



Supporting Smoother Transitions

Peterborough Native Learning Program
May 2008

EVALUATION REPORT

We gratefully acknowledge
the Ontario Trillium Foundation
for the funding that made this project possible.

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Executive Summary

For 13 years the staff at the Peterborough Native Learning Program (adult literacy community based program in Ontario) have been working with individuals who have their sights and hearts set on getting decent, meaningful jobs. In the minds of these learners, these are jobs that will improve their own living standards and ensure that the futures of their children are brighter. Learners with job goals have come from many situations and belief systems about learning and retraining that make the return to school experience a daunting one. It makes life interesting for the trainers too!

Common learner situations in adult literacy

- Being traumatized by being laid off from something they've done well for many years, no grade 12, when every job in the paper that could pay the bills demands it
- Being humiliated by having to take an employment re-entry course as part of the eligibility process for getting EI when what they really need is individualized, rapid, effective and informed support to get back to work
- learners who believe that all they need is one 8 or 10 week course and they'll never have to go to school again! (at least they're really *hoping*)

Training delivery prior to developing the Transition series

The literacy training experience that we provided until we were afforded this opportunity through the Ontario Trillium Foundation was pretty much aimed at the academic needs of the individual, i.e. we trained so they would be ready for the grade 12 equivalency test or the last level of upgrading at the local college. We looked out for some of their other needs too, like any good community-based literacy agency does. We listened, advocated, helped them problem solve and steered them toward suitable resources when there were any and if it was appropriate to do so. These were usually community supports for basic needs. We talked about the world of work and where they had worked and what that was like. We worried that all they saw as options for themselves were the hard labour jobs that they really shouldn't take on with worn out bodies. There really wasn't anything suitable for those with learning difficulties or other barriers such as not meeting the requirements of mandates to help them make a smoother transition back to the workforce. In many cases the learners had already attended workshops offered by Ontario Works and Employment Insurance funded service deliverers, but with no grade 12 and all that goes along with not having grade 12 they could only get the dead end jobs they had already tried.

Funding and Partners

We applied to the Ontario Trillium Foundation (OTF) for funding to allow us to develop a training series and materials that we dubbed *Supporting Smoother Transitions* at three stages of life: Elementary School to High School, High School to Post Secondary and Adult Literacy to Employment. The proposal was submitted in the Spring of 2007 and got approved in the Fall of 2007. \$47,000.00 was granted; this included \$2000.00 added on at the recommendation of the OTF review team so we could engage in professional development activities related to the project!

Several community partners had been approached while we were writing the proposal to ensure we would have diversity within the participant groups. These groups included the local Board of Education, Education Officers of two local First Nations, the John Howard Society and the local college. 24 participants in all participated in 30 workshops held between mid October 2007 and the end of March 2008.

What we all learned

Initially most of the participants of the workshops indicated that they were unaware of all the steps that are involved in preparing for the next steps in their lives. They thought they were ready, knew what they needed and that others would do a lot of the ground work for them. It was quite an awakening for them to come to the reality that they drive the process and own it, not others. It also allowed them, regardless of age, to look at their own personal readiness to get actively involved in the decision making for their lives. Many were prepared to let others decide for them prior to taking this training. As a result of participating in the workshops they overcame their passivity and now see the importance of self knowledge, getting ready, doing research, ensuring all the supports are in place, and making a reasonable, achievable plan. They came to terms with the fact that learning is a lifelong process and that even if they complete their course of study there will always be a need to upgrade and stay current. This was new to most of them, or they hadn't realized that people who work, especially in the people business, are always upgrading their skills.

The training made us as educators more aware of the systems that are out there and how important it is to ask good questions. Without asking the right questions you often end up at a dead end or what appears to be a dead end. For example, there are many steps and people involved in registering for a

college course. The calendars make it look so simple but it is not. There are fees and deadlines that you are not aware of unless you ask the questions of the right people.

Finding the right people is not easy. We had two of the local college representatives come to speak to the group that is preparing for post secondary because they had so many unanswered questions after doing their research. They were with us for 3 hours and made copious notes on how they could improve their communications systems and documents. We now have one contact person at the college who will flush out anything that students from here need to know. That is very helpful to our students who may give up if there are too many hurdles or barriers in the way of getting registered.

Additionally, we learned that many of the systems require that you are online: to register, look for information, or send your questions. The assumption that we all have computers and Internet access is wrong. We were glad to be able to offer the individuals computer and Internet access with support and it heightened our awareness of how much applying to post secondary or even looking for work is tied to technology and the Internet.

