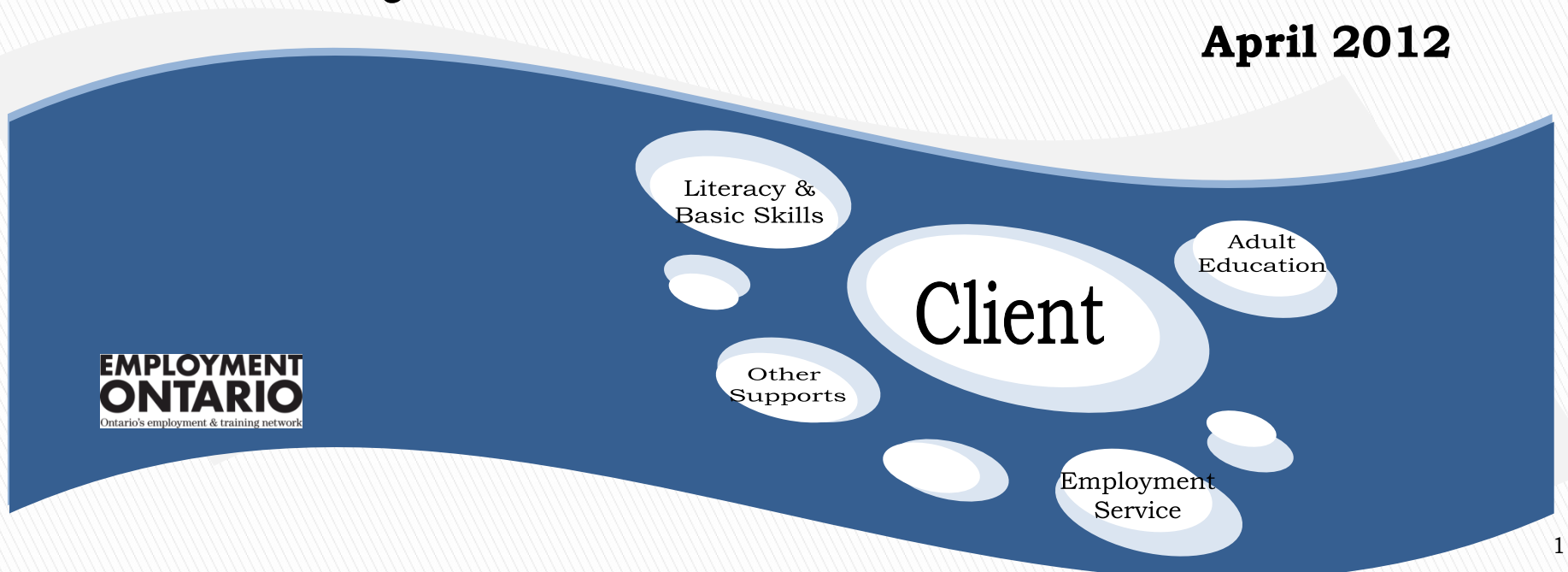


Assessment and Training Referral Guide for Northwestern Ontario Employment Ontario Service Delivery Partners

April 2012



Contents

- ▶ Project Overview
- ▶ Guide Overview
- ▶ Guide/Toolkit Contents
- ▶ Referral Process
- ▶ Referral Protocol
- ▶ Common Referral Form
- ▶ Initial Literacy & Essential Skills Awareness Tools
- ▶ Highlights from Pilot Phase
- ▶ Examples of Client Profiles

Project Overview

Primary Project Objectives

- ▶ create an Assessment and Referral Guide for NWO EO Service providers
- ▶ promote and support an integrated approach to service delivery
- ▶ more accurately identify clients' training needs within an Essential Skills Framework (OALCF)

Project Overview

- ▶ make appropriate client referrals within the region's EO service delivery network
- ▶ enhance client navigation and transition within the EO system
- ▶ enhance awareness and coordination amongst NWO's various training providers

Guide Overview

- ▶ To provide Employment Ontario (EO) service providers with tools and information needed to
 - identify if clients are academically prepared to reach their goals
 - make appropriate referrals within the EO network and/or community at large

Guide/Toolkit

Includes:

- ▶ resources/info to enhance awareness of EO programs and services
- ▶ common referral form and protocol
- ▶ sample client profiles
- ▶ quick-screen initial literacy and essential skills assessment tool(s)
- ▶ regional directory of Employment service and Literacy & Basic Skills providers

Guide/Toolkit

- ▶ Service providers may use any or all of the tools at various times depending on their needs
- ▶ Tools created through the project can be adapted for individual agency/community use
 - To access these tools, go to the resource library on our website www.northernliteracy.ca .

