



THE IMPACT OF THE EMPLOYMENT SERVICES TRANSFORMATION ON LITERACY AND BASIC SKILLS COMMUNITY-BASED AGENCIES

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INTRODUCTION

Purpose

This project examines the impact of the Employment Services Transformation on service delivery and on the Literacy and Basic Skills Community-Based agencies themselves across the province.

Methods

For the purpose of this report, the following were utilized as sources of information:

- A provincial survey of 25 Literacy and Basic Skills agencies
- A focus group of six provincial community-based agencies
- An informal focus group with a mix of LBS agencies including colleges, school boards and community-based agencies.
- Statistics – Employment Ontario
- Literacy and Basic Skills Learner/Profile Data

In addition, information was cited from the following documents for this report:

- Ontario's Employment Services Transformation and the Service System Manager Model: Lessons learned and best practices for Literacy and Basic Skills organizations from prototype and early phase sites
- Tangled in Red Tape – Ontario's Employment Transformation is Leaving Too Many Job Seekers Behind – Community Living Ontario (ODEN)

- Increasing Pathways to Secure, Meaningful Employment through Design and Implementation of Inclusive Skills Development Policies – The Social Research and Demonstration Corporation (SRDC)
- Literacy and Essential Skills as a Poverty Reduction Strategy – Frontier College Report
- What is Life Stabilization? – Ministry of Children, Community and Social Services
- Building a Strong Foundation for Success: Reducing Poverty in Ontario (2020-2025) – Ministry of Children, Community and Social Services
- A Year in Transition: Ontario Employment Services Transformation

Limitations

Our research relied on a limited number of interviewees with reporting from 25 agencies within the province of Ontario. Not all Literacy and Basic Skills programs in Ontario were interviewed for the survey which resulted in the exclusion of input from multiple agencies. In addition, the survey relied on one interview per agency which may have led to individual reporting bias and potentially skewed findings.

The review of the literature on Integrated Employment Services was limited. A more comprehensive evaluation of current options throughout Ontario and Canada may be required to fully examine further impacts of Integrated Employment Services on Literacy and Basic Skills.

Overview

The Employment Services Transformation implemented by the Ontario Government is delivered through the Service System Manager (SSM) in each region of the province. It has been taking place over a period of several years. The mix of Service System Managers varies greatly and includes non-profit, municipalities (consortiums) and for-profit organizations. Each community, where the SSM is now in place, has experienced some type of impact whether positive, negative or no change. This report explores and examines the effect of this impact.

Key Findings

- Our community-based LBS agencies expressed an interest in learning more about the Common Assessment and Eligibility for Integrated Employment Services (IES) and would like LBS to be involved in all discussions.
- Developing referral protocols can be a positive strategy facilitated through either a partnership or through the LBS network in each region with an SSM.
- Feedback from LBS agencies surveyed demonstrated that one of the most significant impacts has been the estrangement this transformation has created with LBS agencies.
- Client Assessment should be conducted by LBS agencies.
- There is confusion on the role of LBS within Employment Ontario.

Recommendations

- Explore the reasons why the word-of-mouth pathway is the way clients are reaching LBS.
- The transformation process highlights the need

for better alignment and consistency across regions in order to support effective collaboration and service delivery with LBS and IES.

- Promote LBS and help other partners make the connection between skills gained and skills needed in employment.
- At a minimum, LBS Networks need to partner with the SSMs to ensure that LBS is linked to the Employment Services' websites.
- Provide Integrated Employment Services with a screening tool for a more streamlined referral system to LBS.

In order to strengthen communications, the SSM needs to provide information regarding how the new Integrated Employment Services operates:

- A strong marketing plan, that is consistent across the province, is needed to demonstrate that LBS has a critical role in employability success.
- Lobby the Ministry of Labour, Immigration, Training and Skills Development for sustainable operating funding.

Discussion

Community Literacy of Ontario (CLO) undertook a survey to determine the impact of the Employment Service Transformation on community-based LBS agencies. This survey included questions about inclusion in the planning process, referral impacts, client impacts and program delivery adjustments.

This report examines the following:

- Agency Impact demonstrated through statistical data
- Knowledge of the Employment Services Transformation
- Partnerships with Literacy and Basic Skills and Employment Services
- Literacy and Basic Skills Agency Delivery Adjustments
- Client Impacts
- Successes and Challenges
- Strategies to work with Employment Services/SSM

EMPLOYMENT SERVICES TRANSFORMATION

What is the Employment Services Transformation?

Now known as Integrated Employment Services (IES), the Employment Services Transformation is a new service delivery model that integrates social assistance employment services and other government employment services into Employment Ontario. This includes a transition from Ministry oversight of service providers to Service System Manager (SSM) oversight. The Ministry's role is now one of stewardship. The Ministry will continue to set standards, establish performance outcomes, and set policies and priorities for the IES system.



In this new service delivery model, the Service System Manager is in control of the composition of their service delivery network.

Employment Services Transformation programs include:

- Employment Service
- Youth Job Connection
- Youth Job Connection-Summer
- Ontario Employment Assistance Service
- Supported Employment
- ODSP Employment Supports

The Service System Managers continue to be expected to refer job seekers to appropriate employment & training supports including the Canada-Ontario Job Grant, Literacy & Basic Skills, & Apprenticeship programs.

The provincial government states:



The number of unfilled jobs in Ontario has dropped by over 49 per cent since April 2022. However, effective employment services have become more crucial than ever for bridging the gap for jobseekers, especially those with disabilities or people on social assistance, to gain the skill sets they need to pursue lifelong, rewarding careers.
News release "Province Empowering Ontarians to Secure Rewarding Careers"

This statement, however admirable, doesn't take into account that Employment Services does not provide these services on their own and that there are many agencies working to ensure that clients are successful. It involves the wraparound support of community partners that is so critical.

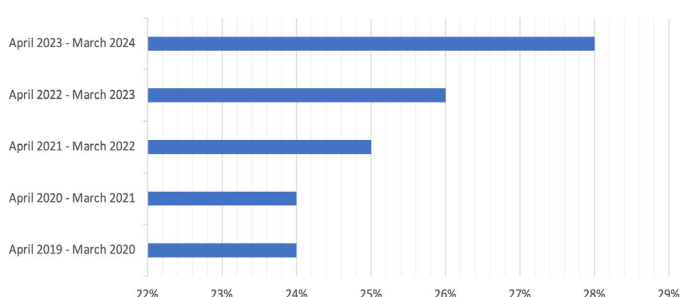


The new system was not designed in a way that accounts for the needs of people with disabilities.”
As stated in the ODEN Report, Tangled in Red Tape (June 2024)

The statistics from LBS across the province for the 2023–2024 year indicate that 28% of learners are in the category of Person with Disabilities. This statistic includes only those who self-identify, so the number may in fact be higher. This demonstrates that LBS plays a critical role in supporting this group of individuals.

As outlined below, the number of self-identified learners that seek the services of LBS has been growing over the past five years.

Person with Disabilities - Self Identified



How do these changes impact LBS?

The referrals at LBS agencies tell a different story from what the government says when they refer to clients gaining the skill sets they need. We know that the most fundamental skills are critical to success in all aspects of life and particularly employment. Yet, referrals to Literacy and Basics Skills community-based agencies have continued to drop. The number of referrals from Ontario Works (OW) has gone from 6% in 2019–2020 to 3% in 2023–2024 and referrals from Employment Services (ES) have gone from 10% to 8% in the same time period. If this downward trend continues, it may have a negative impact on not only the client but the agencies delivering literacy services.

The SSM implementation has had limited impact on the number of LBS referrals. However, there has been a shift in referral procedures, with all referrals now being routed through Employment Services (ES). This shift affects the number of referrals received by LBS providers.