The Products

Two books related to transitioning to employment were produced as a result of the project and are ready to market. We chose to focus on the production of these materials as the majority of participants were engaged in the work readiness workshops. These are *Transitions to Employment: Facilitator's Manual* and *Transitions to Employment: Participant's Workbook*. We have registered through the ISBN system and hope to have the capacity to sell the work books and manual as kits: 1 manual and 5 workbooks per kit selling for \$150.00 plus shipping. Order information is in the appendices.

The Project Team

Pat Powell Owen author of three literacy curriculum documents: *Measuring Learning Readiness*, *LBS Fundamentals for the Native stream Phases 1 and 2*, has been the Co-ordinator / Practitioner of the Peterborough Native Learning Program for 13 years. Pat was the winner of the Canada Post literacy Educator Award in Ontario in 2007. Karen McClain, retired elementary school teacher/principal is the instructor at the Peterborough Native Learning Program. Karen, with over 30 years of teaching all ages and abilities, hails from Chippewas of Nawash First Nation (Cape Croker,

Ontario). Angela Wynne, SSW is an Ojibwa woman born in Sault Ste. Marie Ontario. Angie was our facilitator trainee as well as our administrative support person for the project. Angie a former Peterborough Native Learning Program student has also been a member of our Board of Directors. She is a hard working young mom of 2 beautiful little girls. As a result of participating in this project she feels that she should further her education within the field of teaching adults.

Evaluation

These premises were learned or confirmed by us as the facilitators

- Adult learners need guidance and support in wholistic self-development.
- The essential skills of self-development and self-management have to include spiritual awareness as a way of developing personal responsibility and hope.
- General knowledge about employment and further education is essential to goal setting and planning, beginning at an early age.
- In addition to not knowing they need a cover letter for an effective résumé package, writing a cover letter is a monumental task as adults generally don't have the vocabulary to describe self.
- Having participants in small groups work through the activities with the support of a skilled, knowledgeable facilitator is invaluable to the process of learning about oneself and others.
- Investigating transferrable skills is an immense task for the average adult.
- All three transition manuals created, are a much needed resource as they contain all of the needed pieces/materials in one place.

Methodology

Five trainings were facilitated.

1. Two groups of five
 - Post-secondary
 - Employment
2. Two groups of three
 - Post Secondary
 - High-school

3. One group of four
 - Employment

The workshops were subdivided into

- 1. Knowledge Base**

Websites, information, general knowledge, statistics and templates that support the move into high school, college and employment

- 2. Personal Readiness**

Wholistic self-awareness including the nurturing of all four aspects of self, identity, first impressions, inner locus of control, interpersonal skills, intrapersonal skills

- 3. Problem Solving – Decision Making**

Decision –making tools including T-Chart and 5 whys, websites for information to assist in the decision-making, activities to identify skills owned and needed

- 4. Creating a Plan**

Web searches, planning forms, resume and cover letter, 4 year college planning, career planning for high school and college planning, financial planning for college

- 5. Setting Up Supports**

Emphasis on networking and finding personal supports – who, where, when, for what?

Accommodating the participants was a very important piece, therefore all of the workshops ended up being on a different time table.

Two groups were covered over a period of 10 weeks – (30hours)

One group was covered during a week of 6 hours per day – (30hours)

Significant Issues that arose:

1. It was very difficult to find participants for the workshops as the concept of transition appeared to be a foreign practice to most teachers, service workers and individuals.

2. Prior to the project the Co-ordinator had met with the Director of Education and Student Success Superintendent to discuss the project. They were quite interested at the time. When we met to formalize our discussion and to find out which schools would be participating it was a different story, due to the fact that the Ministry of Education requires a transition piece in the schools. At our face to face one and a half hour meeting with the Director of Education, Aboriginal Liaison Worker and the Superintendent, we were shown the transitions documents and told about the tremendous

efforts teachers are making to do transitions training with students bound for high school. Having reviewed the materials we found that the most significant omission is a wholistic self-development element.

The presentation to the Board of Education staff and further review of our material eventually resulted in a resounding “NO”. The Student Success Superintendent explained we would not be given access to students because of the potential “parent backlash” due to “Creator references” within our materials. It was recommended by this individual that it “could work with Native kids” so try First Nations schools. Educator Officers on nearby First Nations had already been contacted. We made several attempts to meet and discuss our project. These efforts netted mild interest but a “no thanks” resulted in the end, as again, they already felt they had it covered and didn’t need any outside help.

