

Provincial Models of Program Integration



Phase 1 Report

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Background: One Stop Training and Employment System

Ontario is at a crossroads. It needs well trained workers to remain competitive, yet faces current and anticipated skills shortages, especially in the area of trades. The Ontario Government has responded to this challenge by transforming the way it delivers training and employment programs. It has developed a comprehensive strategy called the One-Stop Training and Employment System, or simply “One Stop” designed to help programs work together more effectively in addressing the needs of its clients. One Stop encourages the ongoing sharing of strategies between business and education to ensure that both are moving forward in a co-ordinated manner. The Labour Market and Training Division (LMTD) of the Ministry of Training, Colleges and Universities (TCU), which sets standards for employment services and adult literacy, recognizes the critical role of each in developing a skilled workforce for Ontario.

The One Stop Training and Education System will provide the framework for the delivery of the Ministry’s labour market programs and services. The new system will transform training and employment programs to create integrated pathways and services.

Source: TCU’s Presentation to Conference Board of Canada

One-Stop includes the following programs funded by TCU:

- Literacy and Basic Skills
- Job Connect
- Summer Jobs Service
- Apprenticeship
- Local Boards
- Labour Market Information and Research
- JobGrow Hotline

One Stop will provide improved routes for youth and adults to higher skills training and employment, and to the academic upgrading needed to support higher skilled employment.

The No Wrong Door strategy for service delivery is a key feature of One-Stop. Through this strategy, employers and individuals can learn about labour market and training programs and services provided by the government. They will be able to access information about all provincial training and employment services – regardless of which door they use to enter the One-Stop system. Programs and services are expected to work together at the community level to discuss how clients can move more easily among them. The strategy was rolled out with six pilot projects early in 2006. Implementation across the province begins in April 2006 and continues into 2007.

The concept of No Wrong Door does not mean that the Ministry will build or fund new “super” employment and training centres to provide “one window” access. Nor does it mean we will require or preclude particular delivery models such as co-location or require a generic, one size fits all, service assessment.

Source: No Wrong Door Pilot Guidelines

Provincial Models of Program Integration Project

The College Sector Committee for Adult Upgrading (CSC) has been funded to develop a model or models of integration for the training and support of clients in the college system. The full name of project is *Provincial Models of Program Integration*, but it will be referred to simply as the “Models Project” in the report. The Models Project is intended to help college Academic Upgrading programs move forward with the implementation of One Stop by bringing together three of the largest adult education programs at both the provincial and local levels.

The programs are:

- Literacy and Basic Skills/Academic Upgrading¹
- Job Connect (with a focus on college Job Connect programs)
- Pre-Apprenticeship/Apprenticeship²

The Models Project builds on previous CSC research on integrated programming as reported in *A Snapshot of College Sector Workforce Delivery* released in October 2005.

The objectives of the Models Project are to:

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

The ultimate aim of the Models Project is to assist participants in all three programs. Greater service integration of all three programs will make the system easier for participants to navigate and achieve their goals more quickly. Academic Upgrading students wanting to move directly into employment will have access to the Essential Skills training, job search, field placement and employer support opportunities available through Job Connect. They will also have much greater exposure to the job opportunities available through Apprenticeship. Job Connect and Apprenticeship clients can acquire the necessary literacy and numeracy training they need to access and succeed in employment.

The Models Project will provide frontline program deliverers in all three programs with a greater understanding of the services available to their clients. Consequently, deliverers will have more options when assisting clients.

The implementation of One Stop provides unique opportunities for the co-ordination of Academic Upgrading, Job Connect and Pre-Apprenticeship/Apprenticeship programs and services. The Snapshot Report showed that at many colleges joint activities had already begun or were planned. See **Appendix A**.

¹ Literacy and Basic Skills/Academic Upgrading is simply referred to as Academic Upgrading in the report.

² These terms are used both jointly and separately in the report depending on the context.

Examples of activities include:

- cross referrals
- information sessions for students
- joint delivery especially of self-management/self-direction and employment preparation components
- access to hands-on and job-shadowing opportunities
- the sharing of clients

The Snapshot Report further highlighted some of the external and internal variables that either supported or inhibited the development of linkages. These variables will be explored further in the Models Project.

External variables included:

- co-location of Academic Upgrading and Job Connect
- availability of TOWES/Essential Skills development
- student demographics
- local labour market, particularly the availability of employment opportunities for Academic Upgrading students
- transportation to programs
- scheduling of services, ongoing and start-up

Internal variables included:

- access to labour market information of catchment area, such as employment opportunities for Academic Upgrading students, closures and placements
- linkage of Academic Upgrading programs with Local Training Boards
- strong linkage to TOWES
- linkage with Ontario Works
- relationship with Local Services Planning
- internal linkage/partnership with Contract Training
- knowledge of range of services provided by Job Connect, Pre-Apprenticeship and Apprenticeship programs
- close monitoring of goals and progress of students
- responsiveness and flexibility of Academic Upgrading programs such as focused, short-term programs and flexible schedules
- capacity of Academic Upgrading programs to provide workforce learning activities and demonstrations
- use of Essential Skills curriculum
- development status of ACE Program, in particular the option for students seeking ACE for employment
- flexible program policies related to attendance, leaves and scheduling that support linkages between programs

The Snapshot Report also helped identify which Academic Upgrading programs to approach to provide models, although other factors had to be considered. One important one was colleges' involvement in TCU's pilot, No Wrong Door. Care was needed not to target the same programs.

A related and concurrent CSC project, *Innovative Approaches and Promising Directions*, confirmed that a considerable amount of information sharing and educating must take place to promote the integration of Academic Upgrading, Job Connect and Pre-Apprenticeship/Apprenticeship programming for the benefit of students seeking to improve their employment opportunities. This conclusion was drawn from focus groups held with Academic Upgrading program managers, front line deliverers³ and students from all 24 colleges at 35 program delivery locations.

Linkages with Job Connect

The project found that internal structures were formed in a minority of colleges where senior management recognized the need to form closer linkages. Most coordination and integration of Academic Upgrading and Job Connect, however, appears to depend more on personal relationships than on strategic planning. Colleges like Durham, Confederation, Mohawk, and Fanshawe, for example, where both programs share the same manager showed a high degree of integration and client sharing. At other colleges like Sault where the Job Connect manager has experience with Academic Upgrading, the relationship has been on-going. At Niagara, the Skills Training Council meets once a month to address issues of mutual concern to Academic Upgrading, Job Connect and Pre-Apprenticeship. For colleges like Canadore, George Brown and Algonquin that do not deliver Job Connect, establishing linkages with community deliverers will be more challenging.

The project concluded that Academic Upgrading can address the academic needs of Job Connect clients, especially those who do not have an Ontario Secondary School Diploma (OSSD). Job Connect, for its part, can assist all Academic Upgrading students with employment goals through their Resource Centres, Employment Preparation Programming and Job Development component. In fact, this is already happening at both Confederation and Mohawk.

Linkages with Pre-Apprenticeship and Apprenticeship

Generally, the relationship between Academic Upgrading and Pre-Apprenticeship and Apprenticeship programs has not received the same attention as the relationship between Academic Upgrading and postsecondary programs, since traditionally fewer students have opted for trades-orientated goals. The project identified two significant external barriers to integration:

1. Trades programs are usually located in different areas of the building or in entirely different buildings.
2. Administrative responsibility for these programs lies in different departments.

Other barriers were related to the lack of knowledge of both front line deliverers and students. Both student and faculty focus groups indicated a definite lack of knowledge about how the system works, especially in connection to many of the new apprenticeships. In student focus

³ Unless stated otherwise, the term “front line deliverers” is used in the report to refer to the individuals who do one or more of the following: teach, provide administrative support, advise students, and conduct assessment and follow-up in Academic Upgrading programs.

groups, it was observed that apprenticeship was confused with postsecondary cooperative programs. Both groups indicated a need for more information so that students could make better informed career choices. Academic Upgrading could play a strong role in the identification of qualified participants. Student focus groups further noted that students who were considering an apprenticeship were doing so because they knew someone who was an apprentice or journeyperson.

Academic Upgrading teachers were often not consulted in the development of Pre-Apprenticeship programs and therefore not always aware of what was approved, what was being delivered or what was required of the students. This led to problems for Pre-Apprenticeship students who needed to, but were unsuccessful in their attempts to, be upgraded to an equivalent of Grade XII upon completion of their program. If consulted, Academic Upgrading teachers would be able to advise on how realistic this goal was based the number of hours allowed for the students. Academic Upgrading teachers also expressed the concern that upgrading students were accepted into Pre-Apprenticeship programs without basic math and reading skills.

Interviews with managers indicated a higher degree of understanding of Pre-Apprenticeship and Apprenticeship, and the benefits of service integration. As with Job Connect, there were more linkages at colleges where the programs were co-located, shared managers or were part of the same division:

At Canadore, the upgrading coordinator is also responsible for the delivery of the Pre-Apprenticeship programs. At Durham, the departments responsible for trades and upgrading are involved with initiatives at General Motors to help them address skill shortages. The Apprenticeship and Academic Upgrading managers at Northern College are working together closely to develop strategies and programming to address the needs of communities on the James Bay Coast. At some colleges, academic curriculum is used as the basis for Pre-Apprenticeship programming. (Kallio, McIver & Wallace, 2006)

The *Innovative Approaches and Promising Directions* project concluded that Academic Upgrading also has a role to play in improving the retention and success of apprentices. Students who are unsuccessful in academic portions of their in-school training could be referred to upgrading programs in their home communities.

The three CSC projects, A Snapshot of College Sector Workforce Delivery, Innovative Approaches and Promising Directions and Provincial Models of Program Integration are closely linked. As shown, the first two provide valuable qualitative information for guiding the Models Project. The Models Project, for its part, will add to the information base with quantitative data and move forward the recommendations related to the integration of Academic Upgrading, Job Connect and Pre-Apprenticeship/Apprenticeship services by means of a pilot process.

Project Evaluation

The Models Project has a strong evaluation component with the focus on formative rather than summative evaluation. A lead consultant was hired at the beginning of the project to provide input into the overall project plan. The CSC Executive agreed to serve as the chief advisory body for the Models Project, although the project worker would seek additional input on project processes and products from other sources such as Academic Upgrading front line deliverers, Job Connect College Sector and Heads of Apprenticeship.

The project plan and other draft documents were formally reviewed by the CSC Executive. Eight completed evaluation forms were returned.

There was general support for the plan. The Executive liked the idea of surveying both the Academic Upgrading program managers and front line deliverers. The overall plan was said to be “workable” and one which supported the inclusion of all program delivery locations. The Group liked the concept of the pre- and post-assessment strategy. They especially liked the way the plan was laid out. See **Appendix B** for the revised model of the plan.

The graphical representation made the plan easy to understand.

Source: CSC Project Advisory Group

Please note that other evaluation approaches will be discussed in context with specific components of the project. Formal evaluation tools will be included as appendices. See **Appendix C** for a copy of the Evaluation Form used to obtain feedback on the project plan.

Baseline Environmental Scan

One of the first tasks was to develop the baseline environmental scan to determine:

- models of integration currently existing (to inform Phase 2 of the project)
- the amount of cross program communication currently taking place between Academic Upgrading, Job Connect, Pre-Apprenticeship and Apprenticeship
- front-line deliverers’ awareness of the services provided by Job Connect, Pre-Apprenticeship and Apprenticeship
- frontline deliverers’ information needs
- organizational and other barriers to service integration

The Scan was developed using two separate surveys:

Part 1: The Program Delivery Location Survey

The Program Delivery Location (PDL) Survey was designed to gather information on all college Academic Upgrading program delivery locations. The purpose was to develop a “map” of Academic Upgrading programs provincially with a particular focus on their links to Job Connect and Pre-Apprenticeship/Apprenticeship. Data collected would provide a context for examining the results of the Pre-assessment Survey for Front Line Deliverers by identifying possible barriers to and opportunities for service integration with Job Connect and Pre-Apprenticeship

and Apprenticeship programs. This survey was to be completed by the program manager or co-ordinator or lead at each delivery location. The CSC Executive contributed many valuable suggestions to improve the survey. They felt that the concept of the survey was good but that the survey needed more clarity, definitions for terms and a simpler format. The Group suggested that the PDL Survey be distributed electronically and several members offered to “test” electronic versions of the surveys before sending it out to the field.

See **Appendix D** for the revised PDL Survey.

