

Project report:

Results of In-year

Youth focused programming



Project coordinated by

Literacy LINK Niagara 

Table of Contents

| | |
|--|----|
| Executive Summary..... | 3 |
| Summary..... | 4 |
| Youth survey responses | 5 |
| Service Provider survey..... | 7 |
| CaMS data: Profile of youth participating in these programs | 10 |
| Disabilities (from CAMS data) | 10 |
| Source of Income (from CAMS data)..... | 10 |
| Competencies and milestones (from CaMS data)..... | 10 |
| Learner Satisfaction Results | 10 |
| APPENDIX | 12 |
| How Learners self-identified from March 31, 2013 Service Quality Reports (in descending order)..... | 12 |
| Source of Income, time out of school and goal paths (in descending order) | 13 |
| Competencies and milestones (in descending order)..... | 14 |
| Referrals and outcomes (in descending order)..... | 15 |
| Western Region Youth Initiatives - Raw Data & Analysis..... | 16 |
| Summary of In Year Youth Modules | 63 |

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Executive Summary

In December, 2013 LBS service delivery agencies were invited to submit proposals to MTCU to conduct youth-focused programming from January through March 2014. Throughout the Western Region, 27 in-year initiatives were funded to serve a total of approximately 300 young adults. Prior to this, very few youth specific programs existed in Literacy & Basic Skills in Ontario. The year-end funding call specific to youth programs was timely, given the fact that the Youth Employment Fund has been underway for several months in the Employment Services field.

Literacy Link Niagara (LLN) served as the evaluation agency for the overall project. LLN hired Tamara Kaattari as the Lead Project Evaluator. An advisory team was struck comprised of Matthew Shulman, Anne Ramsay and Gay Douglas. Open communication between LLN, the advisory team and funded Programs was integral from the beginning of the project. Service Providers were supported through a conference call and numerous emails throughout the project.

The goals of the overall project were to have most Service Provider sites and at least 50% of the Learners provide feedback to

- evaluate the programming
- document successes and challenges
- better understand how funded Service Providers attracted and retained youth, helped them to set goals and learn more about themselves
- learn if the youth transitioned into other employment or training options and
- learn more about how youth are best served in LBS.

The advisory committee drafted two surveys – one for Service Provider managers to complete and one for youth. In addition, each funded delivery agency was sent a template and asked to return it, to gather detailed information on their in-year programs.

On January 17, 2014, a teleconference call was held to which all funded service delivery agencies were invited. The purpose of the call was to share the draft surveys with them, obtain feedback on them and answer questions. It was important to communicate with the programs that we were not evaluating them, but the process and implementation of their short-term youth projects. 16 representatives from service delivery agency representatives participated on the call. Over the following weeks a number of follow-up emails were sent to agencies inviting them to send feedback on the draft surveys. A number of changes were made to the surveys based on agencies' feedback. (2 final surveys, Appendix). The surveys were available to learners online or on paper.

Because funded programs had differing start and end times, surveys were completed as programs ended and Learners exited.

For the purposes of this report, LLN's project evaluator coordinated the survey distribution, collection and analysis process. MTCU provided aggregate data on the 235 youth entered into

EOIS-CAMS as participants in this specialized programming. This report combines the findings of the surveys and aggregate data from CAMS.

Summary

The results from the in-year funding for young adults show that LBS programs received some strong referrals from community partners, did an excellent job of managing young adults' expectations, built young adults' skills, assisted the young adults in building a stronger sense of who they were, and helped the young adults to set goals, identify next steps and feel motivated to take those next steps. According to the data, 1/3 of the young adults who responded to the survey plan to stay in the LBS program, where they clearly feel very comfortable.

A snapshot of the findings concludes that

- targeted programs that include goal setting, self assessment and self exploration are very effective with youth ([Summary of In-Year Youth Modules 2014](#))
- LBS programs that provided youth-specific programming mobilized quickly and planned and implemented under tight timelines ([Summary of In-Year Youth Modules 2014](#))
- 1/3 of youth said they would stay in the LBS program once their short-term program had concluded ([survey data summary](#))
- another 1/3 said they planned to go to an employment agency or look for work – significant in terms of partnerships between EO agencies ([survey data summary](#))
- a high percentage of youth said they learned new skills (even though they only had a short period of time in which to do so) ([survey data summary](#))
- in year funding helped LBS learn valuable lessons about serving this population and how to support the success of LBS and youth-focused employment programs going forward

Youth survey responses

Youth were surveyed to better understand their experience in a short-term, youth specific LBS program. Key areas of interest included how they found the program, skill development and next steps.

127 young Learners responded to this survey.

Awareness: Most of the young adults found out about the Service Provider from their LBS instructors, employment counsellors, OW case managers, the newspaper or family and friends (word of mouth).

Expectations: When asked what expectations they had of the program, young adults cited the following most frequently: work experience/job skills, soft skills, specific skills like cash register training, computer skills, the chance to work towards their GED or Gr. 12 and an opportunity to refresh their skills.

When asked if their expectations had been met, 91% or 116 out of 127 young adults found their Service Providers met their expectations. 69% believed that their Service Providers met their expectations “really well”, with another 37% providing a rating of “pretty much.”

“We always served youth. However, offering the course as focused on “youth” was unique to us and allowed us to explore what youth-only programming could look like and what the specific needs of youth are.”

Program Comment

“Learned a lot about my thought process and how I make decisions.

I feel I can do anything. I have already made life changes since the start [of the program] and it’s working out much better.”

Comments from Youth

“My new goal is to learn how to be more independent and to learn to be better at realizing that getting a job is part of being an adult – learning the responsibility of it and doing it.”

Comments from Youth

Skills development and goal-setting: When asked how well the Service Provider helped them to improve their skills, over 90% of the young adults who responded to the survey felt that the Service Provider helped them to improve their skills. 46.83% provided a rating of 3 out of 4 and another 43.65% gave the highest rating – “a lot.”

Respondents commented that the Service Providers helped them set goals, become more confident, motivated and self-aware. Some respondents specifically mentioned skills development in math, English, customer service and career development.

A total of 111 respondents (or 87.4%) believe they will be able to use their new skills as a result of the in-year initiatives – 44.88% said “a lot.”

Respondents completing the “paper” survey option were asked an additional question about whether they set new goals as a result of the program. (This was not asked in the online survey.) Most of the respondents using the “paper” survey (76.60%) said they set new goals as a result of this program, including credit or post-secondary education, job-seeking, improved grades, independence and personal goals.

Self-awareness: Respondents were positive about how their participation in the in-year program changed the way they felt about themselves and their skills. Almost 90% (87.3%) provided a rating of 3 or 4 out of 4 for this question. The comments show that many of the young adults feel more confident because of their Program experience.

Comfort in LBS: Because of their positive LBS experience, 94% of respondents said they are more comfortable being in an adult learning Program now than when they started.

Next steps: 35% said they plan to stay and learn more in the organization they attended for the in-year programming. Clearly, they feel comfortable and that there is more to learn. Another 40 young adults said they plan to go to an employment agency to look for work or look for work on their own.

Over half of the respondents, when asked if they thought they would move on to a next step in the next 6 months, said “for sure” and a further 30% provided the next highest rating of 3 out of 4. Only 6% said “doubt it.”

Best part of the program: Feedback on what the young adults liked about the program(s) they took was varied. Some themes centred on the ways in which the training was delivered (relaxed, honest, open) and on how these programs were NOT like the school they remember. Other young adults noted the specific attention and confidence shown to them by instructors partnered with the varied teaching methods was key to their success and completion.

Service Provider improvements: Feedback from young adults on how the Service Provider could improve was varied; however, there were a few themes. 35% said they would not change a thing about the Programs they attended. Twelve respondents said they would have liked even more time for learning, and the third theme that emerged was around a desire to have more/better computers and software.

Would you recommend? It is important to note that word of mouth is a strong referral mechanism in LBS. 96.77% of youth respondents would recommend this Service Provider to people they know.

Service Provider survey

The purpose of the Service Provider survey was to understand their experience in relation to the end of year youth funded projects. Youth engagement, transition and program accessibility were key areas of the survey.

- 14 Service Providers responded - 13 online + 1 paper-based copy
- 9 were community based, 4 were college-based and 1 was a school board
- 12 agencies are Anglophone, 1 is Native and 1 is Francophone

Setting: Among respondents, there were slightly more rural than urban Service Providers (4 versus 3) and 7 who described their settings as a combination. Respondents cited 2 common challenges associated with both urban and rural service delivery - transportation and affordable housing.

Objectives: The key Service Provider objectives are listed below in order of those most commonly identified by Service Providers, by combining the 2 highest ratings (to some extent or to a great extent) The number of Service Providers identifying these objectives appears in brackets next to each objective.

- To assist youth in transitioning to a next step (13 Service Providers)
- To encourage youth to set goals (12 Service Providers)
- To assist youth in achieving at least one milestone (12 Service Providers)
- To engage youth who have not previously been engaged in LBS programming (9 Service Providers)

Limitations of data: This data captures only 50 services plan that were closed in CAMS on March 31, 2014.

Staffing: 8 Service Providers hired additional staff as a result of the in-year initiative, while those who did not indicated that they increased the hours of existing staff.

Intake: 13 of 14 of respondents indicated that their LBS Service Provider normally uses a continuous intake process, 7 stated that said they had to change their intake process for the in-year program, either by actively recruiting or conducting block intakes.

Service Provider Design: A significant number of respondents made changes in their programming to specifically address the needs of youth. 11 (79%) said the teaching/delivery style they used was specific to youth, 10 respondents (71%) chose specific content for their programming or used materials and activities that were designed with youth in mind. 9 respondents (64 %) noted that the facilitator had special knowledge/experience working with youth and 8 cited Program timing/format targeted at youth.

13 of 14 respondents (93%) included learning activities in their program that were more reflective in nature – enabling young adults to learn more about themselves and build self-esteem. According to 13 respondents (93%) integrating reflective learning activities resulted in young adults learning more

about themselves, suggesting that these types of learning activities are integral to the success of Programs for youth.

9 of 14 (64%) respondents integrated the concept and practice of setting goals into the program. 8 respondents (57%) felt that integrating goal-setting for young adults is different than it is for the older adult learner, because of the lack of life experience.

9 of 11 respondents (82%) stated that they offered a certificate to learners upon program completion.

While all of the respondents would like to run their programs again, 7 out of 10 respondents (70%) stated that they will be unable to do so without an increase in core funding.

Recruitment: 10 respondents (71%) indicated they used the usual methods of communicating new programs - flyers and posters. 6 (43%) used social media and 3 (21%) recruited from other literacy Service Providers in their communities.

Employment service providers was the strongest source of referrals, with 7 respondents (50%) noting that referrals from employment service providers was very effective, followed by Ontario Works. Several respondents noted that organizations serving persons with disabilities and ODSP provided some referrals but not to a great extent.

The majority of respondents (8 of 12/67%) noted that their recruitment did not involve the development of a formal information and referral protocol, although several respondents indicated that they used existing protocols.

When asked whether they felt they had been successful in recruiting youth to their in-year initiatives, 12 of 14 respondents (86%) provided the 2 highest ratings (to some extent or to a great extent). The brief project time frame was cited by a number of respondents as a challenge to reaching Service Provider objectives.

The 2 top reasons that Service Providers found it challenging to attract youth to their in-year initiatives were lack of sufficient lead time and challenging weather conditions.

Referrals into program: Ontario Works was a strong referral partner, according to programs that participated in the evaluation. Employment Services were an even stronger source of referrals for the in-year programming, with half of the programs saying that referrals from Employment Services were very effective.

Transitions/referrals after program: 9 respondents (64%) indicated they purposefully supported young adults in making successful transitions at the end of the in-year funding initiative.

Lessons learned about serving youth: Respondents stated that a number of Program changes were necessary when focusing on effectively serving youth including making programming more lively and self-reflective, using a wider variety of activities, providing computer-based tools and

activities. A good instructor who communicates well with younger people is key to engaging youth and promoting word-of-mouth referrals.