Findings:

1. At the Native community level the detail in the workshop was a surprise for the post secondary group in particular the early dates and details for applications
2. The discussion of the differences between high school and college was a definite benefit to their planning
3. The amount of information to look for on the websites and to explore regarding accommodation and tuition provided was a shock.
4. The activity on finances other than tuition and accommodation was a jolt. Part of the discussion was the admonition to stay as far away from OSAP as possible
5. The activity and websites provided on Plagiarism were an eye opener as well as the requirement of a home computer and internet in order to access postsecondary education to the fullest
6. At the urban level three of the participants had attempted college and dropped out leaving them with a debt that is now preventing them from applying. The discussion on finances and OSAP was appreciated as the 2 new possible students were more careful to try without it
7. The self-awareness section was new to them and the most appreciated in terms of how it built their confidence and raised their understanding of their responsibility not just to the task of their schooling but to life
8. The 2 prospective students were more confident that they could be successful

Note: It was very interesting to hear the things the young adults didn't know about college.

- Lecture format
- Impersonal instructor/student relationship
- Possibility of courses not offered every year
- Planning totally an individual responsibility
- Plagiarism can and will be treated as fraud
- Putting passages into own words without citing source is plagiarism
- Other funding sources besides OSAP
- Non-refundable application fees
- Minimum overall average requirements
- Individual responsibility if questions about marks
- Hours of study needed

9. In the elementary section the degree of complacency was astonishing

10. The investigations of career awareness for the purpose of choosing the right courses was time consuming as there had been very little thought put into goal setting.

11. Elementary participants were unaware of the importance of career choice thus unconcerned with course options

12. Participants were intrigued by the Four Directions Teachings.com website as a lot of the information was new to them

Conclusions:

The six trainings exposed

1. A need to allow people in literacy sufficient time to not only gather but to digest information
2. Participants young and older need lots of time and open discussion in order to develop an identity of capable, important individuals participating in a community.
3. People on assistance or EI are generally not confident in their abilities as student, learner and employee.
4. Younger people generally have no clear vision of how they would like to spend the rest of their working life.
5. Mature individuals generally demonstrate a lack of self-knowledge and awareness of possibilities
6. The importance of changing personal attitudes and perceptions as a prerequisite to the task of improving standard of living is a difficult undertaking for individuals who have been consistently on assistance.
7. Spiritual strength makes the biggest difference

Participant Notes (we asked for comments overall)

“The transition to Post-secondary weekly workshop was very beneficial to me. I always knew that with a high school diploma, college was an option but I was very confused about many aspects of applying. This workshop prepared me by giving me the self-readiness to know I can be successful in college. I really enjoyed the lessons about self-fulfilling prophecy. It forced me to realize that I had been convincing myself I would fail. When I overcame that obstacle doors began to open for me. I know that I am now ready and very capable of successfully completing college”. ST

“I have just finished the transition into post secondary course. It was very insightful. I enjoyed it very much. Karen was a great teacher and very delightful to be around. I hope Karen is able to keep up the great work she has done and wants to do for this community. Thanks”. J

“I have completed the first “Transitions” group. I feel this program helped me understand my barriers and my personal strengths. I have a more positive way of thinking about life. Karen helped (with her wisdom) to put things in a positive perspective. I have more confidence in myself that I can be a successful mother and student at the same time. Thank you.” S

“I was being trained by Karen McClain to co-facilitate workshops. I was very pleased to be a part of this workshop experience. The workshops were all very informative with useful information on all aspects of going on to post secondary. I especially enjoyed watching the group grow and make healthy changes. One of our group members who had no idea at the start of the program what she wanted to do for a career or she would even be able to make it in the college atmosphere, announced on the last workshop day that she had applied for college and is taking the Social Service Worker Program at Sir Sanford Fleming College. The great thing about this particular transition workshop was that it also dealt with self-development and self-readiness. Although we had our ups and downs because it was a pilot project the workshops helped everyone to feel more comfortable about taking the next step in their lives. So overall the workshops were a great success.”
A.W.

Supporting Smoother Transitions and the Bigger Picture

Interestingly enough the **Pan-Canadian Interactive Literacy Forum** presented by the Council of Ministers of Education, Canada, (CMEC) in Toronto in early May 2008 validated many of the elements in the three transition workshops created through this project.

