



Bridging the Gap between London's Immigrants and Local LBS Programs

A Labour Market Partnership Project hosted by
Literacy Link South Central

Table of Contents

A Labour Market Partnership Project hosted by Literacy Link South Central	1
Introduction	5
Project Objectives	6
Project Deliverables	7
Laying the Groundwork	8
First steps	9
Reaching Out.....	10
Interviews and focus groups	10
Demographic Targets.....	11
Developing effective questions	13
Immigrant Focus Group and Interview Questions	14
General Results	15
Building Relationships with Service Providers	16
Service Provider / Community Leader Focus Group and Interview Questions	17
General Results	17
Supporting Local Events.....	18
Marketing Literacy	19
2-Page Summary Report	19
Promotion of Focus Groups in Several Languages.....	20
Appearances on Local Television	21
Literacy Links to Employment Newsletter	22
What we Learned.....	23
Trends in impressions of literacy:	23
Trends in accessing literacy support in London:.....	23
Trends in barriers to attending literacy programs:.....	24
Trends in support required to attend literacy programs:.....	24
Trends in employment goals:	25
Trends in barriers to employment:.....	25
Trends in employment skills to develop/improve:	26
Working Together	26

Bridging the Gap Between London’s Immigrants and LBS Programs

Labour Market Outlook	27
An Overview of Labour Market information as it relates to the 4 main job categories identified by our target population:	27
Office/admin	27
The Trades.....	27
Community Services	28
Customer Service	28
Recommendations:	28
Recommended marketing strategy	28
Recommended boutique literacy programs:	30
#1 - Canadian Workplace Literacy	31
#2 - Writing for the Workplace	32
# 3 - Computer skills for the Workplace	33
# 4 - Verbal Communication for the Workplace	34
# 5 - Building your Professional Network	35
# 6 - An Introduction to Trades in Ontario.....	36
Additional Notes:	37
Sharing these Recommendations	38
In Conclusion.....	38
Appendix 1: Project Evaluations	39
Objective #1	39
Objective #2	39
Objective #3	39
Objective #4	39
Objective #5	39
Achievement of Project Objectives.....	41
Evaluation Elements	46
Exploring the Gap Report.....	46
Content of Exploring the Gap Full Report:.....	47
Understanding of how Multicultural Communities Perceive Literacy.....	47
Understanding about how to Address Literacy with Immigrants	47
Understanding about how to Better Meet the Needs of Immigrants	48

Bridging the Gap Between London’s Immigrants and LBS Programs

Overall Satisfaction with the Full Report	48
Exploring the Gap Summary Report: Content	48
Overall Satisfaction with the Summary Report.....	48
Communication Plan.....	49
Initial Webinar: Through the Looking Glass: Immigrant Perspectives on Literacy	50
Second Webinar: Bridging the Gap: Using Literacy to Connect London’s Immigrants to Employment.....	51
Experience of the Project Steering Committee	51
Opportunity to Contribute to the Project.....	52
Expertise Used in the Project.....	52
Value of the Project Results and Processes Used During the Project.....	53
Experience of London/Middlesex Literacy Service Planning Group Participants	53
Reporting of Project Progress	53
Extent to which Literacy can Address Challenges Highlighted by the Project.....	54
Project Recommendations.....	54
Looking Forward	55
What Worked Well	55
Challenges.....	55
Significant Learnings from the Project.....	55
Evaluation Conclusion.....	55
Appendix 2: Supporting Sources – A selection of reports, literature and websites used in this project	56
Appendix 3: Connecting the City of London’s report “Immigrants and the Labour Market: A London Perspective” to Literacy Link South Central’s “Exploring the Gap” LMP project.....	57

Introduction

As the much-anticipated labour market shortage draws nearer, it becomes increasingly important to ensure that everyone who can work is able to do so. In 2015, Literacy Link South Central (LLSC) partnered with The City of London, the London/Middlesex Literacy Service Planning Group and local cultural organizations to research the imbalance between the demand for workers and the potential supply of workers that immigrants can fill if they have the opportunity to increase their literacy, numeracy and essential skills. This project, "Exploring the Gap Between London's Immigrants and Local LBS Programs," focused on meeting the needs of immigrants when it comes to promoting, developing and delivering adult literacy programming, with an emphasis on how literacy upgrading can better position unemployed or underemployed immigrants to fill entry-level jobs available in our local labour market.

LLSC's research methodology for this project included:

- conducting a series of one-on-one interviews and focus groups with a cross-section of members from London's immigrant communities
- meeting with service providers supporting immigrants in London to gather their views
- reviewing local labour market information with support from the Elgin Middlesex Oxford Workforce Planning and Development Board
- referencing presentations and reports supplied by our partners from the City of London and others
- exploring current educational upgrading opportunities including ESL, LINC, and non-language-specific training

As a result of this research, LLSC has developed a set of recommendations for changes in LBS program delivery and shifts in the marketing of literacy programming. We hope that these recommendations result in positive changes not only for London's immigrants, but for the language training, literacy and employment communities as a whole.



This *Employment Ontario* project was funded in part by the Government of Canada

Project Objectives

Literacy Link South Central launched this Labour Market Partnership project with several key objectives, as follows:

1. To create a report and accompanying webinar based on our 2014 Multicultural Outreach project that highlights lessons learned and outlines the steps to be taken within this LMP project. The report and webinar were to be made available to adult literacy providers across Ontario to inform their local planning processes.
2. To work closely with other community groups and systems – employment, social services, City of London, London & Middlesex Local Immigration Partnership Education and Employment Sub-Committees, and the Elgin Middlesex Oxford Workforce Planning and Development Board – to gather best practices, share research results, gather input and information, and strategize and plan.
3. To hold focus groups and interviews with members of the immigrant community and with immigrant community leaders to unearth factors that affect their participation in adult literacy programs (ex. perceptions and understanding of adult literacy, wording and descriptions of programming that would resonate, locations and timing of programs, etc.) To gather information during focus groups and interviews about types of entry-level employment that immigrants are interested in, their work history, current skills and those they would like to develop. Finally, to cross-reference that information with current labour market information and make recommendations for literacy and numeracy programming based on immigrant employment goals and entry-level jobs with good employment prospects.
4. To work with adult literacy providers in London and Middlesex County via the London/Middlesex Literacy Service Planning Group. Results of the project and its implications for literacy delivery and program design, including an implementation plan and evaluation framework to be discussed.
5. To develop a final project report that details findings and recommendations, and to share the report broadly with local and provincial adult literacy and employment groups, the City of London and the London & Middlesex Local Immigration Partnership. To further share our findings by hosting two webinars about project findings and recommendations, open to adult literacy and employment programs across the province.

Each of these objectives, which are closely aligned with the deliverables described on the following page, were successfully accomplished. They are discussed in detail in the remainder of this report.

Project Deliverables

While executing this project, Literacy Link South Central focused on producing and evaluating several specific deliverables in support of this projects objectives:

- Two fulsome, professional reports. The first addresses initial findings from focus groups and interviews held through LLSC's 2014 Multicultural Outreach Project. This second report outlines the results of this project, identifies short-term literacy programs related to entry-level employability that would assist immigrants in finding employment, and identified supports they may need to access literacy services. The report also cross-references areas of in-demand entry-level occupations to occupations immigrants have experience in or would like to pursue.
- A Communications Plan that outlined how LLSC staff were to communicate with community partners regarding this project. The plan includes a clear outline of the projects communication goals and objectives, target audience, when and how frequently communication would happen, and what communication tools were to be used.
- Two province-wide webinars. The first showcases the results of the 2014 Multicultural Outreach Project as described in the first of the reports produced for this project. The second webinar updates stakeholders on the findings outlined in the second report, including recommendations for changes in program delivery and marketing. Each webinar was to be delivered twice, and to reach a minimum of 25 people of whom 70% would indicate their satisfaction with the content shared.
- A London / Middlesex Literacy Service Plan that included recommendations on changes in program delivery specifically resulting from the research associated with this project. Elements of an Implementation Plan and Evaluation Framework, developed to support the execution of recommended program delivery changes, were to be included in the Service Plan.

Each of the above deliverables has been fully produced, and is available for review upon request. A full evaluation of this project has been completed, and the [evaluation results](#) are included in this report.



Laying the Groundwork

During Literacy Link South Central's 2014 Multicultural Outreach project, we explored perceptions of literacy through the eyes of London's multicultural communities. Our outreach efforts included:

- attending and volunteering at local cultural events
- interviewing learners from various cultural backgrounds
- hosting multicultural events to gather perspectives and share information
- working with local community leaders to discuss what adult literacy programs have to offer

We found that knowledge of adult literacy programs was not only low, but in some cases these programs were actually viewed negatively as a result of how the word "literacy" is interpreted in some immigrant's country of origin (ex. referring to those who are completely illiterate, unskilled, and/or of a lower status).

Literacy Link South Central learned much from these outreach efforts, including how and where to market adult literacy programming, and preliminary information on what type(s) of literacy programming were being requested by the immigrants we spoke with. As a result of those findings, we developed a video campaign that showcased learners from various cultural backgrounds, literacy experts and community leaders sharing stories about the impact of literacy on their communities. Through this campaign "Literacy Programs Welcome You - Reaching Out to London's Multicultural Communities" Literacy Link South Central promoted London's many free adult literacy programs to a new audience. To access these videos, please visit <http://www.llsc.on.ca/news/video-campaign-launch>.

The learning from this Job Creation Partnership project laid the groundwork for LLSC's 2015 Labour Market Partnership Project, "Exploring the Gap Between London's Immigrants and Local LBS Programs." The information gathered and relationships built during our 2014 Job Creation Partnership project formed this new project's foundation.



The goal of the Labour Market Partnership project was to research and identify not only immigrant perceptions of literacy, but the tools and resources that the literacy field can offer to help bring London's immigrant community closer to employment. We focused our research on entry-level jobs that have a high demand for workers, the skills that immigrants already bring to the labour market, and how an increase in literacy skills can help better connect London's immigrants to those in-demand labour market opportunities.

First steps

A team of Literacy & Employment Researchers, themselves immigrants to Canada, were hired to work on this project under the supervision of Project Manager Summer Burton. Ayshin Mousavi, Catalina Barrios, and Fatima Umara brought a wealth of passion to their positions at Literacy Link South Central. Their previous experience supporting LLSC's 2014 Multicultural Outreach project meant they were familiar faces to our target audience, and allowed them to build on their already-existing connections within London's newcomer and immigrant communities.

A Steering Committee was also established, featuring a diverse selection of experts to help guide and evaluate the work of this project. Steering Committee members included representatives from the City of London, two Literacy and Basic Skills programs, the Local Workforce Planning and Development Board, the London Public Library, the Ministry of Training, Colleges and Universities, and an adult learner who is a member of London's immigrant community.