There were challenges in working with youth, as Service Providers stated that they were often unmotivated, less mature, difficult to engage and more focused on their social lives than the program.

CaMS data: Profile of youth participating in these programs

235 learners were coded in EOIS CaMS as participating in this initiative. Of these 107 are female, 128 are male.

Disabilities (from CAMS data) ([chart](#))

In 2013-2014, 10% of LBS Learners self-identified as having disabilities. 20% of the Learners surveyed through this in-year funding initiative self-identified as having disabilities, double the number.

Generally, the Learners served in these youth-focused Programs appear to be more multi-barriered than average LBS Learners.

Q. Do we know, on average, how many barriers each Learner had?

Please see additional information in the chart in the Appendix.

Source of Income (from CAMS data) ([chart](#))

36% of LBS clients received Ontario Works (OW) or Ontario Disability Support Payment (ODSP.) 45% of clients who responded to the survey identified that they were in receipt of OW or ODSP. Youth in LBS Programs may be more likely to access social assistance dollars.

Please see additional information in the chart in the Appendix.

Competencies and milestones (from CaMS data) ([chart](#))

119 clients completed at least one milestone during the short term youth focused Program they attended. This may indicate that with focused LBS programming, specific groups may increase their success rate and reduce their time in Programs .

Please see additional information in the chart in the Appendix.

Learner Satisfaction Results

- No response 12
- Score of 5 33
- Score of 4 10
- Score of 2 1

APPENDIX

How Learners self-identified from March 31, 2013 Service Quality Reports (in descending order)

| Number of Learners | Self-identified as | Notes |
|--------------------|--|---|
| 153 | Unemployed | |
| 138 | Age 19-24 | |
| 123 | Grade 12 or higher | |
| 112 | Less than Grade 12 | |
| 94 | History of interrupted education | |
| 73 | Employed full-time, part-time or underemployed | |
| 71 | Age 25-29 | |
| 47 | Persons with Disability | In 2013-2014, 10% of all LBS Learners self-identified as having disabilities. 20% of the youth group of Learners self-identified as having disabilities, double the typical rate. |
| 26 | Age 18 or younger | |
| 14 | Aboriginal | |
| 9 | Students | |
| 6 | Francophone | |
| 4 | Registered apprenticeships | 2 employed, 2 unemployed |

Source of Income, time out of school and goal paths (in descending order)

| Source of income | | Time out of school | | Goal path | |
|-------------------------|----------------------------|---------------------------|--------------------|---|-------------------------|
| Number of Learners | Sources of income | Number of learners | Time out of school | Number of learners | Goal path |
| 57 | Employment/self-employment | 132 | 1-6 years | 95 | Employment |
| 51 | ODSP | 34 | 6 months-1 year | 67 | Post-secondary |
| 42 | OW | 32 | More than 6 years | 28 | Apprenticeship |
| 38 | None | 19 | Less than 3 months | 24 | Secondary school credit |
| 26 | Other | 12 | 3-6 months | 21 | Independence |
| 13 | Dependent of OW or ODSP | | | 13 | Changed goal path |
| 8 | EI | | | 56 Service Plans were closed by March 31, 2014 Of these, the average duration was 4.5 weeks. | |

Competencies and milestones (in descending order)

| Competencies in Learner plans | | Milestones in Learner plan | | Milestones completed | |
|-------------------------------|---|----------------------------|---------------------------------------|--|----------------------|
| Number of learners | Number of competencies in Learner plans | Number of learners | Number of milestones in Learner plans | Number of learners | Milestones completed |
| 40 | 0 | 47 | 0 | 119 | 0 |
| 87 | 1 | 75 | 1 | 53 | 1 |
| 62 | 2 | 59 | 2 | 38 | 2 |
| 39 | 3 | 41 | 3 | 23 | 3 |
| 4 | 4 | 5 | 4 | 2 | 4 |
| 2 | 5 | 3 | 5 | 1 | 5 |
| 1 | 6 | 1 | 6 | 1 | 6 |
| | | 2 | 7 | 1 | 7 |
| | | 1 | 8 | 119 Learners completed at least one milestone. | |
| | | 1 | 9 | | |

Referrals and outcomes (in descending order)

| Number of Learners | Referred to | Number of Learners | Outcomes |
|---------------------------|--|---------------------------|---|
| 24 | Other non-LBS EO Service Providers 1 to LBS | 24 | Education or Training |
| 11 | Community resources (6 at entrance, 2 during and 3 multiple) | 21 | Unemployed |
| 1 | Regular LBS program | 5 | Unknown |
| | 14 were referred out at exit. | 6 | Employed (3 part-time, 3 full-time) |
| | | | Eight completed culminating tasks. 45 completed all goal path requirements |

Western Region Youth Initiatives

Raw Data & Analysis

Prepared for: Literacy Link Niagara

Prepared by: Tamara Kaattari

April 2014

Introduction

Program Survey Results

14 respondents (13 online + 1 paper-based copy)

At the end of all programs, young adults will have

- learned more about themselves
- set goals
- received support to transition to employment and training programs.

1. What sector do you operate in?

| | |
|-----------------|--------|
| Community-based | 64.29% |
| | 9 |
| School board | 7.14% |
| | 1 |
| College | 28.57% |
| | 4 |
| Not sure | 0.00% |
| | 0 |
| Total | 14 |

Comments:

- I also teach for the school board.

➤ The majority of the survey respondents represent the community-based sector (9 of 14 respondents or 64.29%). Compare these numbers the number of agencies on the list and the percentages of programs that received the funding.

2. What stream do you operate in?

| | |
|-------------|--------|
| Anglophone | 85.71% |
| | 12 |
| Francophone | 7.14% |
| | 1 |
| Deaf | 0.00% |
| | 0 |
| Native | 7.14% |
| | 1 |
| Not sure | 0.00% |
| | 0 |
| Total | 14 |

➤ The majority of respondents represented the Anglophone Stream (85.71%) with 1 program (7.14%) representing the Francophone Stream and 1 program representing the Native Stream.

3. What did you hope to achieve by offering this in-year initiative? For each of the statements below that describes your in-year initiative, please indicate on a scale of 1-4 with 1 being not at all and 4 being very, how successful you think the in-year initiative was:

| | 1 Not at all – | 2 – | 3 – | 4 To a great extent – | Not sure – | Not applicable – | Total – |
|---|----------------|-------------|-------------|-----------------------|------------|------------------|---------|
| engaging youth who have not previously been engaged in LBS programming? | 7.14% 1 | 21.43% 3 | 28.57% 4 | 35.71% 5 | 7.14% 1 | 0.00% 0 | 14 |
| encouraging youth to set goals as a result of their time in the in-year initiative? | 7.14% 1 | 0.00% 0 | 35.71% 5 | 50.00% 7 | 7.14% 1 | 0.00% 0 | 14 |
| assisting youth in transitioning on to a next step after the in-year initiative? | 7.14% 1 | 0.00% 0 | 42.86% 6 | 50.00% 7 | 0.00% 0 | 0.00% 0 | 14 |
| assisting youth in achieving at least one milestone? | 0.00% 0 | 0.00% 0 | 38.46% 5 | 53.85% 7 | 0.00% 0 | 7.69% 1 | 13 |
| managing an existing waitlist? | 25.00% 3 | 16.67% 2 | 8.33% 1 | 16.67% 2 | 0.00% 0 | 33.33% 4 | 12 |
| building the basic skills of young adults? | 0.00% 0 | 7.14% 1 | 14.29% 2 | 78.57% 11 | 0.00% 0 | 0.00% 0 | 14 |

➤ The in-year funding for youth was successful in engaging youth who have not previously been engaged in LBS programming, with 5 respondents (35.71%) saying the in-year funding was very successful and another 4 respondents (or 28.57%) providing a rating of 3 out of 4.

➤ Programs believe the in-year funding was successful in encouraging youth to set goals as a result of their time in the in-year initiative. Half or 50% of the respondents said the in-year funding was very successful with another 35.71% providing a rating of 3 out of 4. One program felt it was unsuccessful in this regard, and another was unsure.

➤ Over 90% of respondents felt that the in-year funding assisted youth in transitioning on to a next step after the in-year initiative was complete – half provided the highest rating and another 6 respondents (or 42.86%) provided a 3 out of 4 rating. One program provided the lowest rating but believed that the clients they attracted to the program were too multi-barriered to transition within the timeframe allotted for in-year programming.

➤ A surprisingly high number of respondents (12 of 14 or 92.31%) found the in-year funding was successful in assisting youth to achieve at least one milestone.

➤ The in-year youth funding was very successful in building the skills of young adults with 78.57% of respondents providing the highest rating of 4 out of 4 or this question and an additional 14.29% providing the next highest rating of 3 out of 4.

Comments:

- Our learners did complete milestones but that wasn't the primary objective
- Mostly, the youth who attended our program had clear goals upon intake. Our program nicely supported their existing goals, which I think contributed greatly to the learner's positive experience and our feelings
- Main goal was to manage wait list and to pilot youth program materials to see if that is a market we could or should enter. It was difficult initially to know if we would be successful
- We did not have enough time or enough funding to market the program effectively
- We treated goal setting in the same way that we do with all our learners
- The youth that we attracted have too many barriers to transition in the short time frame
- We were hoping to meet the needs of marginalized youth who do not meet MTCU's suitability/eligibility criteria in an LBS program; to work towards enhancing their employability skills
- Time frame was too short given the population we identified as part of this group.

4. On a scale of 1 to 4 with 1 being not at all and 4 being very, how successful were you overall in recruiting youth to your in-year initiative?

| Answer Choices – | Responses – |
|---------------------|-------------|
| 1 Not at all | 0.00% 0 |
| 2 | 7.69% 1 |
| 3 | 46.15% 6 |
| 4 To a great extent | 46.15% 6 |
| Total | 13 |

➤ Respondents felt reasonably successful in recruiting youth to their in-year initiatives, with 6 respondents (46.15%) providing a rating of 4 out of 4 and another 6 providing the next highest rating. It is likely that these ratings would have increased if there had been a longer implementation time for the in-year funding.

Comments:

- We didn't meet our target goal but because we partnered with the college to deliver this program, we were dependent to a great degree on their recruitment process. We feel there wasn't enough lead time to recruit for full capacity.
- This is a toss-up between 2 and 3. We offered two different programs and one was more successful than the other. Not sure why, maybe the topics covered or buy in from referring partners. One program we received a lot of referrals and the other had hardly any.

- We were successful in engaging youth who had not been previously engaged in our program. We developed a cash register training course that extremely successful in attracting youth. This was the focus of our programming for youth, and we exceeded our targets for this program. However a second part of this funding was an Employment Track Express computer course for youth. We anticipated that youth would be more computer savvy as a demographic, and therefore gave ourselves extra recruitment time by offering this course in March. In the end, we did not meet our targets for this program. Overall however, we met our youth targets and we felt very good about the programs we developed.
- There was a lot of "competition" to tap into the market. There may be an option to build but it would have to be for a longer period of time. Limited time of in year funding impacts on provide "quality/qualitative" accuracy
- The last minute nature of the funding made it challenging to recruit enough youth to run the program; offering the program in the fourth quarter was not the best timing - one of our main referral sources - Ontario Works - is under much pressure at this time of the year and is presently implementing a new Information management system, which adds to their stress levels. Finally, the brutal winter weather also impacted people - youth, referral sources.
- We put an advertisement in the newspaper and on Facebook with a phone number that they could text their interest and register for the program. The class was full instantly.
- Not applicable as I'm an instructor in the program, not a recruiter.
- We struggled at first. We advertised over Christmas break and had little response. Within one week of programming we were at our max.
- These youths already wanted to register with us so recruiting was easy.