The service providers that do LBS aren't getting referrals because the ES providers, their main goal is to send people to work, not to training or to literacy training.” – Prototype region ESP Participant
Making it Work: Delivering the Transformation Promise in Ontario – First Work Report (Nov 2023)

Only 8% of learners are referred through Employment Ontario Employment Service Providers. However, the number of learners on the employment goal path within LBS is 33%. The question is, how well equipped

for employment are clients if the referrals are not coming to LBS through Employment Services?

Although LBS is not expressly referred to in the quote below, LBS has been considered part of the life stabilization support required for clients in one model put out by the province.



The process evaluation, conducted in early 2022, found that the EST model is not adequately meeting the needs of youth and rural clients, many of whom lack transportation, technology and access to the internet. There was also a perception, stated by service providers and SA caseworkers, that life stabilization supports (LSS) are not adequately providing and/or addressing the needs of clients that are distant from the labour market, including those with disabilities, or those requiring mental health supports. SA clients explained that their return to employment process could be greatly facilitated if they were offered additional supports.”

Early signs of trouble: Findings from the third-party evaluation of Ontario’s Employment Services Transformation

One of the most important components of IES, and of particular interest to LBS, is the Common Assessment. The Common Assessment, along with client input, determines if a referral to LBS is beneficial. The most likely referral is the client from Stream C as outlined below:

Common Assessment is currently divided into two modules.

Module 1: client background information

- Administrative information
- Demographic information
- Essential Skills (including Self-Efficacy)
- Supports and service needs (Life Stabilization)

Module 2: income and employment information

- Income and assistance
- Disability information
- Employment status and history
- Employment goals (including work attitudes)

Once the Common Assessment is completed the client is then streamed based on relative risk of long-term unemployment.

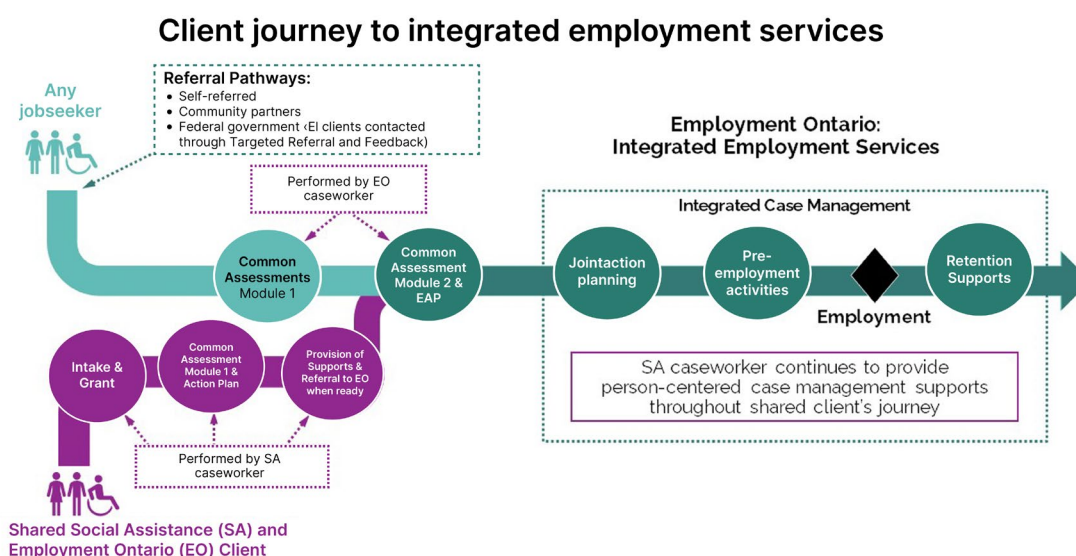
Stream A – Rapid employment

- Clients who are able to quickly obtain employment.
- Stream B – Employability and employment
- Clients who may need to focus on improving employability in addition to obtaining employment.
- Stream C – Employability focused
- Clients who may need to focus primarily on improving employability, prior to exploring employment opportunities.

If the client is on Social Assistance, then Module 1 is administered by the Social Assistance caseworker and informs the creation of the Social Assistance life stabilization action plan.

The key to this process is determining the client's readiness for employment services. For example, the client is able to actively and meaningfully participate in employment-related services to prepare for and find a job. It is difficult to see where the referral to LBS is indicated in the process of the client's journey to IES.

The table below illustrates the process.



Although the Common Assessment Tool provides a process to ensure the client is entering the system at the right point, with the appropriate level of service, ESP respondents indicated it requires more flexibility. The report noted:



Some ESP staff have pointed out the irony in the commitment to streaming individuals in the program while it's being phased out in other areas like education, suggesting a misalignment with broader cultural shifts away from profiling. They recommended more flexibility within the Client Assessment Tool (CAT) to represent clients' evolving needs over time accurately."

Making it Work: Delivering the Transformation Promise in Ontario – First Work Report

Of particular interest to our survey respondents were two components of IES – Common Assessment and Eligibility. Although some agencies are aware of these components, most are not, as indicated anecdotally throughout the survey.

The criteria for eligibility for employment services in IES include:

- the potential client is of legal working age
- lives in Ontario
- is eligible to work in Canada

However, this does not exclude those who are employed, in training, or in education from accessing IES, except for clients under the age of 18. More information about the eligibility requirements can be obtained locally from the SSM.

84% of survey
respondents
would like to learn
more about IES
Transformation



Key Finding

Our community-based LBS agencies expressed an interest in learning more about the Common Assessment and Eligibility for IES and would like LBS to be involved in all discussions.

SURVEY FINDINGS

In the survey conducted with the 25 community-based agencies, we asked about some of the statistical data that is collected. Although we did not ask the agencies to provide us with specific statistics, we did ask if the ES transformation has had any impact on their agency referrals, suitability, delivery services and changes to programs to accommodate the ES Transformation. This impact is supported through the anecdotal information provided.

Referrals to Literacy & Basic Skills

In this section, we explore a number of issues related to referrals. The referral changes to LBS have a significant impact and were measured through two different methods – survey responses and data that is collected provincially through Employment Ontario – Literacy and Basic Skills Learner/Profile Data.

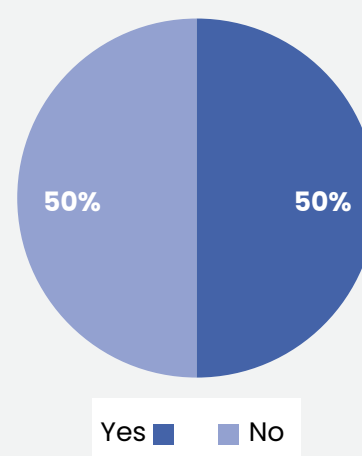
In the survey, we wanted to understand if there are referral protocols in place between the agencies surveyed and Employment Services/SSM. The number is evenly distributed between having a protocol and not having a protocol.



Key Finding

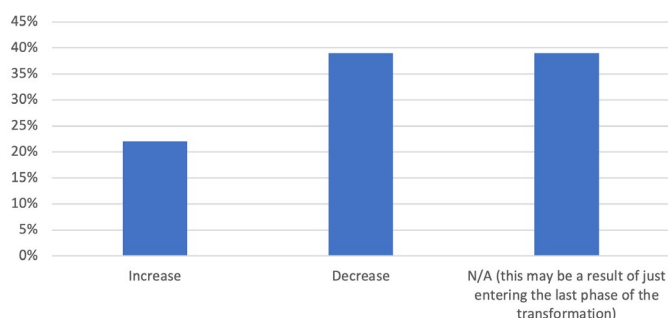
Developing referral protocols may be a positive strategy that can be facilitated through either a partnership or through the LBS network in each region with the SSM.