Part 2: The Pre-Assessment Survey for Front Line Deliverers

The Pre-Assessment Survey was designed to establish a baseline of front line deliverers’ awareness of the Ministry’s One Stop initiative in general, and Job Connect and Pre-Apprenticeship/Apprenticeship programs in particular. While there were many variables that could contribute to the success of the Models Project, the CSC felt that the most critical one was the active involvement of the front line deliverers. They are the best situated to know and provide what the client needs. Ultimately, it is the responsibility of the front line deliverers to:

- identify Academic Upgrading students who would benefit from Job Connect Services
- identify Academic Upgrading students who would make good candidates for the Pre-Apprenticeship and Apprenticeship programs
- respond with the right programming mix for clients referred by Job Connect, Pre-Apprenticeship and Apprenticeship

The Pre-Assessment Survey will be followed up with a post-assessment early in 2007 to determine what progress has been made. The Pre-Assessment Survey will also gather information about front-line deliverers’ information needs concerning Job Connect and Pre-Apprenticeship/Apprenticeship programs.

The Advisory Group liked the concept of the Pre-Assessment Survey and thought it would be very useful. They suggested a number of changes including:

- identify audience for the survey by function
- make the survey shorter and simpler (survey is too long, too complicated, gives too much information at once)
- use a checklist of services with yes, no, unsure columns
- make separate sections, for example, one page for Job Connect and one for Apprenticeship
- have the survey done individually for determining baseline rather than as a group (may yield results that are not valid)

The Executive suggested that the Pre-Assessment Survey be distributed electronically and on paper, and offered to have some of their front line deliverers try it out.

See **Appendix E** for the revised Pre-Assessment Survey.

Program Delivery Location Survey Results

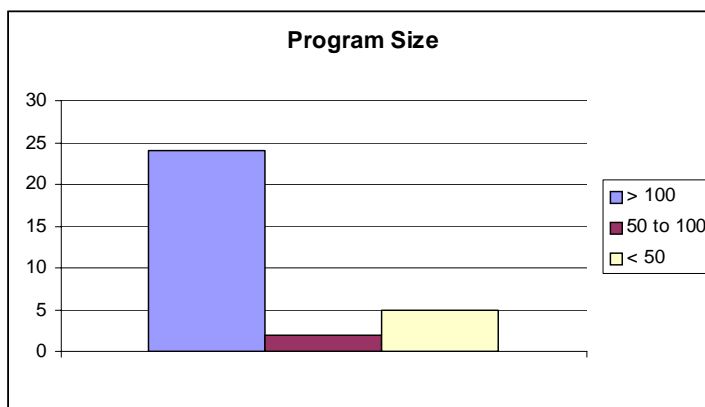
As previously mentioned, the PDL Survey was designed to gather information on all college Academic Upgrading program delivery locations for the purposes of developing a “map” of college programs provincially. It is very important that information about One Stop reach every front line deliverer, as ultimately it is the deliverer’s close connection to learners that will make this initiative succeed. With that objective in mind, managers from all 24 colleges were asked to submit contact information (via email) on each of their Academic Upgrading program delivery locations to the CSC. The term, program delivery location, was carefully explained to ensure locations were not confused with campuses or official TCU sites. This exercise was only partly successful. While the majority of colleges responded to the request, many managers did not provide contact names, indicating instead that they wished to be the primary contact. Where information was provided, it was sometimes incomplete; names, for example, were provided but with no email addresses. What was expected to be a rather routine task of distributing surveys became a rather complicated process. The deadline for returning the surveys was therefore extended by several weeks.

At best count, it appears there are between 75 and 80 college Academic Upgrading program delivery locations. PDL Surveys were returned by 31 locations representing 16 colleges from all four regions. While this return was lower than anticipated, it was not surprising considering that colleges were poised to strike and subsequently were on strike for several weeks while the survey was in circulation. During the next several months, the CSC will contact locations that did not return surveys to collect the remaining data. The CSC hopes to have a complete map of colleges when the projects wraps up in the spring of 2007.

For this phase of the project, 31 surveys provide a good representative sample for analysis, especially for exploring factors such as program size and proximity and what effect, if any, they have on linkages.

See **Appendix F** for the raw data from the PDL Survey, and an evaluation of the survey itself.

As anticipated, most locations delivered higher LBS/OBS Levels with seven locations delivering Level 2, and one location delivering Level 1. No program delivered all levels. Twenty-four locations served more than 100 students annually. Relatively few small programs responded to the survey. See chart below:



The number of small or medium-sized programs represents 23% of the total. It will be interesting to compare this percentage against the total number of smaller programs once the data from all program delivery locations has been collected.

Although the focus of the PDL Survey was to determine the linkages between Academic Upgrading programs and Job Connect, Pre-Apprenticeship and Apprenticeship, the survey also provided an opportunity to collect data on how Academic Upgrading programs were linking to other programs, services and service organizations generally available in larger communities. Program leads were asked to indicate which were available in their communities, which they participated with in joint planning and on-going service co-ordination, and which they were co-located with. They were also asked to identify other programs available in their community. As a whole, Academic Upgrading programs connect with a broad and varied group of programs, services and service organizations within their community and their own college. Participation is uneven, however.

A simple scale was developed to show different levels of participation:

High Participation	75% or higher
Medium Participation	50% to 74%
Low Participation	49% or lower

Percentages were calculated by dividing the number of participating Academic Upgrading programs by the number of programs and services available to them.

High participation was reported with the following programs and services:

- Job Connect
- Pre-Apprenticeship Programs
- Ontario Works
- TOWES Testing
- College Career Centres

Medium participation was reported with the following:

- Local Training Boards
- Apprenticeship Scholarship/Signing Bonus
- Apprenticeship Classroom Training
- Tuition Short Programs
- Service Canada
- Service Canada Funded Programs

Low participation was reported with the following:

- Apprenticeship Field Office
- Apprenticeship Co-op Diploma Program
- Ontario Youth Apprenticeship Program
- Employment Services for Youth

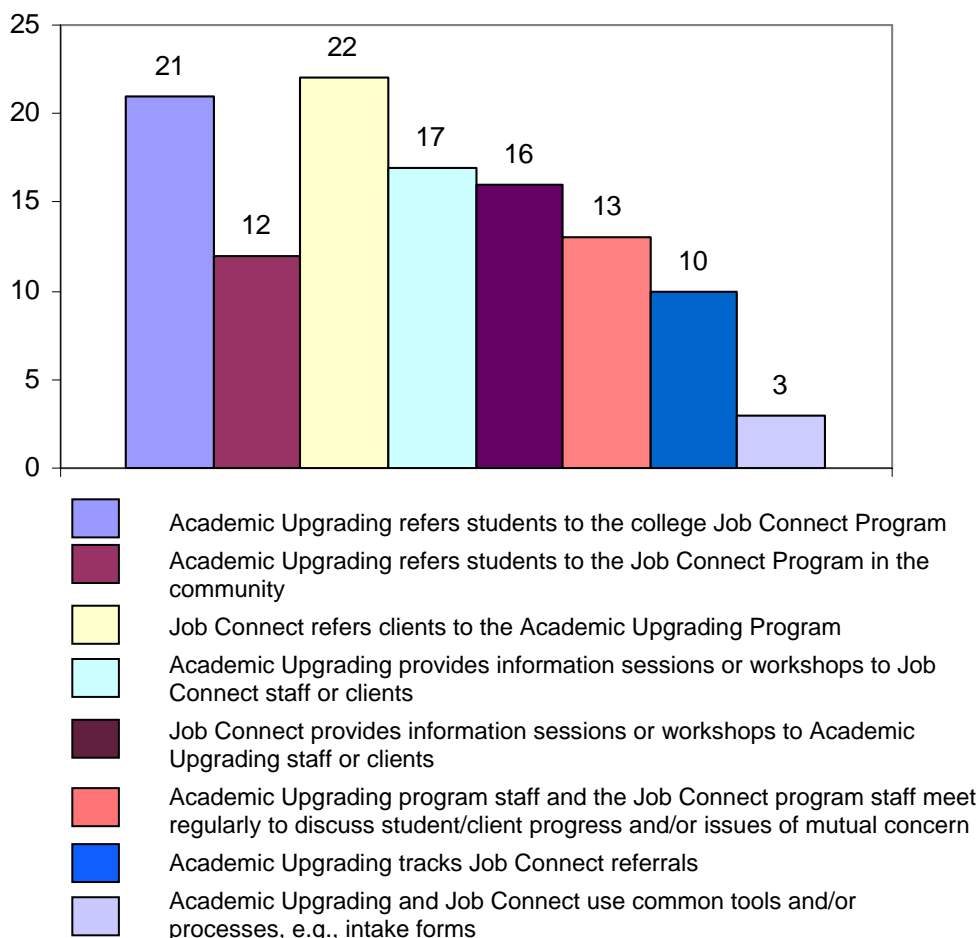
Other programs, services and service organizations identified by leads include the following:

- Workplace Safety and Insurance Board
- Career Resource Centres
- Apprenticeship.com
- Ontario Disability Support Program
- Literacy Services Planning (LSP) Group
- March of Dimes
- NGO: The Help Centre
- Other small programs

Linkages to Job Connect

The participation rate of Academic Upgrading programs with Job Connect was 87%. Of the 31 program location leads, 27 reported that they participated with Job Connect programs in joint planning or ongoing service co-ordination. Two leads said Job Connect programs were not available in their communities. Two others said that Job Connect was available but that they did not participate.

Program leads were asked to identify the different kinds of linkages their programs had with Job Connect.



The main types of linkages that were reported relate to the cross referral of clients and the mutual provision of information sessions and workshops for staff and clients.

There appears to be a high, reciprocal rate of student/client referral between Academic Upgrading and college Job Connect programs. For example, 78 % of Academic Upgrading programs referred students to the college Job Connect programs, while 81% reported that Job Connect referred clients to Academic Upgrading. This finding is not entirely supported in the recent Job Connect College Sector report, *Job Connect and the School Connection*, which indicated a much higher referral rate from Job Connect to Academic Upgrading than vice versa. The report highlighted the need for promoting stronger linkages between the two programs.

More recently there has been an increased push by both Job Connect and Adult Upgrading deliverers to connect and encourage cross flow of participants between the two programs. With approximately 34% of Job Connect clients having less than a grade 12 education, the Job Connect link can/should be made where upgrading and employment happens at the same time. Job Connect needs to make connections with the deliverers of the Adult Upgrading programs in their communities as there may be participants in those programs who could make good use of Job Connect help.

Source: Job Connect and the School Connection

The number of information sessions or workshops Job Connect and Academic Upgrading provide for each other, though somewhat lower, is also reciprocal, i.e., 63% of Academic Upgrading programs provide information sessions or workshops to Job Connect staff or clients, while 59% of Job Connect programs provide information sessions or workshops to Academic Upgrading staff or clients.

Three of the linkages were related to more formalized processes between the two programs. Fewer than half of the Academic Upgrading programs meet regularly with Job Connect to discuss client progress or issues of mutual interest, and even fewer (37%) track Job Connect referrals. Only three Academic Upgrading programs use common tools or processes. One lead questioned the usefulness of doing this, "It would be easy to formalize our processes, but I don't know if a paper trail would improve results."

Because the relationship between Academic Upgrading and Job Connect was more varied, it was possible to collect data on more linkages between them. The additional data was useful for investigating correlations.

The data was examined to find out if the size of the upgrading program was a factor in the development of linkages with Job Connect. Three correlations were discovered. The strongest (.56) showed that the larger the upgrading program, the more likely Job Connect was to provide information sessions or workshops for upgrading staff or clients. Similarly, the second correlation (.44) indicated that the larger the upgrading program, the more likely it was to provide information sessions or workshops for Job Connect staff or clients. The last correlation, although somewhat weaker (.32) showed that the larger the upgrading program, the more likely it was to refer students to Job Connect. This is not good news for smaller upgrading programs

who will have a tougher time developing strong linkages with Job Connect, if in fact, Job Connect programs are even available in their communities.

The data was further examined to see if the proximity of Job Connect programs was a factor in developing linkages with Academic

Upgrading. Program leads were asked to identify where Job Connect was located.

Thirteen Academic Upgrading programs were co-located with Job Connect, seven were

located within a 2 km radius, while another seven were located beyond a 2 km radius.

Our staff are located within the same program area and share PD, case management, marketing and outreach where appropriate.

Source: Program Location Lead

Correlations were studied between the three locations and each of the eight types of linkages. Two strong positive correlations were found. The first one (.43) indicated that the more closely situated Job Connect was to Academic Upgrading, the more likely Academic Upgrading was to provide information sessions or workshops to Job Connect staff or clients. The second correlation (.34) showed that the closer college Job Connect programs were to Academic Upgrading, the greater the flow of student referrals from Academic Upgrading to the college Job Connect programs.

A strong inverse correlation (- .33) was also discovered between the proximity of Job Connect and the tracking of Job Connect referrals by Academic Upgrading programs. This correlation showed that the farther Job Connect was situated from Academic Upgrading, the more likely Academic Upgrading was to track referrals from Job Connect. One explanation is that distance demands a more formal relationship between the two programs.

