

Riding the Wave

PLENARY SESSIONS

Employment Ontario – Conestoga Edition

Employment Ontario Training Your College Edition

Conestoga College's staff shared their experiences in developing and delivering a joint front-line PD session on Employment Ontario for Upgrading, Job Connect, Apprenticeship and Employment Assistance Services faculty and staff. They provided a "how to kit" so the participants left with a tangible guide to implement their own version at their home colleges.

They concluded with a discussion of other options or pathways and next steps leading to a list of ideas for all to utilize as a jumping off point for their versions.

PRESENTER BIOGRAPHIES

Andrea Leis

Director of the School of Career and Academic Access, Conestoga College. Starting in 1976, she worked as an adult educator in factory, prison and other settings, and joined Conestoga in 1989. She has represented the College on a variety of community initiatives focusing on employment and adult education. Her current position includes the College's academic upgrading, career development and employment preparation programs. She has a Master's degree in Education (focus on Adult and Community Education) from Harvard University Graduate School of Education.

Lil Premsukh Singh

Manager, Employment Assistance Programs, Conestoga College, Kitchener, and Stratford. Lil has sixteen years of experience in the capacity of front-line service delivery and program management in the employment and career counselling field. Lil's current role involves day-to-day interactions and program planning for unemployed adults who are experiencing job loss, which includes the manufacturing sector. Lil's diverse career includes working with unemployed and under-employed individuals ranging from students, at risk youth, new Canadians to adults in white and bluecollar professions. Other experiences include delivering sensitivity training to managers and supervisors in the manufacturing/non-profit sector in Kitchener-Waterloo and completing research for a resource booklet for recruitment and retention of student employees.

Sherri Tryon

Manager of Job Connect for Conestoga College since 2000. Prior to this role, Sherri provided job development support to youth and adults for two years. Conestoga's Job Connect program delivery is available in Waterloo, Guelph, Fergus and Stratford, with a number of satellite locations. Employment services are available to over 2000 job seekers annually and approximately 700 employers. Sherri is a graduate from the University of Waterloo Social Development Studies with certificates in General Social Work".

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Dieter Klaus

Chair, Preparatory Programs, Conestoga College. While joining Conestoga just last summer, Dieter has been in the college system in various management roles since 1984. During the last 12 years he provided leadership in the area of access programs and services, including EAS services, Job Connect and Academic Upgrading. During these 23 years he has always been strongly involved in college internal, community, regional as well as provincial activities, projects and committees, always making co-operation and the need of clients/students the focus of his activities. Dieter has an M.A. in languages and literature after studying in Kiel and Bonn, Germany, and at McMaster University and the University of Toronto.

Greg White

Chair, Trades and Apprenticeship (Machining Trades, Electrical Trades, Construction Trades). With over twenty years classroom teaching experience at both Sault College and Conestoga College in the Precision Machining Trades he moved into the administrative position almost two years ago. In addition to apprenticeship training, he has one year certificate pre-apprenticeship programming, Co-op Diploma Apprenticeship programming, WIST (Women in Skilled Trades) programming and traditional 2-year diploma programming in the construction trade area. As the College continues to grow in a number of Trades area, the School of Trades and Apprenticeship is rapidly growing to meet the demand of local businesses and industry.

Stephen Speers

Chair, Trades and Apprenticeship, Guelph Campus (Motive Power, Industrial Maintenance, Welding). Stephen came to Conestoga in 2005 after spending 26 years with the Province of Ontario working for the Ministry of Education, and the Ministry of Training, Colleges and Universities. While in the public service he worked in a variety of roles including Trainer, Consultant, Manager, and Project Lead. Currently the Guelph Campus Administrator Stephen manages a total of 8 Apprenticeship programs as well as Pre-Apprenticeship programs, and a variety of one, two, and three year Post Secondary programs. He is also responsible for campus/regional stakeholder relations and strategic development.

Table of Contents for Conestoga Presentation

- 1** **Introductory Notes**
- 2** **Agenda for PD Day: 5 January 2007**
- 3** **Pre-Survey**
- 3-1** **Survey**
- 3-2** **Answers – Job Connect**
- 3-3** **Answers – Academic Upgrading**
- 3-4** **Answers – Apprenticeship**
- 3-5** **Answers – Employment Assistance Services (Still to come)**
- 4** **Myths and Misconceptions**
- 4-1** **Employment Assistance Services**
- 4-2** **Job Connect (Still to come)**
- 4-3** **Academic Upgrading**
- 4-4** **Apprenticeship**
- 5** **Need to Know**
- 5-1** **Sample 1: Need to Know – Academic Upgrading**
- 5-2** **Sample 2: Need to know - Job Connect**
- 6** **Program Area Overviews**
- 6-1** **Employment Assistance Services**
- 6-2** **Job Connect**
- 6-3** **Academic Upgrading**
- 6-4** **Apprenticeship Training (Still to come)**
- 7** **What We Learned (Still to come)**
- 8** **Powerpoint Presentation from “Riding the What” conference
(Still to come)**

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1 Introductory Notes

Overall the PD day was less than 4 hours long and very introductory in nature

The Survey was distributed, collected and analyzed prior to the actual PD day

For this first common PD, the chairs/managers/director took the lead in most presentations, but a number of them were interactive.

The Case Studies were done in group work.

All faculty and staff walked away with a binder with overviews of all program areas as well as lists of faculty and staff contact information (not included in this web posting). The binder was tabbed, and the section pages were colour coded by program area

For the binder we utilized whatever information and resources are already out there. Special thanks to the CSC for Academic Upgrading and Job Connect Overview materials we utilized and supplemented with internal and specific Conestoga information.

2 Agenda for PD Day – January 5, 2007

Employment Ontario – Conestoga Edition January 5, 2007 Waterloo Campus 1D02 Agenda

8:30 am - 8:45am	Registration	
8:45 am	Welcome	
8:45 am – 9:15am	Tour	(self directed, small groups)
9:15 am – 10:00 am	Myths & Misconceptions and Survey Answers	
10:00 am – 10:45 am	Need to Know Job Connect Academic Upgrading, E/TR and Focus Apprenticeship Employment Assistance Services	
10:45 am – 11:00 am	Break	
11:00 am – 11:30am	Service Pathways Student and Employer	
11:30 am – 12:15 pm	Reporting Back	
12:15 pm – 12:30 pm	Next Steps	

3 – 1 Pre Survey

What do you know ?

A Survey Questionnaire

about

Job Connect

Preparatory Programs

Pre-Apprenticeship and Apprenticeship Training

**Career Development Services And Perth Career
Counselling**

Have fun with a few questions about the areas of your colleagues in preparation for the PD Day 5 January 2007. Find out what you know and get ready to learn what you don't know, but need to know to serve our students/clients best.

Please answer the questions on the following pages and return the questionnaire to your chair/manager by Tuesday, 12 December 2007. Please indicate your department.

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Department:

Job Connect

- Please circle your answer -

1. A job seeker approaches you and inquires about the process to become an apprentice. Who would you direct him/her to?
 - a. The registrar office
 - b. OCAS web site
 - c. The Chair for the School of Trades and Apprenticeship
 - d. Job Connect

 2. Job Connect can only serve clients that meet the following criteria:
 - a. 19 years of age or older
 - b. High school drop outs
 - c. Interested in apprenticeship opportunities
 - d. Job seekers and students
 - e. Any of the above

 3. All employers are eligible to receive a financial incentive for hiring and training a Job Connect participant.

True or False

 4. The intended outcomes of the Job Connect program is to offer:
 - a. A range of services to respond to the human resources needs of employers
 - b. A range of services to respond to the employment and training needs of individuals
 - c. Services that help people on a path to higher skills training and employment
 - d. Service that can respond to the skilled labour needs of employers
 - e. C & D only
 - f. A & B only
 - g. All of the above

 5. Where are the 4 main Conestoga College Job Connect delivery sites located?
 1. _____
 2. _____
 3. _____
 4. _____
-

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Preparatory Programs

- Please circle your answers -

1a. Which of the following are the hairs in the Preparatory Programs alphabet soup ?

