

Enhancing Pathways:

Language, Literacy, Employment Awareness Guide

“The right person to the right service the first time”

Assisting clients

- **Whose first language is not English, and**
 - **Who are seeking English language, literacy or employment services,**
- to identify and access their optimal starting point**

Developed by the Literacy Network of Durham Region

September 2011

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Introduction

The Language, Literacy and Employment Awareness Guide was the product of a proposal by the Literacy Network of Durham Region (LiNDR) to act as a pilot site for the second phase of the Enhancing Pathways – Literacy and Language Continuum project generously funded by Project Read Literacy Network Waterloo-Wellington and the Ministry of Training, Colleges and Universities. Enhancing Pathways “sought to bring together the agencies that provide language and literacy programming in their communities. It was intended to enhance communication and referrals among the agencies.”

The purpose of the Language, Literacy and Employment Awareness Guide was to address challenges faced by people identified in the Phase 1 report as “grey area” clients, those who had English language, literacy and sometimes employment issues, and who were sometimes ending up in a program that did not best meet their needs. It is intended to be used by the front line staff that are the first point of contact for people seeking English language, literacy and employment services.

The Language, Literacy and Employment Awareness Guide was developed by the Literacy Network, with the help of a phenomenal advisory committee comprised of:

Adrienne Haight, Northern Lights Canada
Cathy Sain, Durham Catholic District School Board
Christina Barrow, John Howard Society Durham
Diana Petre, Durham Catholic District School Board
Heather McMillan, Durham Region Local Training Board
Mike Willoughby, Literacy Network of Durham Region
Patricia Liang, Community Development Council Durham
Valerie Mason, Durham District School Board

Tom Little and Nancy Mouldsdale of CMCS Consulting Services gathered the needed information and prepared a draft of the toolkit, which was then critiqued by the advisory committee and a larger group attending the Literacy Network’s annual meeting in June 2011. Tom and Nancy continue to be the backbone of LiNDR’s research consultation. Their contribution to the final product of this initiative was outstanding.

LiNDR was graciously and expertly supported by Project Read Literacy Network Waterloo-Wellington throughout this project. Special thanks go to Jane Tuer and Anne Ramsay for their vision in bringing the Enhancing Pathways project to life and allowing LiNDR to be a part of the second phase project.

Awareness Guide

The Awareness Guide's purpose

The purpose of the Language, Literacy and Employment Awareness Guide is to ensure “grey area” clients find the best service option and thereby optimize their prospects for success. The Guide will reduce the number of situations in which a person utilizes a service that does not produce the desired results.

As noted in the LINDR funding proposal: “...local learners would be ensured a greater degree of referral accuracy when navigating Literacy and Basic Skills (LBS), Employment Services,(ES), English as a Second Language (ESL) and Language Instruction for Newcomers to Canada (LINC) programs.” Stated another way, the purpose of the Toolkit is to get the right person to the right service the first time.

About “grey area” clients

“Grey area” clients represent a portion of all people seeking English language, literacy and employment services.

Characteristics for that larger group include:

- Are engaged and interested in taking advantage of available services
- Are likely to be eligible
- Are likely to demonstrate progress, complete the program In the prescribed period and be available for three and six month follow up
- Can deal with the limitations imposed by individual programs such as the time of day they are available and where they are located

Prospective clients may be approaching service providers for the first time, or may have participated in one or more services earlier.

In addition to the above, “grey area” clients are those whose first language is not English, and who therefore may need additional English language skills, but who also may have issues related to literacy and basic skills, and/or employment, such that it is difficult to determine which service they should access first.

“Grey area” clients are for the most part were born in non-English speaking countries, although some may have been born in Canada and raised in another language. Some will have a Canadian work history. They may also experience additional barriers, barriers that can be difficult to assess on first contact, such as learning disabilities.

What the Guide includes

The Guide is made up of three components:

1. Questions a front line staff person can ask that will help identify “grey area” clients and the best service option for them.
2. A referral chart that outlines the process for determining the best option for a “grey area” client in easy-to-read graphic form, to be used by front line staff in conjunction with the questions noted above.
3. More information about specific English language, literacy and employment services in Durham Region that can be provided by the front line staff person and that will help the “grey area” client choose the best program option, once the most appropriate service area has been identified.

When it will be used

The Language, Literacy and Employment Awareness Guide will be used when the potential “grey area” client first approaches a Literacy and Basic Skills (LBS), Employment Services (ES), English as a Second Language (ESL) or Language Instruction for Newcomers (LINC) service provider in Durham Region.