As we launched the Labour Market Partnership project, Literacy Link South Central prepared two key communications:

- A project launch report called "Exploring the Gap Between London's Immigrants and Local LBS programs," which included information about immigrants in London, Ontario, the results of focus groups and outreach sessions held with members of London's multicultural population, key findings and lessons learned. To access the full report, please visit <http://www.llsc.on.ca/sites/default/files/LLSC%20Exploring%20the%20Gaps%20Report%20Final.pdf>
- A webinar called "Through the Looking Glass: Immigrant Perspectives on Literacy," which shared the results of work completed during LLSC's 2014 Job Creation Partnership project with Employment Ontario programs throughout the Province. To watch the Through the Looking Glass webinar, please visit <https://vimeo.com/124936082>



Reaching Out

Interviews and focus groups

According to the 2011 National Household Survey, London, Ontario is home to 4,555 refugees and 76,585 landed immigrants and permanent residents, representing over one-fifth (21.2%) of London's population. 2013/2014 CMSM data for London shows that of the 1,571 clients who attended Literacy and Basic Skills programming, only 50 self-identified as either a "newcomer" or as a "visible minority." This suggests that there are many immigrants in London who could be accessing Literacy and Basic Skills programs, but aren't.

The question we must ask is "why aren't they attending?" Are immigrants aware of the programs? Do they think the programs aren't meant for them? Do they not need the literacy and basic skills upgrading these programs offer, or are there barriers to attending that we should be aware of?

As mentioned in the introduction of this report, one of the key research methods Literacy Link South Central planned to use was conducting one-on-one interviews and focus groups with our target population. Defining who that target population was became our first step.



Demographic Targets

When planning our approach for speaking with immigrants and newcomers for this project, we took several key elements into consideration, including the countries of origin for recent immigrants to London, demographic elements that can influence perspectives, and how many people to speak with to ensure a balanced representative sample.

We worked with Dr. Joel Lopata, a demographic specialist from our local Workforce Planning and Development Board, to develop a plan to balance the demographics and ensure we spoke with enough people. With Dr. Lopata's support, LLSC determined a minimum number of people to speak with across several key demographic categories (country of origin, age, gender, length of time in Canada, etc.) to ensure balanced representation in our focus groups and interviews. We created both a demographic tracking chart to capture all relevant demographic information from each person we spoke with, and a separate chart to easily track and reference the achievement of our "minimum targets" in each demographic category.



While not specific to demographics, we wanted to be sure to offer opportunities for feedback in both of Canada's official languages. As a result, we set an internal goal of partnering with a francophone agency to host 2 focus groups in French. Honouring that some people wouldn't be comfortable sharing personal opinions in a mixed group, we also set an internal target of speaking with at least 12 people privately, in a more intimate, one-on-one setting instead of a focus group.

Demographic Target Chart

Demographic category	Defined Target	Achieved?
Age range	A minimum of 6 from each of the following age categories: <ul style="list-style-type: none"> • 19 to 29 years old • 30 to 34 years old • 55 years and older 	Yes
Gender	A minimum of 20 each of male and female	Yes
Family type	A minimum of 5 from each of the following categories: <ul style="list-style-type: none"> • single without children • married without children • single with children • married with children • single adult living with extended family 	Yes
Length of time in Canada	A minimum of 3 people from each of the following categories: <ul style="list-style-type: none"> • Less than 1 year • 1 – 3 • 4 – 5 • 6+ 	Yes
County of Origin	A minimum of 3 from each of the Top 10 Countries of Origin for Recent Immigrants in London <ol style="list-style-type: none"> 1. Colombia 2. China 3. United States 4. South Korea 5. Iraq 6. India 7. United Kingdom 8. Egypt 9. Saudi Arabia 10. Afghanistan 	We were unable to connect with members of Saudi Arabian or UK immigrant community, and only had partial success connecting with immigrants from the US and Egypt*

* Literacy Link South Central discussed at length the challenges faced in arranging focus group participants or one-on-one interviews who came from 4 of the top 10 countries of origin for London Immigrants. We were told by some potential interviewees that they declined involvement in these interviews when they became aware that Literacy Link South Central is a government-funded organization. In countries with challenging or dictatorial governments, it's not always seen as "safe" to share personal information with anyone associated with the government.

For those immigrating to Canada from the Western world (in this case, from the US and UK), the immigration experience is significantly different. Language barriers and cultural barriers are reduced or removed, and reliance on settlement services is lessened. While technically immigrants, many do not rely on the same network of services, and don't respond the same way to marketing targeted at the immigrant community.

Additional Targets

Type of contact	Defined Target	Achieved?
One-on-one interviews	A minimum of 12	Yes
Focus Groups	A minimum of 80 participants	Yes
Surveys	No target – surveys were offered to those who couldn’t find time in their schedule to attend either a one-on-one interview or a focus group	Yes

Language	Defined Target	Achieved
English	No defined target	N/A
French	Offer a minimum of 2 opportunities from members of the Francophone Immigrant community an opportunity to provide feedback	Yes

Developing effective questions

We wanted to ensure that the questions we asked were of value, and would be easily understood by our intended audience. To this end, we worked with consultant Jennifer Kirkham to determine the most effective questioning techniques for getting the information we wanted, and to develop clear questions for our interviews and focus groups.

To further build the connection between strong literacy and basic skills and employability, we included questions to learn more about the about our attendees skills, employment experiences and entry-level job goals. Ultimately we hoped to learn what literacy programs can offer to support London’s immigrants in achieving their employment goals, right from our target audience.



Immigrant Focus Group and Interview Questions

1. What does the word "literacy" mean to you?
2. Have you ever attended a literacy program?

If "No":

- a. Why haven't you used a literacy program? What has prevented you?
- b. What would you need to have in place to allow you to attend a literacy program?
- c. What would you need to get from a literacy program to make you want to attend?

If "Yes":

- a. What was your experience like?
 - b. How did you hear about the literacy program?
 - c. Why did you choose to attend a literacy program?
 - d. What could have been done to make your experience even better?
-
3. What job(s) did you have before you came to Canada?
 4. What type of job, if any, do you have now?
 5. What type of job would you like to have in Canada?
 6. What are the barriers to getting this type of job? What's holding you back?
 7. What job/employment skills would you like to develop/get or improve?

A facilitator's guide was developed to ensure that each member of the team could follow a similar format when hosting focus groups or interviews. The facilitator's guide included additional probing questions for groups that may not open up and begin sharing quickly. With permission from those we spoke with, each focus group or interview was recorded, so we could capture answers to questions in each person's own words.



General Results

The project team worked tirelessly to arrange focus groups within the community, as well as at Goodwill Ontario Great Lakes, where Literacy Link South Central's office is located. Focus groups were held throughout the community at locations such as the African Canadian Federation of London and Area (ACFOLA), Collège Boréal, Single Women in Motherhood (S.W.I.M.), and the English as a Second Language program at the Thames Valley District School Board (TVDSB).

We are pleased to say that we surpassed our targets by hosting a total of 10 focus groups that attracted over 90 attendees, and conducted 22 one-on-one interviews. Those wishing to give feedback who were unable to attend either a focus group or interview were provided with a SurveyMonkey link, and three additional responses were received electronically as a result.

The warm response we received from the community is indicative of how many immigrants are looking for an outlet where their voice is heard, wanting to help shape the services they receive so they, and future immigrants, can succeed.

For specific results from the questions asked of immigrants during these focus groups and interviews, please see the [What we Learned](#) section of this report.

Building Relationships with Service Providers

In conjunction with our efforts to connect with members of London's immigrant communities, we also began a series of outreach meetings with immigrant support organizations throughout the City of London. Our goal was to speak with them about literacy, and how it could support their client's goals. Ultimately we hoped to partner with these agencies to host focus groups and interviews at their locations, bringing our work to where immigrants were already accessing services, rather than asking them to come to us.

Members of the LLSC team attended both formal and informal meetings, provided handouts and information packages, gave presentations at staff meetings, and hosted literacy awareness workshops for organizations like the London Intercommunity Health Centre's Women of the World program.

While we did have some success with this strategy, holding one-on-one interviews or focus groups with immigrants at several ESL locations, family centres, and at the Cross Cultural Learner's Centre, it became clear that there is still room to develop a better understanding both about literacy programming and how different programs can be coordinated to support client goals.

During our outreach meetings, we received many questions about why literacy could be a valid/helpful resource for immigrants, when ESL and LINC programs are already in place. We spoke often about the idea of literacy programming being one of the many tools available to help immigrants integrate into Canadian society and develop additional skills for employment. We also reassured organizations that should one of their clients choose to upgrade their literacy skills, they could do so while remaining a client of their organization for other services.

In addition to the outreach efforts described above, we hosted a service provider and community leader focus group, asking them questions that were similar to those we asked immigrants themselves.



Service Provider / Community Leader Focus Group and Interview Questions

1. What has been your experience with immigrants accessing literacy programs?
2. What factors or issues do you think affect the participation of immigrants in literacy programs?
3. What ideas do you have about how we can get more immigrants involved in literacy programs?
4. What types of entry-level jobs/positions do you think the immigrants you work with would:
 - a. have the skills to do?
 - b. be interested in doing, but ultimately aren't being hired for?
5. What type of training is required to make a better link between the current skill levels of immigrants and the jobs available in our community?
6. How can those of us in the literacy field and your organization work together to better support these clients?



General Results

18 attendees joined us for this session, representing a host of community leaders, local faith groups, employment agencies, social services, multicultural associations and educational institutions. We were pleased with not only the turn-out, but by the willingness of London service providers and community leaders to passionately advocate on behalf of our local immigrant population. Facilitators of this session did observe that there were differences of opinion between those service providers who are Canadian-born vs. those who are immigrants themselves, with those who have first-hand immigration experience pointing out more gaps in service and greater needs in their communities.

It is noted that invitees who were unable to attend the service provider & community leader focus group were invited to provide their feedback to the questions via SurveyMonkey, and four of them did so.

For specific results from the questions asked of community leaders and service providers, please see the [What we Learned](#) section of this report.

Supporting Local Events

To further build our relationship with immigrants and local support agencies, we maintained a consistent presence at community events related to multiculturalism and immigration throughout the City. Members of the team:

- Attended immigration information sessions, neighbourhood events, and conversation circles
- Worked on organizing events for London's Culture Days
- Participated on subcommittees of the London Middlesex Local Immigration Partnership (LMLIP)
- Attended cultural open houses and multicultural community events such as Sunfest

During LLSC's 2014 Multicultural Outreach Project we heard many times the importance of building trust within multicultural and immigrant communities. Our presence at community events, and efforts to increase cultural awareness within our City, have helped increase a sense of acknowledgement and familiarity with our project team. Recognition that our presence and work with multicultural communities here in London has been happening for well over a year has helped us develop a level of trust with those we hoped to reach.

We were very pleased that as a result of these outreach efforts, we began receiving more calls from both support agencies and immigrants in our city, many of which lead to referrals for skills upgrading through local literacy agencies. We have been asked to attend additional information sessions and presentations with agencies across the City, and anticipate that this element of outreach will continue long after the end of this project.