LBS MTCU CIPMS AWOL ACE OBS GED AU PMO ACE SOB

1b. What does ACE stand for ? _____

2. By completing the relevant Academic Upgrading courses you are prepared for and eligible to enter: (circle all that apply)

- | | |
|--|----------------------|
| a. Postsecondary Studies at Conestoga | b. Nursing |
| c. Postsecondary Studies at any college in Ontario | d. Employment |
| e. Apprenticeship Training | f. University |
| g. All of the above | h. None of the above |

3. When can you start Academic Upgrading ?

- | | |
|--------------------------------------|----------------|
| a. At the beginning of each semester | b. Each month |
| c. Anytime | d. Once a year |
| e. Every second Monday | |

4. When can you not attend Preparatory Programs ?

- | | |
|-----------------------------|-----------------------------|
| a. Full-time during the day | b. Part-time during the day |
| c. Evenings | d. On weekends |
| e. Through 'Home Study' | |

5. Which one of the following is not an ACE course ?

- | | |
|--|-------------------------------------|
| a. Preparatory Mathematics for Business | b. Computer Studies |
| c. Preparatory Communications | d. Prep Mathematics for Trades |
| e. Preparatory Skilled Labour | f. Self Management / Self Direction |
| g. Core Mathematics | h. Preparatory Chemistry |
| h. Preparatory Mathematics for Technology and Apprenticeship | |

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Apprenticeship Training

1. If a client (struggled in secondary school, grade 12 business math) comes to you and wants to know what College course would best lead into being a Machine Tool Builder and Integrator you would direct him/her into:

- a. Electrical Technician Co-op Diploma Apprenticeship
- b. Mechanical Technician Co-op Diploma Apprenticeship
- c. G.M.M. (General Metal Machining)
- d. I.M.M. (Industrial Maintenance Mechanic- Millwright)

2. If an employer indicates that they would take on a client as an industrial electrician except they are limited by the ratios, is the employer

- a. Looking for more apprentices than journey people.
- b. Looking for more journey people so that they can take on more apprentices.
- c. Should contact the MTCU-Apprenticeship Branch to register the client
- d. Should contact the MTCU-Apprenticeship Branch to ask for an exemption contract

3. Skill Competency has to be signed off by :

- a. By the College faculty
- e. By the Journey person working with the Apprentice
- c. By the employer
- d. By the MTCU field training consultant
- e. All of the above

4. A Tool and Die Maker compared to a General Machinist

- A. Has an enhanced skill set.
- B. Has a lower skill set
- C. Has a different skill set
- D. Is in a regulated trade compared to an un-regulated trade
- E. Both A and D

5a. Only a licensed Plumber or an apprentice can legally install a replacement hot Water heater?

TRUE or FALSE

5b. Upon successful completion of 3 levels of in school training and the required Amount of hours, and a signed off competency book an apprentice is entitled to a Certificate of Apprenticeship.

TRUE or FALSE

5c. Upon successful completion of 3 levels of in school training and the required amount of hours, and a signed off competency book an apprentice is entitled to a Certificate of Qualification.

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TRUE or FALSE

5d. Upon successful completion of 3 levels of in school training and the required amount of hours, and a signed off competency book an apprentice is entitled to his or her “ticket”

TRUE or FALSE

CAREER DEVELOPMENT SERVICES AND PERTH CAREER COUNSELLING

1. What does every client need before service can start with Career Development Services or Perth Career Counselling?

- a. To be on EI or have Reachback status
- b. A completed Training and Employment Plan
- c. 6 toes on each foot
- d. An employment/career goal

2. While working with Career Development Services or Perth Career Counselling, a client could do the following (circle all that apply):

- a. Fill in an interest survey to generate a list of occupations to research
- b. Complete an Application for Skills Development to submit to HRDC
- c. Attend workshops on career exploration and research
- d. Create a resume or practice interview skills
- e. Have foreign academic credentials assessed against Canadian Standards

3. As part of an action plan for reaching a career goal, a client and Career Development Facilitator would discuss which ways to gain skills?

(Circle all that apply)

- a. Education (full-time, part-time, distance education)
- b. Completing high school or GED
- c. Academic upgrading
- d. Volunteering
- e. On the job training or Apprenticeships
- f. Referral for Job Search Assistance
- g. All possibilities that could apply to a client’s situation

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4. Match the words and phrases to the appropriate workshops offered at Career Development Services and Perth Career Counselling

(fill out letter answers on lines provided under each workshop title) :

Finding a Career to Fit Your Personality

Researching Occupations & Options

Matching You to An Occupation

Employability Skills

- a. examines soft skills
- b. Examine sources of funding
- c. Qualities employers look for
- d. 3 types of Skills
- e. Personality Dimensions
- f. HRSDC Skills Development
- g. information meetings
- h. Myers Briggs Type Indicator
- i. Values Card Sort

5. Who funds Career Development Services and Perth Career Counselling?

- a. Region of Waterloo
- b. MTCU
- c. Clients pay for services rendered
- d. Service Canada
- e. Other

Pre Survey Answers

3 – 2 Job Connect – Answer Key

1. (D) Job Connect is designed to improve access to apprenticeship employment and training opportunities and to address shortages in the skilled trades. The community has access to employment resource centres to access information on employment and training labour market information and employment related workshops including apprenticeships.
2. (E) The program has three service components that are tailored to meet the various needs of job seekers:
 - **Information and Resource Service:** Anyone seeking employment and/or training can access this walk-in community resource.
 - **Employment Planning and Preparation and Job Development Placement Support** is available to anyone over the age of 16, out of school, work and not receiving Employment Insurance Benefits.
3. (False) Employers who operate a business in Ontario and who are looking to hire and train staff can benefit from Job Connect services. Employers are expected to meet the eligibility criteria for participation in JC and SJS. For example to be

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eligible employers must maintain appropriate WSIB or alternate and third party general liability insurance. Employers services can include but not limited to:

- Free Job posting services
 - Recruitment facilities available FREE of charge
 - Ongoing support throughout the hiring and placement process
 - Financial incentives may be available depending on training needs and eligibility of employer
 - Access to apprentices and assistance with registration and possible employer signing bonus.
4. (G) Job Connect program mandate is to assist Ontarians with finding and maintaining sustainable employment. It offers a range of services to respond to the employment needs of individuals and the skilled labour needs of the employers, and can help individuals on a path to higher skill training and employment.
5. Guelph: 460 Speedvale Avenue, West, Guelph, (519)824-9390 ext. 331
Fergus: 104-160 St. David, St. South, Fergus (519)843-5513
Stratford: 130 Youngs Street, Stratford (519)271-9976
Waterloo: 108 University Avenue East (519) 885-0300 ext. 223

3 – 3 Academic Upgrading– Answer Key

The following were just speaking notes for the oral presentation of the survey answers as part 2 of Myths and Misconceptions and Survey Answers:

Before I get to my last point I want to just touch on a few of the survey questions:

1a. The alphabet soup question was really just for fun. I am sure that any group can throw such acronyms around and will not get many right answers from outsiders. What was interesting to note was that many members of the PrepProgram team also got many answers wrong.

1b. The answer simply is: Academic and Career Entrance

2. ---- Nursing ---- practical vs. registered
-----→ U level courses

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3. Most got this right:

Students can start any time; ----and – contrary to general belief -- we do not close for the summer; nor do we have a Study Break

4. The correct answer is: We have no classes on week-ends

BUT: “Home Study” ----- explain.....

5. The answers to this one were all over the place...:

Yes, we deliver all kinds of math courses for specific goals

We do deliver a “Self Management / Self Directions” course

--- think of it as a combination of Life Skills, goal setting + action planning, learning or study skills, self-awareness and skills identification,

--- to name a few components

What do they actually do over there.... ?

An invitation: Several of our faculty/staff have offered to play hosts to any of you who are curious and want to know more about how we do our thing...

So please let me know if and when any of you are interested in visiting: It can be arranged. Just e-mail me or any of the co-ordinators (marked on the contact sheet in your binder) and we will make the connections.

Thank you.

