Ste. Marie, ON  
Joint Activity: Professional Development Activity being planned for fall 2007.

Similar to the information session held in the fall of 2006 however more college staff who work with Apprenticeship programs will be included.

Anticipated Outcome(s): Improved access to other programs and services.

Ability to service clients better through referrals.

An increase in numbers of clients to the College's Academic Upgrading program area.

## Activities in Progress

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### SENECA COLLEGE

Location: Various locations in York Region and the Greater Toronto area

Joint Activities: Joint Brochure Adult Upgrading and Job Connect and SJS (Seneca Doors of Opportunities) to identify three York Region locations as “one stop” for both community and employers.

Job Connect Management team led a workshop for all Academic Upgrading staff to share Job Connect criteria and benefits and introduce Essential Skills in the Workplace and TOWES.

At three locations in York Region a joint intake/referral has implemented to better track clients in the center.

All centers offer multiple programs (Job Connect and SJS, Adult Upgrading, Employment Assistance Services and in the Newmarket location, a Post-Secondary computer skills training program. In addition, two centers are co-located with the YMCA employment and community services.

At the Newmarket location, an Employment Advisor conducts 1:1 employment counseling with all full time Adult Upgrading students to provide students with a menu of opportunities to ensure a smooth transition to employment or education.

### SHERIDAN COLLEGE

Location: Sheridan College STC Campus, Oakville, ON

Joint Activity: Industrial Mechanic Millwright Pre-Apprenticeship Training Program.

Ensure Pre-Apprentices have the necessary skills for success in Apprenticeship in order to give people the opportunity to enter the trades and to upgrade the work place skill level in Ontario.

Anticipated Outcome(s): Improved access to a trade apprenticeship.

Workplace experience.

Academic skills to improve access to employment.

Essential skills to help adaptability in the workplace and so maintain employment.

St. John's Ambulance Association First Aid Certificate.

Level 1 IMM Apprenticeship.

## Activities in Progress

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### ST. LAWRENCE COLLEGE

Location: Kingston, ON  
Joint Activity: Joint Working Group of Adult Upgrading (Career and College Prep), Job Connect and Apprenticeship.

The working group meets once a month to look at issues and opportunities to increase collaboration and effectiveness in the inter-connected areas of service. This has resulted in a number of initiatives to date, including:

1. Joint representation at community job fairs, etc.
2. A math upgrading (LBS) class offered to plumber apprentices who were not succeeding in the math portion of Phase 1 of their in-school training. As a result of the success of the math upgrading, a second class to support plumber apprentices in Phase 2 of the in-school training has been started.
3. A pilot initiative to provide literacy assessment to Job Connect clients by the Coordinator of the Career and College Preparation program is being done twice a month. The Coordinator is trained in CABS and TOWES assessment.

Anticipated Outcome(s): Improved access to Upgrading, Job Connect and Apprenticeship services with increased awareness among partners of services for enhancements in these areas.

Increased success of the Apprenticeship students.

## Appendix 5: Conference Presentation

The full PowerPoint presentation delivered at the June 2007 joint Academic Upgrading, Job Connect, Pre-Apprenticeship and Apprenticeship Conference, is online at: <http://www.collegeupgradingon.ca/confprpt.htm> under WORKSHOPS > How Are We Doing?

Introductory slide:



## Appendix 6: Evaluation of Presentation



### Name of Workshop: Models of Integration (34 participants, 23 evaluations)

Please respond to the following statements using the scale: (circle your choice)

1 (strongly agree)                      2 (agree)                                      3 (disagree)                                      4 (strongly disagree)

**Outcomes:** (disagree) (agree)

This workshop met most of my needs and/or expectations.	1	2	3	4
	7	15	1	
	30.4%	65.2%	4.4%	

**Relevance:**

The content was relevant to my program and/or training needs.	1	2	3	4
	10	12	1	
	43.5%	52.2%	4.4%	

Information presented was useful and/or interesting.	1	2	3	4
	10	13		
	3.5%	56.5%		

**Facilitation:**

Information was presented in a clear and/or organized way.	1	2	3	4
	12	11		
	52.2%	47.8%		

The facilitator(s) related information to its practical application as much as possible	1	2	3	4
	17	6		
	73.9%	26.1%		

Appropriate instructional and/or facilitation techniques were used.	1	2	3	4
	13	9	1	
	56.5%	39.1%	4.4%	

Time was provided for discussion and sharing ideas.	1	2	3	4
	16	7		
	69.6%	30.4%		

**Application:**

I will be able to apply what I've learned to my own situation.	1	2	3	4
	<b>14</b>	<b>9</b>		
	<b>60.9%</b>	<b>39.1%</b>		

**Workshop Environment:**

In general the environment (room size, seating arrangement, lighting, temperature, etc.) contributed to the workshop.	1	2	3	4
	<b>14</b>	<b>8</b>	<b>1</b>	
	<b>60.9%</b>	<b>34.7%</b>	<b>44%</b>	

**Overall:**

I would recommend this workshop to others.	1	2	3	4
	<b>13</b>	<b>8</b>	<b>2</b>	
	<b>56.5%</b>	<b>34.8%</b>	<b>8.7%</b>	

**Comments:**

- More background on project. Better instruction on group formation. Clear PowerPoint presentation. Thanks for the info.
- An important area for colleges to work on. Great workshop. Thanks.
- The group discussion was really great and insightful!!
- Do not like group work! Confusion in setting up.
- Useful group exercise – but too many groups. We were getting tired re: time – needed to share info.
- Thank you.
- Would have liked to have seen the “break out group work” in other sessions. It was a great way of networking and brainstorming.
- Excellent. Very practical.
- Excellent – interesting to see what the final results will be. An excellent resource for future steps.