



# SKILLSFORSUCCESS INITIATIVES SERVICE DELIVERY PILOTS 2023/24

## CASE STUDY OVERVIEW

From 2022 to 2024, Ontario's Literacy and Basic Skills (LBS) program received federal funding to undertake projects in support of Canada's Skills for Success (SFS) framework.

Resource development and/or service delivery pilots were funded under five initiatives:

- **Supporting Underrepresented Groups;**
- **Supporting Apprenticeship Integration;**
- **Supporting Better Jobs Ontario Integration;**
- **Workplace Literacy;** and
- **Expanding and Enhancing Digital Delivery.**

Projects were designed in accordance with the Ontario Adult Literacy Curriculum Framework (OALCF).

**The goals of SFS initiatives are:**

- to support ongoing LBS program development objectives by building capacity across cultural streams and delivery sectors;
- to strengthen LBS employment and apprenticeship outcomes;
- to integrate LBS services into the broader workforce development system; and
- to enhance and expand blended and fully distance learning opportunities.



## CASE STUDY OVERVIEW

**PROGRAM: DURHAM DEAF SERVICES, OSHAWA ON**

**SECTOR: COMMUNITY-BASED CULTURAL STREAM: DEAF**

**INITIATIVE: WORKPLACE LITERACY**

### GOALS

- Meet the needs of Deaf non profit sector, as well as with the growing need seen in the Deaf community for ASL employment training
- Support the growth of ASL instructors, Deaf educational Assistants, ASL tutors, and ASL consultants with partnership instruction modules.
- Learn employer expectations, gain professional interpersonal and business management skills as they transition into Deaf employment educational settings.

### LESSONS LEARNED

This project has **allowed us to make necessary upgrades to how we connect with learners remotely**. We have digital forms and intake process that we had yet to fully navigate before initiating this pilot project.

We are grateful that this project funding allowed us to locate valuable and more up to date information with the time we have had to devote during this pilot phase.

This pilot brought more networking connections as well more collaboration from the Durham Deaf community and Deaf community at large. We had other organizations reach out and request delivering the material again in the future. This was very well received.

### OUTCOMES

Learners expressed they felt more confident and gained knowledge through self-analysis they were unaware of before participating in the workplace modules.

We have experienced more intake of participants at our delivery site creating more employment opportunities within our organization as well. We have more admin to account for as well as instructors to manage participants, training plans and instruction of material. It has brought us growth as an agency.

Collaboration has **brought the Deaf community and community partners together** to better support learners transitioning out of LBS to the right referral pathway.



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## CASE STUDY

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**SECTOR:** COMMUNITY-BASED **CULTURAL STREAM:** DEAF  
**INITIATIVE:** WORKPLACE LITERACY

### SNAPSHOT

**PROGRAM:** Deaf Adult Upgrading Program

**PROJECT:** ASL Employment Preparation Modules: Introduction to employment interpersonal and entrepreneurial skills

**MODULES:** #1 Professional Presentation, #2 Workplace Accommodations & Rights, #3 Self-Employment Management Basics

**DELIVERY LOCATION:** Online delivery

**NUMBER OF PARTICIPANTS:** 11

**TARGET AUDIENCE:** Deaf, Hard of hearing, deafened with ASL as preferred provision language.

**PARTNER INVOLVED:** Sign Language institute of Canada (SLIC)

**NUMBER OF INTAKES** planned: 3 intakes per scheduled module.

**DELIVERY:** Still in progress at time of reporting (Module #1 complete, Module #2 complete & #3 scheduled Jan.2024)

### REASON FOR PROJECT

We determined the need by seeing the demand in Deaf non profit sector, as well as with the growing need seen in the Deaf community for ASL employment training. DDS and SLIC saw an opportunity to support the growth of ASL instructors, Deaf educational Assistants, ASL tutors, and ASL consultants with partnership instruction modules.

DDS provided tailored workplace literacy for ASL employment. The project supports the culturally Deaf learn employer expectations, gain professional interpersonal and business management skills as they transition into Deaf employment educational settings.

The Skills for Success framework provides learners an opportunity to focus on interpersonal skills and discuss employment scenarios in preferred provision language. This pilot gives learners an opportunity to gain formal ASL proficiency leveling leading to Deaf employment opportunities by providing training support such as funding assessment costs to gain proficiency recognition through SLIC.