- Presentation that Aboriginal people are the original inhabitants with lots to offer mainstream – an essential understanding in Native Literacy. Aboriginal Peoples and the Immigrants who joined them here, form the community and the workforce that can maintain the economy of Canada
- Awareness of labor market outcomes is central to successful secondary to post-secondary transitions. Students need to study them to create a goal. They need to study them before making life-altering decisions.
- Self-Awareness and Self-Development are major requirements for success whether in education or employment

The **Employment Track Express** workshop at the CMEC Conference, which discussed the **Rapid Re-employment/Labor Adjustment Committee**, confirmed the understanding that Level 1 and 2 are not eligible for their intervention. This facet of workforce development, i.e., rapid re-employment, is only available to those who can access apprenticeships and /or employment, which in Ontario means (almost always) a grade 12. Literacy and Basic Skills feeds into the Rapid Re-employment system and offers self-management-self-direction outcomes-based training. We got the impression that our Transition to Employment materials and training series that develop stronger self-management, self-direction skills to better prepare students for entry or return to the workforce is more on target and timely than we had anticipated.

Appendices

Appendix A

Participant Responses – paper survey results by activity

	Happy	Okay	Unsure
How did you feel about this activity?			
Cover letter	√ √	√ √	
Transition to Employment workshops overall	√ √ √ √ √	√ √ √	
Transition to Post Secondary workshops overall	√ √ √	√	
Total	10	6	
	Great	Okay	Struggled
How well did you do on this activity?			
Cover letter	√	√ √ √	
Transition to Employment workshops overall	√ √ √ √ √	√ √ √	
Transition to Post Secondary workshops overall	√ √	√ √	
Total	8	8	

Appendix B: Participant Responses to Pre-Workshop Paper Survey of Skills and Expectations

Organizational Skills	No
Keep well organized room	√ √ √ √
Keep an organizer	√ √ √ √ √
Maintain well organized note books	√
Keep files of receipts and bills	√ √ √
Good time management	√ √
Good money management	√ √ √ √ √
Student Study Skills	
No zeros in marks	√ √ √ √
Spend minimum 1 hour per day on assignments	√ √ √
Spend minimum 2 hours per day on assignments	√ √ √ √ √
Always complete assignments	√ √ √
Attendance is good	√ √
Independent learner	√ √
Read more than assignments	√ √
Goal Setting and Planning	
Have a particular goal	√
Researched some colleges/universities	√
Researched some jobs	√
Have a goal of further education	√
Accessed a counselor/advisor at least once	√
Life long Learning	
Read daily	√ √
Maintain good health	√
Communication Skills	
Communicate my needs well	√ √ √
Regularly read reference type materials	√ √ √
Attentive listening skills	√ √
Can identify skills	√ √
Communicate boundaries	√ √

What do you hope to gain from this workshop? I hope to

- Gain more confidence; job searching skills and planning skills
- Do well in school and know what to do in high school
- Make a decision on what career I want to pursue
- Follow through with my goals to obtain employment and education
- Be ready for college
- More knowledge about my opportunities
- Be better prepared for life
- More knowledge about future careers
- Self-knowledge
- Awareness of university life
- Better organizational skills
- Learn how to research on the internet productively

Appendix C
Participant Comments Post Workshops (paper survey)

What was difficult for you?	What was easy?	What did you learn about yourself?	How could we improve this activity?
Talking about myself in the cover letter.	Nothing	I need more confidence	Make the workshop longer
Finding the adjectives to describe myself.	Nothing	I can do anything if I put my mind to it.	Fine the way it is
Identifying my skills	Writing facts	I need to recognize my skills	
Finding and putting the words down right on paper.	Nothing	I practice perseverance (my new word)	
Information overload	The instructor used the blackboard and Q&A	How much I didn't know.	Fine the way it is.
Not that difficult	The work	To better myself as a person is important to my success	
Nothing really	Listening to the instructor	I learned that I can empathize with others' issues of employment transitions	
	It was a refresher	It reinforced the reason I took this job as literacy coordinator	
It was hard thinking of answers to job interview questions	The talking and discussions		
Sharing in the discussions	Reading quotes and putting them into action and placing them into life situations	I am too quiet	
Realizing my weaknesses	I found relating to the quotes uplifting	I have to be open to accepting new ideas	Fine the way it is
	Conversation	I can do anything if I set goals	
Trying to describe myself	Listening to the instructor	I need to improve my confidence	
	Instructor made everything easy to understand		Just get the "big guys" to keep funding projects like this one.
Identifying what makes me resilient or not	Setting goals for the future	I need more work on self-awareness	