5. What strategies did you have for attracting youth to your in-year program? Please check all that apply. For each strategy that applies, please rate how effective the strategy was in attracting young adults, with 1 being not at all and 4 being very.

| | 1 Not at all | 2 – | 3 – | 4 To a great extent – | Total |
|---|--------------|-------------|-------------|-----------------------|-------|
| General/program-specific marketing (flyers, posters) | 8.33% 1 | 8.33% 1 | 8.33% 1 | 75.00% 9 | 12 |
| Recruiting from other literacy programs in your community | 62.50% 5 | 0.00% 0 | 25.00% 2 | 12.50% 1 | 8 |
| Use of social media | 40.00% 4 | 30.00% 3 | 20.00% 2 | 10.00% 1 | 10 |

➤ In terms of recruitment, most program respondents (75%) indicated they used the usual methods of communicating new programs – flyers and posters. A few (3) recruited from other literacy programs in their community and 60% used social media to some extent to reach out to participants.

Comments:

- Social services, OW ODSP

- We worked with the college to promote by advertising (posters, ads in local paper and promoted it through email within our local stakeholders).
- We are the only LBS program in the area. We used social media but one indicated that was how they heard about the program. Although participants did indicate that it is an effective way to market.
- Referral from college ES provider
- Having an attractive poster was probably helpful attracting youth and setting an upbeat tone. Also helpful was an article in the local paper. We could have increased our use of social media in the promotions. However, ultimately the course content and structure probably sold the course, specifically its practicality, short timeframe, and the fact that soft skills like time management, customer service and conflict resolution were integrated, in addition to the 'hard' skills like learning to use a cash register. We received referrals from workers at other EO agencies (particularly the employment agencies rather than LBS agencies), some parents, and youth themselves.
- Recruited form ES partner agencies
- We ran newspaper advertisements, radio ads, email blasts to referral sources. Our Conestoga Career Centre - EO coworkers were also instrumental in referring youth to this program.
- In addition to the essential skills portion of the program, each youth had the opportunity to complete the safe food handling certificate in order to assist with entry level employment. They also received lunch at each class (many arrive without having had breakfast), and \$200 honorarium for completing the entire class, arriving on time and getting your homework done. All youth borrowed a tablet for the duration of the program in order to complete homework and just have fun.
- Not applicable as I'm an instructor in the program, not a recruiter.
- Partnerships and co-programming.

6. If your recruitment included conversations with primary referral partners, please indicate the partner and rate how effective the recruitment was, using the scale provided.

| | Ontario Works – | Employment Service Provider – | ODSP – | Organization Serving Persons with Disabilities – | Total – |
|---------------------|-----------------|-------------------------------|--------|--|---------|
| – | 20.00% | 0.00% | 60.00% | 20.00% | |
| 1 Not at all | 1 | 0 | 3 | 1 | 5 |
| – | 37.50% | 12.50% | 12.50% | 37.50% | |
| 2 | 3 | 1 | 1 | 3 | 8 |
| – | 28.57% | 42.86% | 14.29% | 14.29% | |
| 3 | 2 | 3 | 1 | 1 | 7 |
| – | 30.00% | 70.00% | 0.00% | 0.00% | |
| 4 To a great extent | 3 | 7 | 0 | 0 | 10 |
| – | 0.00% | 0.00% | 40.00% | 60.00% | |
| Not applicable | 0 | 0 | 2 | 3 | 5 |

➤ Not surprisingly, Ontario Works was a primary referral partner. It is interesting to note that employment service providers were an even stronger source of referrals, with 7 respondents noting that referrals from employment service providers was very effective. Several respondents noted that organizations serving persons with disabilities and ODSP provided some referrals, but not to a significant extent.

Comments:

- OW, ES & ODSP (4s in each column)
- The buttons don't seem to be working the way I would like them to. We had discussions with the following and I would rate them accordingly OW - 2 Some referrals but not nearly as many as we hoped for/needed ES - 3 Good buy in for one of the two courses Org. Serving Persons w/ Disabilities - 3 We had referrals from Community Living, although they weren't always appropriate (indicated learners abilities were higher than they actually were) which proved to be a little challenging.
- Other literacy service providers
- I tried rating ODSP and the last one with a 2 but apparently the ratings have to be different. I also tried rating Employment Service Provider a 4.
- We rarely get referrals from ODSP.
- We held the program in an Employment Service Agency to help youth get comfortable in that environment and learn about the ES programs available. Most registered with ES upon completion of the program. We also spoke with probation and parole who referred clients. In fact all our participants had a police record.
- Not applicable as I'm an instructor in the program, not a recruiter

7. Did your recruitment involve the development of a formal information and referral protocol? If so, with whom?

| | |
|-------|--------|
| Yes | 33.33% |
| | 4 |
| – | 66.67% |
| No | 8 |
| Total | 12 |

➤ The majority of respondents (8 of 12) noted that their recruitment did not involve the development of a formal information and referral protocol, although several respondents commented that they used existing protocols.

Comments:

- Grey County Social Services
 - Candidates met prior to enrollment for assessment where possible Worked with ES providers
 - Used referral protocol already in place
 - Not really. We used existing protocols.
 - This is already in place and was not changed for a new program.
 - ES & LBS partners
 - Our EO Career Centre partners use a common referral form developed several years ago through QUILL. OW approved any of their clients who were also clients of our Career Centre staff. This was a more informal process but started with a referral from OW to the Career Centre at some point.
 - Not applicable as I'm an instructor in the program, not a recruiter.
- 8. If you found it challenging to attract youth to your in-year initiative, what factors(s) do you think contributed to the challenge(s)?**

- Lack of time. Weather. Lack of financial initiatives to encourage participation.
- Time of year, the weather wasn't great, limited incentives offered, referral partner buy-in, reluctance to commit on the part of the learner (one course had 22 registered and only 8 showed up and completed), not a lot of time to promote/advertise, not knowing where to advertise.
- Youth really didn't need basic computer skills but were quite eager to gain cash register training skills.
- Challenging as marketing properly in limited time does not work. Resistance to being called "youth" prefer no "label".
- Time of year and weather this winter - short lead time.
- We have several youth in our communities wanting to access our LBS services for a variety of reasons so we have no current challenges.

➤ Some of the reasons that programs found it challenging to attract youth to their in-year initiatives included: lack of sufficient lead time; challenging weather conditions that caused program closures; and not knowing where to advertise.

9. How would you describe the location of your in-year initiative?

| Answer Choices – | Responses – |
|-----------------------|-------------|
| Urban | 21.43% 3 |
| Rural | 28.57% 4 |
| A combination of both | 50.00% 7 |
| Not sure | 0.00% 0 |
| Total | 14 |

➤ Among respondents, there were slightly more rural than urban programs (4 versus 3) and seven respondents who identified their program as a combination of both rural and urban.

10. If you answered *urban* or a *combination of both* to the last question, what challenges are uniquely associated with delivering programming to young adults in a more urban setting? What opportunities?

- Transportation / childcare / affordable rent / housing
- There are many programs and services in a concentrated area from which to choose. Your program has to really stand out as meeting a goal or need, and this goal or need has to be fairly short term. Most of the youth with whom we worked were quite busy in other areas of their lives. As much as they really enjoyed the program (all respondents said this) they also weren't interested in sticking around unless there was something specific that we could offer them that they needed. That was fine by us!
- Again the number of agencies offering programs although an agreement was in place so we did not overlap but support each other.

- Try do develop some tasks closer to the urban life.
- Transportation
- Youth in our area have a diversity of learning challenges and learning needs; we also see a number of ESL youth with speaking/listening level 6-7 but no reading and writing English skills; many have barriers to transportation. There is no “cookie cutter” approach to delivering youth programs for us. Their learning remains individualized just like our adult learners.

➤ Challenges associated with urban delivery are transportation, childcare, affordable housing, and competition (numerous programs from which to choose).

11. If you answered *rural* or a *combination of both* to question #7, what challenges are uniquely associated with delivering programming to young adults in a more rural setting? What opportunities?

- Transportation (3)/ childcare / affordable rent / housing
- Winter weather; No public transportation. We did have training supports available but that isn't always easy to advertise. Location - we serve a large area but can only offer programing in one place at one time.
- Deciding on what location could provide easiest access to those who would attend, not having the time to determine what exactly is needed, lack of internet access
- Travel - the ability to find transportation to our location in the city - bad winter weather - this year particularly.
- Our advertisement in the newspaper attracted parents more than the youth themselves. Having workers speak with their clients was very helpful. We also literally "hung out" at the front of Tim Horton's where many youth can be found and spoke directly to them about the program. Overall, speaking and connecting with people and youth is the best way to directly access youth.
- In our rural communities of Ridgetown and Tilbury, transportation is a huge barrier for youth to access other social services as all are located in the urban area. Inter urban buses do run but only early morning and late afternoon with approximately 1 to 1 and a ½ hour rides. So youth have no access to employment services. Also a lack of diverse job choices for those who may require on the job training or job coaching opportunities.

➤ Challenges associated with rural delivery include transportation, affordable housing, weather, lack of Internet access, and a lack of diverse job choices and choosing which site to deliver at.

12. Were you able to serve a different learner profile through the additional in-year funding for youth delivery that you would not ordinarily be able to serve with your core funding? Yes No
If yes, please describe the learner profile:

| Answer Choices – | Responses – |
|------------------|-------------|
| Yes | 46.15% |
| | 6 |
| No | 23.08% |
| | 3 |
| | 30.77% |

| | Answer Choices – | Responses – |
|----------|------------------|-------------|
| Not sure | | 4 |
| Total | | 13 |

➤ Respondents were split on this question. Just under half said they were able to serve a different learner profile through the in-year funding that they would not be able to serve with core dollars. Three respondents (3) of 13 said they were not able to serve a different learner profile and four respondents (just over a third) said they were not sure. Some programs may have responded “not sure” because they ordinarily serve youth, but not in a concentrated fashion. Q. Why would they be “not sure”?

Comments:

- Able to work with some adults with grade 12 but needing supports to stabilize their lives
- We serve youth all the time in each of our classrooms but it was nice to have a larger group together at one time.
- Youth under 19
- Not exactly as we always serve youth. However, offering the course as focused on 'youth' was unique to us and allowed us to explore what youth-only programming could look like and what the specific needs of youth are. Usually we just don't distinguish – there may be youth and non-youth in any given program. Having it as a youth program probably contributed to its success, allowing participants to be a little more comfortable and relaxed.
- Not related to a different learner profile - We would not have been able to serve the additional 30 learners (15 youth) without additional funding period.
- Five out of six of our participants had their OSSD. Their goal was employment, and they would normally just be attached to the Career Centre. This program allowed them to do some brush up in basic math and reading skills as well as focus on working on Essential Skills upskilling.
- Not interested in getting a high school diploma. Know it is important but hate school experience. May or may not have a police record. Young parents -22-26 years of age. Zero to no credentials on their resume. Feeling stuck and don't know how to proceed.
- Not applicable as I'm an instructor in the program, not a recruiter or administrator.
- We were able to serve individuals outside our usually catchment area.
- We found that our youth had either learning disabilities or ESL profiles with the majority of them never to achieve a grade 12 education due to barriers. Therefore, we focused on employability.

13. What, if anything, about this programming was specific to young adults (designed/adapted to fit the needs of young adults 19 – 29 years old?)

| | Answer Choices – | Responses – |
|--|------------------|-------------|
| Content - program outcomes, goals and topics | | 76.92% |
| | | 10 |
| | | 76.92% |

| Answer Choices – | Responses – |
|--|--------------|
| Materials/learning activities | 10 84.62% |
| Teaching/delivery style | 11 69.23% |
| Facilitator has special experience/knowledge of how to work with youth | 9 61.54% |
| Timing and/or format of the program (e.g., afternoons versus mornings) | 8 |
| Total Respondents: 13 | |

- A significant number of respondents made changes in their programming to specifically address the needs of youth. For example, 76.92% of respondents chose specific content for their programming, 76.92% used materials and activities that were designed with youth in mind, and 84.62% said the teaching/delivery style they used was specific to youth. Almost 70% of respondents noted that the facilitator had special experience/knowledge of how to work with youth.
- One respondent noted that using “what if” scenarios was very effective – encouraging hypothetical thinking rather than relying on youth experiences (which were scant).
- Other respondents said they offered other incentives.