Referral Protocols

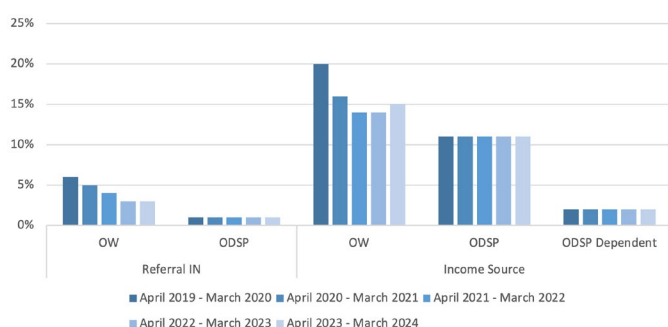


Next, we wanted to learn if there have been any changes in the number of referrals. The graph below shows that over 60% of agencies have seen a change and almost 40% of agencies were affected negatively.

Change in the # of referrals to CB agencies



The chart below shows that over the past number of years, LBS has seen a drop in the number of referrals coming from Ontario Works (OW).

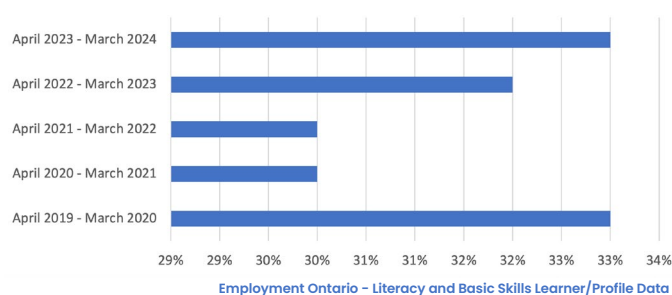


Employment Ontario - Literacy and Basic Skills Learner/Profile Data

These numbers clearly reflect the drop in Ontario Works referrals, yet the number of clients on Ontario Works income support has increased. Is this because the clients are not being referred, but are finding LBS through other means, such as word of mouth? We do not track this information, but clearly, the referral system is not working. This needs to be studied further.

Another inconsistent statistic is the number of learners who are on the Goal Path of Employment within LBS, which, once again, is not reflected in either the referrals from Ontario Works or Employment Services. The table below shows the number of clients on the Employment Goal Path over the past five years.

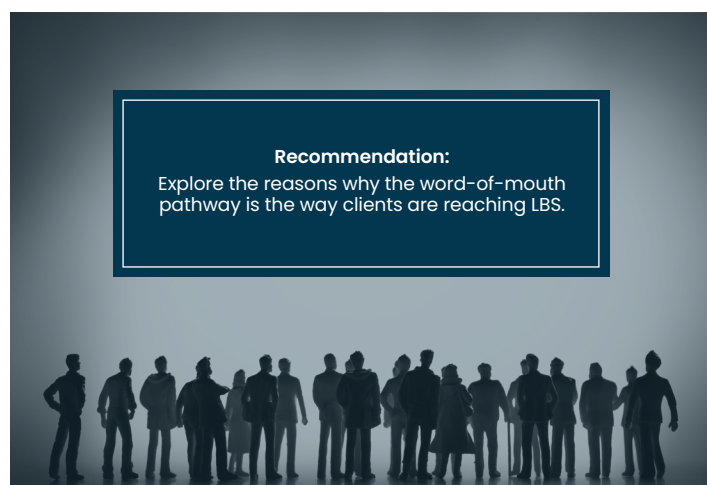
Employment Goal Path



Employment Ontario - Literacy and Basic Skills Learner/Profile Data

Note:

1. Years 2020 - 2021 and 2021 - 2022 are the years that much of Ontario was in lockdown.
2. The above numbers represent all LBS agencies not only community-based.



The literacy and basic skills agencies have very robust tracking; although not anecdotal, it is very data-driven.

In the IES Services Program Guidelines specific to Ontario Works and OSDP clients, it states clearly that there are two components to the Integrated Case Management - the Action Plan and the Employment Action Plan. This report is concerned with the Action Plan. The Plan is developed & managed by social assistance caseworkers for their clients and include Action Plan goals, support needs, referral to community services and outcomes. It is at this point in time where an appropriate referral to LBS can be made.

Further to facilitating referrals, there are activities performed by IES that could be delivered by LBS. As part of the First Work Report, they conducted a Time Diary Study over a period of one month to understand the impact on service delivery. One of the core activities included workshops that delivered the following:

- Financial literacy
- Workplace & health safety
- Accommodation needs
- Employment Standards Act
- Workers' Rights
- Skills Development Workshops

Although these workshops represent approximately 3% of their daily activities, they are workshops that can be delivered by Literacy and Basic Skills agencies if there was collaboration.

As the National Research Report by Social Research and Demonstration Corporation found, the number one support/service provided to Literacy and Essential Skills upgrading participants was pre-employment or job placement services. This is a LBS commitment to the learner – to connect them with the community as they progress in their learning. Clearly, LBS can deliver some of these workshops related to pre-employment, such as financial literacy, skills development, etc.

We then asked the agencies about the complexity of the referrals that their agencies are receiving. Below are some of the responses we received:

“,” Less ES referrals however an increase of newcomer referrals from language and immigration services.

“,” Let's start by saying the suitability criteria (even with the age change in 2024) are woefully out of date. The age category isn't relevant anymore. The <grade 12 is inaccurate and also out of date.

“,” We have MANY more youth, newcomers with foreign degrees.

“,” We have fewer referrals of folks with disabilities.

“,” We have MANY more with no income.

“,” On balance, our numbers haven't really changed and they are hovering around the 30% mark but the demographic groups have really changed. The services we provide and how we provide service has to change based on these demographic shifts.

“,” The majority of our referrals are for computer skills. This is the same as prior to transformation. I find that we are getting more referrals because individuals are not always job-ready when they are assigned an employment services caseworker. Training is a good way for the caseworker to keep them active until they are ready to focus on their job search.

“,” We continue to get referrals for those with less than grade 12. We prepped for GED in the past, and we are gearing up to prep for CAEC.

“,” Many of the referrals are for employment skills training, but need budgeting skills because they are not used to having more than “just enough”.

“,” The majority are for computer training only.

“,” We are seeing less and less clients with the ability to work independently.

“

Increases in all areas such as mental health, housing instability concerns, overall cost of living, changing labour market, young adults fresh out of high school with challenges based on covid attendance, addictions etc. Creating the need for updated training for staff, and time to complete, to address these challenges (under- resourced).

From agencies' responses, it is evident they are frustrated with a lack of acknowledgment that the suitability indicators currently being used need to be updated to reflect the reality of today's demographic. In addition, there is an indication that the number of newcomer referrals have increased both in numbers and complexity resulting in a strain on agencies' resources.

These responses from agencies also support that, along with the transformation at ES, the Ministry has fallen behind on updating the suitability for LBS. Updating is necessary so that LBS can accommodate clients in need of their services. This is particularly true for the digital skills for which ES clients are being referred and are necessary to participate in the current labour market.



The following was detailed by the Organisation for Economic Co-operation and Development (OECD) in their report titled – Adults, Computers and Problem Solving: What's the Problem?

“

The fact that a relatively large proportion of adults either has low proficiency in problem solving in technology-rich environments or lacks familiarity with Information and Communication Technology (ICT) and computers poses significant challenges to governments. Governments need to ensure broader access to digital technologies and networks and provide opportunities for adults with no or low skills in this domain to develop their proficiency. Governments also need to consider the level of their population's skills when developing initiatives to deliver services and information through digital technologies and networks. For example, initiatives designed to make the Internet the default medium of access to and interaction with public administrations may run the risk of excluding certain subgroups of the population unless alternative access points are provided and websites are designed to be used by adults with low literacy, numeracy or ICT skills.