Referral

Process

When meeting with a client, these 3 steps need to be taken to determine if a referral needs to be made

Client's Language Needs Assessed

- French - referral to either Francophone Agency or translator
- Deaf - refer to Canadian Hearing Society
- Other Language - Thunder Bay Multicultural Association (have translators)

Client's Service Needs Assessed

- Discuss client goal and use Referral Protocol to determine next steps
- Refer to the screening tools to identify possible literacy challenges

Services Needed

- If client is accessing services within the agency, continue with current agency process
- If client is accessing services outside the agency, make referral using the Common Referral Form

Referral Protocol

This process is

- ▶ **not** meant to replace current initial intake process
- ▶ **meant** to help determine the best referral for the client who may not have the academic skills needed to move on to their next step

Referral Protocol

- ▶ Separated by goal paths identified in the Ontario Adult Literacy Curriculum Framework (OALCF)
 - Apprenticeship
 - Employment
 - Independence
 - Secondary School Credit
 - Post secondary Education

To access these tools, go to the resource library on our website www.northernliteracy.ca .

Common Referral Form

- ▶ Form can be customized for agency/community use (middle section of form)
- ▶ Captures the high-level data for client referral
- ▶ Follow-up can be requested
- ▶ Helps provide evidence for referrals in and out

Common Referral Form

To access these tools, go to the resource library on our website www.northernliteracy.ca

Date of Referral (dd/mm/yy):			
Referring Agency Name:			
Contact Name:		Email:	
Telephone:		Fax:	
Client's Name:		EOIS-CaMS #:	(Optional)
Address:		Date of Birth:	(Optional)
Telephone #:		Email:	
Client consent to share contact and/or personal information:			
I hereby agree to and give ___(referring agency)___ permission to share my information with the agencies checked off below. This information will be kept private and strictly confidential.			
Client Signature: _____		Date: _____	
Case Manager/Practitioner Signature: _____		Date: _____	
Referral Information		Referral for:	
Refer to:		Referral for:	
<input type="checkbox"/> Employment Service Agency <input type="checkbox"/> MTCU Apprenticeship Consultant <input type="checkbox"/> Literacy & Basic Skills Agency <input type="checkbox"/> Secondary School Upgrading <input type="checkbox"/> Confederation College <input type="checkbox"/> Other Education Provider <input type="checkbox"/> Ontario Disability Support Program <input type="checkbox"/> Ontario Works <input type="checkbox"/> Counselling <input type="checkbox"/> Other community supports (i.e. food banks, shelters, etc.) _____ <input type="checkbox"/> Other _____		<input type="checkbox"/> Apprenticeship information <input type="checkbox"/> Counselling <input type="checkbox"/> Job search / Resumes <input type="checkbox"/> Literacy Assessment & Services <input type="checkbox"/> Mature Student Assessment <input type="checkbox"/> Personal/living services <input type="checkbox"/> Post-secondary programming <input type="checkbox"/> Red Seal Exam information <input type="checkbox"/> Second Career Application <input type="checkbox"/> Self-Employment Benefits Program <input type="checkbox"/> Other _____	
Follow-up Requested by Referring Agency:			
<input type="checkbox"/> Yes follow-up by <input type="checkbox"/> phone <input type="checkbox"/> fax <input type="checkbox"/> email (via information above)			
<input type="checkbox"/> Confirm receipt of referral by returning signed copy to referring agency			
Received by Name: _____ Initials: _____ Date: _____			
<input type="checkbox"/> No follow-up needed			
<input type="checkbox"/> Follow-up with the actions taken as a result of the referral (e.g. assessment completed, registered in an LBS program)			

Literacy & Essential Skills Awareness Guide

**initial screening tool
to help determine
need for literacy
upgrading**

**Literacy
and
Essential Skills
Awareness Guide**

**EMPLOYMENT
ONTARIO**

Highlights from the pilot

- ▶ “The tools and processes are very useful. I did a community presentation and handed out 14 packages. Everyone thought it was a great idea...”
- ▶ “I liked the referral form, it is user friendly and can be easily adapted depending on the community need.”

Client Profiles

Goal: Post-secondary

Frank

- is aboriginal
- is a 55 year old worker
- started in the Mill when he was 17
- has his Millwright ticket
- doesn't have his Grade 12 diploma

Frank would like to move up in the company but not having his Grade 12 diploma is a barrier. He contacted the local Literacy & Basic Skills (LBS) program for help. He is working on Academic Upgrading (AU) courses to receive an Academic & Career Entrance Certificate (ACE) and then move on to a post-secondary program. He is excited about the new opportunities his further education will provide.

Client Profiles

Goal: Employment

Jane

- is 46 years old
- has worked in a variety of customer-service related jobs
- was most recently employed with a local small business

When the business closed and Jane decided to find alternate employment in the home-care sector. She contacted the local employment service provider to get help. Jane completed the intake assessment and worked with an Employment Counsellor to

- update her resume
- learn about accessing the hidden job market
- look at the skills that she would need to be a home-care worker

Jane then worked with a job developer who helped to find an employer who was interested in having Jane for a job trial. The employer received a subsidy to help offset staff costs and Jane received on-the-job experience.

For more information, contact



1116 Waterford Street

Thunder Bay, ON P7B 5R1

Tel (807) 622-6666 Toll-free 1-800-461-9294

Email admin@literacynorthwest.on.ca

www.northernliteracy.ca