This pilot ended up spanning further than our catchment providing training to new learners in remote areas.

### PROJECT IMPACT

The impact for participants, according to feedback, has been very beneficial.

Learners expressed they felt more confident and gained knowledge through self-analysis they were unaware of before participating in the workplace modules.

We have experienced more intake of participants at our delivery site creating more employment opportunities within our organization as well. We have more admin to account for as well as instructors to manage participants, training plans and instruction of material. It has brought us growth as an agency.

Highlights have been that this project has **allowed us to make necessary upgrades to how we connect with learners remotely**. We have digital forms and intake process that we had yet to fully navigate before initiating this pilot project.

Collaboration has **brought the Deaf community and community partners together** to better support learners transitioning out of LBS to the right referral pathway.

The cultural impact we saw from learners was the discovery of meeting like-minded individuals along the same goal path and network with one another to further support each other. Deaf identity exploration and cultural perspectives shared amongst learners ages ranging 21-59 years of age.

## LESSONS LEARNED

**Digital delivery:** Many apps and permission settings. Sharing internally has been ironed out. We are still figuring out how to share digital resource files externally. This has been a great experience to consider new protocols and procedures. Cost of software or apps needed to delivery digitally. We are grateful for the funding this year and hope digital delivery costs will be factored in the future as so to maintain creating digital content.

**Research:** Lack of consolidated resources from ministry sites was time consuming to locate all infographics for visual teaching aids. Time consuming to locate all the materials needed. We are grateful that this project funding allowed us to locate valuable and more up to date information with the time we have had to devote during this pilot phase. On going updating will be required in the future to keep learners and staff relevant with the materials needed in LBS.

**ASL content:** Many federal and provincial sites have ASL Canadian content to add to teaching aids, however more Canadian content needs to still be developed in ASL to make asynchronous delivery or independent activities more bi-lingual/bi-cultural. We have had to source videos or create our own taking more time to complete content.

**Deaf connections:** This pilot brought more networking connections as well more collaboration from the Durham Deaf community and Deaf community at large. We had other organizations reach out and request delivering the material again in the future. This was very well received.

## BEST PRACTICES

**Creditable resource content: Utilizing ministry websites and content** frequently to enhance content delivery, such as applying ministry e-course content within module delivery. This also supported the development of up-to-date and current information provided in the modules to act as a foundational resource tool to later be updated as needed.

**Affordability of community we serve: Accessing free software** for content development to show participants what is available to them while progressing through module content. This will benefit the participants as they now know what tools and resources they can use for free to supplement their professional career. This granted participants opportunities to explore and become familiar with such software to conclude whether or not they will use such tools in their future.

**Civil engagement and referrals: Creating opportunities for discussions relating to professionalism and workplace rights** which have not yet happened for most participants. Approaching the content with cultural sensitivity allowed participants to have in-depth discussions about their experiences as a professional. Frequent comments made about how participants were unaware but now were aware shows the lack of opportunities for discussions and considerations of their employment goals.

SFS and OALCF incorporated into lessons and learning activity measurements pre-emptively. These developed modules can be used again for those seeking management positions, changing sectors, getting promotions within their current agencies. The content can be reflective of ASL environments or mainstream (assimilated) professions for future Deaf and Hard of hearing to benefit.

Modules can be used as standalone sessions or provided sequentially for those LBS learners or those currently in the workplace needing to upgrade interpersonal skill sets.

Many Deaf are contracted or setting up their own businesses across the province. These modules are beneficial to give opportunities to access business basics supporting entrepreneurs.

**RESOURCES & SUPPORTS**

The community of practice meetings were beneficial and the CoP website was very helpful to refer to. We unfortunately were unable to attend most meetings due to scheduling conflicts. We sent a poll to learners for preferred time and afternoon was preferred for learners conflicting with CoP planned meetings. We did however stay abreast with the website and with discussions at local LSP meetings.