Adult education and training is another promising route for developing proficiency in problem solving in technology rich environments. Among other benefits, adult education and training courses are usually much more accessible to adults: they are generally offered in more flexible schedules and are specifically targeted to address the interests and needs of their students. For example, adult learning courses can be targeted to help adults who have low proficiency in these skills, while formal education tends to reach primarily younger adults who may already be very proficient. In addition, adult education and training can be used to reach specific populations, such as older adults, immigrants or adults with less formal education, who may already be receiving some support with targeted government programmes.”

OECD Skills Studies – Adults, Computers and Problem Solving: What's the Problem?

PARTNERSHIPS

Earlier in this report, a formal referral protocol was referred to. Although many agencies do not have this protocol in place, they are willing to engage with Employment Services to either develop a new protocol or strengthen their current process. Sixty-seven percent of agencies indicated they have a working relationship with Employment Services to deliver some services, but not a formal partnership and 37% indicated they have no partnership or working relationship.

The phase-in stage of the Employment Services (ES) Transformation presents significant challenges, and this is largely due to the mix of SSMs, discrepancies in regional boundaries and regional implementation. These challenges can be likened to comparing apples to oranges as the differing boundaries and approaches create complexities for service providers, particularly within the Literacy and Basic Skills (LBS) networks.

The regional catchment area of the SSM has made it more challenging for Literacy and Basic Skills networks, agencies and other service providers. The Literacy and Basic Skills program in Ontario is organized into regions based on the Consolidated Municipal Service Manager (CMSM) catchment areas. The Service System Managers are organized into Statistics Canada Economic Regions. These catchment areas do not align with the regions of Literacy and Basic Skills and this creates coordination issues. For example, the Literacy Ontario Central South region takes in five counties (Haliburton, Kawartha Lakes, Hastings, Northumberland and Peterborough) and differs from the Fleming Muskoka-Kawarthas Employment Services (SSM) whose catchment takes in Haliburton, Kawartha Lakes, Muskoka, Northumberland and Peterborough. This means that Hastings County falls under another SSM. These regional divides make it very difficult to work together because different SSMs have different approaches to partnerships or working together. An additional issue that cannot be overstated is staff turnover in the local employment services offices. This has had a profound impact on the relationships with LBS that have been built over the past 20 years.



Despite retention efforts made, there has been notable staff turnover stemming from reluctance to adapt to the new model and the increased administrative burden – coupled with decreased direct client interaction – it entails. This turnover was further exacerbated by changes in roles and responsibilities, leading to staff feeling out of alignment with their job expectations. Persistent staffing issues, including contract-based short-term employment and burnout among long-term staff, are unresolved and affect service delivery.”

Making it Work: Delivering the Transformation Promise in Ontario – First Work Report

The following comments from LBS agencies expressed how they feel it has fallen to LBS to rebuild relationships with these community agencies.

1. We feel like we have reverted back twenty years
2. The turnover is rampant (ES staff). It's like starting all over and they are absent from the conversation in ways I haven't seen in 10 years



Key Finding

Feedback from LBS agencies surveyed demonstrate that one of the most significant impacts has been the estrangement this transformation has created with LBS agencies.

Recommendation:

The transformation process highlights the need for better alignment and consistency across regions to support effective collaboration and service delivery with LBS and IES.

Survey respondents were asked if LBS had been invited to participate in the planning process.

Most agencies receive information from time to time, but they are not involved in the planning that would bring in the LBS perspective. The agencies provided the following feedback regarding participation in the planning process:

Our organization has an Employment Services program, which has been involved, we in the LBS program have been informed from time to time, but it seems like there is not enough CLEAR and CONSISTENT information for the ES program let alone the LBS program about the impact of the changes at the daily service delivery level. There is a HUGE amount of managerial jargon that only adds to the lack of clarity and makes for a lot of uncertainty in our ES program, which has a ripple effect throughout our organization (we also

have pre-apprenticeship training programs that are impacted by the privatization (I'd rather use this term than the vague 'transformation' terminology).

We participazted in a few "information sessions" but I wouldn't call that involved in the transformation process.

We met with our local ES providers to discuss on our own to discuss the changes and how we as LBS can better partner with them to make this as smooth as possible with referrals and shared client.

We were invited to an information session to learn about the new SSM not part of the planning process.

We have partnered for several years with the YMCA and their WAVE program supporting their Financial Literacy initiatives as a part of the group. Additionally, we partnered with Agilec in the early years of SSM revamp through the InSight program (until the funding was lost) offering a workshop on learning styles and Human Rights discussions when disclosing in the workplace.

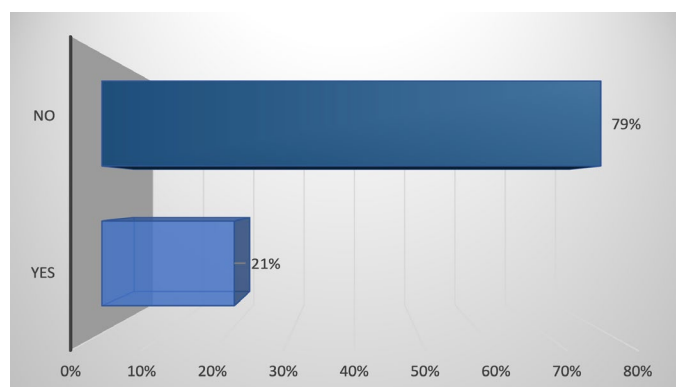
71% of the agencies that responded indicated they were not asked to participate.

Some of these comments clearly demonstrate the frustration LBS staff is feeling. This lack of participation or acknowledgement from the SSM demonstrates a lack of understanding of the role LBS plays in ensuring clients have the skills necessary for employment and, in turn, success. However, not all SSMs provide identical services. It should be noted that there are SSMs who have included LBS at the table to ensure literacy has a voice.

Recommendation:

Promote LBS and help other partners make the connection between the skills gained and the skills needed in employment.

LBS agencies were asked if they were listed on the local SSM website.



Through extensive searching of the SSMs and Employment Services websites, and based on the above responses where 79% responded they were not listed on the local SSM website, it is clear that LBS is not listed on their sites. With the digital direction of our current processes, it is beneficial to ensure that all partners are listed when clients are seeking opportunities to increase their skills for the purpose of employment. Of the many sites that were searched, one of the only references to LBS was a link directing people to the Ontario Government page referencing Literacy and Basic Skills. Given that individuals initially search local sites for information on employment readiness and services, this is where the LBS agencies in the community should be listed.

This should be a cautionary tale; although, under the umbrella of Employment Ontario, Literacy and Basic Skills is not a consideration when addressing the barriers that job seekers may face.

As the comments below show, many agencies maintain some type of connection, while others are struggling.

“ Referrals and in some service providers we are running joint programs and sharing clients.

“ We are providing soft skills training for Pre-Apprenticeship training for our local Employment Help organizations.

“ Ontrac – great relationship maintained, ongoing referrals and client progress updates

“ We do not have a formal partnership agreement but we work closely with our ES agency.

“ We partner with one of the YMCA Employment Service agencies to deliver an on-site basic computer skills class one morning/week to their clients

“ Yes, we partner with several ESAs for referrals for our computer training, and we refer back.

“ We share rack card information to cross-promote services.

“ The ES is listed, but have not been informed about LBS...or even seen the SSM website. The communication is lousy, and our agency leaders are very nervous so don't ask challenging questions to the SSM, it is very very top down.