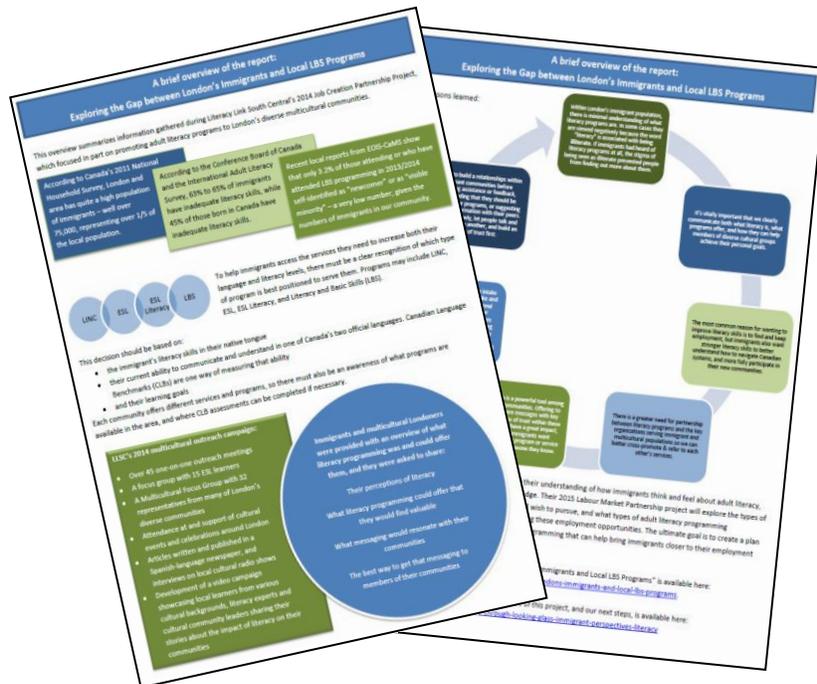
Marketing Literacy

In addition to discussing literacy and our local programming through the outreach we just described, we also worked to specifically market literacy in several ways.

2-Page Summary Report

We created a 2-page summary of the report we described earlier, to provide a snapshot of the key points in an easy-to-read, graphical format that included elements of plain language. On suggestion of our Steering Committee, we sent that 2-page summary not only to funders, immigrant support organizations, and literacy programs, but also to local MP's & MPP's. Many of the MP's and MPP's responded with requests for meetings to discuss literacy in London, and find out how increasing literacy skills could help their constituents. There was particular interest in how increased literacy skills can help older adults gain independence and be more able to participate in their community.

Response to this strategy was very good. So many people we want to share our research findings with have very busy schedules, and time that is split in many directions. Asking them to read a 40-page report may be out of reach, but a graphically-pleasing summary is more easily digested, and peaked enough interest to prompt meetings and additional discussions.



Promotion of Focus Groups in Several Languages

To ensure a broad reach, LLSC created material promoting focus groups in English, French, and Spanish, and chatted with immigrants casually in any languages that project staff were fluent in.

According to the City of London, one-eighth of London's population, about 46,000 people, speak a language other than English or French at home. Spanish and Arabic are the most common non-official languages spoken in the home, and with our project staff each speaking and writing several languages, we were able to communicate not only in English but in the first language of several of the immigrants we hoped to connect to.

Providing this additional route of communication removed barriers, made our target audience feel more at ease, and enhanced a sense of connection and camaraderie before we began asking for their thoughts and opinions. Concern over the fact that focus groups and literacy programming were only facilitated in one of Canada's two official languages was reduced, allowing potential attendees to develop a comprehensive understanding of what to expect before walking through the door.



Appearances on Local Television

Literacy Link South Central staff also taped segments for two local Rogers TV shows, “Espectacular” and “The Muslim View”. These programs, which cater specifically to London’s multicultural and immigrant communities, are ranked #3 of the most viewed Rogers shows in London. Providing interviews on these programs gave LLSC an opportunity to utilize an already popular medium to promote literacy, this project, and the opportunity for viewers to attend a focus group or one-on-one interview.

We approached much of this project hoping to bring our work and our message out into the community, rather than asking them to make the effort to come to us. This strategy allowed us to utilize a platform that already connects widely with our target audience, and lead not only to recognition of our project staff within the viewing audience, but to a resulting increase in emails and phone calls asking about literacy programming.



Literacy Links to Employment Newsletter

Our final marketing strategy was producing a bi-monthly newsletter called “Literacy Links to Employment”. The newsletter, which was sent to immigrant support agencies throughout the city, featured several key articles, including:

- stories from immigrant clients who had successfully attended literacy programs,
- information about the impact of literacy on health, employment, and community engagement,
- updates on our project, including focus groups and interviews, and
- Information about immigrant support agencies and other local community services

The newsletter was not only a way to market literacy programming directly to London’s immigrant population, but became an outlet to bring literacy to the attention of the organizations that serve them. Interest and distribution for the newsletter grew throughout the project, with the first issue reaching just over 100 through our direct distribution list, to the third issue reaching a potential 3,000 via distribution through other organizations and community partners. We have even received requests from organizations outside London, and beyond Literacy Link South Central’s 6-county service area, for copies of the newsletter for distribution to staff and clients.

As clearly indicated during our 2014 Multicultural Outreach Project, immigrant audiences are eager for stories that feature members of their own communities. A message told by someone who understands your perspective and background resonates so much more clearly than one told by someone outside your community. That’s why we featured stories from immigrant clients who had successfully attended literacy programs in our newsletter – much like the marketing videos last year featured members of London’s multicultural communities talking about literacy and its impact.



What we Learned

Literacy Link South Central recognized many trends in what immigrants were sharing with us throughout our focus groups and interviews, but to quantify the qualitative information shared and confirm our impressions, the transcripts from each of the one-on-one interviews and focus groups held were coded and analysed. As a result we were able to identify key trends in entry-level employment goals, skills that participants wished to upgrade, and their overall impressions of literacy.

Trends in impressions of literacy:

The definition of literacy is complex, encompassing the ability to recognize, acquire and apply knowledge. It constitutes the wide range of skills necessary for continuous learning and improving one's quality of life, not just reading and writing. In both this project and our previous multicultural outreach project (2014), we noted that not only are Canadians unaware of the broad range of skills that fall under the category of "literacy", but immigrants face that same challenge. Through discussion with immigrants during this project, we found 62% identified literacy in the following 5 ways:



1. Knowing how to read and write
2. General knowledge & understanding of information
3. Being educated
4. Adapting to community and society
5. Having computer skills

Trends in accessing literacy support in London:

As expected, the vast majority of the immigrants who shared their experiences with us (90%) responded "no" when asked if they had ever attended a literacy program in London. What struck us as interesting were those who responded "yes". Upon questioning, it was identified that they hadn't actually accessed literacy programming, but were referring to one of the following alternative education programs:

1. Literacy classes in their home country
2. ESL classes in London
3. College preparation classes (WRIT at Fanshawe College)
4. Computer credit course at the Centre for Lifelong Learning



Trends in barriers to attending literacy programs:

With 66% of respondents indicating that the reason for not attending a literacy program in London was lack of recognition that they exist, the case for better marketing increases. It supported by several other trending barriers to attendance, which represent an additional 19% of our respondents who indicated that:

1. they don't have time to attend literacy classes
2. they were only told about ESL classes
3. their immigrant status prevents them from attend literacy classes

This is where we start to see reinforcement from the questions asked of service providers during their separate focus group. When asked what factors or issues they thought affected the participation of immigrants in literacy programs:

- 33% believed that it's the result of a lack of awareness / a need to better market literacy programs
- 22% thought that dealing with the challenges of settling in a new county, family responsibilities and crisis management negatively affected participation
- 13% believe that immigrant eligibility (status, age, language level) is an impacting factor

Trends in support required to attend literacy programs:

When discussing support needed to attend literacy programming, our team anticipated the identification of childcare, transportation, program hours and location of programming. Surprisingly, those who shared their thoughts on what support they required unanimously (100%) identified the need for information about literacy programs rather than the supports we anticipated. They key messages received include:

1. Immigrant service agencies need to know about literacy programs and promote them
2. Immigrants need to know what literacy programs are, what they offer, and what the benefits are
3. Having a "guidance counsellor" would be helpful
4. Providing a certificate that can be put on resumes would be motivating

Service providers mirrored this response when asked what would be needed to get more immigrants involved in literacy programs, with 90% of respondents focusing on one of the following topics:

- The importance of outreach to the immigrant community
- Partnerships and increased communication between agencies about services offered
- Encouraging referrals to literacy programs
- Providing guidance, help and/or mentoring to immigrants as they try to navigate the system

Trends in employment goals:

While the employment goals of the immigrants we spoke to were diverse, there were trends in overall entry-level job categories identified. 49% of the respondents who identified specific job goals fell within 1 of 4 main job categories:

1. Office/admin (most said “office work” in general)
2. Community services (ex. youth worker, working with newcomers, non-profit)
3. The Trades (ex. construction, truck driving, aesthetician)
4. Customer service (ex. front desk clerk, retail, bank teller)

These four categories were well represented within responses from the Service Providers /Community Leaders focus group. In a parallel question, they were asked what types of entry-level jobs the immigrants they worked with would both have the skills to do, and be interested in doing, but ultimately aren't being hired for.

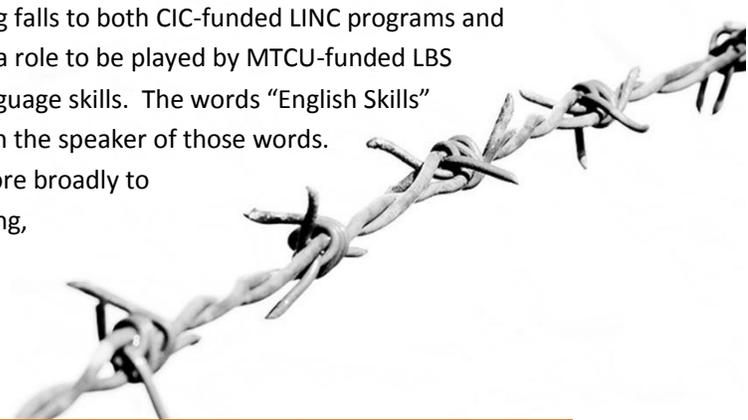
- 64% suggested customer service (hospitality, clerk, receptionist, cashier)
- 45% introduced the idea of producing handmade goods or tailoring
- 29% indicated the Trades

Trends in barriers to employment:

When asked what might be preventing our participants from reaching their employment goals, responses were both skill-based and circumstance-based. The majority of identified barriers (45%) fell into 1 of 3 main categories:

1. Lack of Canadian Work Experience
2. A need to improve English Skills
3. A need to develop networking skills and resources

While we recognize that the role of English Language training falls to both CIC-funded LINC programs and MCIIIT-funded ESL programs, we also recognize that there is a role to be played by MTCU-funded LBS programs as immigrants more fully develop their English language skills. The words “English Skills” can also be interpreted in vastly different ways depending on the speaker of those words. They could be referring to actual language acquisition, or more broadly to grammar, sentence structure, pronunciation, readings, writing, and/or verbal skills.