**This project is more of a collaboration effort and less of an employer/training partner relationship. SLIC is standardizing linguistic qualifications in the ASL employment sectors and our SFS pilot is addressing employment training working in tandem to foster qualified ASL professionals in the Deaf ecosystem.**

We met with the employer virtually conducting 4 meetings before launching first module. We received feedback to incorporate more ASL and expand on confidentiality within organizations as well true colours self analysis instead of 16 personality types as it was more digestible for a Deaf audience. We found this direction valuable when developing a catered module. The feedback received aided in developing the following Modules and Units:

**Module #1 Professional Presentation**

UNIT- Business Mindset | Lessons: Professional boundaries, Professional appearance, Priorities & Productivity, Motivation

UNIT- Personality traits Lessons: Accountability, Adaptability, Confidence, Attitude

**Module #2 Workplace Accommodation & Rights**

UNIT- Your Rights (Labour laws in Canada) | Lessons: Charter of rights and freedoms, Canada human rights Code/ Ontario human rights code, Canada labour code, Accessible Canada Act ( BillC-81), Accessibility standards Canada

UNIT- Ontario Employment Standards | Lessons: Employment standards act, AODA, Occupational Health and safety act, Workplace protection of information and privacy, Ministry of labour

UNIT- Making Informed Choices | Lesson: Stages of decision making, consequence of error, applying labour laws (scenarios), workplace certifications

**Module #3 Self-Employment Management Basics ( Ongoing development underway)**

UNIT- CV & Portfolios | Lessons: Resume/CV, ASL coverletter(QRcode), teaching philosophy, credentials, honours/ awards, lesson planning, media and photos

UNIT- Business Numbers & Filing | Lessons: Creating business budget, Tracking business expenses, Setting up business account CRA

UNIT- Invoicing | Lesson: Professional templates, required information for invoice, invoice payment timelines

**We had 12 participants and 5 staff benefit from this developed material and we want to continue to provide this content to others as it is beneficial to more than just ASL instructors.**

**We were provided assessment support from our literacy network as well community of practice coaching.**

**We are greatly appreciative of the support and resources provided during development.**

## PARTICIPANT: **TOVA**

### ASL EMPLOYMENT PREPARATION MODULES PROGRAM PILOT: EXIT SURVEY

1. **As a result of participating in LBS pilot module, your employment situation has improved?** Agree
2. **As a result of participating in LBS pilot module, you are better prepared to find and maintain employment?**  
Strongly agree
3. **As a result of participating in LBS pilot module, you have developed and/or increased your skills?** Strongly agree
4. **What was your most beneficial lesson topic? Why?**  
True Colours- Better approach with others socially and I now understand myself better. I have autism and this was helpful to learn.
5. **What can we improve for future delivery?**  
Nothing, the course was great to learn.
6. **What Apps worked the best for you?**  
Jamboard- Found it difficult to use. Canvas- Suggestion to add navigation or how to use Canvas for future learners. Google Docs- easy to use no issues.
7. **Online delivery was an asset, or would you prefer in person delivery?**  
Online delivery preferred due to distance. If program was closer to where living in person would be preferred.
8. **What were/are your goals? What do/did you hope to achieve by participating?**  
To become an ASL instructor. To continue working as an AS instructor. Hoped to achieve interpersonal skills and gained more knowledge now.
9. **Did the learning activities selected feel beneficial for your learning?**  
Yes, online activities and video assignment for confidence building.
10. **How did you become involved in our project?**  
Deaf Access Muskoka referred other ASL instructors in the North to join.
11. **What makes your story unique?**  
Found access as an oral Deaf individual in 2017. Since that time has devoted herself to learning ASL and becoming an ASL instructor while discovering her own Deaf journey.
12. **How did you benefit / how are you benefitting from your participation?**  
Networking and meeting other ASL instructors, Learning the topics in the course for employment, Understanding employer expectations. Learning personalities and boundaries was very beneficial.
13. **What did you notice about yourself at the end of this module?**  
Self analysis helped discovery personality

### TOVA SAYS...

“I would suggest other DHH people join this program because it will help improve and learn so much about workplace and what to expect. It will help you learn more about personalities, attitudes and triggers. Plus it is in ASL which is easier to understand rather than in English. Also help how to prepare for job interviews and sign cover letter. Help improve and build confidence recording video of yourself. Everything is translated from English to ASL to help understand better.”