“ The ES provider we are co-located with recently underwent a name change and actually removed our name from the signage. Referrals are made (depending on the individual staff person of ES provider). We were told outright by one ES provider that they don't refer to us because we are co-located with a separate ES provider and they need to keep their numbers. ES providers now seem to think that they can provide whatever is necessary which seems to be supported by the provincial government as evidenced by all the project funding available which seems to often duplicate the role of LBS.

The range of the above comments demonstrates that an inconsistent message is being delivered. This can be at least partially attributed to the differences in SSMs identified earlier in this report.

Recommendation:

At a minimum, LBS Networks partner with the SSMs to ensure LBS is linked to the Employment Services' websites.

LBS SERVICE DELIVERY ADJUSTMENTS

LBS is known as a sharing community, particularly with each other. So, it was our intention to understand if there was any sharing of information between LBS agencies with regard to experiences from other LBS agencies in areas that had already gone through the transformation. Once again, there was a range of responses and agencies provided both positive and negative experiences anecdotally.

Our network did a lot of legwork working with phase 1 folks and that was very helpful to us the year before phase 2 rolled out. We spent a lot of time forging relationships with our ES partners to avoid the drop in referrals that phase 1 counterparts experienced. I still think the stress and upheaval for ES is having deleterious effects on us though. We are lucky that we have so many newcomer orgs in KW that are NOT ES so that's been helpful.

Via Community of Practice meetings for Skills for Success, we've asked questions about LBS experience in areas that have already undergone transformation. LBS agencies reported a drop in referrals. Some areas have started BJO readiness programs and appear to be experiencing some success attracting ES referrals. The advice is find strategies that are mutually beneficial.

Yes, it has been discussed at our Literacy Service Planning meetings. Most agencies have not realized positive results; initially, we were assured that our relationship as a "supporting" organization would continue. This has not been the case, we see fewer referrals from OW, ODSP and ES agencies and fewer partnerships with ES agencies than before the transformation.

I have heard nothing positive from any other LBS agencies or ES providers.

Other than limited sharing of information by way of Communities of Practice.

Only very brief interactions with one other agency. Not enough information to say though.

Yes, through informal conversations, and basically there is a lot of unknown and uncertainty. This is no surprise since the purpose of privatizing the running of OW is fundamentally to reduce the number of OW recipients so the OW and ES... and other programs will and are becoming full of barriers and unrealistic outcomes. Its like the 'transformation' is really a more punitive system for folks and rewarding system for SSMS.

One observation with our organization though is that many of our adult learners come through ES referral. Often referred for digital skill upgrading, SmartServe, or other skills upgrading to make these learners marketable for employment. Funding is performance-based for our ES partners. The goal: get job seekers employed as quickly as possible. In this economy, even if learning shiny new skills increases your earning potential long run, these learners/job seekers need jobs immediately. Our ES partner funding is tied to short term achievement of finding job seekers employment. It can be counterproductive to LBS. We experience many incompletions due to this funding structure.

These comments come across as somewhat discouraging. It is important to note that both the LBS guidelines and the IES guidelines clearly state that LBS service providers also offer information and referrals to all Employment Ontario employment and training programs and services.

LBS service providers must:

- Promote the LBS program within the community, as part of an integrated system of literacy service provision within Employment Ontario, and with related programs and services provided by other ministries and other levels of government;
- Coordinate and integrate services to provide learners with supported access to other services that help them achieve their goals; and
- Ensure that the LBS service provider's information & referral services build on the results of the literacy service planning and coordination process & are complementary to other resources in the community. LBS Service Provider Program Guidelines (December 2023)

The guidelines for Employment Services states: *Service Providers are expected to offer community resources that provide information on local training and employment opportunities, apprenticeships, community services and supports, literacy and basic skills services, labour market information including occupational and training requirements and resources to support independent or "unassisted" job search, career clarification and planning, and informed education, training, and employment decisions.*

In addition, Collaboration with Ministry-Retained EO Programs states:

As part of Integrated Employment Services, EO Caseworkers are responsible for skills training referrals based on client need, choice, and appropriateness. Providers are expected to use

other Ministry-retained EO programs to ensure that clients receive the support required through their journey to employment. It is expected that these clients would be jointly served using an integrated case management approach acting in the best interest of the clients.

-Integrated Employment Services Program Guidelines (V 2.1 March 2024)

It should be noted that Literacy and Basic Skills is considered a Ministry-retained Employment Ontario Program.

To better understand if LBS agencies had pivoted to accommodate IES, we asked **if agencies had made any changes to their service delivery**. For community-based agencies, it is less of a struggle to be dynamic in their delivery compared to their counterparts in larger institutions. Community-based agencies are smaller and better equipped to meet the change quickly, as required.

Many agencies have made an effort to be accommodating to the needs of the SSM/IES throughout the province.

Approximately 50% of the agencies have made some changes or attempted to make changes that would suit the clients of IES.

“

Started to market and find partnerships with non-ES partners such as direct marketing and community partners/associations.

“

We link all our program language and marketing to Skills for Success language so that it is easier for ES to "relate" to our programs and see the benefit of LBS for their clients both in short and long-term programs.

“

Streamlined to get level C clients ready for employment, and prep individuals for the Better Jobs Ontario Readiness Program package.

“

We've modified one workshop to include the SSM's preferred job search portal that they've created. Our program was very much already set up in a manner that compliments Integrated Employment Services since we were already offering employment services at our centre. Our primary goal path is employment.

“

We have been frequently asked for these new on-site services. With such a skeleton staff, we are both underfunded and under resourced to deliver itinerant service. This is disruptive to our learner service. We have flexed with some innovative ideas that work in our schedule—usually short-term pilots.

“

We have been offering 2-3 employment workshops per month to the employment agency clients who also qualify for literacy and basic skills.

“

While we have always worked closely together, we have implemented new training (i.e. Job Path, Conversational English, BJO prep course) programs as well as an online platform to best meet the needs of both LBS & ES clients.

“

We have strengthened other relationships and increased our marketing.

“

Loaded question – in the beginning we came together as an LBS group of organizations in the region. From there we had a rep from 3 of the local LBS agencies request to attend the monthly ES case management groups to review any changes and challenges needing to be addressed by LBS and ES related to delivery. From there we meet on a monthly basis as an LBS group to share back the information ensuring there is a no wrong door approach. This has created a warm handoff situation to support clients in a wraparound way. This approach has been adopted by OW, where LBS represents in the SS office once a week, answer question, review caseload issues (individual client specific issues) and support paperwork applications.

+Addressed delivery based on ES input.

+Linked SFS in all curriculum – review local SSM job portal

“

LBS supports Job retention components of the ES service delivery model by offering onsite employment coaching/training during placements.

As is evident in the above comments, there are several agencies that have had some success, but no sustainability, and some agencies that have been asked to deliver on site at ES, but face challenges. There are challenges to meeting off site which primarily include the cost effectiveness of such an endeavour. Without recognition of the resources required from either the partners (ES), or more importantly, the Ministry, LBS will continue to struggle with delivery off site. The comment, “we are waiting to see how they will expect services to be delivered,” is particularly concerning.

Another aspect of the services that LBS has been providing is a focus on the digital skills required for participating in these services and, by extension, employment. Many agencies are focusing on delivering digital skills. The Ministry is adamant that this is not literacy in the traditional sense even though they have moved to an online application process for Ontario Works/Ontario Disability Support Program services, within this transformation. This view, however admirable, is distinctly outdated in the current work and literacy environment.



TOOLS/ASSESSMENTS

Further to accommodating delivery services, we asked if agencies provided an assessment tool, a discussion guide or any type of material to assist IES in making referrals to LBS. There are distinctly differing opinions on this subject.