Several program delivery leads commented on current and planned activities with Job Connect. Some identified the need for a closer working relationship with Job Connect, “More interaction around case management would be a positive step,” and “The LBS department has met and worked with Job Connect, but a closer working relationship is planned.” Some described specific activities that were in the development stage with Job Connect including a common intake process, common referral format and tracking of Job Connect referrals. Others, however, pointed to barriers in developing closer ties to Job Connect:

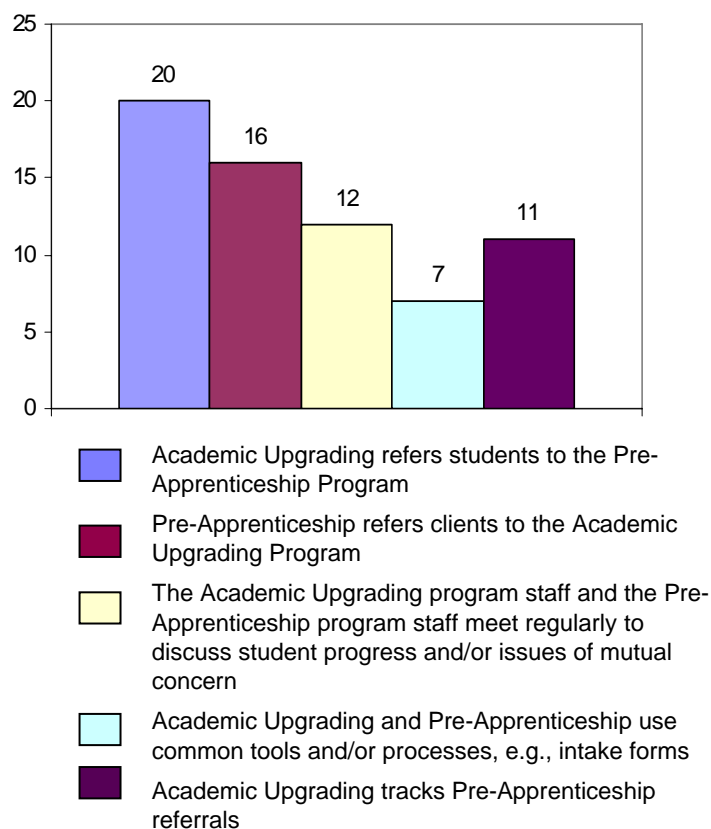
Job Connect is community-based (not in the college) and it has been harder to plan co-operatively. Through the LSP, we have recently begun to work together, but it is definitely in the preliminary stages. Job Connect is much more likely to refer to Pre-Apprenticeship, which they do.

Linkages to Pre-Apprenticeship

The participation rate of Academic Upgrading programs with Pre-Apprenticeship was 65%. Of the 31 program leads, 20 reported that they participated with Pre-Apprenticeship programs in joint planning and service co-ordination. Five said Pre-Apprenticeship programs were not available in their communities. Three said they did not know about Pre-Apprenticeship programs. Three said they were available but that they did not participate, other than to refer clients or track referrals.

Program leads were asked to identify the different kinds of linkages their programs had with Pre-Apprenticeship.

Academic Upgrading Linkages with Pre-Apprenticeship



Program leads were asked to identify where Pre-Apprenticeship programs were located. Eleven programs were co-located and ten were located beyond a 2 km radius. Two leads reported that in their community Pre-Apprenticeship programs are located both within and beyond a 2 km radius.

Program delivery leads commented on why there were few or no linkages with Pre-Apprenticeship. Comments focused on the unavailability of Pre-Apprenticeship programs “Pre-Apprenticeship has not been available in this community to date,” or the fact that they were new, “Pre-Apprenticeship is new programming for us.” Others identified barriers that inhibited the

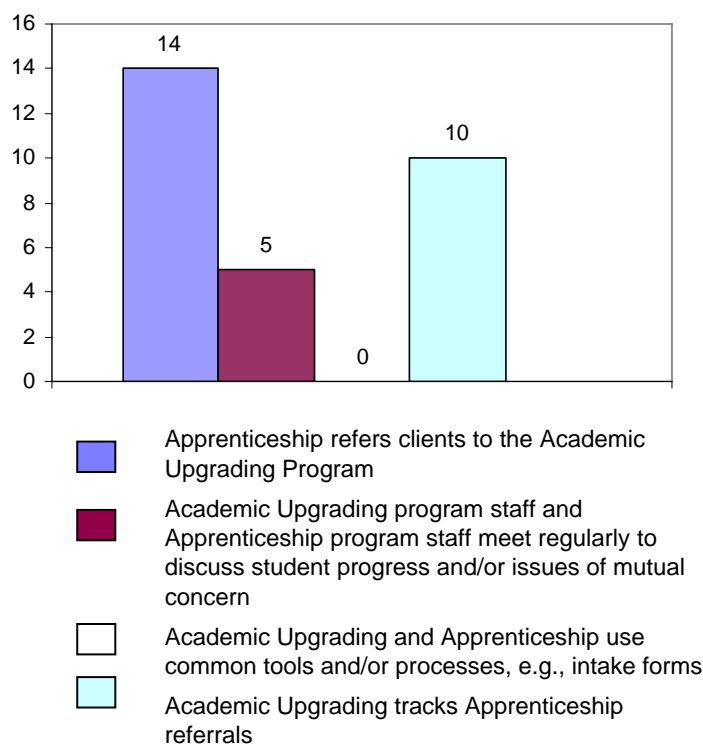
development of program linkages with Pre-Apprenticeship programs. One lead indicated that lack of access for students was an issue, “Most students from this location do not want or are not able to travel to a larger centre to access Pre-Apprenticeship opportunities.” A second identified the need for funding, “College Academic Upgrading and Trades are discussing the possibility of running a pre-apprenticeship program for youth who have dropped out of school. We will need funding for this.” A third pointed to the need for information for students, “Pre-Apprenticeship students have to have a grade 12 or equivalent to get in. It has been challenging to include any upgrading since they feel they don't need it.”

Linkages to Apprenticeship

The participation rate of Academic Upgrading programs with Apprenticeship was the lowest at 45%. Of the 31 program leads, 14 participated with Apprenticeship programs in joint planning or ongoing service co-ordination. Four said they did not know about Apprenticeship programs. Six said Apprenticeship programs were not available in their communities. Seven said they were available, but did not participate. It should be noted that several of the non-participating programs did track Apprenticeship referrals.

Program leads were asked to identify the different kinds of linkages their programs had with Apprenticeship.

Academic Upgrading Linkages with Apprenticeship



Academic Upgrading and Apprenticeship staff rarely appear to get together to discuss student progress or other issues. Nor do they use any common tools or processes. Taken together, these responses suggest a much weaker relationship between Academic Upgrading and Apprenticeship, than between Academic Upgrading and either of the other two programs.

Apprenticeship and LBS/OBS have a good relationship at this location, but referrals to and from are minimal. Needs work!

Source: Program Location Lead

Program leads were asked to identify where Apprenticeship classroom training was located. Eleven programs were co-located and ten were located beyond a 2 km radius. Two leads reported that Apprenticeship programs were located both within and beyond a 2 km radius. Although, the number of Apprenticeship programs co-located with Academic Upgrading is identical to the number of co-located Pre-Apprenticeship programs, proximity does not appear to be as an important a factor in creating linkages. Proximity for one Academic Upgrading program, on the other hand, enabled the lead to have shared administrative responsibilities, “As an Academic Administrator, my position not only involves managing the Academic Upgrading Program, but also assisting in the managing of postsecondary programs that include Pre-Apprenticeship, Apprenticeship and Co-op Diploma.”

Program leads identified some of the challenges and roadblocks to developing stronger relationships. One challenge was related to the lack of opportunities for small campuses (and presumably for small Academic Upgrading programs), “This campus is a very small satellite. Apprenticeship links and opportunities are minimal at this time.” One roadblock was not having a key contact, “We don’t have a central contact for Apprenticeship, which seems to be widely scattered throughout the private sector.”

Other leads, who were developing linkages with Apprenticeship, commented on some of the growing pains, “This is a new programming for us. Intake is somewhat problematic in terms of data interchange,” and “We are working on ways to enhance skills of apprenticeship students within the confines of their academic structure. Not easy.” Another lead reported that Academic Upgrading was scheduled to meet with Apprenticeship within the month.

Three-Way Program Linkages

Program location leads were asked to describe their involvement in joint activities involving all three programs. Nine leads from eight colleges reported innovative three-way linkages. Some of these involved shared professional development, joint marketing strategies and promotional materials, assessment, curriculum development and programming. Co-location and shared administrative responsibilities were seen as key factors in supporting broader linkages, as shown in the following description:

LBS and Job Connect are located in the same building. We are presently examining ways to share information and clients. The LBS Program and academic upgrading for Pre-Apprenticeship are both under the same

administrative chair. LBS counsellors complete all intake assessments for Pre-Apprenticeship programs and referrals, etc. LBS faculty have participated in or developed Pre-Apprenticeship curriculum and common staff have taught in both programs. The Job Connect Manager, Skills Training Manager and LBS Chair are members of the Skills Training Council which meets monthly to discuss issues related to skills training at our college. The mandate of the Council includes information sharing and identifying areas of common interest and opportunities to increase co-operation among the programs.

Reorganization in another college placed all three programs under a single portfolio:

Our institution has recently reorganized. As a result of this, LBS, Job Connect, Pre-Apprenticeship and Apprenticeship activity all fall under the portfolio of Community Education. The Director for literacy programs also manages the Job Connect site, the WIST Pre-Apprenticeship Program and responds to and monitors Apprenticeship proposal activity, and the One Stop strategy for the institution.

One interesting activity involved a student pathways chart for use in the community. It included all three programs as well as School-College-Work Initiative functions. Another activity involved a test writing workshop which prepared candidates to write the Certificate of Qualification test. At one college, all three programs were meeting to discuss the development of Pre-Apprenticeship programming for youth who have dropped out of school. Nor were activities limited to the three programs. The Essential Skills Resource Centre at one college offers information to clients who might be interested in any of the three programs. It is also working to have TOWES (Test of Workplace Essential Skills) involved in all three.

Some joint activities are in the planning stages, “Job Connect, Pre-Apprenticeship and Apprenticeship programs are offered by the College. We are working together to develop a strategy to better serve clients.” At another college, the three programs are working together to determine a method for disseminating program information (shared at the administrative level) to the front line deliverers in all three programs.

One lead commented that while no joint programs were currently running, the college has a history of doing so. Another commented that the only three-way joint activity was participating in the No Wrong Door initiative.

Pre-Assessment Survey Results

The primary purpose of the Pre-Assessment survey was to establish a baseline for front line deliverers’ knowledge of One Stop and the services provided by Job Connect, Pre-Apprenticeship and Apprenticeship. Surveys were returned by 73 front line deliverers from 16 colleges. See **Appendix G** for the raw data from the Pre-Assessment Survey and an evaluation of the survey itself.

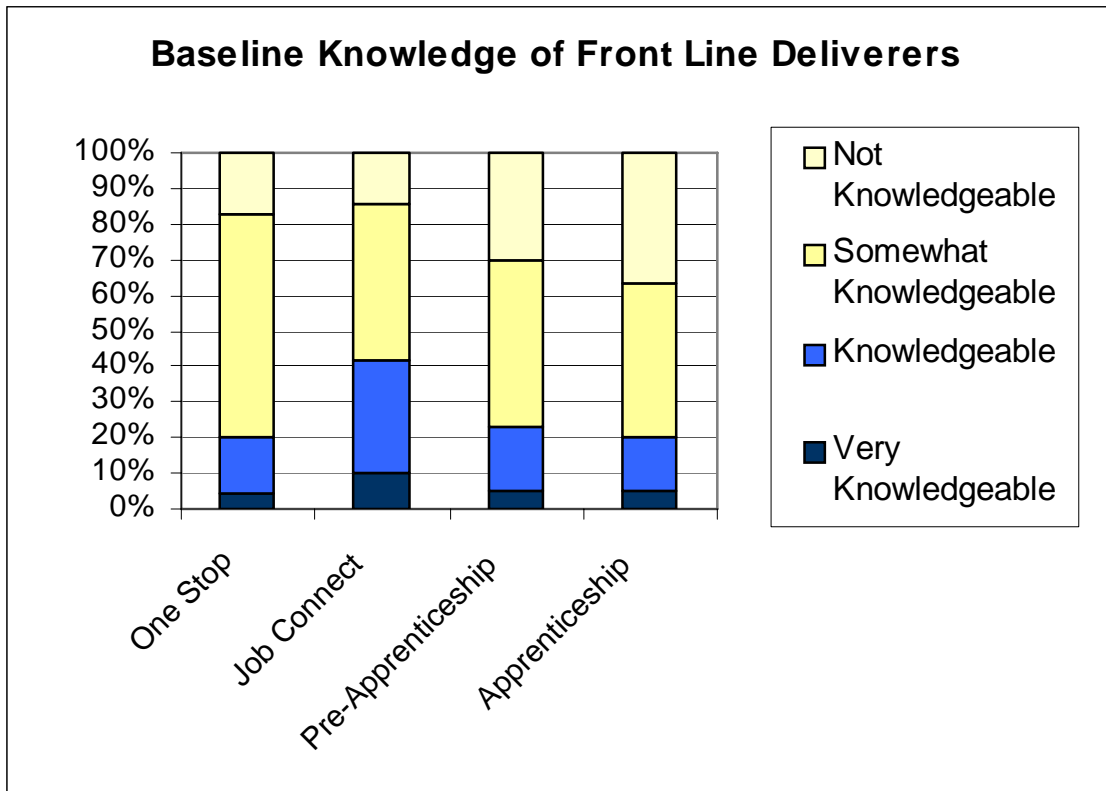
The number of surveys returned was somewhat less than anticipated in spite of an extended deadline. Poor distribution of the survey among colleges was one reason for the low return. Several front line deliverers received the survey weeks after it had been sent out. The strike by community college faculty was almost certainly another factor for the poor return. Surveys had been arriving at the CSC office by mail, fax and email right up to the strike date. Although an exact count of front line deliverers is not available, 73 is considered a significant fraction and a sufficiently large sample from which to draw valid conclusions.