3 – 4 Apprenticeship – Answer Key

Apprenticeship Training

1. If a client (struggled in secondary school, grade 12 business math) comes to you and wants to know what College course would best lead into being a Machine Tool Builder and Integrator you would direct him/her into:

(please circle)

- f. Electrical Technician Co-op Diploma Apprenticeship
- g. Mechanical Technician Co-op Diploma Apprenticeship
- h. G.M.M. (General Metal Machining)
- i. I.M.M. (Industrial Maintenance Mechanic- Millwright)

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The GMM certificate program covers the Common Core Curriculum for all of the Precision Metal Trades (General Machinist, Tool & Die, Mold Maker and Machine Tool Builder and Integrator) and is designed to also teach the trade related math skills via trade related examples. What they cover in approx 15 weeks in the Mech. Tech Co-op program they cover in 40 weeks in the GMM certificate program. The GMM program upgrades and prepares a student for either a more intense College diploma program or an entry level position in a machining manufacturing environment, which may include an apprenticeship.

2. If an employer indicates that they would take on a client as an industrial electrician except they are limited by the ratios, the employer

- a. Is looking for more apprentices than journey people.
- b. Is looking for more journey people so that they can take on more apprentices.
- c. Should contact the MTCU-Apprenticeship Branch to register the client
- d. Should contact the MTCU-Apprenticeship Branch to ask for an exemption contract

An Industrial electrician is covered under the ACA (Apprenticeship Certification Act) and as such there are no fixed ratios of journey persons to apprentices unlike a Construction and maintenance electrician which is covered under the TQAA – this Act covers most of the construction sector and the employers have to adhere to set ratios per trade.

3. A Skill Competency has to be signed off by:

- a. By the College faculty
- b. By the Journey person working with the Apprentice
- c. By the employer
- d. By the MTCU field training consultant
- e. All of the above

Although the employer may delegate the responsibility to his/her supervisor or tradesperson the contract for apprenticeship training is between the employer(union), the apprentice and the government. The employer(union) to provide on-the-job experience and training to a prescribed on-the-job set of competency's. These are to be signed off by the employer or his/her agent, the employer also has to provide release time for the apprentice to attend the in-school portion, the apprentice to show up for work, attend school ensure he/she has their book signed off, the government to arrange for and subsidize the in-school training, ensure the employer has the equipment and expertise to train, to register the apprentice and to administer the C of Q (Certificate of Qualification) upon completion and award the "ticket".

4. A Tool and Die Maker compared to a General Machinist

- a. Has an enhanced skill set.
- b. Has a lower skill set
- c. Has a different skill set
- d. Is in a regulated trade compared to an un-regulated trade
- e. Both A and D

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All trades people are fairly loyal to their trade, having spent 3 to 5 years learning the trade, with a minimum of 720 hours of in-school training, numerous tests, exams and practical learning experiences they know they deserve their ticket, at the same time have a genuine respect for other tradespersons. That's not to say that they won't "tease" others, after all there are only two types of people in the world, General Machinist's and those that want to be.

5a. Only a licensed Plumber or an apprentice can legally install a replacement hot Water heater?

TRUE or FALSE

In theory true, other than your own residential hot water heater

5b. Upon successful completion of 3 levels of in school training and the required Amount of hours, and a signed off competency book an apprentice is entitled to a Certificate of Apprenticeship.

TRUE or FALSE

5c. Upon successful completion of 3 levels of in school training and the required amount of hours, and a signed off competency book an apprentice is entitled to a Certificate of Qualification.

TRUE or FALSE

They are entitled to write their C of Q exam

5d. Upon successful completion of 3 levels of in school training and the required Amount of hours, and a signed off competency book an apprentice is entitled to his or her "ticket"

TRUE or FALSE

See above a C of Q is referred to as their "ticket", do their time is a reference to where they achieved their apprenticable hours

3 – 5 Employment Assistance Services – Answer Key

Still to come

4 Myths and Misconceptions

4 – 1 Job Connect

Still to come

4 – 2 Academic Upgrading

This was part 1 of an oral presentation on Myths & Misconceptions and Survey Answers

MYTHS & MISCONCEPTIONS

In our “Need to Know” segment each of our areas will present the most important factual information in a more organized fashion.

Under “Myths and Misconceptions” I want to just spend a few minutes to deal with the most common misunderstandings about our programs in a more ad hoc fashion.... And I will not go too deep as that will be covered in the next session:

One of the most wide spread myths is:

“You need an OSSD to get into college”

---- to be eligible to enter post secondary or apprenticeship programs....

Our graduates from our **Academic Upgrading** programs are not only eligible to enter Conestoga College post-secondary and apprenticeship training programs, but post-secondary and apprenticeship training programs at all colleges across the province.

.....the flip side of this is the misconception:

“Academic Upgrading provides students with a high school diploma”

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Simply: NO. What we do provide is a certified “Grade 12 Equivalency” for the purpose of entering a college post-secondary or apprenticeship training program

“The GED is not the real thing”

The GED – or the General Educational Development – is a test-based Ontario High School Equivalency Certificate.

It is recognized nationally and internationally by employers, colleges and the Apprenticeship Branch of MTCU.

Note: For programs requiring specific math or science courses students must still successfully pass such courses either by completing a high school credit course or through our academic upgrading program.

LBS is a program for adults who are developmentally delayed ?

OR

LBS is a program for ESL students ?

NO and NO.

Our students come from all kinds of backgrounds, are of all kinds of ages, and have all kinds of goals. The common thread is that they need and want to upgrade their academic skills, and most of them need to meet the academic eligibility requirements for their goal, be it just to brush up on their math or communications skills, a GED for employment or apprenticeship training, or completing an ACE course for entry into post secondary.

One of our faculty asked me to permanently settle the perpetual question - especially often asked at Doon - about a mythical beast:
And I have a prize for one of our apprenticeship friends who can answer this question first:

Is there a Stratford Campus ?

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I can unequivocally say: YES, there is such a place... And to prove it I can show you a large group of staff and faculty who actually work “out there” --- ---- stand up.... 😊

4 – 3 Apprenticeship

Myths and Misconceptions - Apprenticeship

Myth:

Apprentices are people who could not “make it” academically in high school.

Reality: Many, if not all, apprenticeship programs require at least a high school diploma with courses in English, math and sciences. The classroom portion of the training period can be quite demanding. Apprentices really do work with their heads as much as with their hands.

Myth:

Apprenticeships are only available for labour intensive , really physically demanding jobs.

Reality: Though apprentices and qualified journeymen are no stranger to hard work, many of the trade are no more physically demanding than any other job.

Myth:

The skilled trades are dead end jobs.

Reality: Many skilled trades people, if they choose to, advance in their field and become supervisors, foreman, inspectors, instructors, contractors or start their own business.

4 – 4 Employment Assistance Services

**Career Development Services (CDS), Kitchener
Perth Career Counselling (PCC), Stratford**

Myths and Misconceptions

Myth #1: You have to be on Employment Insurance benefits or Reachback (on EI in the last 3 years) before you can start services with Career Development Service (CDS) or Perth Career Counselling (PCC)

Reality: Clients can work with CDS or PCC as long as they are unemployed **or** working under 20 hours per week, and have been referred by their Assessor from 1 of 3 places: Kitchener Employment Resource Centre (KERC)/ Newcomer Employment Centre (NEC)/ Career Employment Services (CES)

To access funded training, you do need to be in receipt of EI/ Reachback (on EI within the last 3 years) or maternity benefits in the last 5 years

Myth #2: Clients can work on resume, interview skills, or an assessment of foreign credentials while working with CDS or PCC.

Reality: We can assist clients with career planning and their application for full-time funded training, which may include Academic Upgrading, English as a Second Language, and Skills Enhancement Training.

We refer the client back to their assessor for job search support or other employment service referrals.

Myth #3: CDS/PCC cannot make a referral for job search assistance.

Reality: We can refer the client back to their assessor for job search assistance. The client and their assessor would then choose the most appropriate job search intervention. The assessor would then make the referral on the client's behalf.

Myth #4: The only workshops that focus on finding a career to match your personality are MBTI and Personality Dimensions

Reality: We can also use a variety of informal tools to assist clients such as soft skills assessment, employer requirements, informational interviews, and Values Card Sort.

Myth #5: Career Development Services and Perth Career Counselling are funded by MTCU

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Reality: Both services are undergoing a transition of funding through the Labour Market Development Agreement and will be funded by MTCU as of January 1, 2007 and may be under “Employment Ontario”.