- The majority of the respondents indicated that they had not done anything at this point. In fact, many agencies pointed out that either they have not been asked or felt that it discouraged referrals. Other agencies indicated that they encourage Employment Services to call for advice when screening. In one instance, an agency was directed by the ETC that, although the document they had developed was considered internal, it needed to be vetted by the Ministry's visual brand identity specialist in case it should fall into the wrong hands and be viewed as prescriptive. It should be noted that the Ministry does not provide documents and has left the development of these types of documents up to the discretion of the agencies.
- Other agencies indicated that they have done some work including an improved referral form, a program guide and improved marketing.
- Some questioned why LBS would do this given we are the experts, and the client should be referred for assessment.

Approximately 50% of the agencies have a referrals process/assessment tool in place or are developing material that would assist IES in making referrals to LBS.

Why would we provide an assessment tool? We conduct assessments as part of the five services we are funded for. All job seekers should attend an LBS assessment to determine if any LBS support is required. If nothing else, it demonstrates areas of strength and areas that could or should be developed to ensure employment success. This really should be a seamless step for any job seeker within the employment goal path. It is a well-known fact that people functioning within a literacy level two often don't even realize that they lack the skills needed to be successful. It is also a well-known fact that just because a person has a high school diploma, it doesn't mean that they have the skills they need for success in work, learning, and life. Where I am going with this is that quick assessments/discussion guides have been tried in the past, and do not lead to successful outcomes. Let LBS do what they do best!

No wrong door has been the approach and at Case management meetings. BJO assessments as per LOCS region. Adults are not necessarily comfortable discussing their challenges when finances (money) is attached to it.

Although many agencies agree that assessments should be done by LBS, a screening tool can make the process easier for IES caseworkers and result in better outcomes for their clients. This cannot be overstated.



Key Finding

Client Assessment should be conducted by LBS agencies.

Recommendation:

Provide Integrated Employment Services with a screening tool for a more streamlined referral system to LBS.

CLIENT CONSIDERATIONS

Approximately 63% indicated that clients have not expressed any concerns.

We have discussed many issues related to the transformation; however, it is important to recognize that the client is the centre of the activity taking place. In acknowledgement of this, we wanted to see if there had been any impact on the client as a result of the transformation. We know that clients/learners have a certain rapport with the LBS agencies and, therefore, are usually comfortable with sharing their thoughts about services. In the study, “What goes on here: Practitioners Study the Student-Practitioner Relationship,” one of the themes explored in this research included A “Certain Rapport” and states:

“

Our relationship with our student is characterized by what we have come to call a “certain rapport.” We struggle to express what we mean and even though we feel it is absolutely critical to our student’s learning, we have great difficulty in defining it. We describe it as involving sensitivity, responsiveness, attentiveness, acceptance, trust and expectations. We feel the term rapport implies that there is a connecting back and forth, not just from tutor to student, but also student to tutor. This dynamic provides us with insights as practitioners and we use these to tutor. As the rapport develops, it is the catalyst that clears the path so that risk taking, so necessary to learning, can begin. The relationship requires care and consistency. Its glue is the emotional connection we have with our students.”

What goes on here: Practitioners Study the Student-Practitioner Relationship Trent Valley Literacy Association <https://www.tvla.ca/>

Our question to the agencies was, “have clients expressed any direct impact to them as a result of the changes to either the Employment Services or Social Services process?” Based on the comments from the LBS agencies, most clients have no concerns, but this may be a reflection on the SSM serving the area.

“

By and large they tell us they are having issues even contacting people. Long wait time to get a call returned. Email blasts of information they can’t navigate. No help from ES when navigating the online intake etc... It all points to frustration on the part of the client.

“

Learners with higher level skills have reported feeling frustrated that they jump through the hoops only to be sat down in front of the Job bank to do their own searching, which they were doing before.

“

Yes, the long wait for ES assistance and the run-around and hoops they have to jump through just to connect with social services.

“

Frustration in overall support from the ES worker due to time constraints. Specific examples include writing a resume, using job banks, interview prep and expectations, worker rights etc. Clients have shared frustration with paperwork, access to worker for support, employment related funding changes such as work boots, bus passes etc.

“

The clients we have served via referral from Employment Services have been very happy with the services they are receiving from them. Employment Services is able to buy clothing, prescription glasses, pay for gas cards and car repairs. Since we do not have that kind of infrastructure, they are definitely meeting their clients needs.

PHASES OF THE TRANSFORMATION

Successes with the Transformation

Approximately 1/3 of the agencies that responded to the survey have not had any successes with the ES Transformation

“”

It has not directly affected us, only that is it disturbing to see so much funding moved to a corporate partner and not seen any direct improvement only to cause unease and uncertainty in EO providers.

“”

We are applying for more money because we probably will hit our numbers before Christmas.

“”

I think it is more likely that we were expecting issues, planned to mitigate those issues and ended up pulling more students in despite major issues with referrals (especially in Cambridge where our referrals in went from 90% to 50% this year).

“”

Great working relationship. Client/learners are enrolled in a wrap-around service, and there are no time lags in between, client is on a continual service process.

“”

Obviously being co-located with IES has been key, but working directly with the SSM has helped tremendously as well. We had a good partnership with the key partners in the SSM going into ES Transformation.

“”

Increasing referrals after Phase 1 of the transformation.

“”

Due to working so close with Agilec, we have been able to stay up to date on what is needed in the work force sector. We have figured out ways to fill gaps with programming for people looking for jobs and need more skills to get those jobs. The market is very tough right now.

“”

While still in Phase 1 – with our own ES we see a significant increase in referrals.

“”

LBS agencies coming together as a group to strategize on approaches with ES. We have partnered with ES regularly and are onsite at OW.

Based on the information provided from the survey, respondents proximity and continued communication has had a positive affect on the continuation of referrals. It has also raised concerns regarding the funding which continues to be an issue for LBS.



Challenges with the Transformation

As expressed in the comments below, there are challenges that cannot be disregarded.

“”

Getting any kind of buy-in from ES right now is difficult. In networking meetings, there's a sense that ES is still floundering with the new regime. It's difficult to get decisions, they have turned more inward than ever. OW hasn't been to a meeting in ages. The turnover in staffing is rampant. It's like starting all over and they are absent from the conversation in ways I haven't seen in 10 years.

“”

Understanding it all. Not being able to properly answer questions from clients about the processes that correlate LBS and IES. As well, OW still has not connected with us thru these changes. We will be approaching them in the near future.

“”

ES refers job seekers. By the very nature of this referral- job-readiness, and skills attainment or upgrading- and the performance measure of “achieving employment” that ES partners are funded by through the SSM, often leads to incompletions. Learners get jobs and they bounce. They are no longer interested in continuing their learning journey or their work schedule no longer allows them to learn concurrent to work.

“”

There has been a decrease in referrals since the ES transformation.

“”

We are having trouble using our training support money due to all the money the employment services have. Employment services has so much more flexibility in supporting their clients than we do. They are also providing drinks and snacks to all programs we have offered.

“”

High staff turn over at both ES and OW impacts relationships between agencies that had been concretely established over many years including loss of knowledge transfer. Outcomes are a constant need to offer presentations and marketing to support community members an a additional strain on already under resourced community agencies. Referrals too.

“”

Lack of involvement and information sharing - uncertainty of the future goals.