Appendix D

Participant Responses Individual Outcomes – By training module

Knowledge Base	<ul style="list-style-type: none"> •How to research for information •How to write an effective cover letter and resume •How to present myself to an employer •I will always require more training (life-long learning)
Problem solving	<ul style="list-style-type: none"> •Approach the right people to solve a problem at work.
Personal Readiness	<ul style="list-style-type: none"> •I can't take my attitude from work or school home. I need to change it before I get there. •Time management is important to the job •Know your attitudes to be sure you will like this work
Setting up Supports	<ul style="list-style-type: none"> •I need someone to talk out positive and negative thoughts with •I will need someone to talk to and get ideas and another perspective from
Creating a Plan	<ul style="list-style-type: none"> •I should always get information about the job before I apply. •I should always try to have a Plan B. •Dress properly for different job interviews. Be up to date and sensible
I have grown in this way...	<ul style="list-style-type: none"> •Having a good education and training will help me in the work field. •I need to let my children make mistakes and teach them to learn from them. •I learned to listen more and assume less •I have more confidence in myself

Appendix E

Facilitator's Journal (from a sampling of the workshops)

October 22, 2007

High School to Post-Secondary Transition Group

One of the students is currently in grade 12 for the first time

The other has been away from school working for a year and has returned.

The younger student has a good idea of what he will pursue. The other one does not.

Both students have access to high-speed internet at school but not at home.

1. Both young men found the information informative but possibly too much at one time.

I have to wonder if this is a home/community environment thing; a reflection on the curricula; or student personal lack of motivation and effort thing. Or is the material unnaturally personal and heavy to them?

2. One student realized just from this session that he had better spend more effort getting ready and that he really knows nothing about post-secondary. The two self-assessment activities threw him off.

The other sidebar: he failed to follow instructions properly. Knowing that he had ear problems as a younger child allows me to alert his parents to getting his hearing checked again or at the very least he may need some auditory training. I have found through my work with adults at Nipissing University that many adults have auditory processing problems that can be reduced with very little training.

3. The other more mature student realized that while he knows something about post-secondary there's a whole lot that he's missing.

I was impressed by what he knew but he was alerted to what he doesn't know.

Elementary to High School Transition Group

One of the students just began grade nine. The other is in grade seven.

Both girls attended the same elementary school.

The grade nine student is in a course to teach her learning skills.

The parents of the grade seven student enrolled her in different programs and courses.

She has completed one about "Being a Girl".

1. Both students express a great deal of confidence.

2. Both have somewhat of an idea of what they will pursue as a career.

Suggestions for improvement of the transition course:

*prizes

*real question examples from university, college and high-school

*examples of work from the next level to work out

October 26, 2007
Transition to Employment Group

There were three participants.

The one person with English as a second language was at a loss many times during the session. She can understand verbal English reasonably well but written information really puts her behind. She had a lot of difficulty filling out the intake form. However she stayed with us most of the time but her nervousness got her quite giddy. It will take some effort but not be impossible to convince this participant that this information is relevant to her.

Another young mother was obviously very interested or at least accustomed to operating in a workshop fashion. She was quite confident in filling out the intake sheet which had some thought provoking questions about *self* to answer. It may be that she gained confidence when she participated in a one day self-awareness workshop last year. This course should add to her confidence and open doors for her as she is very enthusiastic about using the websites included in the package. Getting a job is a reality to her.

The third participant came somewhat unwillingly – came if I needed her and I said I did. During the session she eventually acknowledged that there was a lot that she thought she knew but found out there was a lot more to the topics and she had only ever scratched the surface. This young lady interrupted a lot mostly qualifying my statements as “slightly incorrect”. Many of her comments started with “yes but...” and had an early teen years tone to them. However, she stayed with us. She too had difficulty filling in the intake form. Mostly she had trouble with the self-reflection part of it and only partially filled it in. My impression is that she has a very shallow understanding of the employment field and that this course will be of great benefit for her. Getting a job is more a dream of hers.

All had a hard time talking about self which indicates that they need a numbers of ways of seeing their own values, possibly more than job searching.

According to their check box sheet the following skills will be new and welcomed:

Researching jobs

Learning attentive listening skills

Importance of maintaining good health for employment purposes

Money management

Organizational skills

Communicating boundaries

Effective job searching

How to identify my skills

Participants want more time to talk about the materials

November 7, 2007

Transition to Post Secondary

3 Participants from the SAFE Program at John Howard

One of the participants had attended PNLN previously and told us that he let the SAFE Co-ordinator know “it would be good because of where it was coming from”. (Nice PR!) One participant is a thirty year old mom, working towards her GED and unsure of college or apprenticeship. She is looking forward to finding the information that will influence her decision.