5 Need to Know

5 – 1 Sample – Academic Upgrading

NEED to KNOW

***** Our Academic Upgrading programs are delivered**

year-round

we have continuous intake

and our day programs are free

as they are funded through MTCU

--- exceptions are - courses run through CE
- WSIB

***** One does NOT need an OSSD to go on to further education or training**

Our graduates from our **Academic Upgrading** programs are not only eligible to enter Conestoga College post-secondary and apprenticeship training programs, but post-secondary and apprenticeship training programs at all colleges across the province.

--- The only exception are programs requiring U-Level courses

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***** Preparatory Programs 3 groupings:**

1. Employment Preparation Programs

Many of our students start out in either the

“Employment Training Readiness”

Or the

“Focus for Change” program

Both programs are delivered as sessions a few times a year at various campuses

The Employment Training Readiness Program provides an opportunity for students to participate in self and academic assessment and career planning. Based on the results of the assessments, students will research careers that best suit their individual needs.

Through informational interviews, job shadows and labour market research, realistic career goals are set and an action plan is created to achieve those goals.

Students will also upgrade in math, communications and computers, as well as, work in groups or individually to:
set goals, problem solve, participate in a job shadow or develop a training plan that may lead to successful completion of their GED, access to other Conestoga programs or attaining employment.

The **Focus for Change program** has in essence similar content and outcomes, but is specifically geared to women, and their special needs are addressed...

From here students may go on to employment, academic upgrading or further education and training

2. Literacy and Basic Skills:

The second grouping are academic preparation at the **Literacy and Basic Skills** level, which covers

Communications (Reading, Writing, Speaking, Listening)
Numeracy, Self-Management/Self-Directions and Basic Computer Skills.

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There are 5 LBS Levels. Most colleges at most locations start at Level 3 and bring students up to Level 5 which is equivalent to approximately Grade 9.

From here students go either to employment, academic upgrading or further education and training

3. Academic and Career Entrance

The ACE courses deliver academic upgrading at the upper level leading to the Grade 12 Equivalency for the purpose of entry into Post-Secondary College programs and Apprenticeship Training.

The ACE curriculum is delivered province wide by colleges and is approved by MTCU. ACE courses cover Communications, Math, Computers and Sciences.

Special features: The program delivery is goal oriented and student centred
Students work at their own pace –
Timetable / Learning Plan

While there is a core curriculum, **communications** courses are tailored towards a student's goal, be it a GED, or entry into a specific post-secondary program or an apprenticeship training program

--- e.g. (techn.) report writing

There are specific **Math courses** for specific goals:
E.g. There is a specific math course for apprenticeship, diff. from BusMath

Students can take either **individual ACE courses**,
or they can acquire the **full ACE certificate**
by completing two mandatory courses: Comm and one Math
plus two other ACE courses

Essential Skills are embedded in all courses.

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Delivery:

Continuous intake all year round (some: small summer break)

Day Program: 4 Campuses + 1 Location (Listowel)

CE Program: All 5 Campuses

Full-time Day Part-time Day Evening Classes Home Study

Process:

Assessment ---- Individualized Learning Plan ----

In a Nutshell ---- Questions ?

I have a prize for the best question:

5 – 2 Sample – Job Connect – Crossword Puzzle

Job Connect

NAIRFIOMNTO

			34	7		45		23	32

SRCUEROE CEVREIS

			15		38	46	3			20			40

TEOMELPYMN PILNANING

			30		27				22							10	

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Unscramble each of the clue words.
Copy the letters in the numbered cells to other cells with the same number.

6 Program Area Overviews

6 – 1 Job Connect

Job Connect: An Overview

INTRODUCTION

The Job Connect Program provides a range of services for unemployed Ontarians who need help finding and keeping jobs. Job Connect effectively bridges the gap between individuals looking for work and employers looking for workers, by recognizing the needs of both. Placing job seekers into employment that is well suited to their needs, abilities and interests also serves the needs of employers.¹

On a broader level, Job Connect is concerned with both the supply and demand side of the labour market. On the demand side, Job Connect addresses projected shortages in the skilled trades by improving access to Apprenticeship employment and training opportunities. On the supply side, Job Connect helps individuals pursue higher skills training leading to employment. It helps internationally trained individuals access their professions and related careers.

Job Connect is delivered by colleges and non-profit organizations in over 129 communities in Ontario. The Job Connect College Sector (JCCS) represents the 21 colleges in the province that deliver the Job Connect program. JCCS was formed three years ago and is a sub-committee of the Association of Colleges Applied Arts and Technology of Ontario (ACAATO) reporting through the Training and Development Coordinating Committee (T&DCC).

Guiding principles of Job Connect include:

- Encouraging participants to be self-directed
- Providing bridging supports between employment and unemployment in the most efficient manner
- Providing program supports that are tailored to the community

NEEDS OF INDIVIDUALS WITH EMPLOYMENT NEEDS

Job Connect has developed four profiles of individuals it serves based on their needs and the kinds of interventions they may require.

The profiles are:

¹ The information in this document has been verified to the extent possible, given the time and resource constraints of the project, and new developments arising from current government initiatives to expand Job Connect Services in Ontario.

Employment Ontario – Conestoga Edition

Self-sufficient – Individuals motivated to work with the skills to get a job on their own and perceived by employers to have the appropriate skills.

Credibly-challenged – Individuals motivated to work with the skills to get a job on their own but not perceived by employers to have appropriate skills.

Multi-challenged – Individuals motivated to work but without the skills to get a job.

Motivation-challenged – individuals not motivated to work or able to keep a job even with appropriate employment skills.

SERVICE PATHS

Job Connect uses a Service Decision process to identify the employment needs for individuals and develop the best path for each client profile. The first step of the process determines whether individuals meet the eligibility criteria and are open to employment services. The next step determines individuals' levels of sufficiency, i.e., whether they need help or whether they can access services on their own. After this, the Employment Service Needs Inventory (ESNI) is used to respond with the right service or mix of services for individuals. ESNI organizes information about individuals from a variety of sources and relates it to the following Job Connect service responses:

- planning
- preparation
- placement
- additional support

ESNI provides a common language for all Job Connect agencies to communicate about services.

JOB CONNECT SERVICES

Job Connect uses these profiles as a guide in providing the right service or mix of services.

The services include:

1. Information and Referral Service (IRS)

The IRS is a walk-in, self-directed labour market resource centre providing information to the general public on:

- careers and occupations
- the local labour market
- other education/training opportunities
- job search strategies
- programs and services available in the community
- self-employment
- orientation and information on Apprenticeship training

Individuals using the services of the Resource Centre can access computers and printers for writing their resumes, cover letters or other job search related materials. They can conduct an Internet search. They can also use photocopying and faxing services for free.

The Resource Centre has many books, videos, materials and information available on job interviews, job retention, job profiles and self-employment.

Employers can post job opportunities in the Centre and take part in events like job fairs.

The transition to e-business and e-learning makes the IRS appealing to job seekers and employers alike.

Eligibility: The Resource Centre is available to the general public.

2. Employment Planning and Preparation (EPP)

EPP provides a more structured service such as one-on-one with an employment consultant to assist clients in:

- clarifying their employment needs
- setting short and long-term employment goals
- developing action plans
- preparing for employment, e.g., finding and keeping a job
- writing resumes and cover letters
- developing interview skills and techniques
- obtaining information on educational options
- accessing referrals to other educational and training programs
- taking advantage of short term training/upgrading opportunities leading to work
- accessing instruction in workplace safety
- accessing Apprenticeship training

Although individuals have support in EPP, they are expected to conduct their own job search.

Training supports may be granted to individuals participating in EPP. One type of training support allowance, for example, covers costs such as special equipment, clothing or transportation.

EPP also provides services to employers such as the screening of candidates based on needs outlined in job ads or postings.

Eligibility: Contact your local Job Connect representative for more information.

3. Job Development Placement Support (JDPS)

JDPS is the most structured service for individuals who would not be successful in the open job market. These individuals are placed directly into employment either for an employment assessment or for training on the job. JDPS helps individuals develop their employment skills and gain experience through supports such as:

- job trials to help assess job opportunities
- job shadowing
- volunteer placements
- direct employment placements
- subsidized-on-the-job training opportunities
- job coaching and continued ongoing employment support

Training supports may be granted to individuals participating in JDPS.