“”

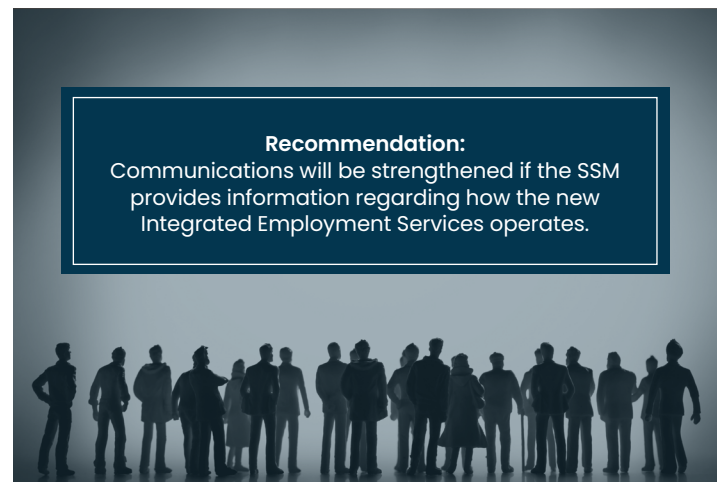
We feel like we have reverted back twenty years.

As noted in these comments, there is a level of frustration from LBS agencies. In some cases, the frustration is felt in the loss of communication/ relationships that have been built over a number of years, and also in understanding the new system for employment services.

Communication is key in the challenges mentioned. Clear communications will alleviate many concerns or questions if information sessions are offered across the province by the SSMs as part of their mandate to inform the community.

Recommendation:

Communications will be strengthened if the SSM provides information regarding how the new Integrated Employment Services operates.



Strategies with the Transformation

We wanted to understand the strategies that LBS has developed to cope with the changes to the ES Transformation that have impacted their agencies. LBS agencies made the following suggestions:

“ Create a marketing and intake plan that does not rely on ES.

“ We are aiming to be the answer to the gap in accessible work-focused literacy skill development.

“ We offer 1 or 2 night online workshops that require no registration. These serve as “tasters” for clients who think they can’t or don’t need to upgrade their skills.

“ Shorter training modules to allow for increase in demand.

“ As cited earlier, we have sought to accommodate ES partner requests in itinerant ways. They are not a long-term solution as they disrupt our service delivery and do not fall within our funding model.

“ Although we haven’t yet felt the impact, we are preparing by adding courses relating to employability skills, etc.

“ We are keeping in regular contact with Employment Service and Social Services so they are aware of the services we provide.

“ We continue to connect with the ESA not the SSM directly.

“ We continue to promote our program through our flyers and advertisements.

“ We only have 2 employment agencies serving our community. We have developed good relationships with both of them.

“ Adding the online training component has been a significant addition to our services.

“ We do foresee the need to strategies moving forward however hope to work with our SSM to design them.

These responses provided a window into the effort LBS is making to ensure continued connection with Employment Services/SSM. It demonstrates that LBS understands the need for the services we offer to those seeking employment.

The SRDC scan, “Increasing Pathways to Secure, Meaningful Employment through Design and Implementation of Inclusive Skills Development Policies,” released in March 2024 found:

“

A milestone approach helps capture meaningful progress toward longer-term employment outcomes. This approach captures intermediary steps or outcomes (e.g., improvements in soft skills or employment readiness) considered meaningful along the employment pathway. The importance of finding good quality employment is also highlighted. Positive effects of a milestone approach have been observed for service providers and service recipients.”

[Increasing Pathways to Secure, Meaningful Employment through Design and Implementation of Inclusive Skills Development Policies – Expanded measures of employment success: SRDC scan](#)

This turns the more traditional approach of measuring employment success upside down and instead uses individual steps to capture achievement on an employment pathway as a measure of success. One example cites soft skills. The soft skills in this scan promote the use of the new Skills for Success model which incorporates communication, creativity and innovation, collaboration and adaptability. The scan goes on to state:

“

As a whole, the model considers the influence of different skills on service recipients' job readiness or distance from the labour market and allows them to see broader areas of progress on their employment pathways, in keeping with a milestone approach. It was intentionally designed to be applicable to a variety of job contexts and customizable to different populations, and the skills themselves are both trainable and measurable.

[Increasing Pathways to Secure, Meaningful Employment through Design and Implementation of Inclusive Skills Development Policies – Expanded measures of employment success: SRDC scan](#)

The SRDC scan is a document that the government should consider when making changes to services that impact clients.

LBS agencies are interested in learning about the changes to Employment Services as a result of the Transformation. Improving the agencies' knowledge will be a benefit to the client. Throughout this survey, agencies have expressed their frustration in being unable to better assist the client with answers on some of the questions relating to ES.

Literacy and Basic Skills programs are poised to ensure they are in the best position to assist clients with the skills needed to gain sustainable

employment. This will only happen when the SSM and the government see the value in the work performed by LBS. Recognizing the value of the necessary work done by LBS can only result in a more positive outcome for the agencies, clients and the labour market.



Laying Groundwork for Success

The government's Key Initiatives for pillar #2 in Building a Strong Foundation for Success: Reducing Poverty in Ontario states that:

“

Social Assistance Recovery and Renewal Plan – transforming social assistance so case workers can focus on people, not paperwork, and help people access the supports they need to stabilize their lives, including employment and training, and drive the best outcomes for social assistance clients, including people with disabilities.

[Building a Strong Foundation for Success: Reducing Poverty in Ontario \(2020-2025\) \(https://www.ontario.ca/page/government-ontario\)](https://www.ontario.ca/page/government-ontario)

LBS' CONTRIBUTION

The lack of acknowledgement that skills are necessary for employment is extremely troubling. In the many reports that evaluate the IES/SSM implementation, there is no mention of skills being necessary for employment. There are many mentions of Life Stabilization, but rarely are education and training included. With so many current and available reports citing the need for the upgrading of skills, this has been an oversight on the part of the government and SSMs.

In the updated report, "Recovery & Renewal: Ontario's Vision for Social Assistance," literacy is categorized under Achieving Stability but is classed with library services.

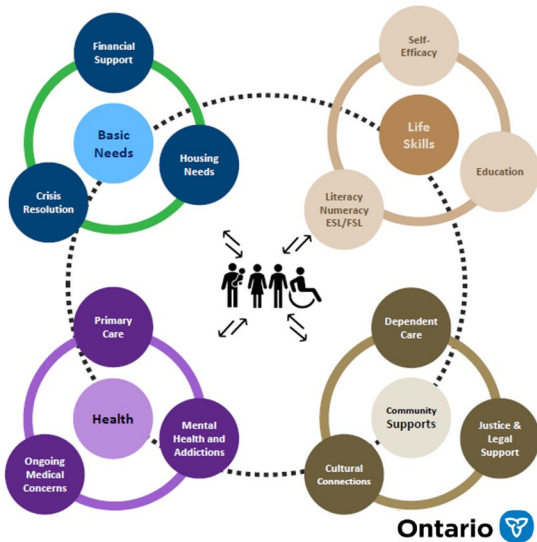
Achieving Stability

Provincial–municipal collaboration has resulted in a social assistance framework based on supporting people to achieve stability in their lives. This is a system where caseworkers focus on the building blocks of greater independence and long-term employability, using their time with clients to:

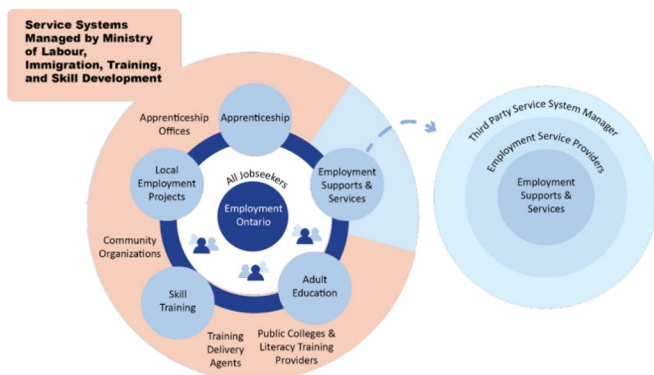
- Understand people's needs – beyond just employment – and build trust
- Help guide individuals through personalized planning
- Provide hands-on support to help people navigate the broader system of community supports and services that could include:
 - ◊ Primary health care
 - ◊ Housing
 - ◊ Child care
 - ◊ Parenting and family supports
 - ◊ Youth programs
 - ◊ Digital access
 - ◊ Tax filing, including access to federal tax credits and benefits
 - ◊ Financial literacy
 - ◊ Literacy and library services
 - ◊ Mental health and addiction services

Recovery & Renewal: Ontario's Vision for Social Assistance Transformation (<https://www.ontario.ca/page/government-ontario>)

In another report from the government, literacy is classified as part of life skills.