Trends in employment skills to develop/improve:

There were noticeable connections between the identified barriers to employment and the employment skills that the immigrants we spoke with wanted to improve/receive training on, especially bearing in mind the potentially fluid interpretation of what “English Skills” refers to. The vast majority of respondents (84%) identified skills training related either to improving their communication skills, ability to use a computer, or understanding of Canadian workplaces.



1. Communication/speaking skills
2. Ways to gain Canadian work experience (see barrier # 1 above)
3. Computer Skills
4. Writing Skills
5. English Language Skills (see barrier # 2 above)
6. Gaining an understanding of Canadian workplace culture

A parallel question was asked of the Community Leaders and Service Providers: “What type of training is required to make a better link between the current skill levels of immigrants and the jobs available in our community?”

- 36% believed that work-related training like WHMIS & safety training are most required
- 21% thought that Networking training was needed
- 21% suggested that training on understanding Canadian workplaces was required

Working Together

In a question asked only of Community Leaders and Service Providers during their focus group, we looked for ideas on how those of us in the literacy field and the organizations that each attendee represented could work together to better support these clients. The answers were brief but agreed upon by most attendees:

- 50% of respondents believed that doing outreach & offering marketing material about literacy services would help organizations work together better
- 40% suggested that developing a sense of trust between community leaders and service providers (including literacy services) is the key to working together successfully

Labour Market Outlook

To balance the employment goals of our participants with the probability of attaining jobs within those desired fields, labour market data was gathered from:

1. The Government of Canada's Working in Canada website
2. The Government of Canada's National Occupational Classification website
3. Worktrends.ca
4. The Elgin Middlesex Oxford Workforce Planning and Development Board
5. ManpowerGroup's Talent Shortage Survey (Canada Wide)

An Overview of Labour Market information as it relates to the 4 main job categories identified by our target population:

Office/admin

- For the 2014-2016 period, the employment outlook is expected to be fair (2/3 stars) for Administrative Clerks (NOC 1441) in the London region.
- For the 2014-2016 period, the employment outlook is expected to be limited (1/3 stars) for General Office Clerks (NOC 1411) in the London region.
- Administrative and Support Services (NAIC Code 561) has experienced a decline in the EMO region
- Administrative Assistant is the #7 most difficult job for employers to fill in Canada for 2015, and # 8 in Ontario

The Trades

Please note that a full analysis of all available Trades was not completed, but two trending Trades specifically identified by immigrants were researched for the purposes of this exercise.

- For the 2014-2016 period, the employment outlook is expected to be good (3/3 stars) for Truck Drivers (NOC 7411) in the London region.
- Support Activities for Transportation (NAIC Code 488) has experience growth in the EMO region
- Truck Transportation (NAIC Code 484) has experienced a decline in the EMO region
- Drivers is the #2 most difficult job for employers to fill in Canada for 2015, and is #3 for Ontario
- For the 2014-2016 period, the employment outlook is expected to be fair (2/3 stars) for Construction Trades Helpers and Labourers (NOC 7611) in the London region.
- Skilled Trade Worker is the #1 most difficult job for employers to fill in Canada for 2015. Also # 1 in Ontario

Community Services

- For the 2014-2016 period, the employment outlook is expected to be fair (2/3 stars) for Community and Social Service Workers (NOC 4212) in the London region.
- Social Assistance (NAIC Code 624) has experienced an increase in the EMO region

Customer Service

- For the 2014-2016 period, the employment outlook is expected to be fair (2/3 stars) for Customer Service, Information and Related Clerks (NOC 1453) in the London region.
- Sales Representative is the #5 most difficult job for employers to fill in Canada for 2015, and is # 4 for Ontario

With the Labour Market trends outlined above, it would be our recommendation to focus on employment-specific literacy support in the following order:

1. The Trades, as it has the most positive outlook both Canada-wide and locally
2. Customer Service, as the outlook is generally positive, both Canada-wide and locally
3. Community Service, as the outlook is generally positive, both Canada-wide and locally, but there are fewer jobs available at an entry-level
4. Office/Admin, as the outlook is positive Canada-wide, but not as positive locally

Recommendations:

The rich information immigrants shared with Literacy Link South Central throughout this project became the groundwork for the recommendations which follow.

Recommended marketing strategy

Clearly, there is still work to be done marketing literacy and our local literacy programs, as that concern was raised by the immigrants we spoke to in almost all topic areas. Through the knowledge gained during our 2014 Job Creation Partnership Project and this 2015 Labour Market Partnership project, we recommend a multi-pronged approach to increasing awareness of literacy amongst the immigrant communities of London Ontario. Please see the following page for more information.

Recommended marketing strategy:



Recommended boutique literacy programs:

Based on the trends identified through this coding exercise, LLSC also created a list of 6 recommended boutique literacy courses that, if made available, could respond to the literacy and employment needs of local immigrants. These boutique courses would be short-term, goal-specific literacy programs tied to employment, and they would include topics such as essential communication skills in both written and verbal form, computer use, and how the Trades in Ontario may differ from those in other counties.

These courses, which are still in the discussion stage, would complement workshops and training opportunities already in place through Employment and Settlement agencies, but would be geared specifically for Ontario residents aged 19 and over (regardless of immigration status) who are able to communicate at roughly a Canadian Language Benchmark (CLB) of 6 or above.

Please note these are not already existing courses, but courses that could be developed to meet the needs identified through this project. Once the outline of each course was drafted, they were then cross referenced against already available boutique literacy programming across Ontario to see what programs have already been created that could be repositioned to meet the needs of our target audience. To review the list of Boutique programs and descriptions, please visit

<http://www.learningnetworks.ca/ResourcesPublications.php>

A review of Task Sets available through the Task Based Activities for LBS portal was completed, and cross-referenced to the 6 recommended boutique literacy courses to consider whether they could be built using already existing OALCF-aligned material. To review the Task sets available on the portal, please visit

<http://taskbasedactivitiesforlbs.ca/>

Finally, we looked at programming available in London through agencies and organizations outside the literacy field. Our goal was to identify programs already running in London that are similar to the entry-level courses we hope to deliver through local literacy programs. Some of the programs we identified are open to anyone, while others are offered to specific audiences (such as international professionals, only those with an identified disability, or Ontario Works clients). They are offered through a variety of sources from employment services through settlement agencies, and may be targeted to clients at a variety of literacy and language skill levels.

Identifying similar courses offered outside the literacy world give us the opportunity to develop new partnerships, and work with other service providers and sectors to support London's immigrants. By cross-referencing our recommendations with already existing literacy courses, we have also made it possible to offer new programs in London quickly. Rather than "recreating the wheel", if literacy upgrading material on these topics already exist in stand-alone boutique programs, or in individual task sets, we can work with literacy programs in our community to put them in place without the cost, effort, and development time associated with creating new programming.

#1 - Canadian Workplace Literacy

Course description: An entry-level course that would be taken to lay the groundwork for courses # 2 – # 5. Would include topics such as expectations within the average workplace (being on time, professionalism, soft skills), rights and responsibilities as an employee, the use of technology at work (that most jobs, even menial ones, involve technology - and also professionalism around the use of social media / cell phones at work) etc.

Example boutique programming already developed in Ontario that could be used:

- “Soft Skills for Employment”, by OLL, Anne Clayton - note: they listed a “no” under whether the course could be shared with other LBS programs
- Working on My Own: Time Management and Organization, by Laubach Literacy Ontario (LLO) – free to download and share

Example Task Sets on the LBS Practitioners portal that could be used in this course:

- Completing an Excellent Employee Checklist – It is important to understand the importance of conducting yourself in the right way in the workplace. In this task the learner will self-assess his character traits as they relate to being a good employee.
- Our Changing Workplace - Learners on the employment path will discuss their ideas on workplace protocols and how they can affect them.
- Dealing with Racism in the Workplace - People from different cultures may experience racism in the workplace. It is important for all workers to prepare for those situations and handle them appropriately. In this task the learner will answer questions that will help them reflect on racist behaviour.
- Workplace Health and Safety Tools - Learners are encouraged to access online tools available from the Ontario Ministry of Labour that were created to identify possible workplace hazards and what precautions to take to avoid injury at work.
- Read and Understand a Health and Safety Manual - Workers need to read about and understand the health and safety issues in their workplace.
- Know your Rights as an Employee - The learner will watch a video to extract information about workers’ rights.



Examples of existing non-literacy programs offered in the City of London:

- “Canadian Workplace Culture” (LUSO Community Services)
- “Canadian Workplace Etiquette” (Fanshawe’s Community Employment Services)

#2 - Writing for the Workplace

Course description: Would include topics such as the difference between how you write business emails vs. personal emails, report writing, letter writing, etc.

Example boutique programming already developed in Ontario that could be used:

- “Introduction to Administration” and “Workplace Communications”, by Barb Duguay - Introduction to Administration was shared at the Laubach Conference, Workplace Communications was shared at Literacy Northwest Conference, and there’s a webinar through CLO for Introduction to Administration as well
- “Communications for the Employment Pathway”, by Literacy Link Eastern Ontario (LLEO) and Algonquin College, Smiths Falls Centre - states “This Boutique training will be available to other LBS agencies, just not at this time”.
- Essential Skills for the 21st Century (digital literacy and communication skills to support job search), by Bridges To Success - free to share, no training required

Example Task Sets on the LBS Practitioners portal that could be used in this course:

- Write an Email to Apply for a Job - Transition to Employment Task - Understand the parts of an email and write an appropriate email for a position within a company.
- Taking Notes and Summarizing - The learner will watch a video and take notes in order to write a summary of the presentation.
- Writing a Business Letter of Complaint - Learner needs to write a formal business letter of complaint on behalf of the office where they are working to the company from which they purchased office supplies.
- Write a Business Letter Requesting Information – The learner will demonstrate an ability to use information from an ad to write a business letter requesting additional information.
- Write a Notice to Advertise an Event (includes skill building activities) – Learner will write a notice advertising an event based on examples provided

Examples of existing non-literacy programs offered in the City of London:

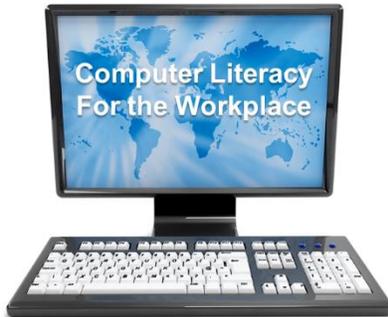
- Nothing outside ESL or fee-for-service specific to writing for the workplace



3 - Computer skills for the Workplace

Course description: Would include topics such as how to use email, creating/editing/saving/sharing documents, an overview of MS Office, etc.