I know very little about both Job Connect and Apprenticeship, and will be glad to have more information to help with the move to One Stop. Colleges might be well situated for this transition, but I personally feel that we are unprepared.
Source: Front Line Deliverer

To establish the baseline, front line deliverers were asked to describe their knowledge of One Stop, Job Connect, Pre-Apprenticeship and Apprenticeship using a simple four point scale:

1. Not Knowledgeable
2. Somewhat Knowledgeable
3. Knowledgeable
4. Very Knowledgeable

Using “Knowledgeable” and “Very Knowledgeable” to form the baseline made it relatively easy to calculate the collective baseline knowledge of the 73 front line deliverers for each initiative/program. The baseline is represented by black and grey in the chart below:



With the exception of Job Connect, the baseline knowledge is quite similar for the other three programs. The higher baseline for Job Connect is not surprising considering that Job Connect College Sector programs are available at over 70 locations in Ontario and that many of those programs are co-located with Academic Upgrading. It is also compatible with the findings of the PDL Survey which indicated significantly stronger linkages between Job Connect and Academic Upgrading Programs.

For the purposes of simplicity and consistency the terms low knowledge base (somewhat knowledgeable and not knowledgeable) and high knowledge base (very knowledgeable and knowledgeable) are used to discuss findings in the following sections.

Knowledge of One Stop

The baseline knowledge for One Stop was 20%. In other words 20% or 15 front line deliverers reported a high knowledge base. Only one provided reasons for this:

I am aware of the process since I am also the Lead Coordinator for the college. I hope to arrange an information session for the front line workers this spring. To prepare, I have been convening meetings with the respective leaders of Job Connect and Apprenticeship departments at the college.

An administration role was definitely seen as an asset in enabling leads to move forward on joint planning and co-ordination of services. Several deliverers with a low knowledge base mentioned that they had heard about One Stop or read about it but knew very few of the details. One deliverer attended a brief presentation given by Job Connect, although this presentation did not appear to provide enough information for the deliverer to feel sufficiently informed. Another who taught math and science didn't know how One Stop affected him/her in the classroom.

Knowledge of Job Connect

Front line deliverers were considerably more knowledgeable about Job Connect than they were about the other programs. The baseline for Job Connect was 41 %. A total of 29 front line deliverers reported a high knowledge base. Their knowledge to a large extent is directly linked to their experience referring Academic Upgrading students to the Job Connect Program or working with Job Connect clients referred to Academic Upgrading, or, as in most cases, doing both, "At our campus we work quite closely with Job Connect – referring students back and forth." Well over half of the front line deliverers (58%) either made referrals to Job Connect or worked with referrals from Job Connect (63%). These figures are compatible with, although somewhat lower than, the referral percentages reported by program leads in the PDL Survey.

Several front line deliverers commented that they would not know if students in their class had been referred from Job Connect:

Because we meet the students only once they have been assessed, and have taken part in an Orientation workshop, we rarely find out how they found out

about the program. Similarly, if a student needs to be referred to another program, that referral typically happens between the co-ordinator and the student, and not with the front-line teachers.

It appears that some front line teachers do not see the full relevance of where their students come from or go to, and the implication of this information for programming. This is in contrast to other teachers who not only see referral as their responsibility, but also recognize the value of knowing about and communicating with the referral agency:

We work in very close alliance with the Job Connect folks at this campus. We meet informally on a daily basis, and keep each other updated on common clients. Since they are located just down the hall from our classroom, students drop in there on a regular basis. Referrals are sometimes made by the teacher. At other times, the student self-refers.

One teacher saw the close relationship between Academic Upgrading and Job Connect as helping students reach their potential. Other front line deliverers simply had little experience with referrals from Job Connect.

Front line deliverers were asked to identify areas relating to the Job Connect Program that they wanted to know more about.

Job Connect Information Needs:

1. Training supports – 46%
2. Access to employers – 40%
3. Apprenticeship Scholarship/Signing Bonus – 39%
4. Supports for clients such as job trails, volunteer placements and job shadowing – 39%
5. Labour market information – 34%
6. Incentives to employers such as Training Tax Credits – 34%
7. Career counselling – 31%
8. Job search service – 30%
9. Resource centre – 30%
10. Resume service – 29%

Another need identified was, “Stats to do with length of employment, client satisfaction, etc.”

Although the baseline knowledge was much higher for Job Connect than it was for Pre-Apprenticeship and Apprenticeship, front line deliverers clearly wanted and felt they needed more information about Job Connect. Since there is little variation among the needs identified, professional development offered to front line deliverers should include all topics with a stronger focus on the top three or four.

Knowledge of Pre-Apprenticeship Program

The baseline knowledge for Pre-Apprenticeship was 23%. Of 68 respondents, only 16 reported a high knowledge base. Slightly more front line deliverers worked with referrals from Pre-Apprenticeship programs than referred to Pre-Apprenticeship programs (42% compared to 39%). Again, these figures are compatible with, but lower than, the referral percentages reported by program leads in the PDL Survey.

Unavailability of Pre-Apprenticeship programs is a key issue. Pre-Apprenticeship programs have not been part of many colleges' offerings in the past, so front line deliverers who have little or no experience with them may not see their relevance. One front line deliverer, with a high knowledge base, had no opportunity to use it, "Unfortunately, there are no active Pre-Apprenticeship programs in our community."

Eight front line deliverers indicated that the referral of students did not apply to them. Five of these provide classroom delivery. One front line teacher, on the other hand, recognized the importance of expanding his/her knowledge of Pre-Apprenticeship, "I can see the benefits of learning more about the Pre-Apprenticeship Program. Knowing curriculum I can advise and gear our courses to help students."

Knowledge of Apprenticeship Program

Of the three programs, the baseline knowledge for Apprenticeship was the lowest at 20%. Of 68 respondents, only 14 reported a high knowledge base and only 21 (34%) said they worked with referrals from Apprenticeship. Several reasons were given for the low number of referrals from Apprenticeship. Again, lack of availability of Apprenticeship programs was the main reason noted for the low knowledge base, "I haven't worked with clients who had apprenticeship as a goal." Small programs were seen to be at a disadvantage, "As a very small program in a very small community, we have had relatively few apprenticeship students, though that is a function of the local economy, which has no manufacturing."

In other cases, Apprenticeship programs were available, but linkages were weak:

Our relationship with the Apprenticeship consultant for our area is fairly vague. Although we have students who are preparing for apprenticeships, I believe they have often found their own way here rather than through a direct referral from Apprenticeship.

Two front line deliverers, on the other hand reported good relationships with the Apprenticeship Branch, "When I have had questions, I have been able to get service and answers from our regional office easily."

One front line deliverer clearly identified the need and responsibility for developing stronger linkages with Apprenticeship, "(We) need to improve our referrals and links with Apprenticeship. They are very minimal."

Other front line deliverers did not see knowledge of Apprenticeship as their responsibility, “The co-ordinator would make referrals.” Eleven percent of front line deliverers said that working with Apprenticeship referrals did not apply to them.

Front line deliverers were also asked to identify areas relating to Pre-Apprenticeship and Apprenticeship that they wanted to know more about. Their information needs were significantly greater than they were than for Job Connect. This reflects the low knowledge base and is therefore consistent with the data. Like Job Connect, though, there is little variation among the needs. Professional development in the area of Pre-Apprenticeship and Apprenticeship offered to front line deliverers should include all topics, but focus more strongly on the top five.

Pre-Apprenticeship/Apprenticeship Information Needs:

1. Eligibility requirements – 63%
2. Local training opportunities – 59%
3. Information on specific trades – 57%
4. Testing – 56%
5. The apprenticeship process – 54%
6. Certification – 49%
7. Incentives to employers, e.g., Training Tax Credits – 41%
8. Apprenticeship Scholarship/Signing Bonus – 41%

Analysis of Knowledge Base by Role in Delivery of Academic Upgrading

Front line deliverers were asked to identify themselves by the role or roles they performed in the Academic Upgrading Program at their college. This information proved to be very valuable in establishing strong connections between role type, number of roles and knowledge base.

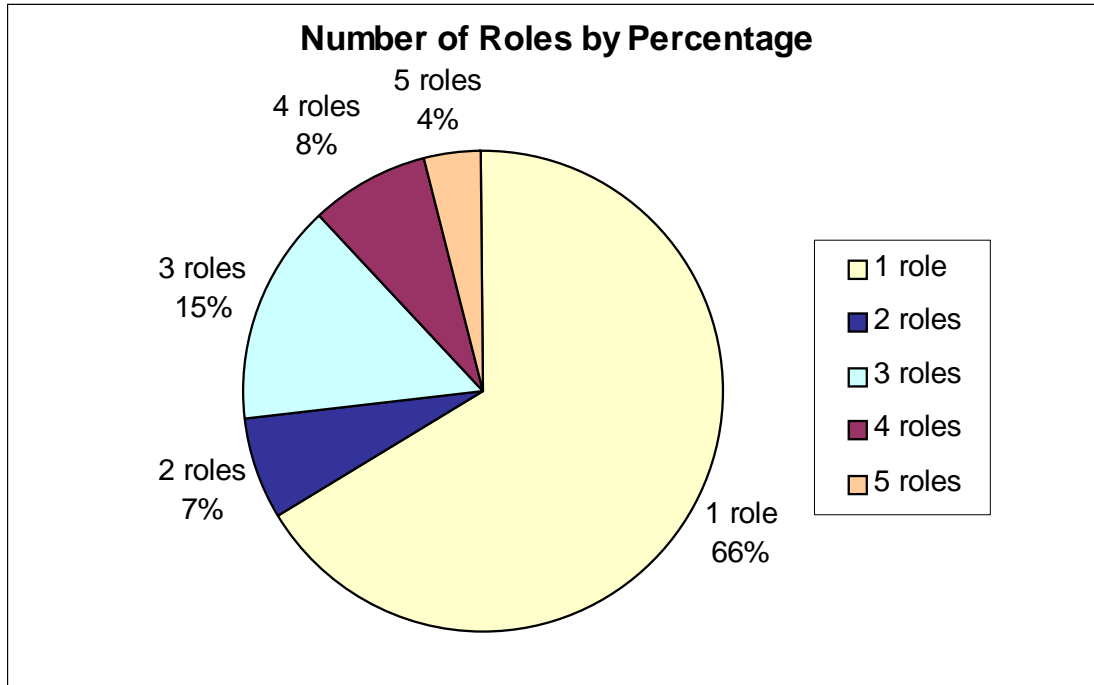
Responses are as follows:

Roles performed based on 73 responses

Classroom Delivery	70%
Assessment/Referral	28%
Ongoing Program Advisement	25%
Administrative Support	34%
Follow-up	28%

The totals in the above chart do not add up to 100 because a significant number of front line deliverers play multiple roles in College Academic Upgrading programs.