Eligibility: Contact your local Job Connect representative for more information.

JOB CONNECT COLLEGE ANNUAL RESULTS²

Client Profile in 2005/2006

Less than Grade 12	39%
Grade 12 or less	80%
Less than 20 years old	41%
Out of school/work more than 26 weeks	39%

Delivery Statistics for 2004/2005

Individuals who used Job Connect College resource centres	163,875
Unemployed individuals who found jobs through Job Connect College sites	11,693
Individuals who were employed after three months of leaving the program)	67%
Clients who Job Connect help register as apprentices	772

JOB CONNECT AND APPRENTICESHIP

Job Connect is mandated to assist individuals with the apprenticeship process. It identifies suitable employers interested in hiring an apprentice and provides support to employers in the form of a wage subsidy that offsets training costs. Job Connect administers the following programs:

Apprenticeship Scholarship

This initiative is intended to support apprenticeship training and employment for youth who have left school early and require academic upgrading to meet the minimum academic entry requirements to register as apprentices in an apprenticeship program.

These youth are eligible to receive a \$1,000 scholarship when they:

- have completed their academic upgrading within one year to meet the minimum academic requirement for qualifying
- are registered as apprentices

² Job Connect College Sector Newsletter. (January 2006. Volume 1, Issue 1) and JCCS website

Signing Bonus

This program is intended to encourage employers in the trades to register new apprentices in sectors where there is a high demand. A bonus of \$2,000.00 is delivered in two equal instalments over six months.

Employers are eligible for the first instalment of \$1,000 if they have:

- met all the specific apprenticeship requirements to provide training in the trade
- registered the youth as an apprentice after s/he has completed the academic upgrading required for entry to the apprenticeship program

Employers are eligible to receive the second instalment of \$1,000.00 if they have:

- continued to employ the apprentice and provide on-the-job training for at least six months from the date that the apprentice was registered

Apprenticeship Training Tax Credit

The government introduced the Apprenticeship Training Tax Credit (ATTC) to encourage Ontario businesses to hire and train new apprentices in particular skilled trades. Businesses can receive over \$15,000 in the first 36 months of training apprentices in eligible trades.

In addition some businesses, depending on their size, qualify for refundable tax credits. Employers could get reimbursed for 25% to 30 % of the cost of wages for eligible apprenticeships.

JOB CONNECT AND ONTARIO WORKS

Job Connect local service providers work in a complementary way with Ontario Works (OW) to provide effective services for participants of both programs. This includes developing processes to support smooth transition and referral between programs for participants and employers.

SOURCES

The following sources were used to develop the Overview:

- Georgian College Job Connect Summer Jobs Service website

http://www.youthdc.com/Job_Connect/index.html

- Job Connect College Sector Newsletter. (January 2006. Volume 1, Issue 1)
- Job Connect College Sector website

<http://www.algonquincollege.com/jccs/>

- Job Connect/Summer Jobs Service Guidelines. MTCU (Revised 2005)
- Ministry of Training, Colleges and Universities website

<http://www.edu.gov.on.ca/eng/training/cepp/aboutjc.html>

Acronyms used in Overview

ACAATO - Association of Colleges Applied Arts and Technology of Ontario

ATTC - Apprenticeship Training Tax Credit

EPP - Employment Preparation Program

ESNI - Employment Service Needs Inventory

JCCS - Job Connect College Sector

IRS - Information and Resource Services

OW - Ontario Works

TDCC - Training and Development Coordinating Committee

6 – 2 Academic Upgrading

The terms "literate" and "illiterate" are often used to describe adults' literacy skills, that is, adults either have them or don't have them. In reality, adults' literacy skills exist along a continuum. Some adults can only read a few words. Others can read printed documents but can't understand what the documents say. Others can read just about anything. It is also not uncommon for adults to be strong in one area such as reading, and weak in another, such as math.

More recent definitions have reflected this reality. A widely accepted definition of literacy is the one developed for the International Adult Literacy Survey (IALS)³ conducted in 1994.

Literacy is the ability to understand and employ printed information in daily activities at home, at work and in the community, to achieve one's goals, and to develop one's knowledge and potential.⁴

A recent follow-up survey, the International Adult Literacy and Life Skills Survey (ALLS), tested the skills of adults in four areas:

Prose Literacy – the knowledge and skills required to understand and use information from texts such as news stories and editorials

Document Literacy – the knowledge and skills required to locate and use information contained in a variety of formats such as maps, forms, graphs and schedules

Quantitative – the knowledge and skills required to apply math operations to numbers in text, e.g., calculating tips, balancing chequebooks and completing order forms

Problem Solving – the knowledge and skills people need to understand and solve problems

A five-level scale for measuring and describing adults' skills in the above areas was used:

- **Level 1** means a person has difficulty dealing with any printed material.
- **Level 2** means a person can deal with material that is clear and well laid out.
- **Level 3** means a person can understand and use the information that they need for daily life.
- **Levels 4 and 5** mean that a person can understand and use complex written material.

Level 3 is the level considered necessary for people to function in today's knowledge-based world.

ALLS tested more than 23,000 Canadians. Following are some of the key findings related to the workplace and employment:

- About 62% of employed Canadians have average document reading scores at Level 3 or above. Over half of unemployed Canadians have document literacy scores below Level 3.
- Knowledge intensive sectors hire workers with higher average scores in the four domains.

³ See **Appendix A** for a list of Acronyms used in the Overview.

⁴ IALS Report as cited in International Adult Literacy Survey 2001
<http://www11.hrsdc.gc.ca/en/cs/sp/hrsdcaarb/2001-002583/page06.shtml>

- There are nearly a million Canadians at level 1 who are either unemployed or employed but earning low income. There are over 1.5 million Canadians at level 2 who are either unemployed or employed but are low income earners. Together they make up about 2.5 million Canadians who are in the most need of skills upgrading.

THE LITERACY PICTURE IN ONTARIO

The literacy picture in Ontario has changed very little since the 1994 IALS Survey. About 42% of Ontarians between 16 and 65 performed at levels 1 and 2 for prose and document literacy. This represents about 3.3 million adults. The picture for numeracy and problem solving is even more serious. About 50 % of adults performed below level 3 in the area of numeracy and nearly 70% performed below level 3 in problem solving.

LITERACY AND BASIC SKILLS

IALS Levels 1 and 2 correspond roughly with the 5 Literacy and Basic Skills (LBS) Levels and are considered equivalent to pre-Credit, i.e. Grade IX.

IALS Levels 1 and 2	LBS Levels 1 to 5	Grade Equivalent - 1 to 9 (approx.)
IALS Level 3	LBS/Academic Upgrading	Grade Equivalent - 10 to 12 (approx.)
IALS Levels 4 and 5	College/ University	Educational Equivalent - Postsecondary

LBS is delivered by colleges, school boards and community-based literacy programs. Programming is offered in the areas of:

- Communications (Reading, Writing, Speaking and Listening)
- Numeracy
- Self-Management /Self-Direction
- Basic Computer Skills

The LBS Program operates by important basic principles. It is results-based and accountable. Program delivery is learner centred, goal-oriented and outcomes based. It is also flexible. Students can enter or re-enter literacy training depending on their personal circumstances. Services delivered

are appropriate to each community, but the Program is linked to the broader education and training system and is considered the foundational part of educational and training opportunities for adults in Ontario.

The Ministry of Training, Colleges and Universities (MTCU) has identified three main goal paths for LBS learners. They are:

- employment
- further education/training
- independence

Delivery agencies are expected to help learners set short-term goals and link the development of their skills to their goals. Learners progress at their own pace.

The focus of the LBS Program is on individuals who are unemployed and out of school with a special emphasis on individuals sponsored by Ontario Works. LBS is available free of charge at all agencies funded to deliver the program.

Colleges primarily deliver upper end LBS Levels 3, 4 and 5. Community-based and School Board programs are also available in many communities to ensure the full range of programming is available. Community based programs tend to concentrate on LBS Levels 1 to 3. School Boards deliver all 5 LBS Levels with a special focus on preparation for credit programming. Programs in these three sectors have developed local agreements to determine which programs are best suited to address the learning needs and goals of students. There is a commitment to refer students to the most appropriate program regardless of the entry point.

