



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: PRINCE EDWARD LEARNING CENTRE, PICTON ON

SECTOR: COMMUNITY-BASED CULTURAL STREAM: ANGLOPHONE

INITIATIVE: WORKPLACE LITERACY

GOALS

To help County Kids Read migrate and digitize their records in a new file management system by training those involved to work with Google Workspace.

County Kids Read had specific learning needs centered around Google Drive and file management, which we had to develop new content to support, rather than using existing resources.

LESSONS LEARNED

One key takeaway from our experience with digital skills delivery was to adapt the content as its use value became clear.

The clients in this case were in the process of developing a new record management system and, as such, the digital skills training was running parallel to the discovery of what this new system would entail on a structural level.

The digital platform training helped make some key decisions in forming the record management system and vice versa.

Moreover, because we were working with individuals at various skill levels, we learned it was advantageous to pair students with more understanding with those who had a steeper learning curve.

OUTCOMES

The employer as well as each of the participants provided us with positive feedback, noting that the delivery was flexible, focused, well organized and engaging.

The group shared that they felt more prepared for the digital transformation they were embarking on and walked away with a better understanding of how to collaborate virtually.

With participants spanning various stages of life, varying digital skill level and exposure to digital platforms, they shared they felt a more cohesive way to move forward.



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SNAPSHOT

The **Workplace Digital Skills** program was a three session workshop series covering Google Workspace. The training took place at Prince Edward Learning Centre because the County Kids Read work-site lacked sufficient internet access and audiovisual equipment.

The six participants were all board members of County Kids Read, a local non-profit advocating for higher literacy rates among children in Prince Edward County. The organization is a community partner of PELC, therefore we started off with a common understanding of our mandate to increase literacy and skills in our region. We completed the last of the three sessions on October 25th, 2023. There is potential for us to reprise these workshops for other CKR board members.

REASON FOR PROJECT

County Kids Read informed Prince Edward Learning Centre of their plans to migrate and digitize their records in a new file management system. In order to make this transition, the CKR board needed to update their digital skills with a specific focus on Google Workspace. We conducted our ONA with the Chair and Treasurer of County Kids Read. While we briefly touched on performance in all nine Skills for Success, it quickly became clear that the sole priority was Google Workspace training. After consideration we came to the conclusion that three 3-hour sessions would be sufficient for their learning needs, which were primarily getting comfortable with finding and uploading documents in Google Drive.

PROJECT IMPACT

The pilot delivered to County Kids Read was very well received. The group shared they felt more prepared for the digital transformation they were embarking on and walked away with a better understanding of how to collaborate virtually. With participants spanning various stages of life, varying digital skill level and exposure to digital platforms, they shared they felt a more cohesive way to move forward. Additionally, the participants shared it was a nice way to spend time together, collaborate and share space to learn from one another.

LESSONS LEARNED

One key takeaway from our experience with digital skills delivery was to adapt the content as its use value became clear. The clients in this case were in the process of developing a new record management system, as such the digital skills training was running parallel to the discovery of what this new system would entail on a structural level. The digital platform training helped make some key decisions in forming the record management system, and vice versa. Moreover, because we were working with individuals at various skill levels, we learned it was advantageous to pair students with more understanding with those who had a steeper learning curve.

As part of our content development, we reviewed official workplace documents outlining the breakdown of roles on the board. This gave us insight into how each member of the team would be interacting with the digital domain.

We did not want to exhaust participants going over each Google Workspace app or setting that may be useful in hypothetical or contingent scenarios. Rather, we understand from working with adults that relevance and specificity are paramount. In light of that, we gathered information for a clear understanding of what was needed and by whom.

This brought us to focus heavily on how to use My Drive, Shared Drives and Shared Documents in Google.

The participants walked away feeling the workshops were focused, relevant, and well organized.

FUTURE IMPACT POTENTIAL

Prince Edward County is a region with historically low literacy rates and high school graduation rates. If this program continues, it would benefit members of the community who have been out of formal education for many years and face challenges progressing beyond entry and low wage positions.

Moreover, the demographics of the area are changing. We have a significant older population of individuals who will continue to work in some capacity past the age of 65. This group of workers will benefit from services offering digital literacy and other skills to remain up to date in the current labour market.

RESOURCES & SUPPORTS

The Community of Practice meetings were invaluable during the research and development of our pilot. We used these as roadmaps to create marketing materials that translated the language used by LBS to that of employers.

The Community of Practice meetings provided us with case studies in real time to learn from. We connected with other LBS agencies working with non-profit organizations. County Kids Read had specific learning needs centered around Google Drive and file management, which we had to develop new content to support, rather than using existing resources.

We began our service delivery by conducting an ONA with two members of the County Kids Read board. Although we used our standard ONA covering the nine Skills for Success, we condensed it in our meeting to focus on digital skill levels. Following the ONA we had participants fill out digital skill self-assessments.

Our final participants included four board members and two record managers. We led three 3-hour sessions covering Google Workspace and had each of the participants work directly on the computer. The employer as well as each of the participants provided us with positive feedback, noting that the delivery was flexible, focused, well organized and engaging.

Upon reflection, each participant stated they felt prepared to navigate the digital record management system. During the development and delivery process we connected with our regional network in monthly virtual meetings. The ED of LLEO created a Google Shared Drive for each participating agency to upload ONAs, marketing materials, or resources.

PARTICIPANT: ANNE

WORKPLACE DIGITAL SKILLS PROGRAM PILOT

Anne is the founder and chair of County Kids Read. To plan for longevity and succession she made the decision to migrate all organizational records to a digital domain. As a community partner, Anne was aware of the workplace literacy pilot at PELC and signed on to do an ONA with us.

Anne, along with her colleagues on the board, hoped to gain sufficient skills in Google Workspace to easily navigate the new file management system. Anne is not a typical Essential Skills client, having received a postgraduate degree and worked as a teacher for decades.

However, she represents a growing number of people who continue to work in some capacity after retirement age, either as a volunteer or to supplement their income. In our experience, many people in this age group seek to improve their digital skills to keep up to date with standard computer use in the workplace.

Anne had this to say about the program: “The Board of County Kids Read attended a series of workshops around implementing and utilizing Google Workspace in our organization. The workshops were extremely well organized, informative, and relevant to our organization and its needs. The staff were very flexible and accommodating as they have worked with the CKR team to meet the unique needs and structure of our organization. It has been great to partner with PELC.”