Who will use it

The Language, Literacy and Employment Awareness Guide is designed for staff that are the first point of contact for such potential “grey area” clients related to literacy, English language and employment services.

How initial contact will occur

Initial contact may come from the person themselves, a family member, a friend, or another service provider such as Ontario Works. It may be conducted in person or by phone. The contact person may have some knowledge and exposure to the services available and the organization, or may not.

Other requirements of the Toolkit

As well as meeting the above purposes, the Guide must:

- Be able to be used over the phone as well as in person
- Be adaptable to situations where initial contact is from another person acting on behalf of the potential client
- Facilitate the principle of “no wrong door”
- Deliver clear, easily understood information on client eligibility criteria, assessment tools and program features of English language, literacy and employment services, in a useful way, to front line staff
- Provide enough direction to ensure consistency in referral activities between service areas
- Prevent the creation of unrealistic expectations
- Take account of the fact that:
 - Self-disclosure of diagnosed learning disabilities is extremely helpful for instructors because some services providers have resources that can be accessed to assist, and that no money is available for diagnosis or accommodation otherwise.
 - Assessments are only done on those who are going to enter a literacy program, which speaks to the value of appropriate referrals
 - While employment programs provide the same array of services across providers, literacy and basic skills programs are unique to each organization, for example focussing on current skill level, exit criteria and instruction methodology
 - Service spaces in some programs such as literacy are at a premium, so it is important that the right candidates take advantage of them

Additional goals

The Literacy Network also hopes to achieve the following:

- Increase the knowledge of client eligibility/criteria, assessment tools and program features amongst front line deliverers of Literacy and Basic Skills, Employment Services, English as a Second Language and Language Instruction for Newcomers to Canada.
- Introduce consistent standards of practice and formal protocols to existing information and referral activities between local LBS, ES, ESL and LINC programs.
- Support and expand the existing network of Employment Ontario and immigrant service provider stakeholders by introducing models of service coordination and ongoing partnerships.
- Meet the recent request of Durham Region’s Employment Ontario stakeholders (ES, LBS and Apprenticeship) in December 2010 to receive more front line training on immigrant services and language instruction programs.

Questions to Ask for Effective Referrals

On the following pages are six questions that may be used by front line staff on initial contact with a prospective “grey area” client. These questions can be asked in order or used to guide and supplement casual discussion with the client to identify their needs and barriers. The questions are not intended to replace existing agency protocols or processes but are intended as a supplement to front line interviews.

After receiving clarification, and using the accompanying chart and information about available services, the staff person will be equipped to facilitate effective decision-making by the client, resulting in the best match of need and service program.

1. What kind of service are you looking for? (What brought you here today?)

This question facilitates information gathering related to the clients’ needs, as well as their own understanding of their goal, how to reach it, and what resources might be available to assist them. The answer provided will be the first step in the process of determining if the agency receiving the inquiry is the most suitable service option at this point in time, or if additional referrals may be appropriate.

Many clients will contact service providers because the providers have been recommended by friends, or simply because of their proximity to home or work, and not because they have looked at the service landscape and made an educated choice as to their best options.

Based on the familiarity that each agency’s staff has with their own programs, eligibility criteria and minimum requirements, this initial question provides a good starting point for determining if the clients have come to the place that can best meet their immediate needs or whether there are more suitable options.

2. Do you have an employment or educational goal at this time?

Should the answer given above suggest that the clients are not best served (at this time) by the service offering at the agency they have chosen to contact, the next step is to ask the clients what their goal is. Doing so provides the staff with a starting point for determining which path will be most helpful in supporting the clients to meet their goal (See chart). There are various learning paths that adults can choose such as:

- Employment, including job preparation and coaching, resume assistance and apprenticeships

- Education, including pre-credit preparation, credit and post-secondary learning, Literacy and Basic Skills enhancement (e.g. reading, writing, numeracy, computer)
- English language development in the areas of speaking, listening, reading, and writing (There are programs for newcomers, as well as people born in Canada, that range from being introductory and broad in nature, to some that are targeted to specific professions.)

Some of the programs in these paths are federally funded; others are financed by various ministries within the provincial government. Some service areas overlap, some could be viewed as steps on a service continuum, and others, while similar on the surface, have very different goals for the learner. *For this reason, it is very important for the agency staff acting as the client's first point of contact to continue through the rest of the questions noted below.* Minimizing erroneous or inappropriate referrals is helpful to your service partners, and critical to client success.

