



# 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: SKILLS FOR SUCCESS FOR STUDENTS WITH INTELLECTUAL DISABILITIES**

**SECTOR: SCHOOL BOARD CULTURAL STREAM: ANGLOPHONE**

**INITIATIVE: UNDERREPRESENTED GROUPS**

### GOALS

To continue to help Adults with Intellectual Disabilities, their families and caregivers.

To provide an opportunity to continue to make these connections with agencies, service providers and the community.

To create a sense of belonging and self-purpose in the community for Adults with Intellectual Disabilities.

### LESSONS LEARNED

There is an observational distinction between students who have been streamed from ALP and the student from Service Coordination Support (SCS). The students streamed from the ALP program bring with them the skills necessary for higher success rates on the job site. They have a better understanding of the expectations.

We’ve also learned to be open to volunteerism as a start. This provides the opportunity in which the student can make connections that could lead to part-time paid employment.

### OUTCOMES

Employers are open to providing work placements for students to practice what they have learned in class.

With this population, it takes a bit more time to form partnerships. If this experience is new to the employer, being able to show what this population is able to accomplish in the workplace with the proper supports is important.

Once employers see the advantages to this initiative, we end up receiving positive feedback. The student in the end feels like they are a part of our community and they have something to offer as well.



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## CASE STUDY

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### SNAPSHOT

#### Skills for Success For Students with Intellectual Disabilities

440 Albert Street (Ottawa) and Job Sites

5 participants

Adults with an Intellectual Disability

#### Partners Involved :

- Service Coordination Support (SCS) - key ( access point - services available for Adults with an Intellectual Disability can access)
- Developmental Services Ontario of Eastern Region (DSOER) - access point for Adults with developmental challenges. There are nine across the province. They are funded through the Ministry of Children, Community and Social Services in Ontario (MCCSS).
- Adults with an Intellectual Disability has to go through an intake process with DSO first before having access to services that provides support. This can take up to two years to access. They need family or friends who support that individual to partake in two three hour interview sessions. From that the individual is given a score (a number) based on the interviews. That number determines what services are available to them.

### REASON FOR PROJECT

There aren't many free workplace preparation programs available to adults with intellectual disabilities once they've completed their high school education. This pilot program has provided additional support for those wanting to enter the workforce. It also provides the opportunity to make connections with other agencies that are specific to intellectual disabilities.

### PROJECT IMPACT

#### **This pilot project has been of great benefit to both our adults with intellectual disabilities and their families.**

For example, one of the students who returned from Adaptive Learning Program (ALP) had a job in place. When COVID happened the student no longer had employment. As a result, the student was left in a rut because both the student and their family understand how difficult it can be to find another job. The student's mental health and motivation had declined as a result. This program is helping to support him by providing another opportunity to secure employment. This has helped his overall mental health and he's back on track.

We've made connections with Developmental Services of Ontario (DSO) and Service Coordination Support (SCS). This has provided us with the opportunity in sharing resources which has helped in providing more guidance and support to parents and caregivers.

Our **employers are pleased with the workplace students** and one employer mentioned that they would be pleased for their workplace placement student to consider part time/seasonal work once the project concludes.

Another student has improved her ability to navigate online job applications repeatedly.

## LESSONS LEARNED

There is an observational distinction between students who have been streamed from ALP and the student from Service Coordination Support (SCS). The students that have been streamed from the ALP program bring with them the skills necessary for higher success rates on the job site. They have a better understanding of the expectations.

## BEST PRACTICES

One of the best practices that we've learned was to be open to volunteerism as a start. This provides the opportunity in which the student can make connections that could lead to part-time paid employment.

## FUTURE IMPACT POTENTIAL

It would continue to help Adults with Intellectual Disabilities, their families and caregivers.

It would provide an opportunity to continue to make these connections with agencies, service providers and the community.

It creates a sense of belonging and self-purpose in the community for Adults with Intellectual Disabilities.

## RESOURCES & SUPPORTS

The following agencies are key in helping our organization, our students and their families to gain the connections needed to move towards finding part time employment.

Employment Accessibility Resource Network (EARN) - brings employers and service providers with the goal of providing more employment opportunities for adults with disabilities.

Live, Work, Play - helps the community to include persons with disabilities to live, work and play as a part of our community.

Performance Plus - provides employment counseling and disability support in the Ottawa area.

Ready, Able, Willing - helps business become more inclusive in their hiring practices.

## BENEFIT TO PARTICIPANTS / EMPLOYERS

Employers are open to providing work placements for students to practice what they have learned in class.

With this population, it takes a bit more time to form partnerships. If this experience is new to the employer, being able to show what this population is able to accomplish in the workplace with the proper supports is important.

Once employers see the advantages to this initiative, we end up receiving positive feedback. The student in the end feels like they are a part of our community and they have something to offer as well.



## PARTICIPANT: **JEFFREY**

### **SKILLS FOR SUCCESS FOR STUDENTS WITH INTELLECTUAL DISABILITIES** PROGRAM PILOT

**JEFFREY** is a 25 year old with an intellectual disability who came to us through the Adaptive Learning Program.

As a previous Literacy and Basic Skills student, we were familiar with his skill set. He had parental support and a desire to pursue volunteerism and/or paid employment.

We conferenced with Jeffrey and his parents to gain insights on what he had a keen interest in and his personal goals.

Jeffery loves the Sens and has been a season ticket holder with his Dad for 10 years. In meeting with Jeff and his family, it was mentioned that a 'dream' job would be working with the Sens.

We're aware of the very public relationship the team has with the Condors hockey team-which is AMAZING! Senators Sports Entertainment (SSE) was noted and we thought there might be an opportunity for Jeff as the mandate for SSE is one that supports intellectual and physical disabilities.

Jeff is very social and always happy to help. On the Sens website, I noted the 50/50 draw. It is our belief that Jeff will shine a light wherever he may land within the organization, it's having the opportunity to do so is what we hope for.

Jeffery was given the opportunity to help out in security before Sens games. He is so happy to have the opportunity to work with the Sens.