Example boutique programming already developed in Ontario that could be used:



- Computer Job Readiness Training, by Tri County Literacy Network (TCLN), Greater Essex County District School Board and/or Lambton Kent District School Board - this is the best fit, and can be shared although training is recommended
- Essential Skills for the 21st Century (digital literacy and communication skills to support job search), by Bridges To Success - free to share, no training required
- Basic computer training, by Lakeshore Adult Learning – free to use, training to use the module can be provided by alphaplus
- Computers training, by Tri County Literacy Network (TCLN) and the Aamjiwnaang Adult Education program - Native Stream specific, includes a “no” next to sharing with other LBS agencies
- Digital Technology, by Literacy Link Niagara (LLN) and the Niagara Catholic District School Board - would require board approval before sharing

Example of Task Sets on the LBS Practitioners portal that could be used in this course:

- Assessing Computer Skills - the learner will assess their computer skills through an online test and determine whether they would benefit from computer skills upgrading.
- Logging into a computer account - The learner will create a Google account in order to log into it.
- Send and receive an email (includes skill building activities) - Learner will send an email to themselves and receive it
- Create a report (includes skill building activities) - Create a report using a variety of formatting options, such as inserting a table and graph.
- Create and Save a Simple Excel Spreadsheet - Learner will create and save a simple Excel spreadsheet.
- Use a Database for Researching Employment Information - Learn to use a database for searching for information related to looking for work.

Examples of existing non-literacy programs offered in the City of London:

- “Introduction to Computers” and “Introduction to the Internet” (LEADS Employment Services)
- “Basic Computer Literacy” (Goodwill)
- Monthly Computer Training Workshop (Pathways Skill Development)
- “Fee-for-Service” classes, including those on how to work with the Microsoft Office suite of tools

4 - Verbal Communication for the Workplace

Course description: Would include topics such as verbal sentence structure, manners, word choice for clarity, and pronunciation, etc.

Example boutique programming already developed in Ontario that could be used:

- “Communications for the employment Pathway”, by Literacy Link Eastern Ontario (LLEO) and Algonquin College, Smiths Falls Centre - states “This Boutique training will be available to other LBS agencies, just not at this time”
- Essential Skills for the 21st Century (digital literacy and communication skills to support job search), by Bridges To Success - free to share, no training required

Example of Task Sets on the LBS Practitioners portal that could be used in this course:

- Resolving Conflicts - Resolving conflicts through discussions
- Speaking up at Work - Workers sometimes find themselves in work situations where they have to speak up for themselves. In this task the learner will read and reflect upon a fictional work scenario.
- Supporting a Work Colleague - Learners will choose a scenario where a co-worker is struggling at the workplace and will think of various ways to support/help their colleague.
- Explain safety procedures to a co-worker and answer questions - Learner will review an orientation handbook, and explain specific procedures from it to a co-worker
- Passing on a message to relay information - The learner will be given a verbal message to pass on to another student in the classroom.
- Written Report and Oral Presentation on a Current News Topic - The learner is required to research and write a presentation. Then they are to give a 5 – 10 minute oral presentation on a topic of their choice. Note: this Task Sets can cross over with Course # 3 (Computer Skills for the Workplace) and # 2 (Writing for the Workplace)
- Behavioural Job Interviews - Understand how to answer behaviour based questions using a particular method.
- Brainstorm - Brainstorm to generate solutions to a problem

Examples of existing non-literacy programs offered in the City of London:

- “English for Work” (LUSO Community Services)
- “Coping with Conflict” and “Interpersonal Skills” (LEADS Employment Services)
- “English in the Workplace” (Collège Boréal)



5 - Building your Professional Network

Course description: Would include topics such as relationship-building, maintaining communication, eye contact, understanding social cues, tips for how to meet people (attendance at events, volunteering, information interviews), etc.

Example boutique programming already developed in Ontario that could be used:

- Possibly “Soft Skills for Employment”, by OLL, Anne Clayton – although they listed a “no” under sharing with other LBS programs

Example of Task Sets on the LBS Practitioners portal that could be used in this course:

- Identifying Figurative Language - The learner will watch a job profile video to identify figurative language used by the presenters.
- Researching Volunteer Opportunities - The learner will read about ways volunteering can help get a job and will research different volunteer opportunities in the community.
- Cold Call an Employer - Understand what a cold call to an employer is and how to prepare for the cold call.

Examples of existing non-literacy programs offered in the City of London:

- “Networking in Canada” (Fanshawe’s Community Employment Services)
- “Networking for Success” (London Employment Help Centre)



6 - An Introduction to Trades in Ontario

Course description: Would include topics outlining what the Trades are (including some jobs people may not realize are certified Trades), what an apprenticeship & Journey person are, on-the-job training vs. classroom training and what to expect in each, who OCOT is, how to access advice on getting into the Trades, etc.

Example boutique programming already developed in Ontario that could be used:

- There were no Boutique Programs on the list that were specific to Apprenticeship or the Trades

Example Task Sets on the LBS Practitioners portal that could be used in this course:

- Apprenticeship Information - The learner will watch a video to extract information about apprenticeship.
- Complete a self-assessment to help determine a career exploration choice - The learner will complete a short self-assessment about a particular trade group to determine if a career in that trade group might be suitable.
- Read and comprehend the article Trades Overview - The learner will read a short article to learn about apprenticeship in Ontario.
- The series "Explore the..." Cooking Trade/Carpentry Trade/Automotive Service Technician Trade/Hairstyling Trade/Machinist Trade/Millwright Trade/Plumbing Trade/Sheet Metal Worker Trade/Welder Trade - Learners will read about the trade and then try out some (insert trade name here) skills.
- The series "Investigate a..." Construction Trade/trade in Foods/Automotive Trade - The learner will review the list of automotive-related trades and select a trade from that list. The learner will use apprenticesearch.com to find out more about the trade
- Find and Use Training Standard for a trade - The learner will find the Ontario College of Trades website and locate the Training Standard for a trade they are interested in.
- Trade Exploration - The learner will research information on the Internet to help them choose a trade to explore further.



Note that there are many task sets related to specific trades, but as this course would be an overview they aren't all listed.

Example of existing non-literacy programs offered in the City of London:

- "Apprenticeship Information Sessions" through Employment Services

Sharing these Recommendations

These recommendations provide us with an opportunity to partner more fully across systems and services by responding to the identified needs of local immigrants, and helping them to move towards their employment goals. They have been shared with organizations across the London / Middlesex region, including:

- The London / Middlesex Literacy Service Planning table, at which sit each of our local LBS programs, Ontario Works, and the Ministry of Training, Colleges and Universities (MTCU)
- MTCU directly, as they were included in the recommendations for change in LLSC's yearly Literacy Service Plan for London & Middlesex
- Literacy, Employment and Social Service practitioners from across Ontario in our "Bridging the Gap" webinar, which was facilitated live twice and is available for download
- Service providers in London who offer similar programs to those we're recommending, via a Community Consultation. Attendees were asked to provide advice and discuss how services could be coordinated to the ultimate benefit of the clients we serve.
- Employment Ontario programs, immigrant support networks and service providers who receive a copy of this final report.

We invite you to share this report and its recommendations with your community as well.

In Conclusion

We listened carefully to the information immigrants shared, and hope that our recommendations lead to changes that will positively impact literacy programs, immigrants, and the local labour market.

To move forward on one (or all) of our recommendations, we will need to make some joint decisions around whether the course material will be brought in from other programs in Ontario, created using pre-existing Task Sets, or developed in partnership with some of the non-literacy organizations that may be offering similar courses. We look forward to finding new ways to work together, complementing each other's services while being sure to provide London's immigrant, and non-immigrant literacy learners a broad range of upgrading options in formats that work for them.

If you have any questions about this project, or the work of Literacy Link South Central, please contact us.



519-681-7307 www.llsc.on.ca literacylink@bellnet.ca

Appendix 1: Project Evaluations

An external evaluator, Mischevious Cat Productions Inc., was retained to develop and implement an evaluation framework for the project. The evaluation of the Exploring the Gap project was an outcome based evaluation. Outcome based evaluation is a systematic way to assess the extent to which a project has achieved its intended results. At the outset of the project, five project objectives were identified:

<p>Objective #1</p>	<p>To share the results of what is currently a project with a local focus – with the rest of Ontario, to assist them in meeting the adult literacy needs of immigrants in their communities. LLSC will create a report based on findings from the focus group held in June 2014 and an accompanying webinar to highlight lessons learned and potential next steps. The report and the webinar will be made available to adult literacy providers across Ontario to assist them in informing their local planning processes.</p>
<p>Objective #2</p>	<p>To work closely with other community groups and systems – employment, social services, City of London, London & Middlesex Local Immigration Partnership Education and Employment Sub-Committees, and the Elgin, Middlesex, Oxford Workforce Planning Board – to gather best practices, share research results, gather input and information, and strategize and plan. Individuals representing all these interest groups will be invited to sit on the project Steering Committee.</p>
<p>Objective #3</p>	<p>To hold focus groups and interviews with members of the immigrant community and with immigrant community leaders to: a) dig more deeply into factors that affect their participation in adult literacy programs (perception and understanding of adult literacy/types of programs held/locations and timing of program, etc.) and b) gather information about types of employment that immigrants are interested in/skilled in and that are in demand, that adult literacy providers can build literacy and numeracy programming around.</p>
<p>Objective #4</p>	<p>To work with adult literacy providers in London/Middlesex via the London/Middlesex Literacy Service Planning Group to discuss the results of the project and its implications for literacy delivery and program design. Develop an Implementation Plan and an Evaluation Framework for new programming.</p>
<p>Objective #5</p>	<p>To develop a report ("Trend evaluation and draft recommendations for Boutique programming to be positioned in London to respond to the literacy needs of local immigrants") and to host two webinars that will be open to adult literacy and employment programs across the province – to further promote the project learnings.</p>

Bridging the Gap Between London's Immigrants and LBS Programs

In addition to assessing the achievement of the objectives of this project, this evaluation report provides some analysis of the process undertaken and outputs achieved through the project. Data to inform this evaluation report were collected in the following ways:

- Online survey completed by the Project Steering Committee to evaluate the Exploring the Gap report and summary report
- Collection of data to inform the attainment of performance measures identified for the Communication Plan
- Online survey completed by March/April 2015 webinar participants
- Online survey completed by September 2015 webinar participants
- Online survey completed by major project stakeholders (Project Steering Committee members, Project Staff, London/Middlesex Literacy Service Planning Group Participants)

Online surveys were conducted using SurveyMonkey. The following number of responses were received to the online surveys.

Method of Data Collection	Number of Responses	Response Rate
Online survey completed by the Project Steering Committee to evaluate the Exploring the Gap report and summary report	6	75.0%
Online survey completed by March/April 2015 webinar participants	24	47.1%
Online survey completed by September 2015 webinar participants	17	44.7%
Online survey completed by major project stakeholders (Project Steering Committee members, Project Staff, London/Middlesex Literacy Service Planning Group Participants)	12	60.0%
TOTAL	59	50.4%

This evaluation report contains both quantitative and qualitative data. A thematic analysis was employed for responses from open-ended survey questions. Theme identification was done through observed repetition of ideas and processed using a combination of techniques including: word frequency lists, looking at key words in context, and grouping of ideas. This processing was done using NVIVO software (version 10, a qualitative data analysis (QDA) computer software package).