Comments:

- The learning activities that I think fulfilled this best were the 'what if' scenarios. These were a combination of conversation and short written answer activities where the instructor would ask learners if they could tell him about a time when as a customer they felt like they had received service that was not as good as it could or should have been. At first the instructor was asking learners to write about these experiences and the response was that they could not think of a time. When the instructor changed the tactic to a conversation style, suddenly everyone had an example and as a group we would explore things that we would do to make that scenario better for someone who was a customer at a store where the group members were working. This gave the learners an opportunity to use the skills we had just learned in the communication section and seemed to increase interest in the conflict resolution section. What probably makes this facilitation style a bit more 'youth' oriented, is that it drew upon their experiences, allowed them to be active participants in the learning and information creation, and for some, acknowledged that they might be a little more self-conscious. This style of instruction might also be quite familiar to youth who may be used to a more experiential learning environment.
- Providing refreshments as an incentive, adapted existing materials, in urban area use of computers
- Allowing them to borrow a tablet and take it home for the duration of the program. Providing a decent lunch.
- We blended our youth in with our learners to meet their individual needs; we conducted work readiness workshops with all in Chatham, but we found too few registered in rural communities to run effective workshops. As well, limited reading and writing abilities got in the way of running programs of much complexity.

14. Did you hire additional staff as a result of the in-year initiative?

| | Answer Choices – | Responses – |
|--------------|------------------|-------------|
| Yes | 61.54% | 8 |
| No | 38.46% | 5 |
| Total | | 13 |

➤ Over half of the respondents (61.54%) hired additional staff as a result of the in-year initiative, while those who did not indicated that they increased the hours of existing staff. Increasing the hours of existing staff may not have been the preferred course of action with one respondent noting that the short timelines related to the funding made it impossible to hire someone new.

Comments:

- No, we were able to increase existing staff hours, which was nice.
- Increased hours of existing faculty
- Contract person to deliver due to lack of sufficient staff to take on anything else
- Instructor was relocated from a Waterloo secondment back to the Stratford Campus - where she is a full time faculty member.
- Not applicable as I'm an instructor in the program, not a recruiter or administrator.
- We increased the hours of already existing staff. Timelines would not allow the proper timing to train new staff with requirements of OALCF, EOIS and any other orientation.

15. If you answered yes to question #14, did you encounter any difficulties with the hiring of additional staff?

| | Answer Choices – | Responses – |
|--------------|------------------|-------------|
| yes | 11.11% | 1 |
| No | 88.89% | 8 |
| Total | | 9 |

➤ Only one respondent noted that it was difficult to hire additional staff, due to its organizational hiring policies and the need to train the individual. Several respondents reported they were glad they did not need to hire new staff because doing so would have been very challenging (because of the short timeframe for implementing the in-year initiatives).

Comments:

- Following hiring policies of our board/town made it difficult to get staff hired in a timely manner and get them trained and ready to work for the program start date.
- We would have if we'd had to hire new staff! The time frame would have been very challenging giving our hiring procedures with the school board.
- Luckily not. I was able to rehire a former instructor who had worked here several years ago and had left to pursue his personal business.
- Instructor very familiar with community from past employment experience - especially youth population - and is a full time member of Academic Upgrading staff at Stratford Campus.

16. What kind of intake process does your Literacy and Basic Skills program usually use:

| Answer Choices – | Responses – |
|-------------------|--------------|
| Continuous intake | 92.86% 13 |
| Block intake | 7.14% 1 |
| Total | 14 |

➤ A significant majority (92.86%) of respondents normally use continuous intake.

17. For the in-year funding, did you change your intake processes in any way? If so, how?

| Answer Choices – | Responses – |
|------------------|-------------|
| Yes | 58.33% 7 |
| No | 41.67% 5 |
| Total | 12 |

➤ More than half of respondents (58.33%) said they had to change their intake process for the in-year funding, either by actually recruiting (and not just waiting for the youth to walk in the door) and by doing block intakes for the sake of expediency.

Comments:

- Must have stability in housing must make commitment to complete program must participate in True Colours program must respect confidentiality must use team building behaviours
- Not really.
- Did not assess learners individually before accepting. Accepted as a block group.
- Not really. The only difference was that the in-year funding programs had start and end dates. I would still categorize the intake process as continuous because there was always another course being offered in a few weeks if the start date had come for one course. Also, we were able to provide one-on-one help with new intakes if they had missed the first or second day of the course and still wanted to join a group that had already started but not be behind the rest of the group.
- Block intake to do "mass" assessment as opposed to individual assessments

- We also used block intake.
- We had a deadline by which we could interview and accept applicants in order to start the program. One on one interview meetings were held to find appropriate candidates.
- Yes we recruited rather than wait for the youth to walk in the door.
- Not applicable as I'm an instructor in the program, not a recruiter or administrator.
- We used Block intake due to the fact we were unable to facilitate more learners.

18. If you responded “yes” to the previous question, did you find that the change in intake process resulted in better program participation or outcomes?

| | Answer Choices – | Responses – |
|----------|------------------|-------------|
| Yes | | 37.50% 3 |
| No | | 0.00% 0 |
| Not sure | | 62.50% 5 |
| Total | | 8 |

➤ The change in intake processes resulted in moderately better program participation or outcomes for 37.50% of respondents. All of the other respondents were unsure.

Comment

- We had a better sense of candidates’ appropriateness; FYI - we do screen regular students as well.
- Youth often think you are trying to trick them into something. Letting youth know you want to help them get ahead and move forward is important. Also being a good listener to youth concerns or thoughts about the program.

19. Did you include learning activities in your program that enabled young adults to learn more about themselves – their self-worth, skills, knowledge, and experiences?

| | Answer Choices – | Responses – |
|-------|------------------|--------------|
| Yes | | 92.86% 13 |
| No | | 7.14% 1 |
| Total | | 14 |

➤ A high majority of respondents (92.86%) included learning activities in their program that were more reflective in nature – enabling young adults to learn more about themselves (their self-worth, skills, knowledge and experiences).

Comments:

- Self-assessments, time management, language, negotiation strategies
- Research dream job
- Yes, we used/incorporated great curriculum created by Literacy Link South Central specifically for youth.
- Math course aimed at improving math skills with a focus on employment.
- Our cash register training program explored customer service a great deal. In terms of self-reflection, the group would talk about how their behaviour as a customer may have influenced a customer-server interaction. In many of these stories individuals had left a store feeling hurt, unsatisfied, or powerless. Through the course of discussion, support from classmates helped them feel a bit better about the past but more importantly helped them feel more prepared to deal with these types of situations in the future, both as a potential employee and a customer. Finally, the 'What if' scenarios previously described also enabled the participants to learn more about themselves.
- Self-assessment tools to determine what they thought were strengths and where improvements were needed
- Hands-on
- Workshops included: MBTI - Career & Personality Fit; Personality Dimensions; Networking and Career Research & Employment; What are My Options to Build Skills?; Resume A-Z; Coping with Stress; Generations in the Workplace; Shining on the Job; Ace the Interview/Mock Interviews. All but two workshops were offered by Career Centre Work Coaches.
- Essential Skills workbooks by Literacy Link South Central -once the youth have picked fields of interest, we conducted company and business tours that related to their interests. Youth had an opportunity to ask questions to the employer about: 1. what makes a good employee, being early for work, calling in sick, stealing, building a career etc.
- My class does a research stats project where they can choose from a variety of topics. Two of the options are to track what they eat for a week or track what they burn in a week through exercise. For most it's an eye-opener.
- Speaking
- We focused on self-esteem through many of our tasks as we felt it was something these individuals really needed to focus on.
- No – not intentionally, but we ran our program in hopes to upgrade and improve all individual skills, knowledge and needs.

20. If you answered "yes" to the previous question, on a scale of 1 to 4, with 1 being not at all and 4 being to a great extent, how effective was the in-year initiative in assisting young adults in learning more about themselves?

| | Answer Choices – | Responses – |
|--------------|------------------|-------------|
| 1 Not at all | | 0.00% |
| | | 0 |
| 2 | | 23.08% |
| | | 3 |
| 3 | | 46.15% |
| | | 6 |
| | | 30.77% |

| | Answer Choices – | Responses – |
|---------------------|------------------|-------------|
| 4 To a great extent | | 4 |
| Total | | 13 |

- According to respondents, integrating learning activities designed to help youth reflect actually did result in young adults learning more about themselves. Just over 30% of respondents said “to a great extent” and another 46.15% provided a rating of 3 out of 4. No respondents said “not at all,” suggesting that these types of learning activities are integral to the success of programs for youth.
- Some of the respondents would have liked to offer programming over a longer period of time and felt they had to cut the program short.

Comments:

- What Graduation means to me? • It is exciting to me. I feel like I’ve finally completed something and stuck through it this whole time. This makes me more motivated to complete many other programs and better myself. It has made me understand myself a lot better. I got trustworthy information and I learned new strategies for my situation. • This graduation for me means a lot. It has been such a big learning experience and now I have all the tools I need to keep moving forward. • Graduation means a lot to me. I’m happy that I went to this class. I’m happy that I am going to graduate. I hope that other people will take this class. • Forgive the lack of poetry... a stepping stone on the path to getting my life on track; yet it is more than that...a tapestry, threads formed through friendship; camaraderie, and connections that will hopefully last a very long time. • Quote: “unbowed, unbent, unbroken” • It means that I’m started in the right direction and have the tools to succeed. • I’m finally seeing something through. I really can’t wait to see what’s next. I’ve really grasped the Hidden Rules and language. I’m thinking I would like to head in a direction where I can really utilize those tools. • I am more prepared to “tackle” the world. Learning all the Hidden Rules about the three economic classes (low income, middle class and wealth), I have learned that money pretty much talks. I already knew that and thought it was a joke but it is actually true. How much you make and what you do for a living is categorized into either of the three classes and judgment is laid. That is just a blip on what one can learn from taking this course/program. I honestly didn’t know what to expect, but I am glad I made the right choice and showed up. I would also like to add that this program is a great way to meet new people. I would recommend this to anyone that actually wants to make a change in their own life. All in all, I could go on for pages, but attending this program really opened my eyes on a lot of stuff. I wish I would have known about this when I was young. • I am able to go into the world with the information that I have gained from completing this course with the sense of achievement that I have gained. • It gives me a sense of accomplishment and achievement. I haven’t completed high school so having the chance to attend a program that taught me more about my life outside of school meant a lot to me. I know different tools and strategies on how to cope with life, money management and the poverty wealth continuum. I am very proud of the knowledge that I have learned and can’t wait to keep using all of it!
- Clients enjoyed the process and learned a lot during discussion.
- In the future I think we would allocate a little more time for our programming. We were cut short a few days due to bad weather. But in general it was a success and got them thinking.
- Within the context of the course, there was a certain amount of self-discovery. However, the course was not like a creative writing group or a goal setting group which has these goals intrinsically. This program was more employment and skills oriented.

- Again too fast as opposed to having the funding to incorporate it as well as it could have been. Timelines of in year funding is trustfulness and adds a lot of work to those delivering or supporting the programs
- They experienced a great variety of workshops which challenged them and gave them new personal insights.

21. Did you integrate the concept and practice of setting goals into this module?

| | Answer Choices – | Responses – |
|-------|------------------|-------------|
| Yes | 64.29% 9 | |
| No | 35.71% 5 | |
| Total | 14 | |

➤ Nine of 14 respondents (64.29%) integrated the concept and practice of setting goals into the module. The other 35% of respondents indicated they did not, possibly because they think the goal-setting is inherent or because goal-setting did not fit with the programming (i.e., it was a math program).