ACADEMIC UPGRADING AT ONTARIO’S COLLEGES

Only colleges deliver academic upgrading through Ontario Basic Skills (OBS) funding. OBS funding supports the delivery of the Academic and Career Entrance (ACE) Program. ACE curriculum consists of the following 12 courses:

- Communications (English/Français), Anglais Langue Seconde,
- Self-Management/Self-Direction
- Computers
- Biology
- Physics
- Chemistry
- Core Math
- Business Math
- Apprenticeship Math
- Technology Math

Students who successfully complete two mandatory courses: (English/Français, Math) and two other courses based on their goal receive an ACE Certificate.⁵

⁵ For a more complete description of ACE and the ACE certificate, see chart in **Appendix B**.

STUDENT PROFILES

There are two distinct LBS/OBS student profiles. The first are clients between the ages of 19-44 with some form of income support but no long term attachment to employment. College upgrading programs have designed programming and supports to promote the success of these students. The second group are LBS/OBS students between the ages of 19 – 44, employed or recently unemployed seeking to improve their job opportunities through further education.

DELIVERY STATISTICS

The 2006-2007 year end college aggregate LBS/OBS delivery stats indicated the following:

Level	No. of Participants
LBS 1 – 5 (Grades 1 – 9)	10,380
OBS/AU (Grades 10 – 12)	5,895
TOTAL	16,275

Age	Percent of Students
16 – 18	4%
19 – 24	40%
25 – 44	44%
44 – 64	12%

Identified Goal at Entry	LBS 1 – 5 Students	OBS Students
Employment	15%	13%
Further Education	81%	85%
Independence	4%	2%

Data is also collected on participants’ source of income upon entry into the program. It is interesting to note that 30% of LBS students and 44% of OBS students indicated that their source of income was from employment.

PROGRAM FEATURES AND SUPPORTS

Both LBS and ACE are responsive to the needs of students who have many family and work demands. The responsiveness is evident in various program features and program supports.

Program Features

- Student intake may be daily, weekly, monthly or by semester depending on the college site, availability of space and programming offered.
- Students are assessed at entry to determine what courses or what portions of each course they must take to achieve their goals.

- All students receive an Individualized Training Plan based on their goals which informs the selection and ordering of course participation.
- Most programs run year round, days and evenings, and students can attend full time or part time.
- Individualized timetables are designed to take into account each student’s family and employment circumstances.
- Delivery is primarily individualized with teachers available in classrooms to provide one-to-one assistance. There has been an increase of small group, teacher led workshops and lecture style delivery depending on the subject and identified student goals.
- The program provides preparation for students wanting to write a General Equivalency Development (GED) Test or the Test of Workplace Essential Skills (TOWES).⁶
- There is Increasing focus on Essential Skills in curriculum development for students with employment goals.
- Delivery of computer courses is in college labs. Science courses are supplemented with the delivery of labs using either a hands-on or virtual lab component.
- All colleges have policies in place regarding attendance, progress and behaviour. Students must attend regularly and demonstrate a commitment to making progress towards their goal.

Program Supports

- Program Faculty and/or Counsellors are available to support students in developing strategies to overcome both academic and personal barriers to success. They work closely with staff from referring agencies.
- Training Support dollars are available to eligible students to cover certain costs such as transportation and child care.
- As a result in the increasing number of participants under 25, some College Academic Upgrading Programs have been developing strategies to increase the retention and success of younger students including targeted orientation activities, on-going support and specially designed classroom delivery and activities.

SOURCES

The following sources were used to develop the overview:

IALSS: Info Series #1 <http://www.nwt.literacy.ca/resource/ialss/page1.htm>

- IALSS 2003: Key Policy Research Findings. Brink, Satya.
www.nald.ca/fulltext/ialss2003/cover.htm
- The Daily, Statistics Canada. (2005)
- <http://www.statcan.ca/Daily/English/050511/d050511.pdf>
- Wallace, Lynne. LBS/OBS Year End Stats Summary: (2006 - 2007)
- Wallace, Lynne. Ontario Credentials - One Size does not fit all! (2005)
<http://www.collegeupgradingon.ca/upgrade/chart.htm>

⁶ For a description of GED and TOWES, see chart in **Appendix B**.

Acronyms used in Overview

ACE – Academic and Career Entrance (Program)

ALLS – Adult Literacy and Life Skills Survey

BTSD – Basic Training for Skills Development

IALS – International Adult Literacy and Skills Survey

IALSS – International Adult Literacy and Skills Survey

LBS – Literacy and Basic Skills

MTCU – Ministry of Training, Colleges and Universities

NOC - National Occupational Classification

OBS – Ontario Basic Skills

OSSD – Ontario Secondary School Diploma

TOWES – Test of Workplace Essential Skills

	What is it?	Who is it for?	How does it work?	What credentials are provided?
ACE	<ul style="list-style-type: none"> Academic and Career Entrance program is an adult upgrading certificate program approved for delivery in all 24 colleges through preparatory/upgrading programs ACE is the updating and renaming of the Basic Training for Skills Development (BTSD) program approved in 1965 for College delivery Delivered exclusively by colleges Provincially Developed and Recognized Credential 	<ul style="list-style-type: none"> Adult students seeking admission to a post secondary college program or an apprenticeship who either did not receive their Ontario Secondary School Diploma (OSSD) or have an OSSD but are missing the courses (usually math and science) required for post secondary admission Assessment at intake to determine courses required based on student goal. 	<ul style="list-style-type: none"> Completion of two mandatory courses: (English/Français, Math) and two other courses chosen based on student’s goal. Qualifying students receive training free of charge and may also receive financial support to cover childcare and travel costs through OBS funding Time required depends on previous education and student commitment – usually 6 to 9 months 	<ul style="list-style-type: none"> College certificate recognized as equivalent to an OSSD by colleges Appropriate preparation to succeed in the full range of college post secondary programs Accepted by Apprenticeship as OSSD equivalent Accepted by many employers as OSSD equivalent for hiring and advancement purposes
GED	<ul style="list-style-type: none"> General Educational Development Testing Recognized by colleges, apprenticeship and employers as equivalent to an OSSD GED preparation delivered by a variety of community based, school board and college deliverers depending on the community Internationally/Nationally Recognized Credential 	<ul style="list-style-type: none"> People over 18 yrs. and older and out of school for at least one year who do not have an OSSD 	<ul style="list-style-type: none"> Series of multiple choice tests – writing (includes writing a short essay), social studies, science, literature and the arts, math Takes up to 6 hours to write, Cost \$80.00 for the test. GED preparation course costs vary depending on the delivery agency and may be free of charge in some instances 	<ul style="list-style-type: none"> Ontario High School Equivalency Certificate Note: students applying for post secondary college programs requiring specific math and science courses will still need to successfully complete these courses in a college upgrading or high school credit program
TOWES	<ul style="list-style-type: none"> Test of Workplace Essential Skills Available exclusively through colleges Nationally Developed and Recognized Credential 	<ul style="list-style-type: none"> Job seekers, employees and employers requiring alternate certification for hiring and advancement purposes Educators needing to identify an individual's strengths and weaknesses to develop focused intervention strategies especially for clients with employment goals. 	<ul style="list-style-type: none"> Test - \$55.00, two hours; available at participating colleges Students not receiving the test score required can access TOWES remediation training in order to rewrite the test 	<ul style="list-style-type: none"> Scores on document use, reading text and numeracy tests which reflect workplace tasks. Compared to NOC codes for level required. Alternate credential to OSSD for employment purposes Note: is not accepted as equivalent for admission to college post secondary programs

Employment Preparation Programs

In addition to the province wide LBS and OBS programs many colleges deliver Employment Preparation Programs to enable clients to make the connection to employment and/or further education and training. At Conestoga College the School of Career and Academic Access delivers two special employment preparation programs, funded through LBS:

Employment/Training Readiness (E/TR)

The Employment Training Readiness Program provides an opportunity for students to participate in self and academic assessment and career planning. Based on the results of the assessments, students will research careers that best suit their individual needs.