Achievement of Project Objectives

As noted earlier, the project established five objectives. Each of the five project objectives was achieved. This conclusion is based on an external review of work conducted, and online survey responses from major project stakeholders and webinar participants. The following table provides a summary of the achievement of each of these objectives.

Objectives	Summary of Achievements
<p>Objective #1: To share the results of what is currently a project with a local focus – with the rest of Ontario, to assist them in meeting the adult literacy needs of immigrants in their communities. LLSC will create a report based on findings from the focus group held in June 2014 and an accompanying webinar to highlight lessons learned and potential next steps. The report and the webinar will be made available to adult literacy providers across Ontario to assist them in informing their local planning processes.</p> 	<ul style="list-style-type: none"> • Exploring the Gap full report developed • Exploring the Gap two page summary report developed • Content of the full report was rated as excellent or good in four areas: relevant, comprehensive, easy to understand, high quality • The full report increased Project Steering Committee’s understanding of how multicultural communities perceive literacy, how to address literacy with immigrants, and how to better meet the needs of immigrant • Content of the two page summary report was rated as excellent in four areas: relevant, comprehensive, easy to understand, high quality • Two webinars were held in March/April 2015 (Through the Looking Glass: Immigrant Perspectives on Literacy), garnering log-ins from 51 computers, with the potential of multiple attendees at each site. Participants in the webinar were from: LBS agencies (French and Anglophone); college; French-college; literacy networks; Goodwill Career Centre; school boards; employment centres; a Native program; EMO Workforce Planning and Development Board; and a representative of MTCU • 100% of webinar participants reported that their understanding of how multicultural communities perceive literacy, how to address literacy with immigrants, and how to better meet the needs of immigrants increased as a result of participating in the webinar • 100% of webinar participants reported that they either already implement some of the information/strategies talked about at the webinar or that they will/might implement some of the strategies in the future

Bridging the Gap Between London's Immigrants and LBS Programs

Objectives	Summary of Achievements
	<ul style="list-style-type: none"> • 100% of webinar participants reported being satisfied or very satisfied with the webinar • The Exploring the Gap full report is available online at: http://www.llsc.on.ca/sites/default/files/LLSC%20Exploring%20the%20Gaps%20Report%20Final.pdf • The Exploring the Gap two page summary is available online at: http://www.llsc.on.ca/sites/default/files/Exploring%20the%20Gap%202-page%20overview%20%28%29.pdf • The webinar, Through the Looking Glass: Immigrant Perspectives on Literacy, is available online at: https://vimeo.com/124936082
<p>Objective #2: To work closely with other community groups and systems – employment, social services, City of London, London & Middlesex Local Immigration Partnership Education and Employment Sub-Committees, and the Elgin, Middlesex, Oxford Workforce Planning Board – to gather best practices, share research results, gather input and information, and strategize and plan. Individuals representing all these interest groups will be invited to sit on the project Steering Committee.</p> 	<ul style="list-style-type: none"> • A Communication Plan was developed for the project • The project reached and engaged a good cross section of community partners. There has been good reach, breadth and scope • A good mix of tools were used to communicate with community partners over the course of the project • 28 community partners/organizations were engaged in the work of the project. These organizations cross a number of sectors, including: <ul style="list-style-type: none"> ○ Cultural groups ○ Newcomer services ○ Children's services ○ Employment services ○ Health services ○ Community/neighbourhood resource centres ○ Faith communities • The Project Steering Committee was comprised of seven members, representing a number of sectors, including: <ul style="list-style-type: none"> ○ Literacy and Basic Skills (LBS) ○ Ontario Works ○ Workforce Planning and Development Board ○ Public library ○ First Nations ○ Ministry of Training, Colleges and Universities (MTCU)

Bridging the Gap Between London's Immigrants and LBS Programs

Objectives	Summary of Achievements
<p>Objective #3: To hold focus groups and interviews with members of the immigrant community and with immigrant community leaders to: a) dig more deeply into factors that affect their participation in adult literacy programs (perception and understanding of adult literacy/types of programs held/locations and timing of program, etc.) and b) gather information about types of employment that immigrants are interested in/skilled in and that are in demand, that adult literacy providers can build literacy and numeracy programming around.</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p style="text-align: center;">○ Community member/adult learner</p> <ul style="list-style-type: none"> ● Focus groups and one-on-one interviews were held with immigrants, community leaders and service providers ● Over the course of the project, conversations were held with 120 immigrants and 18 community leaders or service providers ● The people who participated in the project came to Canada from 33 different countries
<p>Objective #4: To work with adult literacy providers in London/Middlesex via the London/Middlesex Literacy Service Planning Group to discuss the results of the project and its implications for literacy delivery and program design. Develop an Implementation Plan and an Evaluation Framework for new programming.</p>	<p>The London/Middlesex Literacy Service Planning (LSP) Group was involved in this project in the following ways:</p> <ul style="list-style-type: none"> ● LSP participants received copies of the Exploring the Gap full report and two page summary ● The Exploring the Gap report was discussed at LSP meetings ● LSP participants received copies of the Literacy Links to Employment newsletters (four in total: April, June, August, October 2015) ● LSP participants were invited to attend the two webinars offered by the project ● An implementation plan and evaluation framework was developed at LSP meetings and will be integrated in the yearly Literacy Service Plan

Bridging the Gap Between London's Immigrants and LBS Programs

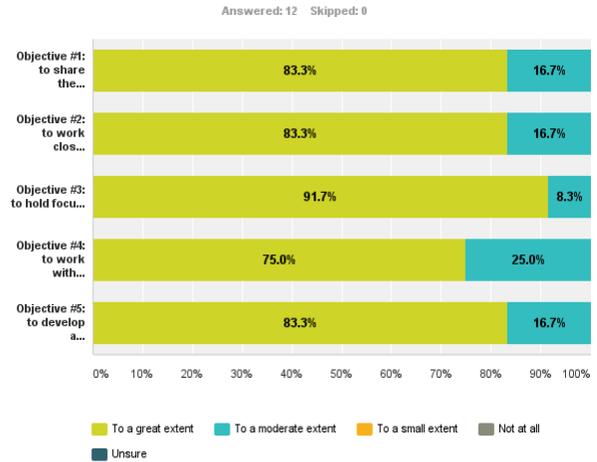
Objectives	Summary of Achievements
	
<p>Objective #5: To develop a report ("Trend evaluation and draft recommendations for Boutique programming to be positioned in London to respond to the literacy needs of local immigrants") and to host two webinars that will be open to adult literacy and employment programs across the province – to further promote the project learnings.</p> 	<ul style="list-style-type: none"> • Two webinars were held in September 2015 (Bridging the Gap: Using Literacy to Connect London's Immigrants to Employment), garnering log-ins from 38 computers, with the potential of multiple attendees at each site. • Participants in the webinar were from: LBS agencies; English and French colleges; regional literacy organizations; a school board; a university; an urban community services organization; provincial literacy organizations; MTCU; library; employment services program; Native literacy program; a community support centre; and a community planning associate • 100% of webinar participants reported that their understanding of how immigrants perceive the issue of literacy, and how literacy programs can be used as a tool to bring immigrants closer to employment increased as a result of participating in the webinar • 88.2% of webinar participants reported that they either already implement some of the outreach strategies talked about at the webinar or that they will/might implement some of the strategies in the future • 100% of webinar participants reported being satisfied or very satisfied with the webinar • The webinar, Bridging the Gap: Using Literacy to Connect London's Immigrants to Employment, is available online at: "Bridging the Gap: Using Literacy to Connect London's Immigrants to Employment"

Bridging the Gap Between London’s Immigrants and LBS Programs

Questions were asked on the online survey conducted with Project Steering Committee members, Project Staff, and London/Middlesex Literacy Service Planning Group participants to ascertain if the objectives of the Exploring the Gap project were achieved. Overall, the five project objectives were attained to a great extent (see the graph for further details), with:

- The majority of stakeholders reporting that all five objectives were achieved “to a great extent”
- Objective #3 (involving members of the immigrant community and with immigrant community leaders) being rated the highest
- Objective #4 (working with adult literacy providers in London/ Middlesex via the London/ Middlesex Literacy Service Planning Group to discuss the results of the project and its implications for literacy delivery and program design) being rated the lowest

Q1 To what extent do you think the project achieved its overall objectives? (please select one response for each of the objectives listed below)



Evaluation Elements

An evaluation workplan was developed for the Exploring the Gap project. This workplan identified a number of elements to be evaluated to ensure that the project was meeting its identified objectives. These elements and how they were evaluated are outlined in the table below.

Evaluation Element	Evaluation Methods
Evaluate the report on immigrants and adult literacy (Exploring the Gap report)	Project Steering Committee members evaluated the full report and two page summary via an online survey
Evaluate the Communication Plan	External evaluator evaluated the Communication Plan against pre-set measures, including the plan’s goals and objectives, the target audiences, when and how frequently communication happened and the communication tools used
Evaluate the initial project webinar (Through the Looking Glass: Immigrant Perspectives on Literacy)	Webinar participants evaluated the webinar via an online survey
Evaluate the second project webinar (Bridging the Gap: Using Literacy to Connect London’s Immigrants to Employment)	Webinar participants evaluated the webinar via an online survey
Evaluate achievement of the project’s overall objectives	Project Steering Committee members, Project Staff and London/Middlesex Literacy Service Planning Group participants evaluated this element of the project via an online survey (see results in the preceding section)

The next sections of the evaluation report provide further details about each of these elements.

Exploring the Gap Report

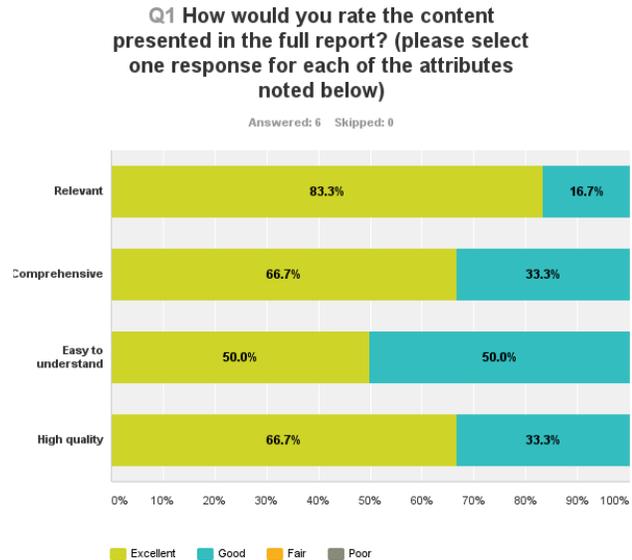
At the end of May 2015, the Project Steering Committee were asked to complete an online survey to evaluate the full Exploring the Gap report produced by the project, along with the smaller two page summary report. A total of six responses were received, for a response rate of 75.0%.