Those numbers of roles are displayed as percentages in the simple pie chart below:

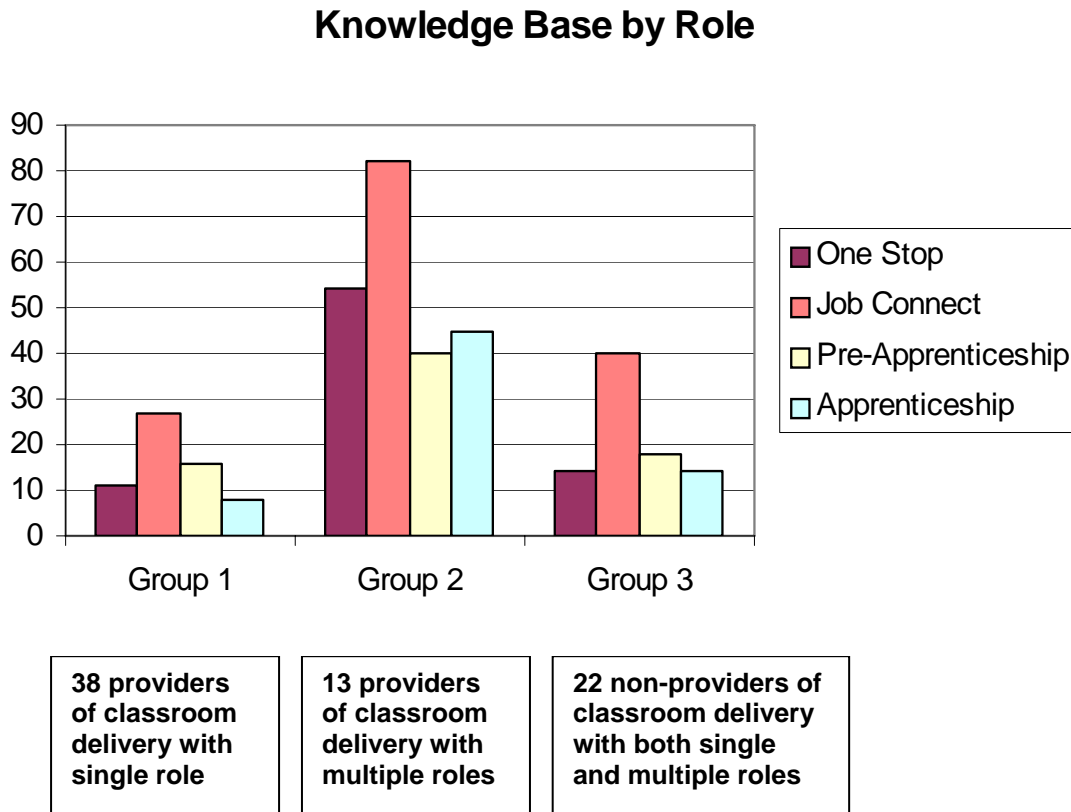


Of the 48 front line deliverers who indicated a single role, 38 provided classroom delivery. Since there were a total of 51 respondents who provided classroom delivery, this meant that the other 13 respondents who provided classroom delivery had multiple (two or more) roles as shown in the chart below:

Number of roles	Number of respondents providing classroom delivery by number of roles
2 roles	1
3 roles	7
4 roles	2
5 roles	3

Comparing the high knowledge base of the group who had single roles and provided classroom delivery (Group 1) with the group who had multiple roles and provided classroom delivery (Group 2) yielded interesting results. A third group (Group 3) was also added to ensure that the comparison included all front line deliverers who responded to these questions. Group 3 includes all non providers of classroom delivery with both single and multiple roles.

The following chart displays the high knowledge base for the three groups:



Of the three groups studied, Group 2 was significantly and consistently more knowledgeable about One Stop, Job Connect, Pre-Apprenticeship and Apprenticeship than the other two groups. The three groups were studied for “clustering,” i.e., an overrepresentation of individual colleges in any of the groups, that could skew the results. None was discovered. In fact, there was a very even distribution of front line deliverers from all 16 colleges participating in the survey.

While several factors may account for the higher levels of knowledge reported by Group 2, two factors clearly stand out. One is role type and the other is the number of roles performed by front line deliverers. It would be interesting to study these findings further. Does the teaching role, for example, allow for a significantly deeper and more sustained relationship with students than the other roles? Do additional roles provide different areas of knowledge about other programs or different opportunities for networking with other program staff? What impact does program size have on the number of roles front line deliverers play? Finally, what implications, if any, do these findings have on professional development for front line deliverers?

Analysis of Knowledge Base by Referral Experience

A strong connection was also discovered between the high knowledge base of front line deliverers who referred students to other programs and/or worked with clients referred from other programs, and the high knowledge base of those who didn't. Job Connect was the program chosen for the comparison because of the higher number of referrals reported by front line deliverers. A count was made of all front line deliverers who either made referrals to Job Connect or worked with referrals from Job Connect. Many, of course, did both. These 45 individuals are represented by Group A. Similarly, a count was made of the front line deliverers who neither referred to Job Connect nor worked with referrals from Job Connect. These 19 individuals are represented by Group B.

The two groups were compared according to their high knowledge base, that is, how many front line deliverers reported being knowledgeable or very knowledgeable about the Job Connect Program.

GROUP A Reporting a high knowledge base of Job Connect	GROUP B Reporting a high knowledge base of Job Connect
58%	14%

The high knowledge base of the front line deliverers, who referred students to Job Connect or worked with Job Connect clients, was significantly greater than those who didn't. While this finding may be reassuring, it also indicates that a significant number of front line deliverers who referred students to Job Connect (15 individuals) or worked with Job Connect clients (19 individuals) had a low knowledge base. While no explanation was discovered in the deliverers' comments and observations, the finding suggests that many of the front line deliverers currently referring students to Job Connect and working with Job Connect clients still need (or feel they need) more information about Job Connect.

Summary and Recommendations

Academic Upgrading programs are moving forward on the One Stop initiative in a variety of ways. Phase 1 of the *Provincial Models of Program Integration* project showed considerable activity between Academic Upgrading programs and a whole range of college and community programs, services and service organizations available to them. Because the project focuses on developing closer linkages with Job Connect and Pre-Apprenticeship/Apprenticeship programs, it was important to quantify these linkages and examine them in greater detail. Surveys were conducted with both Academic Upgrading program managers (or program co-ordinators and leads) and front line deliverers to gather information for the study.

Academic Upgrading linkages with Job Connect and Pre-Apprenticeship/Apprenticeship programs vary considerably from college to college and may involve two or all three programs. Factors such as co-location, program size and shared administrative responsibilities play a strong role in the development of larger scale, more highly co-ordinated relationships. Smaller, more isolated programs have a tougher time developing linkages. Sometimes Job Connect and Pre-Apprenticeship/Apprenticeship programs are not available, or they are too far away and students are reluctant to travel any distance to access them.

Most activity was reported between Academic Upgrading and Job Connect. Activity included cross referrals and shared information sessions for staff and clients. There was very little in the way of commonly developed tools or processes, however, and this could pose challenges to the long term sustainability of these relationships.

Linkages between Academic Upgrading and Pre-Apprenticeship programs were surprisingly strong considering Pre-Apprenticeship programs have not been available at many campuses. Almost two-thirds of the program leads reported they referred Academic Upgrading students to Pre-Apprenticeship programs. Linkages to Apprenticeship programs were considerably weaker. Few referrals were made by Apprenticeship. Academic Upgrading and Apprenticeship staff seldom got together to discuss student progress or other issues. No common tools or processes were used. Even where the relationship between Academic Upgrading and Apprenticeship was good, very few referrals were happening. Clearly Academic Upgrading and Apprenticeship need to collaborate in the development of a strategy for forging new linkages and enhancing current ones.

The baseline was established for front line deliverers' knowledge of One Stop and the Job Connect, Pre-Apprenticeship and Apprenticeship programs. The levels of knowledge and referral activity reported by front line deliverers are compatible with, but considerably lower than the referral activity reported by program leads. Even where strong linkages exist between programs, front line deliverers often reported a low knowledge base. Front line deliverers are considerably less knowledgeable about Pre-Apprenticeship and Apprenticeship than they are about Job Connect, and consequently identified greater information needs in those areas. The single highest recorded information need was eligibility requirements for Pre-Apprenticeship and Apprenticeship.

One interesting pattern emerged when the front line deliverers' high knowledge base was examined by role or function. Deliverers with a teaching function and one or more other functions (such as providing assessment or administrative support) are significantly and consistently more knowledgeable about One Stop, Job Connect, Pre-Apprenticeship and Apprenticeship than teachers with a single function, or non teachers with either single or multiple functions. This finding has implications – especially for professional development – and needs to be explored further by the College Sector Committee.

In summary, the first phase of the Models Project was very successful in capturing data about the numbers and types of linkages between Academic Upgrading and Job Connect, Pre-Apprenticeship and Apprenticeship that will inform the second or “pilot” phase. It identified barriers that made it difficult or impossible for some Academic Upgrading programs to develop linkages and co-ordinate services. It succeeded in establishing a clear baseline of front line deliverers' knowledge of One Stop against which subsequent gains in knowledge can be measured.

However, in one very important area, Phase 1 fell short. It was only partly successful in achieving its objective of developing a “map” of Academic Upgrading programs provincially. This is a symptom of a larger problem which is the dissemination of information to the front line deliverers of Academic Upgrading programs.

The most important goal of the project is to help frontline program deliverers gain a greater awareness of the services opening up to their students through One Stop. This goal is supported by a key recommendation from the *No Wrong Door Report* which calls for “investment in ongoing training and updating of front line staff.” Deliverers will have a wider range of options for helping students reach their education and employment goals. Since front line deliverers are instrumental to the ultimate success of One Stop, it is critical to find a quick and easy way to get information to them.

Although the principal intent of Phase 1 was to gather information for the pilot phase, four recommendations have emerged from the Phase 1 methodology and findings:

- 1) That the College Sector Committee work with Managers to develop a co-ordinated strategy for circulating materials to front line deliverers at all Academic Upgrading locations in a timely and efficient manner especially in the context of One Stop which is unfolding very rapidly.
- 2) That Academic Upgrading programs work to formalize referral processes with Job Connect, Pre-Apprenticeship and Apprenticeship to ensure sustainable relationships. Should there be a change in program administration, the processes will remain in place. The survey results indicated no or very few formal processes.
- 3) That additional efforts be focused on developing closer linkages between Academic Upgrading and Apprenticeship. These linkages were found to be notably weaker than ones with Pre-Apprenticeship and Job Connect.
- 4) That the connection between knowledge and the performance of multiple roles be taken into account when planning professional development activities for front line deliverers.

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APPENDIX A: Academic Upgrading Linkages

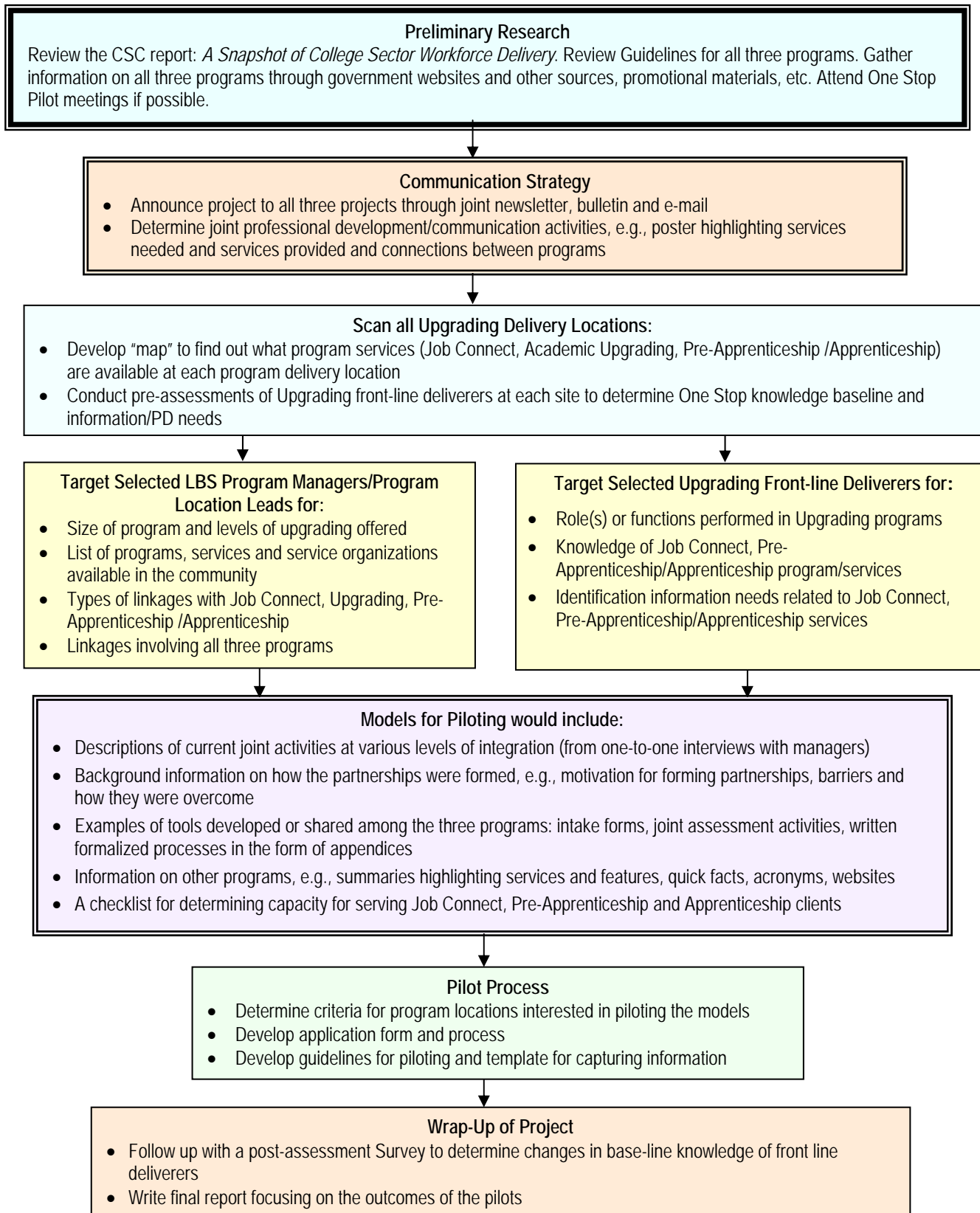
Provided by Academic Upgrading Program Managers in: *A Snapshot of College Sector Workforce Delivery*