Yet, in the SSM model, literacy is categorized with Adult Education.



Given these discrepancies, it is not surprising that partners in the community are unclear about who LBS serves, and whether or not clients need our services.



Key Finding

There is confusion on the role of LBS within Employment Ontario.

Additional Survey Contributions



As an LBS agency, I can tell you that we are at a breaking point."

This stress is evident in the additional comments offered by survey respondents. In some cases, they reiterate what has been reported already; however, from these comments, it is clear agencies need to be heard.



As an LBS agency, I can tell you that we are at a breaking point. Without funding increase since 2017/18 fiscal (which was linked to a learner target increase so really performance not operational expense need) and absorption of year-over-year operational cost increases, we are running a deficit for the privilege of delivering the Ministry-funded adult LBS program. It was untenable last year and we built a business case for an increase which was circulated up the chain but fell on deaf ears.



I would be very interested to see how other co-located LBS/ES orgs are working together. Our co-location has been less than useless. What's happening with orgs that are both LBS and ES? I haven't really heard anything on that front either.



The impact is really about creating fear... when will LBS be swept into the SSM, which does not care at all about adult literacy learning principles and practices, neither the breadth and diversity of learners and their goals. Privatization does not care about the process of adult basic learning, only quantitative measures of success and failure.



Not seeing the full benefits of the transformation yet, possibly more knowledge of it all will correct that.



Who will want to be employed in LBS, an industry that doesn't even keep pace with inflation or pay commensurate for skills, experience and responsibility?

Our government is failing Canadians miserably.

- Policies around international students to prop up our underfunded college system
- Immigration at record levels of new Canadians where English is an additional language to falsely prop up our GDP, has put tremendous strain on all every system- our social and government services.
- Canadian college system buffered by international student tuitions which are little more access to Canadian citizenship.
- Catch & release corrections where criminals have no consequence
- Closure of mental health facilities
- Unprecedented homelessness (encampments in our public parks)
- Addictions at an all time high (extreme escalation of overdoses that our social service frontline workers must manage as part of their daily work)
- Interest rates and lack of affordable housing that make home ownership unattainable
- Inflation on basic needs like groceries and services that strain every household budget
- Under-resourced School Boards that do not have enough classroom EAs for effective individualized student attention, or even the resources to support the complex needs of our children, or lagging literacy/numeracy skills and exam preparedness

It's still early days of the new SSM. Our ES partners are tight-lipped. Have the impression the new structure and associated tracking is onerous. There is redundancy in employment service i.e. Leads youth program funded federally and Youth Job Connect (both seeking youth job seekers with disabilities or barriers), The Workplace Group's dedication to job seekers with disabilities and Job Path/Employment Transitions groups serving job seekers with visible or invisible disabilities. Ontario Works Lambton County ES's dedication to the life stability model in getting vulnerable populations with many barriers connected with jobs.

Because we're in phase three and so are in the early stages of transformation, the questions left blank are not yet relevant, or I don't have an answer!

This new structure should – in theory – be more collaborative but the funding is still linked to tying a job seeker to one initial starting point ES-provider. I could see this becoming problematic and an ownership war over the job seeker and attached funding.

As a leader of a LBS agency, we are caught in the cross hairs of all of this dysfunction. We must manage demand with inadequate funding. I fear for staff retirements or burn out or both and what that looks like for the effectiveness of our agency. While the work we do is meaningful and we are rewarded every day by a great staff team, volunteers, and learners, how much longer can we all live on happiness (spoiler alert: it doesn't pay the bills) in this economy?

Apart from the staff turnover and need to re-establish relationships with new employees at Employment Help, we have experienced limited impact as a result of the Employment Services Transformation. It does appear that they have lost some long-standing and very knowledgeable employees since the onset of the transformation.

What does that look like for the Ministry's effectiveness in delivering LBS service?

Who will they contract when it's not financially viable to take on these literacy agreements?

How effective does the Ministry think LBS service will be when disproportionately high employee turnover becomes the new normal? Because, at the rate we're going, it will be. Why would we stay?!

We're in the dark about these developments.

I would like to learn more about the ES Transformation.

The expectation on the shoulder of the community-based agencies because of the flexibility is putting additional strain on the resources or lack thereof to fulfill the ES and SS expectations as needed by the client. This puts community-based agencies in an unsustainable position without any additional resources.

CONCLUSION

In 2007, the Employment Ontario brand, the Employment and Training Network, was introduced and Literacy and Basic Skills, Apprenticeship and Employment Services were part of that network. However, today when there is discussion with Social Services and Employment Services, they only recognize Employment Services as Employment Ontario. There is no recognition that Literacy and Basic Skills is part of that brand. The government needs to acknowledge the role of Literacy and Basic Skills to ensure employment services see LBS as a critical partner that helps Ontarians in their journey to sustainable employment.

Community-based agencies have demonstrated that they have the ability to meet the needs of the communities they serve and assist clients in achieving both independent and employment goals.

In 2011, the Government of Ontario released the document, Supporting Learners through Service Coordination and Referrals. This document specifically outlines the benefits of connecting to community partners to significantly contribute to positive learner outcomes. It goes on to state: *It is important that all LBS service providers and practitioners are aware of the resources available in the community and have the ability to work with a range of community service providers. Strong working relations with community partners will help in the development of the tools and processes that identify (a) which learners might require each type of support and (b) options for providing these supports.*

It is incumbent for Employment Services/SSMs to ensure they are aware of what is available in the community to ensure a positive outcome for their clients, and most often, LBS is the solution they are looking for.

In support of this notion, the Moving Forward report released by Literacy Link South Central in 2022 states, "Working with job seekers and employed individuals is probably the most direct way that LBS programming impacts the labour market."

Although LBS would like to be a part of the solution for clients gaining the skills needed for employment, agencies are at the point where it may not be feasible unless the financial requirements are addressed. There is a critical need to fund LBS so they are able to participate fully as a key partner and ensure the impact of the Employment Services Transformation is addressed proactively in order to achieve the highest possible level of success.

Recommendation:

A strong marketing plan that is consistent across the province and demonstrates that LBS has a critical role in employability success is necessary.

The Ministry of Labour, Immigration, Training and Skills Development needs to be lobbied for sustainable operating funding.



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Tangled In Red Tape – Ontario's Employment Transformation is Leaving Too Many Job Seekers Behind

Community Living – ODEN

<https://www.odenetwork.com/wp-content/uploads/2024/06/Tangled-In-Red-Tape.pdf>

What goes on here: Practitioners Study the Student-Practitioner Relationship

Trent Valley Literacy Association

<https://www.tvla.ca/>

The Human Rights Code defines a disability as follows:

1. Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
 2. A condition of mental impairment or a developmental disability,
 3. A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
 4. A mental disorder, or
 5. An injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997
- <https://www.ohrc.on.ca/pt/node/2871#:~:text=Thus%2C%20a%20disability%20may%20be,the%20presence%20of%20an%20ailment.>