## PARTICIPANT: **FIGRELLA**

### ASL EMPLOYMENT PREPARATION MODULES PROGRAM PILOT: EXIT SURVEY

1. As a result of participating in LBS pilot module, your employment situation has improved? Agree
2. As a result of participating in LBS pilot module, you are better prepared to find and maintain employment?  
Strongly agree
3. As a result of participating in LBS pilot module, you have developed and/or increased your skills? Strongly agree
4. What was your most beneficial lesson topic? Why?  
Attitudes- specifically triggers. I learned about myself.
5. What can we improve for future delivery?  
Nothing, the course was great to learn.
6. What Apps worked the best for you?  
Jamboard- I liked it. Canvas- Suggestion to add navigation or how to use Canvas for future learners. Google Docs- easy to use no issues.
7. Online delivery was an asset, or would you prefer in person delivery?  
Online delivery preferred due to distance. If program was closer to where living in person would be preferred.
8. What were/are your goals? What do/did you hope to achieve by participating?  
To become an ASL instructor. To continue working as an AS instructor. Hoped to achieve interpersonal skills and gained more knowledge now.
9. Did the learning activities selected feel beneficial for your learning?  
Yes, online activities and video assignment for confidence building.
10. How did you become involved in our project?  
Internal staff outreach as well saw on social media.
11. What makes your story unique?  
Mainstream education in younger years, transferred to Deaf school at age 13. Discovered ASL was the better way to communicate. Started own Deaf stained-glass business while raising my family. Took literacy courses and ASL courses discovering I wanted a change of career and a new job position. Became an ASL instructor and want to continue to better myself in the profession.
12. How did you benefit / how are you benefitting from your participation?  
Networking and meeting other ASL instructors, Learning the topics in the course for employment, Understanding employer expectations. Learning personalities and boundaries was very beneficial.
13. What did you notice about yourself at the end of this module?  
I learned about my attitude in the workplace.

### FIGRELLA SAYS...

"I will tell ppl that DDS has wonderful programs and I suggest to others to join DDS. Easy to communicate"

## PARTICIPANTS: **FC, LD, TM & JG**

### ASL EMPLOYMENT PREPARATION MODULES PROGRAM PILOT: EXIT SURVEY

1. As a result of participating in LBS pilot module, your employment situation has improved? Agree
2. As a result of participating in LBS pilot module, you are better prepared to find and maintain employment? Agree
3. As a result of participating in LBS pilot module, you have developed and/or increased your skills? Strongly agree

#### 4. What was your most beneficial lesson topic? Why?

ACA- Know my rights now as a Deaf individual

AODA- Can help others understand accessibility as well as myself

Human rights- understanding for my rights and what to do related to employment and personal life

#### 5. What can we improve for future delivery?

Longer module duration- extend to more hours/weeks

#### 6. What Apps worked the best for you?

The course website was a helpful resource. E-Course website an asset as an activity.

#### 7. Online delivery was an asset, or would you prefer in person delivery?

Online is preferred due to scheduling. Online more accessible.

#### 8. What were/are your goals? What do/did you hope to achieve by participating?

Learn foundation of legislation and laws. Now better understanding of how the laws overlap and how to apply them in real life scenarios. Canada is catching up to Deaf culture and ASL accessibility.

#### 9. Did the learning activities selected feel beneficial for your learning?

Websites for e-learning, Zoom poll (mix and match), course site embedded links

#### 10. How did you become involved in our project?

Carried over from previous module.

#### 11. What makes your story unique?

As a Deaf individual many times in the past situations occurred that were oppressive. Connecting with others sharing the same lived experiences made it easier to analysis the laws and standards. Safe space to explore human rights and legislation. AODA and ACA directly effects daily life and access that made this content that more important to be aware of.

#### 12. How did you benefit / how are you benefitting from your participation?

n/a

#### 13. What did you notice about yourself at the end of this module?

More confident about legislation. Feel more knowledgeable about the content and have a higher self esteem now after completing the module. Feel better prepared to advocate for yourself and others in the Deaf community.

## PARTICIPANTS: FC, LD, TM & JG

### ASL EMPLOYMENT PREPARATION MODULES PROGRAM PILOT: EXIT SURVEY

#### TM SAYS...

“Should continue this program in the future for other DHH community to take so they can be more confident and be more prepare to advocate for themselves and others. This also should have similar program for people with other disabilities.”

#### LD SAYS...

“It is worth to take that module to be knowledge about multiple laws and for your safety as disability and accessible.”

#### FS SAYS...

“Learning everything for better life in the future.”

#### JG SAYS...

“Learn a lot about laws, will tell others about their rights.”