Through informational interviews, job shadows and labour market research, realistic career goals are set and an action plan is created to achieve those goals.

Students will also upgrade in math, communications and computers, as well as, work in groups or individually to:

set goals, problem solve, participate in a job shadow or develop a training plan that may lead to successful completion of their GED, access to other Conestoga programs or attaining employment.

- Apply effective and appropriate communications skills.
- Build self esteem by identifying strengths, feelings, beliefs, values, attitudes and recognize how they affect self and others.
- Articulate and evaluate various problem solving processes and develop strategies to life/work situations.
- Apply the skill of goal setting.
- Be knowledgeable of community resources and how to access them.
- Identify the characteristics of a team.
- Develop a personal inventory of accomplishments, skills, values and preferences.
- Understand the changing nature of life/work roles.
- Develop a training plan and career path.
- Develop effective resumes and employment letters and forms.
- Employ the techniques of effective interviews.
- Employ the techniques of effective work search strategies.
- Achieve an elementary understanding of and skills in the use of personal computers.
- Assess and perform communication and mathematics skills.

Program Facts

Length: 8-10 week Certificate program

Location: Cambridge, Guelph, and Waterloo campuses

Start: Varies

No tuition

May be eligible for childcare subsidy and/or travel allowance

Admission Requirements

- Must be at least 19; age exceptions may apply
- Applicants for this program must be able and willing to participate in interactive group learning processes.

Graduate Opportunities

Graduates are prepared for further career exploration, academic upgrading, skills training or employment, or to write the GED.

Focus For Change

Focus for Change is designed to prepare women to apply the problem solving skills necessary to gain a realistic perspective of themselves. They will discover how to set goals and create plans in order to make appropriate decisions in all aspects of their lives.

This program also provides an opportunity for students to participate in self and academic assessment and career planning. Based on the results of the assessments, individuals will research careers that best suit their needs.

Through informational interviews, job shadows and labour market research students will select realistic career goals and create an action plan to achieve those goals. They will also upgrade in Math, communications and computers. Students work in groups or individually to: set goals, problem solve, participate in a job shadow and develop a training plan that may lead to successful completion of their GED, access to other Conestoga programs or attaining employment.

During the program learners will complete selected outcomes:

- Apply effective and appropriate communication skills
- Build self esteem by identifying strengths, feelings, beliefs, values, attitudes and recognize how they affect self and others.
- Articulate and evaluate various problem solving processes and develop strategies to life/work situations.
- Apply the skill of goal setting.
- Be knowledgeable of community resources and how to access them.
- Identify the characteristics of a team.
- Develop a personal inventory of accomplishments, skills, values and preferences.
- Understand the changing nature of life/work roles.
- Develop a training plan and career path.
- Develop effective resumes and employment letters and forms.
- Employ the techniques of effective interviews.
- Employ the techniques of effective work search strategies.
- Achieve an elementary understanding of and skills in the use of personal computers.
- Assess and perform communication and mathematics skills.

Program Facts

Length: Up to 16-week program

Location: Cambridge, Guelph and Waterloo campuses

Start: Varies

Admission Requirements

- Applicants will be admitted to this program based on the program eligibility requirements and the applicant assessment results.
- Applicants must be 19-years of age or older.
- Applicants must be women on Ontario Works or Ontario Disability Support Program.

Graduate Opportunities

Graduates are prepared for further career exploration, academic upgrading, skills training or employment or to write the GED.

6 – 3 Apprenticeship

Still to come

6 – 4 Employment Assistance Services

Employment Assistance Services – An Overview

INTRODUCTION

Employment Assistance Services (Career Development Services (CDS) and Perth Career Counselling(PCC), managed by Conestoga College Institute of Technology and Advanced Learning, has been successfully providing career counselling services for unemployed individuals who are HRIF and non-HRIF eligible in the Kitchener-Waterloo area and Perth County for the past four years. Service Canada funds employment Assistance Services.

Individuals who are referred to CDS and PCC must complete the common assessment process with an Employment Specialist from one of the assessment providers in the community. Individuals referred to CDS and PCC have been identified as requiring assistance with exploration and career decision-making. Career Development Facilitators will provide individual and group counselling services to assist clients in moving through the following stages of career counselling: initiation, exploration, decision-making, and the planning aspect of preparation.

SERVICE PROVISION MODEL

Clients must be referred to career counselling services from a recognized assessment centre i.e. Northern Lights, YMCA New Comer Employment Centre (Kitchener-Waterloo), and Partners in Employment (Perth County). Career counselling will begin from the premise that the client desires career counselling, with an outcome of clarifying career/employment goals. The initial counselling appointment will establish the formation of the counselling relations (including parameters of service and client’s commitments, roles and responsibilities), determine objectives (ensuring relevance to clients), and obtain client’s agreement to proceed. The career development facilitator and client will jointly establish an Action Plan.

During the exploration stage of career counselling, clients will be encouraged to produce detailed personal inventories to encourage self-knowledge and help define career goals. Clients are encouraged to take into account family supports and needs, financial requirements, work values and needs. Assessments of transferable skills, self-management skills and interests will be used to assist clients in identifying options.

Clients use a variety of information-gathering methods specifically suitable to their particular learning styles and abilities.

Information and planning concerning: networking, information interviewing, researching (both formal and informal), and accessing Internet information are addressed. If clients are not able to formulate a career goal, Employment Assistance Services will assist clients with further exploration. Summaries of counselling sessions will assist clients to move toward decision-making.

Decision-making involves clients’ careful evaluation of stated career goals, taking into account all the previously gathered information. At this stage, the Career Development Facilitators may need to confront clients if a stated career goal is not compatible with some of the realities previously identified or observed by the Career Development Facilitators. In some cases, other concerns may need to be addressed before clients can proceed and such clients will be referred back to the Assessor. If clients indicate a learning disability, the ‘Delta Screener’ will be administered, and a consultation will take place with an appropriate provider. If the client requires a full psycho-educational assessment and wishes to proceed, the career development facilitator will make the necessary arrangements with a psychologist for the assessment. Educational assessments will be administered to clients who require out-of-province/country credentials validated or to determine English language achievement levels.

Clients who have identified more than one goal will be asked to prioritize options, while acknowledging the need for a contingency plan. Clients will create specific short and long-term plans for reaching their goal and include an Action Plan toward the next step of achieving these goals. Ideally, the career counselling sessions will conclude with the formation of an Action Plan. An Action Plan may consist of a discrete page in a client’s file or be indicated through case notes.

Other service providers in Kitchener-Waterloo and Perth County provide assistance with preparation and implementation of clients’ Action Plans. Clients will be referred back to the Assessor so they can make appropriate referrals to community providers for such services as transition skills training, on-the-job training programs, academic upgrading, and job search

skills. This referral terminates the career counselling sessions in keeping with the outcomes identified in the initial assessment. At that time, communication from the career development facilitator to the Assessor will take place, and if needed, the client will return to the Assessor to discuss any further interventions. The Career Development Facilitators will only be referring clients to the following interventions: skills development, personal counselling, academic assessment, English as a second language, and academic upgrading.

At the outset of each counselling session, objectives are mutually agreed upon by the client and the career development facilitator; each session ends with a summary of the work achieved and a concrete plan of tasks for the client, to be completed prior to the next session. This method puts the onus on clients to be self-sufficient, involved with the process, and responsible for the outcomes. Life-long learning and independence of clients will be fostered.