Comments:

- Everyone completed a 10 page plan
- Practical record keeping, date books, paper and electronic, culminating task
- Learners developed an action plan to help them determine their next steps after the course. They developed an e-portfolio to highlight their skills, interests and goals.
- Goal-setting was included in other non-LBS activity. This course was entirely focussed on math skills.
- Not sure what do you mean by 'this module'.
- Used a goal setting learning activity, shared how to set goals why important etc. Set a group goal as a model and learners then used model to learn how to set their own
- Goal setting was talked about (and next steps)
- Each youth was matched with a Career Work Coach through our Career Centre (except one youth who was working with another EO agency in the community). Students created a plan with their Work Coaches.
- This was extremely important.
- With tasks and milestones.
- We felt that it was very important for learners to understand Goals, Barriers and Values. We spoke to learners about what goals are (short term/ long term), and barriers to those goals (how to overcome them).
- Use of the ESKARGO materials and worked through this package as a group

22. Is this method of integrating goal-setting different for young adults than for the average adult learner?

| | Answer Choices – | Responses – |
|--|------------------|-------------|
|--|------------------|-------------|

| | Answer Choices – | Responses – |
|----------|------------------|-------------|
| No | | 21.43% 3 |
| Not sure | | 21.43% 3 |
| Yes | | 57.14% 8 |
| Total | | 14 |

➤ Over half of the respondents (57.14%) feel that integrating goal-setting for young adults is different than it is for the average adult learner. Another three respondents weren't sure, and three respondents (21.43%) said that goal-setting was no different for young adults than it was for the average adult learner

Comments:

- Yes, in some ways. Because they don't all have a lot of life experience we found we needed to share some real life examples of how people reached their goals and different pathways to get there. Some youth seem to think that because they have experienced some bumps along the road that they won't be able to get past them and need to understand that there are many ways to get to the end result. Older adults with more life experience seem to have an easier time accepting/understanding this.
- Goal setting needs to be realistic whether it is for adults or youth. Shorter goal timelines work better as progress is seen quicker
- Due to the short timeline - six weeks - it was important that they had some kind of goal-setting and direction set for next steps after the program ended.
- Youth experiences are often so small that they are not even aware of their options or how to develop a career.

23. Did you purposefully support young adults in making transitions at the end of your in-year funding initiative?

| | Answer Choices – | Responses – |
|----------|------------------|-------------|
| No | | 28.57% 4 |
| Not sure | | 7.14% 1 |
| Yes | | 64.29% 9 |
| Total | | 14 |

➤ Well over half of the respondents indicated they purposefully supported young adults in making transitions at the end of the in-year funding initiative. [Is this a stat that can be compared to info in EOIS-CaMS?](#)

Comments:

- Yes and we will be doing follow-ups
- Support for college applications, scholarship applications, job applications
- The college employment services helped the young adults continue on to their next steps.
- Assisting with transitions occurred through ES.
- We met with the group to discuss next steps. They learned about our programs and services, and we told them about others in the community. We also brought in a staff person from Second Chance Employment Agency (an EO agency) to tell them about an excellent youth program that they offer.
- Many will stay with us as they are not ready to move on. Skills were too low.
- Two transitioned into Academic Upgrading, which the others had action plans to follow from their Career Work Coaches.
- Register with ES. Remaining an LBS learner and continuing with their plan
- Encouragement, referrals
- Through partnerships and referrals.

24. Did they successfully transition?

| | Answer Choices – | Responses – |
|----------|------------------|-------------|
| No | | 14.29% 2 |
| Not sure | | 21.43% 3 |
| Yes | | 64.29% 9 |
| Total | | 14 |

➤ It's interesting that the same percentage of respondents who indicated that they purposefully transitioned clients at the end of the in-year funding initiative also stated that the clients successfully transitioned. *Q. Why were some not sure? Haven't had a chance to do follow-up?*

Comments:

- Several found work, one went to college.
- Some of them.
- How would you define 'successfully transition'? I think they were successful – they seemed like they knew what their next steps were. For example, a few of our youth learners will actually stay with our organization to receive ongoing support. To me this is still a successful transition because they will receive ongoing support to meet their goals. However, it is not a 'transition' in the traditional sense.
- Too short program times, makes it hard to have them accomplish everything and was a bit overwhelming for them.
- They had resumes and learned about cover letters; their confidence was raised; several had job interviews and/or clearer career goals.
- As an instructor after my course is done, I don't really get to see where my students go or what happens next. Again, I know the administration keeps better contact and sees some of the progress.

- We finish March 28th. We have set up Supports/ Partnerships with other Employment Agencies or LBS agencies to ensure successful transition.
- Successful transition was not attempted as the timeframe and the amount of funding was not conducive to bringing a learner in this group to the transition stage. We will continue to work with them.

25. How many of the young adults, at the conclusion of your in-year program, were referred to the following types of organizations? Please put a number beside each choice:

| Answer Choices – | Average Number – | Total Number – | Responses – |
|--|------------------|----------------|-------------|
| To our LBS program for our regular programming | 3 | 38 | 11 |
| To another LBS program in the community | 1 | 3 | 6 |
| To employment services | 4 | 43 | 11 |
| To other education/postsecondary | 1 | 10 | 8 |
| To a private trainer for skills training | 0 | 0 | 3 |
| To English as a Second Language | 0 | 0 | 3 |
| To another type of service | 1 | 5 | 5 |
| Not referred anywhere | 2 | 6 | 4 |
| For volunteer work | 1 | 4 | 5 |
| To other employment supports (e.g., ODSP) | 0 | 2 | 4 |
| Total Respondents: 12 | | | |

- Forty-one (41) youth were referred to regular LBS programming – 38 to the program where they did their in-year programming and a further 3 to other LBS agencies in the community.
- Forty-three (43) youth were referred to Employment Services.
- A further 10 youth were referred to other educational/postsecondary programming.
- Four were referred for volunteer work
- Compare these referrals to youth’s next steps (do a chart)
-

26. How did you recognize the young adults’ completion of the program?

| Answer Choices – | Responses – |
|------------------|-------------|
|------------------|-------------|

| Answer Choices – | Responses – |
|------------------------------|-------------|
| Certificate of completion | 54.55% 6 |
| Certificate of participation | 27.27% 3 |
| Portfolio | 9.09% 1 |
| Not applicable | 9.09% 1 |
| Total | 11 |

- Only one respondent indicated they did not recognize the young adults’ completion of the program with a certificate or a portfolio. It’s possible that this respondent is the one who indicated they are a practitioner and don’t know what recognition clients get upon completion.
- Nine (9) of the 11 respondents offered a certificate upon client completion.
- The remaining respondent assisted learners with the creation of a digital portfolio.

Comments:

- Graduation ceremony with catered lunch and community VIPs
- Our learners also created a digital portfolio that they could access after the program ended.
- \$200 honorarium
- I’m not sure what they get as I only see them in one class out of the many that we offer.
- A letter

27. On a scale of 1-4, with 1 being *not at all* and 4 being *very*, how challenging is it to implement new programming in the fourth quarter of the fiscal year?

| Answer Choices – | Responses – |
|------------------|-------------|
| 1 Not at all | 0.00% 0 |
| 2 | 0.00% 0 |
| 3 | 30.77% 4 |
| 4 Very | 69.23% 9 |
| Total | 13 |

- Almost 70% of respondents indicated it was very challenging to implement new programming in the fourth quarter of the fiscal year. The remaining respondents chose 3 out of 4. None of the participants chose “not at all” or “2.”

Comments:

- I don't think we would try to take on as much as we did this year in the future, given the same time frame. It was challenging and difficult to recruit learners and get buy in from referral partners.
- It is very challenging, but also pretty exciting. It allows us to experiment with new ideas and modes of delivery, and provides hard-won resources to do so. It is much less difficult than many years ago when we started to receive fourth quarter funding. I do find that we need every day up until the end to meet our obligations.
- A lot of stress with additional work none of us expected with summaries, etc. and other outcomes "tied" to funding. A ton of extra work for a short term project- intake, assessments, learning plans and 1 year follow up to come! At a time when we are getting ready for year end, dealing with own learners and other reports/requirements MTCU asks for.
- Burden of workload upon already busy staff
- Not applicable as I'm an instructor in the program, not a recruiter or administrator.
- It was extremely hard as we had already programming planned. This was an additional Program to facilitate.
- We identified 7 youth that were registered beginning December 1, 2013 on a continuous intake basis. We have found this too short of a timeframe to see significant gains with the youth we are serving given their individual learner profiles, barriers to learning, etc. However, they will continue in our program beyond March 31st, working towards their individual goals.

28. What, if any, challenges exist around implementing new programming in the fourth quarter of the fiscal year?

- Prefer more lead time to recruit winter weather poses additional transportation issues
- Lack of time, winter weather, seasonal illness
- Time of the year, weather can be a conflict and therefore transportation as well; Finding and arranging staffing; Limited time to market the program(s); Q4 is just a busy time of year for all programs considering meeting regular program requirements.
- Planning, recruiting, staffing
- Hiring qualified and available staff who have enough experience to hit the ground running is probably the biggest challenge. There is a fair bit of extra pressure on existing staff to make it all work and meet tight deadlines. Fortunately our staff were wonderful and all on board. Also we are well connected to other service providers, which greatly helped the learner recruitment process. Logistically we often struggle to find rental space to house new programs. Sometimes this can result in shuffling of existing programs, which may or may not be well received by existing staff or learners. For example, our cash register training program needed the Smart Board which is housed in one large room in our office. A long-standing group needed to be moved, which was problematic because the new space did not have the same degree of control and confidentiality. It affected the learning outcomes in that group for that period. With all this intensity of activity, evaluation and reporting, program planning gets delayed more than usual. Other learner needs that require a concerted programming response gets delayed until after March 31. For example, we have been delayed in offering a much requested nutrition / healthy living group for several months because we needed to respond to the in-year funding programs.
- As per last comments- frustrating!!!

- Finding appropriate staff to cover the program; locating resources for the program; space allocation; coordinating with program partners
- It is difficult to plan all the partnerships in the last quarter.
- Not applicable as I'm an instructor in the program, not a recruiter or administrator.
- It was extremely hard as we had already programming planned. This was an additional Program to facilitate.
- It was a rush to get all learning activities delivered before funding ran out. Funding only goes so far.

➤ Challenges related to implementing new programming in the fourth quarter of the fiscal year include finding qualified staff, finding places to house the programming, developing the necessary partnerships, weather, transportation, and getting the program completed before the end of the fiscal year.

29. In addition to the actual delivery of short-term programming through one-time funding, are there any other impacts on your LBS program?

| | Answer Choices – | Responses – |
|--------------|------------------|-------------|
| Yes | 70.00% | 7 |
| No | 30.00% | 3 |
| Total | | 10 |

➤ Seven of the ten respondents identified additional impacts on their LBS program from short-term programming through one-time funding – beyond the actual delivery of the short-term programming. One respondent said the short-term programming takes away from regular programming and other respondents (2) identified increased stress on the program.

➤ A couple of respondents felt the impacts were positive – they made new connections in the community and felt their organizational reputation was enhanced. They now have a template they can use to develop additional short-term employment/literacy training courses. Another respondent felt this in-year funding prompted them to organize resources which will be helpful in the future.

Comments:

- Our primary focus shifted to the delivery and success of the short-term programing and made it challenging to wrap everything up with our regular program.
- Organizational and staff learning and growth. New connection made in the community and among service providers. Organizational reputation is reinforced as nimble and highly responsive to learner needs. One final bonus is that the success of this program has provided us with a bit of a template for how we can adjust and develop to better meet the needs of learners generally. We are going to develop another short term employment / literacy training course next based upon our experience with this project.