- Information sessions given to staff of other programs, e.g., an Academic Upgrading manager of one program was asked to do presentations internally to Job Connect staff.
- Workshops and presentations for students/clients of other program, e.g., Job Connect staff make presentations in Academic Upgrading classes about the local job market and job search strategies.
- One way referral of students/clients e.g., plateaued learners of all ages are referred from the Academic Upgrading at one college to Job Connect for services such as resume development, career counselling, job search and job placement as appropriate. At another college, students with employment goals use Job Connect services to transition to employment after they have completed Academic Upgrading.
- Local forums and meetings with all partners present where common issues are discussed.
- Partnering on specific initiatives, e.g., at one college, Academic Upgrading partnered with Job Connect (and Contract Training) on the TOWES initiative where students from both Job Connect and Academic Upgrading were tested.
- Coordination of program elements, e.g., intake and assessment process and tools of Academic Upgrading and Job Connect include questions to determine the need for services from both programs (resulting in subsequent cross referrals).
- Embedding services from one program into another, e.g., two programs at one college seamlessly embed Job Connect services, such as career exploration and job placement, into Academic Upgrading services, such as goal-setting and training plan development. Staff share responsibilities of intake, orientation and workplace oriented seminars for students in both programs.
- Integration of components of programs to develop a new program, e.g., self-management and self-direction components of Job Connect are being integrated into a new program which will be a model for an employment stream.
- Two-way partnering to develop a new course/program, e.g., development of a specialized program and joint outreach strategy to encourage youth to return to education and training through the college. Another example includes the development of an eight-week program focusing on workforce skills especially business math and communications, job search skills, and essential skills.

- Three-way partnering to develop new course/program, e.g. development of a Carpentry Course (Apprenticeship) at one college where Job Connect was responsible for recruitment, intake, assessment and placement. Potential students received academic screening as part of the screening process. Those who were unsuccessful were referred to Academic Upgrading where they received specialized preparation as LBS funded students. Upon successful completion of the remedial work, students were able to take the Carpentry Program, and Academic Upgrading remained involved in addressing their academic needs. Upon completion of the program, students were granted an ACE certificate.

PLEASE NOTE: These examples have been taken out of context and therefore may not accurately reflect the activity's true degree of integration. The examples have been included to show how varied the activities are.

APPENDIX B: Project Plan



APPENDIX C: Evaluation of Plan

EVALUATION OF PROJECT PLAN CSC Executive

I. Project Plan for Phase 1

How workable is the plan? Anything to add or remove? Other suggestions/comments?

II. Environmental Scan (to be completed by program co-ordinator)

How useful is this activity?

Please contribute to content

Any ideas for administering it (paper, electronically)

III. Pre-Assessment Tool (to be completed as a group)

How useful is this activity?

Do you see any challenges in completing it as a group?

Other suggestions/comments?

Any ideas for administering it (paper, electronically)

IV. Individualized Manager's Questionnaire (to be conducted in a one-to-one interview with selected programs)

How well do the questions get at the kind of information needed to build the models?

Is an interview process the best way to get the information?

Other suggestions/comments?

APPENDIX D: PDL Survey

Program Delivery Location

LBS/Academic Upgrading Environmental Scan

The **PDL Survey** is intended to gather information on individual college Upgrading program delivery locations. The data collected will help to develop a 'map' of college Upgrading programs provincially with a particular focus on their linkages to Job Connect and Pre-Apprenticeship/Apprenticeship Programs. It will also provide a context for examining the results of the Pre-assessment Survey for Front Line Deliverers by identifying possible barriers to and opportunities for service integration with Job Connect and Pre-Apprenticeship/ Apprenticeship programs.

This survey will be completed by the program manager or the program co-ordinator or the individual responsible for the program at each location.

Please return the survey by **Friday, February 10, 2006**. You have three options for returning it:

If you are familiar with tables, the quickest way is to save the survey **as a new file**, complete it, and email it as an attachment to both: lwallace@vianet.on.ca and goforth@ican.net

You can print out the survey, complete it and **fax** it to: (705) 560-0101

You can send the survey by **regular mail** to:

Lynne Wallace, CSC Executive Director
109 Elm Street, Suite 200
Sudbury, ON
P3C 1T4

The CSC appreciates your assistance and valuable input into the project.

Part A: Contact Information

Name: Title: College:	Program Delivery Location Address: Phone: Email: Fax:
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Part B: Program Information

Highlight or bold the following levels delivered at your location:

- LBS Level 1
- LBS Level 2
- LBS Level 3
- LBS Level 4
- LBS Level 5
- Academic Upgrading/OBS
- All

Highlight or bold the number of students you serve in one year.

- Less than 50
- 50 to 100
- More than 100

Part C: Program/ Services/Service Organizations

Indicate which of the following programs/services/service organizations are available in your community. If they are available, check those (1) which you participate with in joint planning or ongoing service co-ordination, and (2) which are co-located with Upgrading programs.

Name of program/Service Organization	In Community	(1) Participate with	(2) Co-located
Apprenticeship Classroom Training			
Apprenticeship Field Office			
Pre-Apprenticeship Programs			
Apprenticeship Scholarship/Signing Bonus			
Apprenticeship Co-op Diploma Program			
Ontario Youth Apprenticeship Programs			
Job Connect			
Employment Services for Youth			
TOWES Testing			
Local Training Boards			
Service Canada (formerly HRSDC)			
Ontario Works			
Tuition Short Programs			
College Career Centres			
Service Canada Funded Programs			
Other:			

Part D: Linkages to Job Connect

If Job Connect is not co-located with your program, indicate where it is located:

- It is located within a 2 km radius
- It is located beyond a 2 km radius

Highlight or bold any of the following that apply:

- Upgrading refers students to the College Job Connect Program
- Upgrading refers students to the Job Connect Program in the community
- Job Connect refers clients to the Upgrading Program
- Upgrading provides information sessions or workshops to Job Connect staff or clients
- Job Connect provides information sessions or workshops to Upgrading staff or clients
- Upgrading program staff and the Job Connect program staff meet regularly to discuss student/client progress and/or issues of mutual concern
- Upgrading and Job Connect use common tools and/or processes, e.g., intake forms
- Upgrading tracks Job Connect referrals

Comments:

Part E: Linkages to Pre-Apprenticeship

If the Pre-Apprentice Program is not co-located with your program, indicate where it is located:

- It is located within a 2 km radius
- It is located beyond a 2 km radius

Highlight or bold any of the following that apply:

- Upgrading refers students to the Pre-Apprenticeship Program
- Pre-Apprenticeship refers clients to the Upgrading Program
- The Upgrading program staff and the Pre-Apprenticeship program staff meet regularly to discuss student progress/ and/or issues of mutual concern
- Upgrading and Pre-Apprenticeship use common tools and/or processes, e.g., intake forms
- Upgrading tracks Pre-Apprenticeship referrals

Comments:

Part F: Linkages to Apprenticeship

If the Apprentice Program is not co-located with your program, indicate where it is located:

- It is located within a 2 km radius
- It is located beyond a 2 km radius

Highlight or bold any of the following that apply:

- Apprenticeship refers clients to the Upgrading Program
- The Upgrading program staff and the Apprenticeship program staff meet regularly to discuss student progress/ and/or issues of mutual concern
- Upgrading and Apprenticeship use common tools and/or processes, e.g., intake forms
- Upgrading tracks Apprenticeship referrals

Comments:

Part G: Three-Way Program Linkages

If you are involved in any or joint activities involving all three programs, Upgrading, Job Connect and Pre-Apprenticeship or Apprenticeship, please describe briefly:

Part H: Evaluation of Tool

Highlight or bold statement that best describes the format of the Pre-Assessment Survey.

not user-friendly	somewhat user-friendly	user-friendly	very user-friendly
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Comments:

Highlight or bold statement that best describes the content.

not applicable	somewhat applicable	applicable	highly applicable
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Comments:

Highlight or bold statement that best describes how long it took to complete the Survey.

less than 20 minutes	20 to 30 minutes	30 to 40 minutes	more than 40 minutes
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Comments:

General suggestions for improving the Survey:

APPENDIX E: Pre-Assessment Survey

Pre-Assessment Survey for Front Line Deliverers

LBS/Academic Upgrading Environmental Scan

This CSC **Models of Integration Project** is intended to help college academic upgrading programs move forward with the implementation of the One Stop Training and Employment System. The implementation of One Stop provides unique opportunities for upgrading programs to link with other TCU funded programs whose services can benefit our students. The CSC Project will bring together three of the largest adult education programs in the college sector: Upgrading, Job Connect and Pre-Apprenticeship/Apprenticeship.

Front line deliverers have a pivotal role in moving One Stop forward. Ultimately, it will be the front line deliverers that:

- identify students who would benefit from Job Connect Services
- recognize students who would make good candidates for the Pre-Apprenticeship/Apprenticeship training
- respond with appropriate programming for clients referred by Job Connect, Pre-Apprenticeship/Apprenticeship

The CSC is conducting a baseline environmental scan of all upgrading program delivery locations. The scan will help us find out what front-line deliverers already know about Job Connect and Pre-Apprenticeship/Apprenticeship programs, and identify professional development needs for the annual CSC conference. The information gathered will provide a more accurate and detailed 'map' of upgrading delivery provincially, and highlight existing linkages to Job Connect and Pre-Apprenticeship/Apprenticeship. Please note that aggregate data only will be reported. Names of individuals and colleges will remain confidential.

A follow-up survey will be conducted on the fall to see what progress has been made.

The CSC is therefore asking each front-line deliverer at each program delivery location to complete the survey individually. Do not complete it as a group.

Please return the survey by **Friday, February 10, 2006**. You have three options for returning it:

If you are familiar with tables, the quickest way is to save the survey **as a new file**, complete it, and email it as an attachment to both: wallace@vianet.on.ca and goforth@ican.net

You can print out the survey, complete it and **fax** it to: (705) 560-0101

You can send the survey by **regular mail** to:

Lynne Wallace, CSC Executive Director
109 Elm Street, Suite 200
Sudbury, ON
P3C 1T4

The CSC appreciates your assistance and valuable input into the project.

SECTION 1: Contact Information

Name: College:	Program Delivery Location Address: Phone: Email: Fax:
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SECTION 2: Role or Function

Highlight or bold the statement (or statements) that best describes what you do at your program location.

- Classroom Delivery
- Assessment/Referral
- Ongoing Program Advisement
- Administrative Support
- Follow-up

SECTION 3: One Stop

Highlight or bold the statement below that best describes your knowledge of TCU's One Stop Education and Training System.

not knowledgeable	somewhat knowledgeable	knowledgeable	very knowledgeable
Comments/Questions:			

SECTION 4: Job Connect

I have referred Upgrading students to Job Connect.	yes	no	n/a
I have worked with Job Connect clients referred to Upgrading.	yes	no	n/a
Highlight or bold the statement below that best describes your knowledge of the Job Connect Program and/or services.			
not knowledgeable	somewhat knowledgeable	knowledgeable	very knowledgeable
Comments/Questions:			

SECTION 5: Job Connect Information Needs

Highlight or bold any of the areas below relating to Job Connect that you want to know more about.