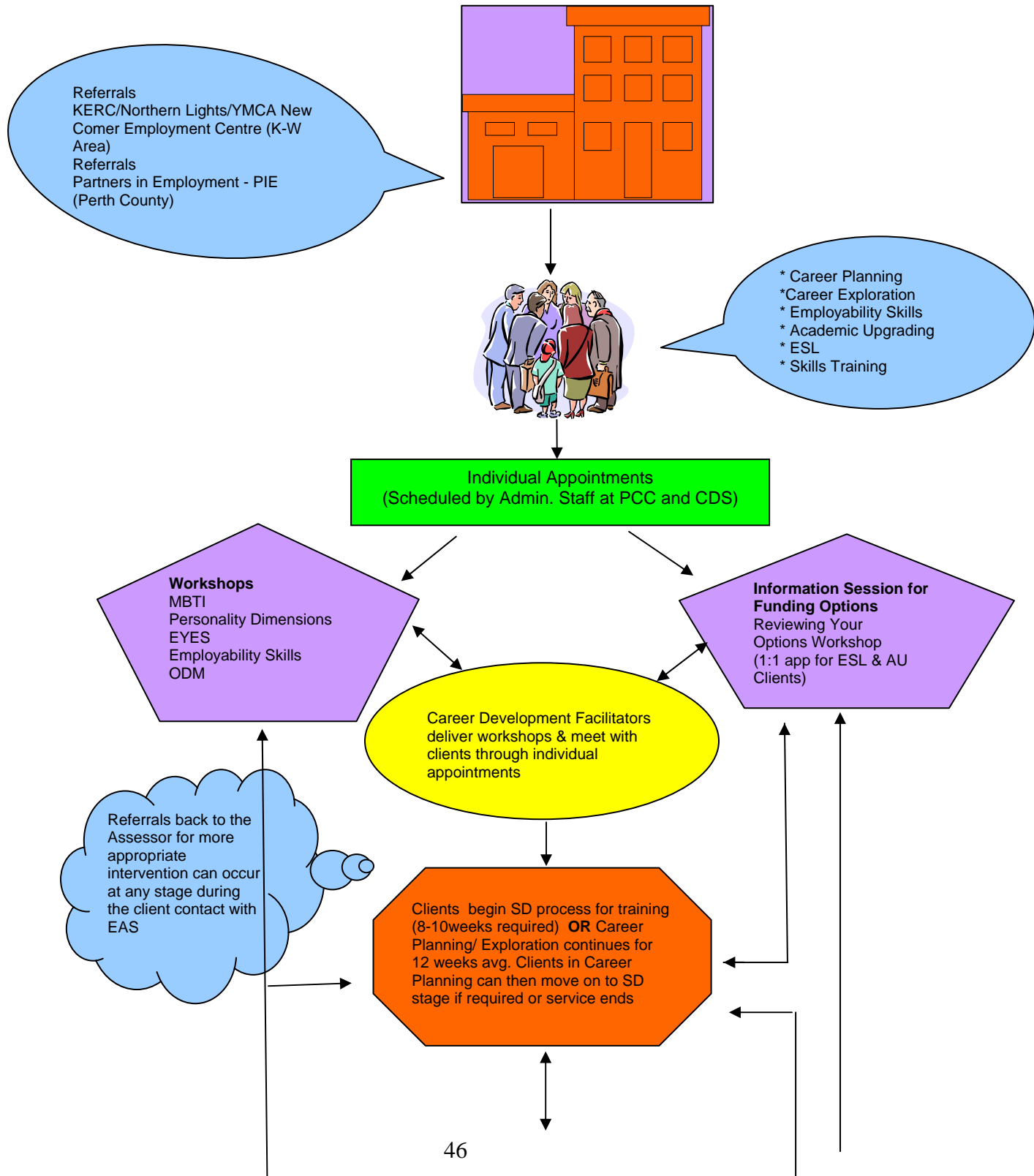
Career Development Services and Perth Career Counselling will be complementary to other services in the community. It is not designed to stand alone, but will work in conjunction with other services offered through the Service Canada delivery spectrum. The services for persons with disabilities is not designed to duplicate other services in the community but rather to provide service to clients for whom services are not already provided.

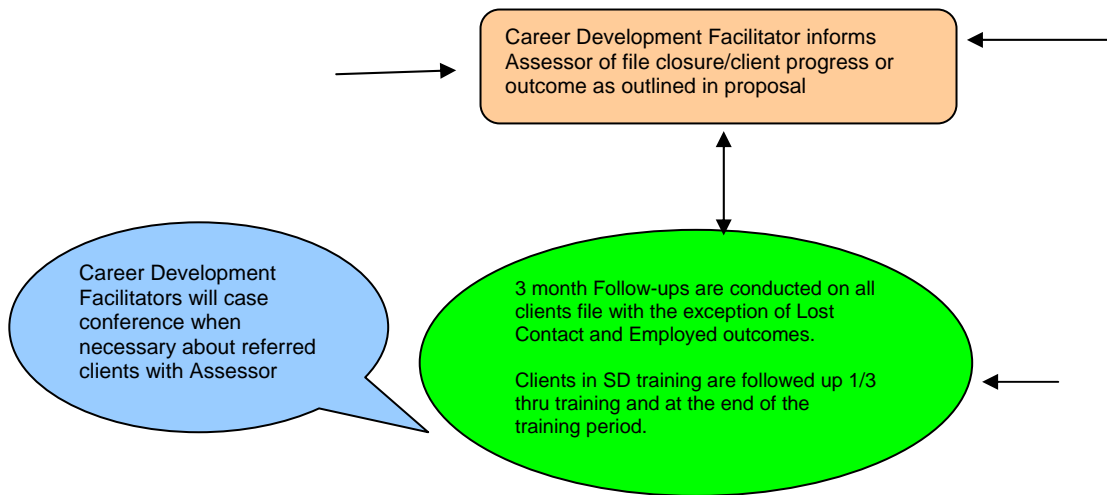
The following charts record activities used in each of the objectives, listed as stages:

OBJECTIVE	OUTCOME
To do necessary Exploration of self	Client will be able to increase understanding of self, including personality, interests, skills, values and needs
To Research appropriate occupations and implications for training	Client will be able to identify suitable occupations and the relevant training, skills, and funding needed
To collaboratively work on the Decision-making and Action Planning required to pursue career/occupational plans	Client will be able to make decisions and plans for further training and/or job search

Exploration Stage (w/s = workshop Ind = Individual)			
Self	Interests	Skills	Values
Pride List Personal History – work, volunteer, roles, activities etc. (incl. Like/dislikes) Personality Dimensions (Ind/w/s) MBTI (Ind/w/s) B.E.S.I.	Job Boards/Websites – pick out jobs that interest them JVIS SDS CHOICES survey Career Cruising survey Career Assessment Inventory Interests, Skills, Values w/s	Personal History – including Responsibilities/duties/skills Skills cards Skills checklists Interests, Skills, Values w/s Skills on Echoices TOWES - (essential skills assessments self funded by client)	Personal History – likes/dislikes Job Boards/websites – why job appeal Values card sort Values checklists Interests, Skills, Values w/s.
Research Stage			
Self	Occupations	Training/Skills	Funding
See Exploration Stage for some ideas Skills comparison to jobs Other personal circumstances that must be considered Network	Research Workshop (highly recommended) Info. Meetings (Ind/w/s) Websites/Print resources (LMR) Job Shadows	Volunteering F/t courses/P/t courses Internet Self-pace/reading, etc Toastmasters Business (WRED, Business Enterprise Centre, CFDF), etc.	Service Canada Funding RRSP Life long learning/savings Bursaries/awards/scholarships Loans/OSAP Work Friends/family
Decision-making & Action-Planning			
Personal	Decision-Making	Training	Job Search
Transportation Money Childcare/eldercare Health/Physical/learning Time management Stress mgmt/counselling, etc.	Pro/Con list Decision-making grid	Costs Applications/registration Eligibility criteria	Targeted Wage Subsidy One – to –One Internship Job Creation Partnerships Job Finding Club Assessment Centres Job Connect Other related supports

CLIENT FLOW FOR EMPLOYMENT ASSISTANCE SERVICES





Acronyms used in Overview

CDS – Career Development Services
EAS – Employment Assistance Programs
BESI – Barrier to Employment Success Inventory
CFDF – Community Futures Development Foundation
JVIS – Jackson Vocational Interest Survey
HRIF – Human Resources Investment Fund
Ind. – Individual Session
LMR – Labour Market Research
MBTI – Myers Briggs Type Indicator
OSAP – Ontario Student Assistance Program
PCC – Perth Career Counselling
RRSP – Registered Retirement Savings Plan
SD – Skills Development
SDS – Self Directed Search
TOWES – Testing of Workplace Essential Skills
WRED - Women and Rural Economic Development

7 What We Learned

**8 PowerPoint Presentation from “Riding the What?”
Training Event**