- Same comments in # 27. Because there is so much labour intense things happening- impacts on staff work, morale and stress
- Offering Essential Skills upskilling enabled us to collect and organize some useful resources which will help in future programming.
- My staff get added on work as there is not time to hire someone. This of course can affect regular programming.
- Not applicable as I'm an instructor in the program, not a recruiter or administrator.
- We have not treated this as a short-term program. We have brought in youth learners with the funding to increase our numbers and pilot an additional focus to the youth population identified as a priority by the Province. The expectation was for us to bring in 5 additional youth with the funds given. These additional learners will remain as caseload learners beyond the fiscal year end and become carryovers into 2014-15.

30. Having run this initiative through in-year programming, do you see benefit in continuing to run it?

| Answer Choices – | Responses – |
|--|-------------|
| No | 0.00% 0 |
| Yes - as a stand-alone program | 0.00% 0 |
| Yes - as part of our existing program | 30.77% 4 |
| Yes - but we can't afford to within our core funding | 69.23% 9 |
| Total | 13 |

➤ All respondents felt there would be benefit to continuing to run the in-year programming. Just over 30% can envision running the program as part of their existing program, while the remaining 70% see value, but can't afford to run the program within existing core funding.

Comments:

- Additional funding is required
- We would like to offer it consistently if we had the money.
- I am unsure of the distinction between stand-alone or part of existing program. The program we developed was a stand-alone project within our larger Group Learning Program. We would like to repeat the program when our schedule allows it.
- In year should mean in-year not 3 months at the end of the year. This is a good initiative but without the funds to do it, it would not happen. If it occurred in mid-year or as part of existing funding, it would be far more effective. This is not a good business model for success.
- If funding was offered again, we would offer it as another stand-alone program.
- Not applicable as I'm an instructor in the program, not a recruiter or administrator.

31. Will you be able to run this program again with existing core funding?

| Answer Choices – | Responses – |
|------------------|-------------|
| Yes | 30.00% 3 |
| No | 70.00% 7 |
| Total | 10 |

➤ While all of the respondents would like to run their programs again, 70% will be unable to do so without an increase in core funding. One respondent indicated that their program already needs other sources of funding to subsidize their current activity.

Comments:

- We would like to, and may try, but it will be challenging.
- We are trying to fund one more offering this quarter to see if we can achieve greater success.
- I am not yet certain how we will make it work without additional funding. There are no real extras in our organization. All programs are well attended and meet important learning goals. We would need to cut back in one area to be able to offer it in another. However, our goal is to offer this program (cash register training) again before the summer as there seems to be great interest from learners in the community and among our EO partners in keeping it going. We may look at shuffling some other programs or will pursue stand-alone grants.
- Already have to look for different sources of funding as existing funds do not cover current programs. It has not done so for many years.
- Possibly.
- Not applicable as I'm an instructor in the program, not a recruiter or administrator.
- Only embedded in the program that already exists.

32. In your opinion, how much time is required to successfully develop, implement and evaluate short-term programming for specific populations (like young adults) – programming that includes the achievement of milestones and potentially culminating tasks:

| Answer Choices – | Responses – |
|------------------|-------------|
| – Six weeks | 30.77% 4 |
| – 3 months | 7.69% 1 |
| – 6 months | 38.46% 5 |
| – Not sure | 23.08% 3 |
| Total | 13 |

- Numerous times throughout this survey, some respondents have said that there wasn't a lot of time to implement the in-year programming and the resulting programming was a bit rushed. When asked how much time is required to successfully develop, implement and evaluate short-term programming for specific populations, almost 40% felt that six months was a better timeframe. A further 7.69% of respondents felt that three months would be sufficient.
- Surprisingly (given comments throughout the survey), just over 30% of respondents felt that six weeks was an appropriate amount of time.

Comments:

- Four months
- To do a good job, it would be nice to have at least that much time.
- It is hard to answer this question because it depends a great deal on the intensity of programming and the starting skill level of both the learners AND the program. We were able to develop the cash register training course quickly because it was quite contained (18 hours). As well, for many years we did this kind of training with our in-house learner run tuck shop. Also we had a staff member and placement student from the University who had direct and recent experience using a cash register in a retail environment. You do tend to develop programs that you have the capacity and experience in developing - it is not just learner and partner interest, though that is obviously critical. We were able to develop and recruit for this program within 6 weeks. Implementation and evaluation of each individual program took another 3 weeks. We offered 3 individual programs in total.
- Minimum of 6 months to research, develop and begin implementation if you want it done right! 1 year to be fully implemented with good results & measurements
- We would say six to ten weeks.
- Ideally, we should have at least eight weeks to promote, design, and recruit with eight weeks for the program and another two weeks to wrap up. So from 4 - 6 month timeline would allow for a better effort and greater outcomes.
- It's not so much about how long it takes me but how long it take for a youth to reach a noticeable difference from where they started at. Youth programs should be two years in length.
- Youth programming is no different than planning for adult learning. Everyone is here for their own purpose and allowed to learn at their own pace. A system has already failed them because they were expected to learn the same material, at the same pace with uniform instruction. So, why would we create "specific youth programming" and put them back into this similar system. As well, program success should be measured in hours attended not timeframes as specified timeframes do not take into consideration time missed in learning due to barriers encountered by the learners.

33. What lessons did you learn from developing/delivering this programming about how to best serve young adults?

- We need more interaction with other agencies.
- ETE program needs to be redone for digital natives.
- Needed more 1:1 time with each learner to check in and get their thoughts about the course outside of the group, more time was needed for the course material covered, more time on individual social media tools, more practical activities/projects.
- It helps if there is an incentive. We would try to advertise this better next time. There isn't one format or delivery method that works best for everyone and we have to be understanding of that. We need to be flexible and adaptable and not afraid to change/modify the outline of the program based on the dynamic of the group/learners we are serving. That they are scared and/or embarrassed to

attend an upgrading or any kind of program, just like older adults, and we need to be sensitive to that. It was challenging to find the clients. Most of our participants came from program referrals and we didn't get the numbers we were hoping for. In discussion with clients and people in the community who have experience and success working with youth, we were told that if we are consistent with good programming and have the right staff person that can relate and build trusting relationships with young adults, then word will spread that it is a program worth attending, we will start to get the word of mouth referrals and people coming because their friends told them to. It would be nice to have funding to run this type of program consistently in order to build that kind of reputation.

- Better up-front planning needed.
- Be flexible, make it upbeat and engaging at all times, keep it practical and hands on, make sure the learning groups aren't too big, offer learning opportunities that acknowledge and build upon the strengths and competencies of youth.
- To be effective this is not a good way to implement it. There is an opportunity though as there are gaps for the over 18 sector once they leave school.
- They need a variety of activities - they mainly communicate by texting which does not conform to our communications methods - more time to allow for a small, final project would have been beneficial - they work best with computer-based learning tools - websites, exercises, etc.
- The program needs to be substantially longer to really make a difference in a youth's life.
- Young adults need more support and advice.
- It reinforces the need to continue to deliver programming on an individualized basis.

- Programs learned a lot from the in-year funding for youth. There is recognition that youth-specific programming is important, but that it must be delivered effectively. Having a good instructor is key to engaging youth and promoting word-of-mouth referrals.
- Programs suggest a variety of activities and computer-based learning tools and activities.
- The need for individualized programming with time to support and advise youth was also suggested.

34. Which lessons, if any, will you be able to integrate into your existing programming?

- The importance of using social media tools to keep young adults engaged and excited about their learning
- I think we can incorporate elements from all of the lessons listed above into our regular programming.
- None
- This program offered us an excellent template for how to create very practical, hands-on and marketable essential skills training modules.
- n/a
- Essential Skills assessment through the College Sector Committee for Adult Upgrading - Essential Skills for Employment and Education (ESEE) website
- Without a clear goal, your chances of success are low.

35. What challenges did you experience in working with this specific target group – young adults 19 – 29 years?

- Not enough time in class, 3 hours twice a week.
- Youth priorities seem more focussed on personal life than work life – some challenges with manners and etiquette.
- Shorter attention spans, conflicts between learners, attendance issues because of children, lack of awareness of socially acceptable behaviour (swearing, texting during class, looking at Facebook during class time).
- Finding them and getting them to commit. If they came the first day, most stayed for the duration of the program. But it was challenging to get them there the first day. For example, for our two programs combined, we had 30 youth registered who we actually talked to and explained the programs to and we only had 14 attend and finish the programs.
- This particular group had a different profile from our usual learners in this age category. They were less mature and less focussed and more similar to a high school group.
- Try to determine what really worked well to keep them engaged.
- Our group were 'marginalized' youth who had a variety challenges from addictions, recovery from addictions, challenging family life, learning disabilities (often undiagnosed); working with this population requires patience and latitude - which doesn't always make for a harmonious study environment.
- Those who are not ready to set goals, can be very disrupting to the rest of the group.
- Often times there is less motivation here than a mature student, and sometimes students are less responsible when it comes to getting homework and assignments complete.
- Attitude. Learners had an attitude towards learning that "older adults" have overcome.
- We registered 7 youth learners under the program funding.
 - 3 learners were ESL with speaking and listening Canadian level benchmarks higher than level 6 but reading and writing benchmarks below level 1 (OALCF)
 - 3 learners were ODSP with all three either involved with CMHA or referred to CMHA during service
 - 1 learner had identified learning disabilities from formal education years
 - 6 learners were unemployed and had limited, if any, employment experience
- Similar characteristics that these learners shared were: low motivation levels for learning; mental health barriers, poverty leading to poor nutrition; the need to take temporary cash jobs at the risk of compromising their learning due to attendance.

- Learners were often cited as unmotivated, less mature and hard to engage.
- They also displayed a greater interest in their personal life than their work life.

36. Any other comments to share regarding this round of in-year funding?

- More social skills for employment scenarios and activities need to be incorporated.
- We were pleasantly surprised by the hopefulness of the learners and that they stuck with the course to the last day. We are happy that curriculum was developed for using social media tools for the job search and can be used by learners of all ages for independent study.
- All in all, it was a very positive experience and we are grateful for the opportunity.

- In my opinion, I think there may be some successes but overall the effectiveness and what was accomplished may not have been as successful as anticipated by MTCU.
- This gave us a great opportunity to offer support to a segment of the population who might not otherwise have access to our programs; one young woman hadn't been out of the house for six years - with young children - and thrived in the program; another said that she wasn't making any positive development job seeking; this gave her the edge she needed and was very grateful.
- I would love to run it again.
- No direction was given from MTCU on how to use the in-year funding. Our only parameter was to register a minimum of 5 youth learners in the timeframe. We made our decisions for programming based on the needs of the youth we were serving and blended them into our LBS setting. We did implement a work readiness program once a week which was delivered in our Chatham program with youth and other adult learners on the employment goal path. However, delivering this program in our rural areas was not achievable due to time, money and the profile of the learners.

- In spite of the many challenges, many of the final comments from programs were positive.
- One respondent suggested that more guidance from MTCU would have been beneficial.

Young Adult Survey Results

No of responses: 127

Key outcomes:

- learn more about yourself
- set goals
- be more aware of other programs and services that can help you.

1. How did you hear about this program?

- Our teachers talked about it (27)
- Employment counsellor (16)
- Through Ontario Works caseworker (14)
- A friend/I saw the add in the paper (9)
- Family member (8)
- A friend (6)
- Second Chance (4)
- Career coach (3)

- Through the college (2)
- Online (2)
- Choices for Change (2)
- High school advertisement
- From someone at Service Canada
- My teacher (7)
- I read about it in the DSBN magazine
- Presentation at BMO
- Bulletin board posting
- On the streets
- Someone told me about it
- Worker at Community Living
- Looking for courses on the St Clair website, and realizing that for most of the courses I am interested in, I need extra courses that the ACE program offers
- St.Clair College
- From email
- It's very helpful for me. It not only help me learn how to work with others, but also improve my English.
- Through an alternate program

➤ Most of the young adults found out about the program from their teachers (presumably LBS), employment counsellors, OW caseworkers, the newspaper, family or friends.