- Resource centre
- Resume service
- Career counselling
- Labour market information
- Job search service
- Access to employers
- Training supports
- Supports such as job trails, volunteer placements and job shadowing
- Incentives to employers, e.g., Training Tax Credits
- Apprenticeship Scholarship/Signing Bonus
- Other:

SECTION 6: Pre-Apprenticeship Program

I have referred Upgrading students to Pre-Apprenticeship programs.	yes	no	n/a
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I have worked with Pre-Apprenticeship clients referred to Upgrading.	yes	no	n/a
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Highlight or bold the statement below that best describes your knowledge of the Pre-Apprenticeship Program.

not knowledgeable	somewhat knowledgeable	knowledgeable	very knowledgeable
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Comments/Questions:

SECTION 7: Apprenticeship Program

I have worked with Apprenticeship clients referred to Upgrading.	yes	no	n/a
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Highlight or bold the statement below that best describes your knowledge of the Apprenticeship Program.

not knowledgeable	somewhat knowledgeable	knowledgeable	very knowledgeable
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Comments:

SECTION 8: Pre-Apprenticeship/Apprenticeship Information Needs

Highlight or bold any of the areas relating to Pre-Apprenticeship/Apprenticeship that you want to know more about.

- The apprenticeship process
- Eligibility requirements
- Testing
- Information on specific trades
- Local training opportunities
- Certification
- Incentives to employers, e.g., Training Tax Credits
- Apprenticeship Scholarship/Signing Bonus
- Other:

SECTION 9: Evaluation of Tool

Highlight or bold statement that best describes the format of the Pre-Assessment Survey.

not user-friendly	somewhat user-friendly	user-friendly	very user-friendly
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Comments:

Highlight or bold statement that best describes the content.

not applicable	somewhat applicable	applicable	highly applicable
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Comments:

Highlight or bold statement that best describes how long it took to complete the Survey.

less than 20 minutes	20 to 30 minutes	30 to 40 minutes	more than 40 minutes
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Comments:

General suggestions for improving the Survey:

APPENDIX F: PDL Survey Raw Data

Program Delivery Location Survey Results

Surveys were returned by 31 locations representing 16 colleges.

Regional representation is as follows:

Northern – 5	Central – 5
East – 4	West – 2

Leads were asked to identify the LBS/OBS Levels delivered at their locations and how many students they served in a year. As expected, most of the programs deliver LBS Levels 3 to 5 and Academic Upgrading.

Responses are as follows:

Levels	No. of Responses
LBS Level 1	1
LBS Level 2	7
LBS Level 3	30
LBS Level 4	30
LBS Level 5	30
Academic Upgrading/OBS	30
All Levels	0

Program size:

No. of students served annually	No. of responses
Less than 50	5
50 to 100	2
More than 100	24

Program leads were asked to indicate which programs and services were available in their communities, which they participated with and which they were co-located with. They were also asked to identify any other programs available in their community.

The following chart shows the responses:

Name of program/services/service organizations	Available in Community	Participate with	Co-located with
Apprenticeship Classroom Training	21	14	10
Apprenticeship Field Office	15	7	0
Pre-Apprenticeship Programs	23	20	11
Apprenticeship Scholarship/Signing Bonus	19	11	7
Apprenticeship Co-op Diploma Program	13	6	8
Ontario Youth Apprenticeship Programs	22	7	2
Job Connect	29	27	13
Employment Services for Youth	23	12	3
TOWES Testing	21	19	7
Local Training Boards	27	18	1
Service Canada (formerly HRSDC)	23	16	1
Ontario Works	29	23	1
Tuition Short Programs	19	13	14
College Career Centres	18	14	10
Service Canada Funded Programs	20	12	3

Other programs, services and service organizations identified by leads include the following:

- Workplace Safety and Insurance Board
- Career Resource Centres
- Apprenticeship.com
- Ontario Disability Support Program
- Literacy Services Planning Group
- March of Dimes
- NGO: The Help Centre
- Other small programs

Linkages to Job Connect

Program leads were asked to identify the different kinds of linkages their programs had with Job Connect. The following chart shows the responses:

Types of linkages between Academic Upgrading and Job Connect Programs	No. of linkages
1) Upgrading refers students to the College Job Connect Program	21
2) Upgrading refers students to the Job Connect Program in the community	12
3) Job Connect refers clients to the Upgrading Program	22
4) Upgrading provides information sessions or workshops to Job Connect staff or clients	17
5) Job Connect provides information sessions or workshops to Upgrading staff or clients	16
6) Upgrading program staff and the Job Connect program staff meet regularly to discuss student/client progress and/or issues of mutual concern	13
7) Upgrading tracks Job Connect referrals	10
8) Upgrading and Job Connect use common tools and/or processes, e.g., intake forms	3

Program leads were asked to identify where Job Connect was located. The 27 leads identified the following locations:

Location of Job Connect	No. of responses
Co-located	13
Within 2 km radius	7
Beyond a 2 km radius	7

Comments:

- Our staff are located within the same program area and share PD, case management, marketing, outreach, where appropriate.
- More interaction around case management would be a positive step. Our Job Connect operation will be expanded to include all services of April 1. And this interaction and common intake will be more viable. This is a topic for discussion at LBS/OBS planning day later this week.

- Academic Upgrading has recently met with Job Connect to discuss our programs and take first steps towards a common referral format.
- We are discussing a new partnership protocol.
- The information session and staff meeting with Job Connect are in the planning stages. The LBS department has met and worked with Job Connect, but a closer working relationship is planned. Both the LBS Program Chair and the Job Connect Manager are members of the Niagara College Skills Training Council.
- Academic Upgrading program will probably start tracking referrals from Job Connect.
- Academic Upgrading Programs are planning to refer students to Job Connect Program in the Community
- It would be easy to formalize our processes, but I don't know if a paper trail would improve results.
- Because Job Connect is community-based (not in the college), it has been harder to plan co-operatively. Through the LSP, we have recently begun to work together, but it is definitely in the preliminary stages. Job Connect is much more likely to refer to Pre-Apprenticeship, which they do.
- Another college is the Job Connect program in town. Referrals are minimal between our LBS program and Job Connect. Perhaps this could be improved.
- There are Job Connect referrals made from other programs co-located in the Access Centre.
- Referrals are occasionally made from Job Connect to LBS.
- This does not apply.

Linkages to Pre-Apprenticeship

Program leads were asked to identify the different kinds of linkages their programs had with Pre-Apprenticeship. The following chart shows the responses:

Types of linkages between Academic Upgrading and Pre-Apprenticeship Programs	No. of linkages
1) Upgrading refers students to the Pre-Apprenticeship Program	20
2) Pre- Apprenticeship refers clients to the Upgrading Program	16
3) The Upgrading program staff and the Pre-Apprenticeship program staff meet regularly to discuss student progress/ and/or issues of mutual concern	12
4) Upgrading and Pre-Apprenticeship use common tools and/or processes, e.g., intake forms	7
5) Upgrading tracks Pre-Apprenticeship referrals	11

Program leads were asked to identify where Job Connect was located. The 27 leads identified the following locations:

Location of Pre-Apprenticeship	No. of responses
Co-located	11
Within 2 km radius	2*
Beyond a 2 km radius	10

* Two upgrading programs reported that Apprenticeship programs are located both within and beyond a 2 km radius.

Program delivery leads provided several comments primarily describing why there were few or no linkages between the two programs and identifying some of the barriers that inhibited the development of program linkages.

Comments:

- Pre-Apprenticeship has not been available in this community to date.
- Not aware of Pre-Apprenticeship Program
- Most students from this location do not want or are not able to travel to a larger centre to access Pre-Apprenticeship opportunities.
- Pre-Apprenticeship is new programming for us.
- May refer students to college-based pre-apprenticeship programs when relevant.
- Pre-Apprenticeship students have to have a grade 12 or equivalent to get in. It has been challenging to include any upgrading since they feel they don't need it. Our college is moving to have pre-apprenticeship programs offered through post secondary area as co-op diplomas.
- College Upgrading and Trades are discussing the possibility of running a pre-apprenticeship program for youth who have dropped out of school. We will need funding for this.
- The same co-ordinator is responsible for both the LBS/OBS and Pre-Apprenticeship. The two programs are closely linked.

Linkages to Apprenticeship

Program leads were asked to identify the different kinds of linkages their programs had with Apprenticeship. The following chart shows the responses:

Types of linkages between Academic Upgrading and Apprenticeship Programs	No. of linkages
1) Apprenticeship refers clients to the Upgrading Program	14
2) The Upgrading program staff and the Apprenticeship program staff meet regularly to discuss student progress/ and/or issues of mutual concern	5
3) Upgrading and Pre-Apprenticeship use common tools and/or processes, e.g., intake forms	0
4) Upgrading tracks Apprenticeship referrals	10

Program leads were asked to identify where Apprenticeship Classroom Training was located. The 27 leads identified the following locations:

Location of Apprenticeship	No. of responses
Co-located	11
Within 2 km radius	2*
Beyond a 2 km radius	10

* Two upgrading programs reported that Apprenticeship programs are located both within and beyond a 2 km radius.

Program delivery leads provided several comments primarily describing why there were few or no linkages between the two programs and identifying related issues.

Comments:

- Apprenticeship and LBS/OBS have a good relationship at this location, but referrals to and from are minimal. Needs work!
- We are working on ways to enhance skills of apprenticeship students within the confines of their academic structure. Not easy.
- This campus is a very small satellite. Apprenticeship links and opportunities are minimal at this time.
- We don't have a central contact for Apprenticeship, which seems to be widely scattered throughout private sector.
- Our college does not have any apprenticeship services in this community.

- The Upgrading program staff meet periodically to discuss student progress. At our main campus, LBS provides a small amount of funding to the Disabilities department to support apprentices attending their in-school and experiencing learning difficulties.
- This is a new programming for us. Intake is somewhat problematic in terms of data interchange.
- As an Academic Administrator, my position not only involves managing the Academic Upgrading Program, but also assisting in the managing of post-secondary programs that include Pre-Apprenticeship, Apprenticeship, and Co-op Diploma.
- Meetings with Apprenticeship will begin within the month.

Three-Way Program Linkages

Program location leads were asked to describe their involvement in joint activities involving all three programs. Nine leads from eight colleges provided the following descriptions:

- Job Connect, Pre-Apprenticeship and Apprenticeship programs are offered by the College. We are working together to develop a strategy to better serve clients.
- Shared professional development with Job Connect and LBS. LBS assessment is used for Pre-Apprenticeship screening. Joint marketing brochure with Job Connect and Service Canada-funded Career Assistance Services. Student pathways chart including Apprenticeship, Job Connect and LBS used in community, including in School-College-Work Initiative functions. LBS delivers Apprenticeship test writing workshop prior to Certificate of Qualifications test. Referrals from Apprenticeship Branch.
- Pre-Apprenticeship programming at our college involves all three programs. LBS-assessment and upgrading. Apprenticeship - in school training. Job Connect - employment placements.
- We deliver Cook Pre-Apprenticeship program, upgrading provided by LBS, placement and employment related workshop by Job Connect, information on apprenticeship through Apprenticesearch.com, Career Exploration workshop from our Career and Employment Services branch. The students graduate with Level 1 Cook which is endorsed by the Apprenticeship Branch.
- LBS and Job Connect are located in the same building. We are presently examining ways to share information and clients. Program and Academic Upgrading for Pre-Apprenticeship are both under the same administrative chair. LBS counsellors complete all intake assessments for Pre-Apprenticeship programs and referrals, etc. LBS faculty have participated or developed Pre-Apprenticeship curriculum and common staff have taught in both programs. The Job Connect Manager, Skills Training Manager, and LBS Chair are members of the Skills Training Council which meets monthly to discuss issues related to skills training at our college. The mandate of the Council includes information sharing and identifying areas of common interest and opportunities to increase co-operation among the programs

- Our institution has recently reorganized. As a result of this, LBS, Job Connect, Pre-Apprenticeship and Apprenticeship activity all fall under the portfolio of Community Education. The Director for literacy programs also manages the Job Connect site, the WIST Pre-Apprenticeship Program and responds to and monitors Apprenticeship proposal activity, and One Stop strategy for the institution.
- All three groups are at the table to discuss the development of (1) Pre-apprenticeship for youth who have dropped out of school (2) a test taking workshop for apprentices preparing to write the Certificate of Qualification exam, and (3). Joint promotional material. (We have a flyer for those who were not accepted at St. Lawrence, called “Three Ways to Get Ready for College” which profiles College Prep (adult upgrading), Job Connect and General Arts and Science.)
- Essential Skills Resource Centre offers information to clients who might be interested in any of the above. We are working to have TOWES involved in all three.
- Presently, Academic Upgrading, Job Connect, and the Apprenticeship Training Branch of the college are meeting to share information about our programs at the administrative level. Our next step will be to determine a method for disseminating this information to the front line deliverers for all three programs.