Overall, there was a high level of satisfaction with both the full and summary reports. Both reports were evaluated as containing relevant, comprehensive, easy to understand and high quality content, and the full report increased the understanding of Steering Committee members in a number of key areas.

Content of Exploring the Gap Full Report:

Project Steering Committee members were asked to rate the content presented in the full report in a number of areas. Overall, the content of the report was rated highly, with all respondents rating it as either “excellent” or “good” across all areas (see the graph below for further details). Of note:

- The relevance of the content of the report was rated the highest, with 83.3% of respondents rating it as “excellent”
- The ease of understanding the content was rated the lowest with 50.0% of respondents rating it as “excellent” and 50.0% rating it as “good”



Understanding of how Multicultural Communities Perceive Literacy

Project Steering Committee members stated that the report increased their understanding of how multicultural communities perceive literacy to either a moderate or great extent, with:

- 50.0% reporting that their understanding increased to “a great extent”
- 50.0% reporting that their understanding increased to “a moderate extent”

Understanding about how to Address Literacy with Immigrants

Project Steering Committee members stated that the report increased their understanding about how to address literacy with immigrants to either a moderate or great extent, with:

- 33.3% reporting that their understanding increased to “a great extent”
- 66.7% reporting that their understanding increased to “a moderate extent”

Understanding about how to Better Meet the Needs of Immigrants

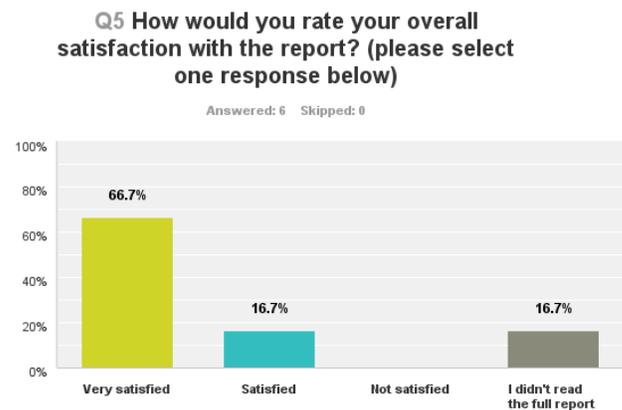
Project Steering Committee members stated that the report increased their understanding about how to better meet the needs of immigrants to either a moderate or great extent, with:

- 16.7% reporting that their understanding increased to “a great extent”
- 83.3% reporting that their understanding increased to “a moderate extent”

Overall Satisfaction with the Full Report

Project Steering Committee members were satisfied with the Exploring the Gap – full report, with:

- 66.7% reporting that they were “very satisfied”
- 16.7% reporting that they were “satisfied”
- 16.7% noting that they didn’t read the full report



Exploring the Gap Summary Report: Content

Project Steering Committee members were asked to rate the content presented in the summary report in a number of areas. Overall, the content of the report was rated as excellent, with all respondents rating it as “excellent” in the following areas:

- Relevant
- Comprehensive
- Easy to understand
- High quality

Overall Satisfaction with the Summary Report

Project Steering Committee members were satisfied with the summary report, with 100.0% reporting that they were “very satisfied”.

Communication Plan

One of the deliverables of the project was to develop a Communication Plan. As part of the development of the Evaluation Workplan for the whole project, the following measures were identified to assist with evaluating the Communication Plan:

- Number of community partners working with
- How communicating with community partners
 - Clear identification of the communication plan's goals and objectives, target audience(s), and when and how frequently communication will happen
- Communication tools to be used

As part of an overall workplan for the project, Project Staff developed a Communication Plan. This plan contained:

- Goal
- Information to be communicated
- Target audiences
- Communication method
- Delivery frequency/timeline of communication
- Person responsible for the communication

Through a review of the Communication Plan the following was noted by the external evaluator:

- It appears that communication is happening in an effective way in this project
- The project reached and engaged a good cross section of community partners. There has been good reach, breadth and scope
- A good mix of tools were used to communicate with community partners over the course of the project, including: e-mail, phone conversations, one-on-one meetings, newsletters, focus groups, webinars, and social media
- 28 community partners/organizations were engaged in the work of the project. These organizations cross a number of sectors, including:
 - Cultural groups
 - Newcomer services
 - Children's services
 - Employment services
 - Health services
 - Community/neighbourhood resource centres
 - Faith communities

Initial Webinar: Through the Looking Glass: Immigrant Perspectives on Literacy

Two webinars were conducted – one on March 9, 2015 and the second on April 1, 2015. There were log-ins from 51 computers, with the potential of multiple attendees at each site. Participants in the webinar were from: LBS agencies (French and Anglophone); college; French-college; literacy networks; Goodwill Career Centre; school boards; employment centres; a Native program; EMO Workforce Planning and Development Board; and, a representative of MTCU.

An online survey was conducted upon completion of the webinar. 24 webinar participants (47.1%) answered some or all of the evaluation questions. The following are the highlights from these responses:

- 100% of webinar participants reported that their understanding of how multicultural communities perceive literacy, how to address literacy with immigrants, and how to better meet the needs of immigrants increased as a result of participating in the webinar
- 100% of webinar participants reported being satisfied (60.9%) or very satisfied (39.1%) with the webinar
- 62.5% of webinar participants reported that the material presented in the webinar was relevant to their community
- 100% of webinar participants reported that they either already implement some of the information/strategies talked about at the webinar or that they will/might implement some of the strategies in the future

Second Webinar: Bridging the Gap: Using Literacy to Connect London's Immigrants to Employment

Two webinars were held in September 2015 (September 23 and 30, 2015). There were log-ins from 38 computers, with the potential of multiple attendees at each site. Participants in the webinar were from: LBS agencies; English and French colleges; regional literacy organizations; a school board; a university; an urban community services organization; provincial literacy organizations; MTCU; library; employment services program; Native literacy program; a community support centre; and, a community planning associate.

An online survey was conducted upon completion of the webinar. 17 webinar participants (44.7%) answered some or all of the evaluation questions. The following are the highlights from these responses:

- 100% of webinar participants reported that their understanding of how immigrants perceive the issue of literacy, and how literacy programs can be used as a tool to bring immigrants closer to employment increased as a result of participating in the webinar
- 100% of webinar participants reported being satisfied (58.8%) or very satisfied (41.2%) with the webinar
- 88.2% of webinar participants reported that the material presented in the webinar was relevant to their community
- 88.2% of webinar participants reported that they either already implement some of the outreach strategies talked about at the webinar or that they will/might implement some of the strategies in the future
- As a result of the webinar, 94.1% of webinar participants see value in comparing local entry-level positions to immigrants' transferable skills and the upgrading offered through literacy programs
- 70.6% of webinar participants reported that they either already offer boutique programming to meet the employment needs of immigrants or that they will/might offer boutique programming in the future

Experience of the Project Steering Committee

Members of the Project Steering Committee were asked to rate their experience being involved in the project. Overall, members reported:

- They had an opportunity to contribute to the project
- Their expertise was put to use in the project
- The results from the project and processes used during the project added value to the discussion around the challenges trying to be solved

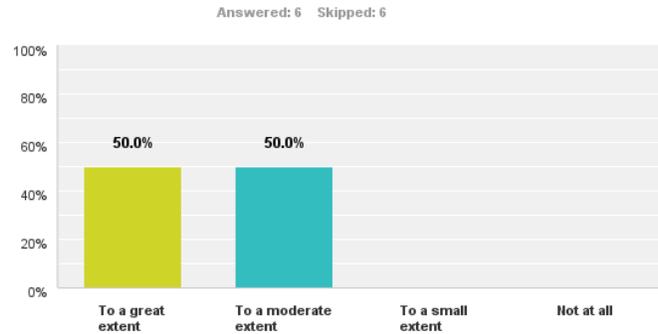
See the specific areas reported on beginning on the next page.

Opportunity to Contribute to the Project

Project Steering Committee members were asked to rate the extent to which they felt they had an opportunity to contribute to the project. Overall, members felt there was an opportunity to contribute, with:

- 50.0% of members reporting they felt they had an opportunity to contribute “to a great extent”
- A further 50.0% reporting they felt they had an opportunity to contribute “to a moderate extent”

Q5 To what extent do you feel you had an opportunity to contribute to the project? (please select one response below)

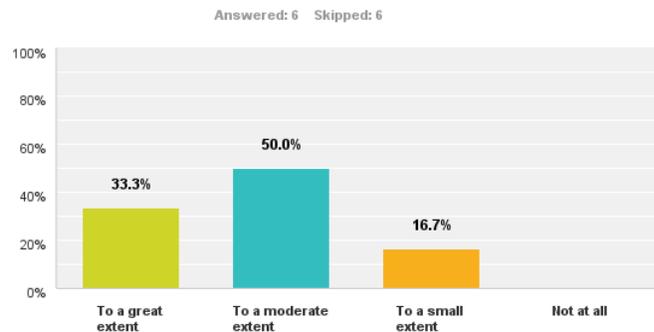


Expertise Used in the Project

Project Steering Committee members were asked to rate the extent to which they felt their expertise was put to use in the project. Overall, members felt their expertise was put to use, with:

- 33.3% of members reporting their expertise was used “to a great extent”
- 50.0% reporting their expertise was used “to a moderate extent”
- 16.7% reporting their expertise was used “to a small extent”

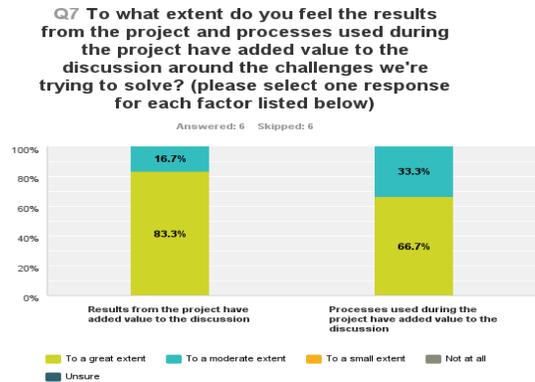
Q6 To what extent do you feel your expertise was put to use in the project? (please select one response below)



Value of the Project Results and Processes Used During the Project

Project Steering Committee members were asked to what extent they felt the results from the project and processes used during the project added value to the discussion around the challenges we're trying to solve. Overall, members felt the results from the project and the processes used during the project have added value to the discussion, with:

- 83.3% of members reporting that the results from the project have added value to the discussion “to a great extent”
- 66.7% of members reporting that the processes used during the project have added value to the discussion “to a great extent”



Experience of London/Middlesex Literacy Service Planning Group Participants

London/Middlesex Literacy Service Planning Group participants were one of the major project stakeholders. These planning group participants were asked to rate their experience with the project along with the outcomes of the project. Overall, participants reported:

- They heard about the progression of the project on a regular basis
- They believe literacy can do something to address the challenges highlighted by the project
- They agree with the project's two recommendations

See each section below for further details.