2. What did you expect from this program?

- Work experience and learn to get a job (12)
- Cash register/customer service experience (14)
- Computer skills (9)
- Soft skills (7)
- Improve my education for a GED/Gr. 12 (7)
- Learn about Internet safety, proper ways to use electronics in the workplace (5)
- Refresh my skills (4)
- Information on apprenticeship (2)
- Less than what I've actually received from it
- Badgering on how I live wrong
- Nothing. This exceeded my expectations!
- I have learned a lot more than I thought. I figured it would touch the topics but it went in-depth and actually gave examples of how to improve
- I expected to gain knowledge on stress management and also on financial management
- To further my education
- To learn the basics on things I didn't know.

- Not sure.
- Hands-on building – my type of learning
- To learn useful things
- I had no idea what to expect
- To set goals
- A lot more surveys
- To learn more about cooking
- To help me overcome test fears and exceeded
- To improve my math skills
- A way to improve my marks
- An ACE certificate
- More reading and writing
- Help with upgrading
- Tips to further myself in life
- Direction
- I didn't know enough to expect anything
- Expectations were not
- I was not sure what to expect
- To learn how to change my life
- I was clueless.
- Networking with Employers and resources
- Be with people
- Have fun
- Everything
- To help improve my skills in certain areas.
- Communications is not what I had expected. I didn't think it was an English course.
- To achieve knowledge in the participated programs
- To learn, and be more accurately prepared for my course in my continue learning.
- Learning to study about stuff I didn't know
- To be ready for the next class.
- Nothing. I just wanted something to do.
- Improve my speaking and writing, and learn about some essential skills
- Fun
- Learn about media
- Was not too sure
- To upgrade my skills
- Not too much considering I have a great understanding of computers.
- To reach my goals. To finish school and get a job.
- Proper job etiquette
- Proper work etiquette
- Work skills
- Learn more about myself and upgrade my essential skills.
- Upgrading in my academics, and knowledge on essential skills, and career options.

- To learn more about work and safety
- Expand my knowledge in taking next step to my career.
- To learn the do's and don'ts of customer service and how to work the cash register
- Some business program that help you get a job.

➤ When asked what they expected from the program, young adults cited the following expectations most frequently: work experience/job skills, soft skills, specific skills like cash register training, computer skills, the chance to work towards their GED or Gr. 12 and an opportunity to refresh their skills.

3. How well did this program meet your expectations?

No. of responses = 127

Not at all – 1 (0.79%)

A little – 9 (7.09%)

Pretty much – 47 (37.00%)

Really well – 69 (54.33%)

Not done yet – 1 (0.79%)

➤ Over half of the young adults believed that their program(s) met their expectations really well, with another 37% providing a rating of “pretty much.” A total of 91.33% or 116 out of 127 young adults found their program(s) met their expectations. Only one respondent said “not at all” and another 9 said “a little.”

Comments:

- I like it (not done yet)
- I'm not finished yet

4. How well has this program helped you to improve your skills (what you can do)?

No. of responses = 126

1 – Not at all – 2 (1.59%)

2 – 10 (7.94%)

3 – 59 (46.83%)

4 – A lot – 55 (43.65%)

- When asked how well the program helped them to improve their skills, over 90% of the young adults who responded to the survey felt that program helped them to improve their skills (46.83% provided a rating of 3 out of 4 and another 43.65% gave the highest rating – “a lot.” Only two respondents felt their program did not help them to improve their skills.

Comments:

- Organization, prioritizing
- Learned a lot about my thought process and how I make decisions
- Helps me in everyday life
- Learned goal setting, personality types, learning types and stress management
- I feel I can do anything, I have already made life changes since the start and it’s working out much better
- The teacher is very supportive.
- I think it will be a slow and steady process.
- To build things; to meet new people
- Electrical, assembly
- Flying helicopters
- iPad and Word Perfect – more info and knowledge on them
- this program has made me see I need to try harder and control my nervousness
- Learned POS and proper customer service techniques
- I need to learn more

The following comments were provided through the online survey and could refer to questions 4, 5, or 6:

- My ratings don't reflect on the program; I just need to work on my self-confidence
- I have learned a lot in this program and I am so happy with the changes I have made
- Provided information and contact details for apprenticeship websites. Essential skills profiles. More comfortable networking.
- I feel a lot more aware of apprenticeships. I would like to finish up the online activities. I feel more confident with my skills.
- I was already confident in my skills.
- By using this information in interviews.
- I feel the same about myself.
- It was fun, reading, using computer, getting a job
- YouTube videos; more confident
- It was very hands on and that is what I liked. They will come in handy when dealing with cash. I found skills that I did not have before.
- Did you set new goals as a result of this program? Yes, I want to be a cashier in the future.
- Paying more attention and working on my nervousness. It just requires for me to practice what I've learned
- No comments please.
- Teacher was very good

- To encourage me to continue my education.
- Great Seminar! Learned a lot, some creeped me out on what I didn't know.
- Learn a few different things. The new websites learned was very helpful.
- Math skills
- It would have been better if we had class lessons in the morning instead of working independently all the time.
- This program gave me the confidence I needed to move forward in my life and career planning, it also allowed me to enroll in a school based environment for the first time in 6 years. It was a really nice warm up to more programs to come. I very much appreciated this opportunity to start my journey in to the career of my choice. Thank you.
- Made me improve more and learned new things.
- It help a little bit but not a lot .
- It made me more confident.
- I can now list my skills and know how to apply my abilities.
- This program has helped open my eyes to what I can actually do. The program not only taught me skills but how to apply them. I am more confident in what I can do. I want to go to College and upgrade my skills even more.
- I now understand the basics of customer service. Goals: To find a new job in retail/customer service
- Goals: not real, but did improve my skills a chances of getting job.
- Math improved a little bit; review of concepts from school; wish cash reg. was more complicated. Wish could do more practice sessions. Know when doing b/c have # and they go @ beginning/after break and at end of each class. More prepared than before. New goals: graduate from Ways to Work and YEP program this year. Get a job within 12 months.
- I set a new goal of working on punctuality.
- It makes me feel confident and accomplished.

5. How well do you think you will be able to use your new skills?

No. of responses = 127

1 - Not at all – 2 (1.57%)

2 – 13 (1.57%)

2.5 – 1 (0.79%)

3 – 54 (42.52%)

4 – A lot – 57 (44.88%)

➤ A total of 111 respondents (or 87.4% believe they will be able to use their new skills as a result of the in-year initiatives – 44.88% said “a lot.” Again, two respondents said “not at all” and 13 said “a little.”

Comments:

- I find that I’m a little more organized and I can prioritize better.

- Slows down my thought process, solve problems better.
- Already have applied it in my life.
- I have learned so much about me and my study habits that when I start school, I can apply everything I have learned.
- When finished, I can say that I finished my GED.
- I have learned I have a large vocabulary and English skills.
- Better at flying
- iPad; Word Perfect
- I think I will get a lot of use out of the things I learned here.
- I feel that I am not learning that much.
- I still need to learn more reading and writing.

6. How did this program change the way you feel about yourself, your skills etc.?

No. of responses =126

1 – Not at all – 4 (3.17%)

2 –11 (8.76%)

2.5 – 1 (0.79%)

3 – 55 (43.65%)

4 – A lot – 55 (43.65%)

➤ Respondents were positive about how their participation in the in-year programs changed the way they felt about themselves and their skills. Almost 90% (87.3%) provided a rating of 3 or 4 out of 4 for this question. The comments show that many of the young adults feel more confident and better about themselves as a result of their experiences in the program(s).

Comments:

- See myself as a good worker, more organized and knew more about how good I work that I never knew before.
- Better equipped to handle stressful situations
- I had a good mindset before the course, but the course showed me multiple aspects of how to cope with everyday struggles.
- I feel so much better. I have a much better understanding of who I am now and I feel much smarter and can make smarter choices.
- It's been too long since school was important to me but now I see the reasoning for finishing.
- I have come far.
- I have discovered I know more than I think.
- Feel more comfortable in the classroom
- This program has made me feel more confident.
- More confident applying for customer service jobs.
- More confident in my math skills

- Feel that I have more work to do
- Feel a lot better about my writing. Before, all I could do was sign my name (text provided by instructor)

7. Did you set any new goals as a result of this program? Yes No If “yes”, please describe the goal(s).

No. of responses: 47

Yes – 36

No – 11

➤ This question was not asked in the online survey – just on the hard copies. Most of the respondents (76.60%) said they set new goals as a result of this program. That’s almost 4 out of 5 young adults who participated.

Comments:

- Apply for more jobs, volunteer, strengths and weaknesses
- More volunteering
- To return to the workforce
- To learn better and use my learning skills better
- Personal life goals, on how to stay happy with everyday obstacles.
- Find a job
- Moving forward, obtaining my GED, money management, and stress management
- Job search criteria+++; stress management
- I have set a goal to obtain a house in the near future
- My goal is to get a better paying job.
- Get a good paying job.
- I want to work for Upper Thames
- My goal is to get my GED no matter what
- To put my GED on my resume and apply for a job that will result in a career.
- To achieve an apprenticeship
- Coming to school every day and learn different things
- Buying an ARDUcopter
- To expand my knowledge
- I want to be a surgeon, but am not completely ready.
- To learn more of the (computer) programs in-depth
- To continue on to further learning
- To have a better grade in my program in September
- Continue working on writing skills
- I will find a job fitted for me.
- Helped me prove I can start showing on time again.
- My goal is to find a job that fits my lifestyle and I can enjoy.

- My new goal is to learn how to be more independent and to learn to be better at realizing that getting a job is part of being an adult – learning the responsibility of it and doing it
- Possibly coming back to help me in completing my diploma for college
- Starting computers
- To get my GED
- Learning computer skills
- By doing this program, I set out with a goal of passing my CFAT test for joining the military
- I would like to help other people
- Job search; preparing for a job interview

8. Now that the program is over, what do you think you will do?

No. of responses = 165 (Note – on the paper survey, some respondents checked off more than one category)

- Go to an employment agency to get help to look for work – 40 (24.24%)
- Look for work on my own – 40 (24.24%)
- Stay and learn more in this organization – 44 (26.67%)
- Volunteer somewhere – 19 (11.52%)
- Nothing right now – 11 (6.67%)

Other (please describe)

- Apply for college – 4 (2.42%)
- Not done yet – 2 (1.21%)
- GED – 3 (1.82%)
- Apprenticeship – 1 (0.61%)
- Pass my exam – 1 (0.61%)

➤ It is very noteworthy that 44 respondents said they plan to stay and learn more in the organization they attended for the in-year programming. Clearly, they feel comfortable and that there is more to learn. **Interesting implications for marketing and recruitment and carryover learners.** Another 40 young adults said they plan to go to an employment agency to look for work or look for work on their own. A low percentage of respondents – just 6 – said they don't plan to do anything.

Comments:

Note: see if the comments below overlap with categories above.

- Seek debt counselling and select/participate in certain clubs
- Look into college
- Well, I'm hopefully get back to work in the spring
- I will get my daughter in daycare and look for work
- Complete my education
- Use the YES
- Developed strategy for achieving current goals.
- I want to finish schooling and become an apprentice.

- Seek out apprenticeship and offer from chef speaker to become a prospective app.
- Get my college diploma to improve myself.
- Get a better job
- To get my GED for high school
- Get help with my business, hire employees, build communication skills
- Might work with animals.
- Want a tutor to work on basic math
- The program isn't over yet, but once it is, I am either going to do some more ACE courses or apply to a college course and get started on my career
- My Chef course starts right after this.
- Doing Master Degree
- I must study more
- I am attending next class call core essential.
- I plan to go to college to further my education
- Continue to Post- Secondary
- After October I'm going to start more but for now I'm just going to get back into my job at the bed and breakfast
- Continue using the computer skills to continue looking for work until I reach college where the skills will be helpful there as well.
- I'm going back to the job at the bed and breakfast I work at seasonal and I will go to an employment agency and continue to look for work on my own.
- Continue with the Career worker in following my path to College. Starting with a job to make some money and continue working with the worker until get to school.
- They got me a temp job, which sucks but at least it's a job.
- But I am relocating to Tillsonburg and will continue on there.
- I want to go to College.
- I will volunteer at Action Read and other agency with cash

9. Do you think you will move on to a next step in the next 6 months?

No. of responses: 126

1 – Doubt it – 7 (5.56%)

2 – 16 (12.70)

3 – 37 (29.37%)

3.5 – 1 (0.79%)

4 – For sure – 65 (51.59%)

➤ Over half of the respondents, when asked if they thought they would move on to a next step in the next 6 months, said “for sure” and a further 30% or another 38 respondents provided the next highest rating of 3 out of 4. Only 7 respondents said “doubt it.” From the comments, it appears as though many of the young adults have further education as their next step.