One lead commented that while no joint programs were currently running, the college has a history of doing so. Another commented that the only three-way joint activity was participating in the No Wrong Door Project.

Evaluation of Survey

The intention had been to design a short, simple survey capable of gathering information on all locations that offered LBS/Academic Upgrading. While the number of surveys returned fell short of the target, the surveys themselves provided a considerable amount of important information concerning the linkages Academic Upgrading programs have developed with the Job Connect, Pre-Apprenticeship and Apprenticeship programs.

Respondents were given an opportunity to evaluate the Program Delivery Location Survey. Overall the feedback was very positive. The majority of respondents (89%) felt the survey was friendly or very friendly. Also a majority (86%) felt the content was applicable or highly applicable. Most (68%) needed only 20 minutes or less to complete it, while 32% required 20 to 30 minutes.

Evaluation results based on 31 responses:

Format (how user friendly)	not	somewhat	friendly	very
	0%	11%	71%	18%
Content (how applicable)	not	somewhat	applicable	highly
	0%	13%	58%	28%
Length of time to complete	< than 20	20 to 30	30 to 40	> than 40
	68%	31%	0%	0%

General suggestions for improving the Survey:

- Survey in French would be appreciated
- Create an online survey using Survey Monkey or something

APPENDIX G: Pre-Assessment Survey Raw Data

Pre-Assessment Survey Results

The primary purpose of the Pre-Assessment survey was to establish a baseline for front line deliverers' knowledge of One Stop and the services provided by Job Connect, Pre-Apprenticeship and Apprenticeship.

Surveys were returned by 73 front line deliverers from 16 colleges.

Regional representation is as follows:

Northern - 6	Central - 4
East - 4	West - 2

The Findings

Front line deliverers were asked to identify the role or roles they performed in Academic Upgrading.

Responses are as follows:

Roles performed based on 73 responses

Classroom Delivery	70%
Assessment/Referral	30%
Ongoing Program Advisement	23%
Administrative Support	34%
Follow-up	27%

The survey also asked front line deliverers to describe their knowledge of One Stop, Job Connect, Pre-Apprenticeship and Apprenticeship using a simple four point scale. Below are the four statements front line deliverers could select from to describe their knowledge:

1. Not Knowledgeable
2. Somewhat Knowledgeable
3. Knowledgeable
4. Very Knowledgeable

Taken together categories 1 and 2 together constitute a low knowledge base. Categories 3 and 4 constitute a high knowledge base. For purposes of consistency, the terms low and high knowledge base will be used throughout the report.

Knowledge of One Stop

The survey asked front line deliverers to describe their level of knowledgeable of the Ministry's One Stop Education and Training System.

Responses are as follows:

Baseline Knowledge of One Stop based on 73 responses

Not Knowledgeable	17%	low	78%
Somewhat Knowledgeable	62%		
Knowledgeable	16%	high	20%
Very Knowledgeable	4%		

Comments from front line deliverers reporting a low knowledge base:

- I am only aware of the name of the program, but have no detailed information.
- I've read a brief outline, but to my knowledge, it's still in the early stages.
- I have heard about One Stop but do not know of its inner workings.
- Heard about it. Know the purpose. As a teacher teaching math/science, don't know how it affects me in the classroom.
- I attended a brief presentation about One Stop given by the co-ordinator of our college's Job Connect Program.

One front line deliverer who reported a high knowledge base provided the following comment:

- I am aware of the process since I am also the Lead Coordinator for the college. I hope to arrange an information session for the front-line workers this spring. To prepare, I have been convening meetings with the respective leaders of Job Connect and Apprenticeship departments at the college.

Knowledge of Job Connect

The survey asked front line deliverers to describe their level of knowledgeable of the Job Connect Program.

Responses are as follows:

Baseline Knowledge of Job Connect based on 73 responses

Not Knowledgeable	14%	low	58%
Somewhat Knowledgeable	44%		
Knowledgeable	31%	high	41%
Very Knowledgeable	10%		

Responses are as follows:

Referral to Job Connect based on 68 responses

Have referred Academic Upgrading students to Job Connect	58%
Have <u>not</u> referred students to Job Connect	34%
N/A	7%

Referral from Job Connect clients based on 68 responses

Have worked with client referrals from Job Connect to Academic Upgrading	63%
Have <u>not</u> worked with client referrals from Job Connect	28%
N/A	9%

Comments from front line deliverers reporting a low knowledge base:

- Because we meet the students only once they have been assessed, and have taken part in an Orientation workshop, we rarely find out how they found out about the program. Similarly, if a student needs to be referred to another program, that referral typically happens between the co-ordinator and the student, and not with the front-line teachers.
- Referred learner to Job Connect for assistance with seeking part time employment.
- Our academic advisor does the referral. Heard about it and that's about it. I feel this kind of information is more useful to the academic advisor as opposed to teachers.
- Would appreciate more information about Job Connect and the role these clients could play in the LBS Program.

Comments from front line deliverers reporting a high knowledge base:

- At our campus we work quite closely with Job Connect – referring students back and forth.
- I am not sure if a student has been referred from Job Connect. I am sure I have had students come from Job Connect, but I would not know for sure.
- Referrals are usually done through our counselling services.
- I work closely with the consultants and we have an open door policy for our clients and questions that arise. We refer clients to each other to best help the clients reach their potential.
- Haven't worked with many clients.
- We work in very close alliance with the Job Connect folks at this campus. We meet informally on a daily basis, and keep each other updated on common clients. Since they are located just down the hall from our classroom, students drop in there on a regular basis. Referrals are sometimes made by the teacher and other times, the student self-refers.

- We used to be co-located, and being in a very small community, continue to work very closely together with each other. I am very confident in getting timely answers to questions and don't feel the need to increase my understanding of their services. We talk frequently.

Knowledge of Pre-Apprenticeship Program

Front line deliverers were asked to describe their level of knowledgeable of the Pre-Apprenticeship Program.

Responses are as follows:

Baseline Knowledge of Pre-Apprenticeship based on 68 responses

Not Knowledgeable	30%	low	77%
Somewhat Knowledgeable	47%		
Knowledgeable	18%	high	23%
Very Knowledgeable	5%		

Referral to Pre-Apprenticeship based on 62 responses *

Referred students to Pre-Apprenticeship programs	39%
Have not referred students to Pre-Apprenticeship programs	48%
N/A	13%

Referrals from Pre-Apprenticeship based on 63 responses

Worked with referrals from Pre-Apprenticeship	42%
Have not with referrals from Pre-Apprenticeship	48%
N/A	9%

*The response rate was somewhat lower for two questions in Section 6 of the survey. A number of respondents had completed a draft form of the survey which had been circulated in advance. Because of an error in the draft, responses pertaining to above questions were not included in the totals.

Comments from front line deliverers reporting a low knowledge base:

- Referrals are usually done through our counselling services.
- The co-ordinator would make referrals.
- I know very little about this.
- I can see the benefits of learning more about the Pre-Apprenticeship Program. Knowing curriculum I can advise and gear our courses to help students.
- There have not been any Pre-Apprenticeship programs available.

- I have made hard copies of Pre-Apprenticeship programs available from Fanshawe, e.g., Cooking 1, and have composed a booklet of all opportunities in Ontario for my learners.

Comments from front line deliverers reporting a high knowledge base:

- Unfortunately, there are no active pre-apprenticeship programs in our community. The college does offer a Pre-Apprenticeship Carpentry Program at another site.

Knowledge of Apprenticeship Program

The survey asked front line deliverers to describe their level of knowledgeable of the Apprenticeship Program.

Responses were as follows:

Baseline Knowledge of Apprenticeship based on 68 responses

Not Knowledgeable	37%	low	80%
Somewhat Knowledgeable	43%		
Knowledgeable	15%	high	20%
Very Knowledgeable	5%		

Referrals from Apprenticeship based on 62 responses*

Worked with referrals from Apprenticeship	34%
Have not worked with referrals from Apprenticeship	56%
N/A	10%

* Again, the response rate was somewhat lower for this question in Section 6 of the survey. A number of respondents had completed a draft form of the survey which had been circulated in advance. Because of an error in the draft, responses pertaining to the above question were not included in the totals

Comments from front line deliverers reporting a low knowledge base:

- The co-ordinator would make referrals
- I've heard of them. I haven't worked with clients who had apprenticeship as a goal.
- As with Job Connect, there are people in the office who are very well versed on the subject of apprenticeship and they are very willing to answer any questions for the staff and the clients. They also refer us to the appropriate people at the Apprenticeship Branch of TCU.

Comments from front line deliverers reporting a high knowledge base:

- Our relationship with the Apprenticeship consultant for our area is fairly vague. Although we have students who are preparing for apprenticeships, I believe they have often found their own way here rather than through a direct referral from the Apprenticeship Consultant.
- Need to improve our referrals and links with Apprenticeship. They are very minimal.
- As a very small program in a very small community, we have had relatively few apprenticeship students, though that is a function of the local economy, which has no manufacturing, etc. When I have had questions, I have been able to get service and answers from our regional office easily.

Analysis of Knowledge Base by Role in Delivery of Academic Upgrading

Front line deliverers identified themselves by the role or roles they performed in the Academic Upgrading Program at their college. This information proved to be very valuable in establishing strong associations between role type, number of roles and knowledge base.

Below is a simple breakdown of the 73 front line deliverers by number of roles.

Number of roles	Number of respondents by number of roles	Percentage of respondents by number of roles
1 role	48	66%
2 roles	5	7 %
3 roles	11	15%
4 roles	6	8%
5 roles	3	4%

Of the 48 front line deliverers who indicated a single role, 38 provided classroom delivery. Since there were a total of 51 respondents who provided classroom delivery, this meant that the other 13 respondents who provided classroom delivery had multiple (two or more) roles as shown in the chart below:

Number of roles	Number of respondents providing classroom delivery by number of roles
2 roles	1
3 roles	7
4 roles	2
5 roles	3

Comparing the high knowledge base of the group who had single roles and provided classroom delivery (Group 1) with the group who had multiple roles and provided classroom delivery (Group 2) yielded interesting results. A third group was also added to ensure that the comparison included all 73 respondents. Group 3 includes all non providers of classroom delivery.

The following table displays the high knowledge base for the three groups:

Initiative/Program	High Knowledge Base		
	Group 1 (38 providers of classroom delivery with single role)	Group 2 (13 providers of classroom delivery with multiple roles)	Group 3 (22 non-providers of classroom delivery with both single and multiple roles)
One Stop	11%	54%	14%
Job Connect	27%	82%	40%
Pre-Apprenticeship	16%	40%	18%
Apprenticeship	8%	45%	14%

Evaluation of Survey

The aim had been to design a short, simple survey capable of determining a baseline of front line deliverers' knowledge of One Stop and the Job Connect, Pre-Apprenticeship and Apprenticeship programs. Respondents were given an opportunity to evaluate the Pre-Assessment Survey. This would help identify features of the survey that could affect the participation rate or impact on the results. At the same time information could be gathered on the format of the survey that would assist in designing the Post Assessment Survey.

The feedback was very positive. The majority of respondents (92%) felt the survey was friendly or very friendly. Most (86%) took 20 minutes or less to complete it.

Evaluation results based on 65 responses

Format (how user friendly)	not	somewhat	friendly	very
	0%	9%	72%	18%
Content (how applicable)	not	somewhat	applicable	highly
	2%*	17%	64%	17%
Length of time to complete	< than 20	20 to 30	30 to 40	> than 40
	85%	15%	0%	0%

It was interesting to note that 19% found the content not applicable or only somewhat applicable. One respondent noted that s/he was unclear what applicable meant.

Respondents also had an opportunity to provide suggestions for improving the survey.

Format

- Questions may need to stand out more (possibly bolded). I had to go back and double-check to make sure I didn't miss any questions.
- Confusing when areas refer to Apprenticeship but say Job Connect (this comment refers to the error in the draft that was circulated, not in the final survey).

Content

- Unsure what "applicable" means in this case.
- I recognize our program and community are not "normal" in almost every respect, so I often feel our responses skew surveys.

Comments

- I am glad that this survey is being done. I know very little about both Job Connect and Apprenticeship, and will be glad to have more information to help with the move to One Stop. Colleges might be well situated for this transition, but I personally feel that we are unprepared.
- Add a section for other comments on the Academic Upgrading system.
- An excellent, easy to understand survey.
- It would be great to get an overview of the programs in order to assist the students and also to help me to respond with the appropriate program for the students.
- This is the first time that I've done a survey in this format and I must say that I really like this format. It was easy to follow and very easy to fill out.