Reporting of Project Progress

London/Middlesex Literacy Service Planning Group participants were asked if they heard about the progression of the project on a regular basis. 66.7% of the planning group participants reported that they did hear about the progression of the project on a regular basis, with a further 33.3% reporting that they didn't know if they did.

Extent to which Literacy can Address Challenges Highlighted by the Project

London/Middlesex Literacy Service Planning Group participants were asked if they felt literacy can do something to address the challenges highlighted by this project. 100.0% of the planning group participants reported that they felt literacy can do something to address the challenges highlighted by this project “to a moderate extent.”

Project Recommendations

The project made two recommendations:

Recommendation #1:

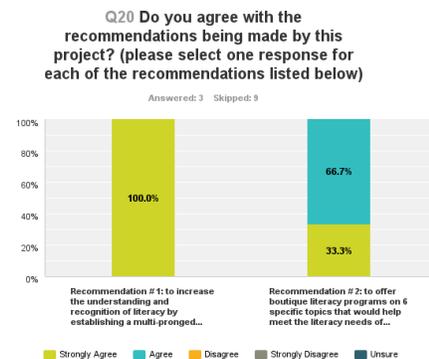
To increase the understanding and recognition of literacy by establishing a multi-pronged marketing strategy. This recommendation involves outreach to the ministries that fund immigrant support services, front-line immigrant service providers, local community and religious leaders, and immigrants themselves, to ensure consistent messaging across funding streams and organizations.

Recommendation #2:

To offer boutique literacy programs on 6 specific topics that would help meet the literacy needs of immigrants on an Employment goal path. These topics include Canadian Workplace Literacy, Writing for the Workplace, Computer Skills for the Workplace, Communication for the Workplace, Verbal Communication in the Workplace, Building your Professional Network, and An Introduction to Trades in Ontario.

London/Middlesex Literacy Service Planning Group participants were asked if they agree with the recommendations being made by this project. Overall, planning group participants agree with the two recommendations, with:

- 100.0% strongly agreeing with recommendation #1
- 66.7% agreeing with recommendation #2



Looking Forward

In order to help inform other communities/organizations interested in undertaking a similar initiative, the Project Steering Committee and Project Staff were asked to share some learnings from the project.

What Worked Well

A number of factors worked well and led to the success of the project. From the Project Steering Committee's perspective, the project was well managed, with communication, reports and newsletters about progress being mentioned as strengths, and the fact that the meetings were well run, timelines were adhered to and the materials were well organized. Steering Committee members also noted that the project was able to gather information from and include diverse individuals and organizations in the project. Project Staff mentioned the management of the project as a strength, and also spoke to increasing the awareness of the community and service providers.

Challenges

As with all initiatives, the project was not without its challenges. As the members of the Project Steering Committee were "volunteering", many of them noted that finding the time to contribute to the project was a challenge. Project Staff reported that one of the biggest challenges faced in this project was the misperception on the part of organizations that clients can only work with one organization and that LBS was trying to take their clients.

Significant Learnings from the Project

Both Project Steering Committee members and Project Staff were asked to name their most significant learning from the project. From the Project Steering Committee, one of the most significant learnings named was that there is a lack of awareness of the literacy and education options available for immigrants in London. Project Staff learning focused more on the technical skills (for example: report writing, research, creating webinars, etc.) and knowledge learned over the course of the project.

Evaluation Conclusion

Overall, the Exploring the Gap project met its stated objectives and will continue to have an impact as a result of the wide and ongoing distribution of the reports and webinars produced through the project.

Appendix 2: Supporting Sources – A selection of reports, literature and websites used in this project

2015 EmployerOne Survey Results – Elgin Middlesex Oxford Workforce Planning Board

<http://worktrends.ca/resources/employerone-survey-%E2%80%93-2015-summary-results>

Needs Assessment for Labour Market Information and Planning – African Canadian Federation of London and Area (ACFOLA) http://acfol.ca/ca/wp-content/uploads/2015/03/Needs-Assessment-Report_All.pdf

Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework – Centre for Canadian Language Benchmarks http://www.language.ca/documents/Comparative_Framework_Eng_e-version.pdf

ESL for Adult Literacy Learners – Centre for Canadian Language Benchmarks

http://www.language.ca/index.cfm?Voi=sections&id=19200&M=4038&Repertoire_No=2137991327

An Overview of Demographics & the Labour Market in London and Middlesex – Planning and Policy Supports, Neighbourhood, Children and Fire Services, and the City of London

Many Canadians lack the experience and 'soft skills' needed to land a job – Business News Network

<http://www.bnn.ca/News/2015/9/4/Many-Canadians-lack-the-experience-and-soft-skills-needed-to-land-a-job-Workopolis.aspx>

The London Cultural Profile Report – The City of London [https://www.london.ca/About-](https://www.london.ca/About-London/culture/Documents/London%20Economic%20Impact%20Calculation%20Report%20to%20CCC.pdf)

[London/culture/Documents/London%20Economic%20Impact%20Calculation%20Report%20to%20CCC.pdf](https://www.london.ca/About-London/culture/Documents/London%20Economic%20Impact%20Calculation%20Report%20to%20CCC.pdf)

Immigrants and the Labour Market: A London Perspective – The City of London

<http://worktrends.ca/sites/default/files/documents/Immigrant%20Employment%20Final.pdf>

Local Labour Market Plan, 2015 – Elgin Middlesex Oxford Workforce Planning and Development Board

<http://workforcedevelopment.ca/planning/region.php>

LMLIP Strategic Plan April 2013-March 2016 – London Middlesex Local Immigration Partnership

<http://immigration.london.ca/LMLIP/Publications/Documents/Strategic2013-2016.pdf>

Working in Canada – The Government of Canada [http://www.jobbank.gc.ca/occupation_search-](http://www.jobbank.gc.ca/occupation_search-eng.do?lang=eng)

[eng.do?lang=eng](http://www.jobbank.gc.ca/occupation_search-eng.do?lang=eng)

National Occupational Classification – The Government of Canada

<http://www5.hrsdc.gc.ca/NOC/English/NOC/2011/Welcome.aspx>

Worktrends.ca – The Elgin Middlesex Oxford Workforce Planning and Development Board

<http://worktrends.ca/>

Talent Shortage Survey – ManpowerGroup [http://www.manpowergroup.com/talent-shortage-](http://www.manpowergroup.com/talent-shortage-explorer/#.VqEZQvkrLIU)

[explorer/#.VqEZQvkrLIU](http://www.manpowergroup.com/talent-shortage-explorer/#.VqEZQvkrLIU)

Appendix 3: Connecting the City of London’s report “Immigrants and the Labour Market: A London Perspective” to Literacy Link South Central’s “Exploring the Gap” LMP project

One of the reports outlined in [Appendix 2: Supporting Sources](#) is the City of London’s “Immigrants and the Labour Market: A London Perspective”. Literacy Link South Central found this report particularly valuable, and quickly identified several ways that the work being done in this project directly supported the gaps and opportunities identified in that report.

Theme	Gap or opportunity	LLSC project support
Theme 1: Enhanced Focus on Timely Integration	<ul style="list-style-type: none"> - Make sure information about the wide array of settlement, employment and educational services is provided at first point of contact for immigrants (ex through settlement services, ethno cultural groups, faith communities, etc.) 	<ul style="list-style-type: none"> - LLSC has been strengthening their relationship with settlement agencies, cultural groups, faith-based organizations, etc. through outreach meetings, supporting their initiatives, and ongoing communication (ex. newsletter distribution)
Theme 2: Enhanced Coordination and Marketing/Outreach of the Service System	<ul style="list-style-type: none"> - Need an updated list of all services related to education, employment, settlement and relates services for immigrants. - Increased and accurate information about service required to inform clients as they bridge to first employment and beyond 	<ul style="list-style-type: none"> - Project staff assisted in the development of a Program Directory Resource (including service providers for LBS, ESL, Employment, Library and Cultural Groups) for the Education & Employment Joint Group of LMLIP
	<ul style="list-style-type: none"> - Better informed and coordinated settlement services and other mainstream social services especially in the fields of employment and education. - Stronger alignment between frontline, settlement, literacy, education, employment services and ethno cultural groups 	<ul style="list-style-type: none"> - We hope that our work in the first item above will help support this goal as well. - LLSC staff attended staff meetings at several local settlement agencies to speak about literacy - LLSC look into how the settlement community does their service planning and see if there are ways to connect with that process
	<ul style="list-style-type: none"> - Enhancing the role of ethno-cultural groups in providing important information to immigrants - An effective system of information sharing for the purpose of marketing 	<ul style="list-style-type: none"> - LLSC’s 2014 marketing/outreach campaign helped build relationships and effectively share information with many ethno-cultural groups - Our series of multicultural marketing

Bridging the Gap Between London's Immigrants and LBS Programs

	<p>and outreach to immigrants so receiving information required sooner</p> <ul style="list-style-type: none"> - Enhanced outreach work to all ethno-cultural groups 	<p>videos were shared with many organizations, both on DVD and via online links</p> <ul style="list-style-type: none"> - Continued Barrier: we are encountering organizations who seem hesitant to share information with their clients. This may stem from a funding-driven need to maintain clients and therefore a fear of losing clients to other services
	<ul style="list-style-type: none"> - The City of London to increase diversity within their own workforce and through the community 	<ul style="list-style-type: none"> - LLSC can speak to the effectiveness of this strategy through both our LMP and JCP projects, each of which reached a broader audience as a result of the presence of members of our target audience on the project team
Theme 3: Enhanced Services and Supports	<ul style="list-style-type: none"> - Development of mentoring opportunities that support the acquisition of essential skills 	<ul style="list-style-type: none"> - LLSC to discuss how “mentoring opportunities” could be included in an LBS environment.
	<ul style="list-style-type: none"> - Build capacity of ethno-cultural community to provide support, information and referrals for immigrants to existing services 	<ul style="list-style-type: none"> - This has been a significant focus for LLSC through both our 2014 Multicultural Outreach & 2015 Labour Market Partnership projects. We’ve seen an increase in phone calls from cultural organizations and drop-in visits for advice on literacy programming as a result
	<ul style="list-style-type: none"> - Specialized language training in a broader range of professions and skilled trades 	<ul style="list-style-type: none"> - LLSC recommends modeling the concept of the ELT / SLT classes offered through ESL, with a focus on the entry-level employment opportunities identified through focus groups and one-on-one interviews
	<ul style="list-style-type: none"> - Increase specialized language training with workplace/career focus 	<ul style="list-style-type: none"> - See above note
	<ul style="list-style-type: none"> - Need more Bridging programs in areas where demand is identified by immigrants and through determination of labour market trends 	<ul style="list-style-type: none"> - This sums up our project goals almost exactly, although we don’t use the term “bridging” currently - LLSC will discuss whether we should add that terminology to our planning