Comments:

- Volunteer, look for work, apply
- College in August
- I will be applying for postsecondary
- Continue to get my GED and ACE
- Finish my Grade 10 ACE program and enroll in the nursing program
- Will have to see if I get a job; then will know if I can start the next step
- I hope so
- I have five months and three weeks to go.
- I want my GED.
- I'm not sure what steps to take, but I'm sure I will find out something.
- Hopefully be enrolled in and at RMC for MP
- I want a job
- I plan to be attending Georgian College within the next six months or less
- In the next six months I think I will complete and achieve A LOT!
- Apprenticeship and certification are beginning steps.
- Definitely will.
- Already doing it.
- I will be taking school in semester for hairstyling.
- Yes, now I take the bar cashier training at the River Run Centre.
- Currently have full time job, this training was to help in current position
- I want to earn my high school diploma.
- I have to be there for a while in order to apply for a second career.
- I would still learn a bit more about math just because I still find it hard just a little.
- Want to get into College as soon as possible.
- Feel better prepared
- I'm not sure yet

10. Are you more comfortable being in an adult learning program now?

No. of responses = 126

Yes – 119 (94.44%)

Possibly/not sure – 5 (3.97%)

No – 2 (I was comfortable to begin with; I am more mature.) (1.59%)

➤ Almost all of the respondents (100%) said they are more comfortable being in an adult learning program now. Five respondents said “possibly” or “not sure” and the two respondents who said they were not more comfortable indicated they were already comfortable when they started. This finding suggests that once young adults get involved in LBS programming, that it is a good fit for them. Or at least these specific programs for youth are a good way to get these young adults in the door of LBS

Comments:

- I feel that I got along well with everyone in this program, and will be able to get along with others elsewhere.
- I'd prefer to play video games all day but I can't. Not if I want a pay cheque.
- Never really was uncomfortable prior to the course.
- I feel great because it's not all the same age group.
- Inviting environment.
- There are actually people older than me. I thought I'd be the oldest and I'm 28 years old.
- There are more people serious about getting their GED; in high school, nobody really was there to learn.
- It's not about me; it's for my family.
- No drama and I'm welcome here.
- I was a little bit shy at first.
- Doesn't matter to me, but more mature.
- I know this program is here to help me.
- I was comfortable to begin with.
- I was nervous back then but now I am not.
- I am more motivated.
- Because my sister ran it.
- It is very helpful.
- No
- It's nice that it's laid back. Makes the atmosphere more appealing.
- There's no kids at the adult learning Program and it does not feel like I am at school.
- This was my first program and definitely not my last.
- Was before. Thinking of teaching adults. Like atmosphere.
- The people were nice and the teacher was effective.

11. What did you like the most about the program?

- Positive attitude, everyone's nice, more confidence, easier for me to apply for jobs.
- A reason to go out and do something.
- Learning style was varied. Used different techniques which made it interesting.
- It's a learning environment where everyone is accepted and where we can all grow as a class, and continue to educate one another.
- Learning new skills, methods.
- One day a week
- Self-management, stress management, the personality quizzes, money management, comfortable environment.
- Open, honest, directed.
- I liked learning more about myself and learning new skills to help develop my life.
- All the topics we covered and the life experiences in the class and what we've all been through.
- I really liked the knowledge I have gained from the different sections of the course.

- How to be consistent with goals I want to reach.
- Night school
- My teacher – making time for me.
- The teacher is great – it's in an adult setting.
- The teacher and the way I get taught.
- The hands-on help.
- Got to build a sick ARDUcopter
- Fun in class. Flying what we built.
- Flying the ARDUcopter.
- Learned helpful things (2)
- The great support
- All the different things I learned to do
- Hands-on training
- The confidence that I have now
- Free courses
- The instructors
- Easy learning
- It was all great information
- Easygoing people; lots of help; very clear teaching
- People are nice (2)
- It was easy to understand and made things less complicated
- I was able to work and get help
- I liked the people who have been really helpful to me.
- Learning the responsibilities of a job.
- The people
- Got great advice
- Small class
- Schedule
- Everyone was very nice; it was a very good atmosphere.
- One-on-one help
- Learning how to make friends
- A comfortable learning environment
- That maybe in the future I could read and write more.
- The work (no math yet)
- I liked working together on the work skills topics
- Getting help
- Every aspect, from the lessons to the group itself
- Learning how to deal with certain problems
- The group and the Hidden Rules and language
- I think it was all great
- The people I have gotten to know
- \$25 gift card for food
- How much I learned

- Learning new skills and being in a friendly environment
- Cookies, good presenters.
- The information.
- Group communication Employer Panel
- How friendly and encouraging they were to me to achieve my goal.
- Meeting new people
- That it was partly run by my sister
- It was fun. I like going on the computer.
- Meeting new people
- Like the program - content, group work
- That it was very interactive and hands on
- Good service, friendly
- Interaction with people and cash register
- The way they taught the program. The teacher was always supportive and didn't get mad when we made mistakes
- The gentle approach of the instructors
- The nice teachers.
- I liked the different variety
- n/a
- I like the pace of the programs, I might not always understand it, but it's better than slowly doing units.
- Nothing
- My ability to learn new techniques in math, and chemistry.
- No comments.
- How to interview
- Friendly atmosphere
- To prepare me for the hard next step.
- Free, active
- The group work
- Friendly environment
- Showed how scary this world of internet can be
- Learning if my password was secure
- How comfortable the environment was.
- Fun
- Easy going people
- The second two workshops were great
- The teacher was really good!! the setting was comfortable and the smaller class
- Group team activities
- I liked the teacher a lot!
- The stress free and relaxed learning environment.
- The learning experience
- Fun
- I liked being able to able to work independently but have help if needed.

- The one-on-one
- Working in the computer lab.
- The relaxed environment.
- Learned a few things about different websites.
- Really good.
- One on one learning
- How it's one on one.
- one-on-one training
- The relaxed environment
- The easy going atmosphere. Working at own pace.
- It was great to have a computer class. It allowed me to learn new thing on programs I will use in the future.
- The workshops teaching us real employment skills.
- The staff and class setting.
- Learning how nice everyone is and helpful about learning
- Meeting new people and making friends it was fun
- The one to one help I received.
- Multiple opinions to consider.
- I like the small classroom size and help received.
- Everyone was very friendly and you could learn without any problems
- I meet a lot people and fun with them.
- Instructor confidence in us
- The format, I learned and fun in a social environment
- The kindness of the people around, the staffs, tutors and learners. The field trip too.
- The hands-on experience

➤ Feedback on what the young adults liked about the program(s) they took was varied. Some themes centred on the ways in which the training was delivered (relaxed, honest, open) and on how these programs were NOT like the school they remember. Other young adults noted the specific attention and confidence show to and in them by instructors and the varied teaching methods that were used.

12. Do you have any suggestions for making the program better?

- No – really great program (45)
- More time/weeks/days of classes (12)
- Better computers/more up-to-date software – (8)
- Food is nice (as not everyone can bring food from home).
- I think maybe more self-discovery.
- I wish there was more homework so we can learn how to apply our new skills.
- No – I really like the one on one help. Well, I need one on one.
- Bigger room.
- Let people know it's one copter. You don't get to keep the copter.
- Let people know they can't take it (the copter) home and try to make that a possibility.
- Smaller customer service section; more math

- More hands-on training
- Need more advice
- I think more days would make it better (2)
- Make sure AV is set up and Internet connection is functional before presentation.
- More Panel members – open invitation
- Having more people attend, bigger group
- More fun stuff, more presentations, more motivational speakers
- I think it should go a little slower but other than that it's pretty good.
- Coordinators need to be more organized.
- More advertisement. This program is not well known.
- More reading
- More writing and spelling
- We can have more activity
- Tim did an amazing job presenting!
- Have the course modified for a younger audience, since the course is meant for older adults.
- More in class group lessons and review.
- More entertaining to help keep people focused.
- Introduce more complicated computer use.
- More work on job searching.
- More time to study up on math skills especially. I didn't make it through all levels of the math stuff.
- More group lessons instead of being on our own all the time. Once a week, for review, would have been nice.
- Action Read is a good centre for men and woman that want to go school. Everyone is nice and they help with the work.
- Less booklets
- Having more scenarios on the cash register
- Use net for diff. registers and how they work. Have everyone complete goals in beg. and see if they complete @ end

➤ Feedback from young adults on how the program could be improved was varied; however, there were a few themes. Forty-five young adults said they would not change a thing about the programs they attended. Twelve respondents said they would have liked even more time for learning, and the third theme that emerged was around a desire to have more/better computers and software for use in the programs.

13. Would you recommend this program to people you know?

No. of responses = 124

Yes – 120 (96.77%)

Possibly/not sure – 4 (3.23%)

No – 0

- Given the importance of word of mouth as a referral mechanism in LBS, the finding that 96.77% of respondents would recommend this program to people they know is key. Four respondents (or 3.23%) said “possibly/not sure” and not a single respondent said “no.”

Comments:

- I feel this program can help anyone and if I know someone having trouble finding work, I'll definitely suggest this program.
- Possibly, if they wanted to gain work experience.
- Already have.
- Yes – I would recommend this program to a friend because it is an interesting course and it is a fun class.
- Yes – for anybody who needs help in getting a job.
- It's beyond amazing!
- Of course.
- Yes if they made minor changes to how they relay the information to the students.
- I learned a lot and am more confident with myself and with finding a job.
- If I had a friend that wants to go back to school I would say go to Action Read and you will learn a lot.

14. Any other comments?

- Really enjoy the people and the program itself. Thanks for all the help.
- I like the people I work with/that supervise me. So I have no real complaints.
- Stay awesome!
- I would recommend this program to anyone and everyone who needs assistance in learning their skills and who they are.
- It's a turn of a lifetime.
- Nano copter from China. Cheap copters from China.
- I think it would be nice to learn a bit more about the Inventors and tell people how to get in touch with London's Maker Movement.
- I believe this program has done a lot for me and my future. The instructors were amazing.
- I'd like to thank the people in this program for being so patient with me and for helping me with this step to the rest of my life, and I hope that this program continues to help others in need of help.
- I like my teachers; they're friends.
- It was so helpful. I really enjoyed my time.
- Highly recommended for anyone that wants to make a change.
- I would like to say that this program helped me out a lot.
- I loved the program and how much I learned. Can't wait to use all the tools I was taught.
- This was great and every one should take it.
- Thanks for the coffee and cookies!
- Great program!
- Loved IT!!
- Thank you so much.
- Thank you for the opportunity.

- More reading.
- Mix more math with it.
- I hope I have another opportunity to come to this wonderful class and I will miss our beautiful teacher.
- I appreciate the opportunity.
- Learned some new things about photos.
- Really thought all the instructors were great and kept my attention.
- Thank you.
- Like the course.
- Thank you to everyone that has assisted me in my upgrading and confidence.
- This program has been very helpful and has given me personally more confidence to do something I really love and want to do. This was a great opportunity for me and if offered again I would definitely do a similar program.
- Thank you for the push to do something more with my life.
- Both teachers of the program did very well!
- Next sessions have choice of morning, afternoon and evening classes.
- I had a good time and I really learned a lot. Thanks!
- I feel like I have gained confidence taking this class.