The other is a young woman who appears to be fresh out of Grade 12 but with no direction. She is looking forward to finding a direction.

Despite their ages and experience all three were very hungry for information about college and university. A lot of the very basic information was new to them:

- lectures
- seminars
- evaluation methods
- timetables and schedules
- funding possibilities
- possibility of getting to Toronto on a daily basis for classes

One participant expressed great appreciation for the course. He stated that the flyer we sent as an announcement included a lot more information than he had received at Fleming in terms of being a prospective student there. He is impressed by the depth that the course will go as he believes it is very much needed.

Two participants were very knowledgeable about positive affirmation and influences while the other appeared to have difficulty with acknowledging the need to deal with issues of former negative feedback so it wouldn't rear up especially at a stressful time of returning to school. This individual didn't see (or want to see?) the relationship between being labeled or put down in the past as a student to what she might be feeling about her ability now.

The mom was very interested in the concept that, not finishing school is not an indication of capability. She was relieved to hear that the stereotyping received at an early age in school regarding intelligence based on income, looks, race, or creed is unfair, unjust and creates a long lasting negative impact.

This group will go quickly through the material. They are very motivated and appreciative of the material given them. They are on a kind of time limit and because they are all mature students some pieces won't apply. It will be interesting to see the response to the personal readiness section.

All three are able to make good use of the websites given. They went on the computers and went immediately to the site they were most interested in.

They have had a good taste of what is in the course and are receptive to a lot more. ***More discussion, more time*** seem to be the common desires.

November 14, 2007

Transition to Employment Group

4 students from SAFE program

Time is available for students to go on the computers at PNLP. Computers are available to them at the John Howard building but they would have to use their lunch hour or go after hours on their own time (un-paid). It was agreed that this would be done if a person was truly committed i.e., he/she would MAKE the time.

There was a healthy discussion about the difference between *saying* you are going to do something and actually *disciplining yourself to do it*. It served as a kind of quick examination of the motivation and self discipline within each participant—good to know when committing to securing future employment or post secondary studies.

This session required participants to investigate 2 sites for information on references and citations. The general consensus was that they have heard about plagiarism but didn't know exactly what it is or the specifics of how to prevent it. One of the participants had a very good idea about citations. Another who has completed a Trillium College certificate course knew nothing about it.

February 21, 2008

Transition to Employment Group

Ken daas win (Chippewas of Nawash First Nation)

Four participants: 2 Native Literacy Instructors (1 B.ED) and 2 Community Members, one senior, one young adult

Feedback, Q & A:

Older man thought he knew about the Medicine Wheel. "All I knew was the four colors. I didn't know there was so much to it that would be helpful for employment skills."

How do you get the person with unrealistic goals to accept reality?

The section on balance and the wholistic process in personal readiness which promotes life-long learning and development will eventually direct them toward being realistic.

Do I have to follow the course in the same order that the chapters are put in the book?

The wholistic process allows the instructor to meet the adult learner wherever they are in their needs. Whatever is the most pressing need is where you start. Personal readiness is the only chapter that shouldn't be missed.

Is "Cover Letter" a new thing? I have never heard of it before?

In the interest of having the individual progress as quickly as possible to employment the workers tend to ignore this cardinal rule about job applications and the requirement of handing out resumes has become an exercise in futility because without the cover letter there will be no interview.

The volunteer with the B.ED was amazed at the teaching methods being shared. As she pointed out, "I knew this should be taught but I never knew how to do that. This is good, and the section on interview doesn't mention anything about the kinds of questions the applicant should ask".

Appendix F

Order Information

Transition to Employment – Facilitator’s Manual

\$50.00

ISBN # 978-0-09810533-0-1

Transition to Employment – Participant’s Workbook

\$25.00

ISBN # 978-0-09810533-1-8

Transition to Employment Kit - \$150.00

(1 Manual, 5 Workbooks)

Note: we recommend this training be done in a small group setting. (learners need to have LBS Level 2+ reading ability) as the group experience enhances the learning, helps individuals see how well they work with others, for two real-life examples. Arrays of other great outcomes are enjoyed when this training is well supported by a knowledgeable facilitator.

ISBN # 978-0-9810533-2-5

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