3. Describe your current situation.

(Are you employed? Are you a full-time student? Do you have a stable residence in the region? What is your citizenship status?)

The purpose of this question is to quickly gauge eligibility for the three program areas (Employment Services, English language instruction—LINC & ESL, and Literacy and Basic Skills) in order to minimize inappropriate referrals. Consider the following:

- Employment Ontario offers *Client Service Planning and Coordination (CSPC)*, as well as *Resource and Information* services to all Ontarians seeking to improve their employment situations. “Assisted services”, however, such as *Job Search, Job Matching, Placement & Incentives* and *Job Training/Retention* are generally only available to help those who are currently unemployed (working fewer than 20 hours per week) and not enrolled in full-time education or training, who also meet certain “suitability” criteria as determined during the CSPC process. For those that qualify, a variety of employment services are offered, including targeted programs for older workers.
- LINC programs are for residents who have not yet obtained Canadian citizenship, with a three-year window for participation from the time of initial enrolment.
- ESL programs are available to all Ontarians whose first language is not English, even citizens born in Canada.
- Literacy and Basic Skills programs are available to people who want to improve their reading, writing, math or computer skills. Clients must make progress towards learning goals and be *locatable* and *available* for post-program follow-up at three and six month intervals.
- High school credit and credit preparation courses funded by the Ontario Ministry Education require proof of Canadian citizenship, permanent resident status or refugee status.
- Agency staff should utilize the secondary questions, as appropriate, for the client's stated goal (See Chart).

4. How comfortable are you at communicating in, and understanding, English?

(When you have to write something down, do you think to yourself in English, or translate in your head? At home, do you use English when speaking to your spouse? Do you help your children with their homework? Can you fill out an employment application on your own? Can you follow directions in a cell phone manual? What kinds of jobs have you done here in Canada?)

While this question in no way replaces an assessment of a client's facility in the English language, it may provide key information in making appropriate referrals where language and other services are concerned.

For example, if clients are still thinking to themselves in another language, translating to English in their head, or primarily using their "mother-tongue" at home, they are likely not ready for a Literacy and Basic Skills program. Knowing what kinds of jobs they have performed here may help indicate the extent to which their English reading and writing skills have been utilized in the Canadian employment context, and whether they are likely to be sufficient relative to the client's goal.

Consider that:

- While a referral to a Literacy and Basic Skills program to upgrade reading, writing or math skills for someone whose first language is not English can be appropriate in some circumstances, in order for a client to participate effectively in Literacy and Basic Skills training, they must be able to engage and understand the instructor. A CLB Level 7 in speaking and understanding, and Level 5 in reading and writing are considered minimum recommended requirements.
- In order to effectively utilize information, resources and most other services available at employment service providers, participants should be at CLB Level 5 or higher.
- There are also minimum recommended requirements for entry into high school credit and post-secondary education programs.

Information provided here may indicate that language skill upgrading (either ESL or LINC) is required before beginning participation in another desired program (See Chart).

5. What was your experience like in school?

(What was the last level you completed, and when? Have you ever been diagnosed with a learning disability?)

This question is intended to obtain information on the level and type of education the client received (e.g. post-secondary, in another country, limited or sporadic education), as well as elicit their impressions of it. It should be handled in a "conversational" tone based on the client's apparent comfort level. Care should be taken to address learning disabilities in a non-threatening and supportive manner. Clients who have had a negative experience with education either because of the conditions in which it was delivered, their inability to attend regularly, or because they had limited levels of success may require and/or benefit from certain approaches or learning environments.

Those who have been out of formal schooling for more than five to ten years, whether they were educated here in Canada or not, may benefit from exploring prep classes offered by the both the local school boards and Literacy and Basic Skills before embarking directly on a path to high school or post-secondary credit courses. There are a variety of courses and programs available, depending on the goal of the client. For example, some courses offer general literacy refreshers/upgrading, combined with lessons on study skills and using text books effectively, while others help prepare individuals for credit courses in specific programs, such as Personal Support Worker, and target the language and other skills needed to complete the course requirements.

Clients who identify themselves as having a diagnosed learning disability may be eligible for additional accommodations or supports which are available through some programs. The capacity of the service system as a whole to perform assessments and diagnostics related to learning disabilities is rather limited however. For example, they are not done at all by Literacy and Basic Skills, unless they fall under a fee-for-service arrangement.

6. Have you already had language, literacy or employment training?

(What programs or services are you accessing now or have you accessed in the past?)

The information provided here may further assist in making the most appropriate referral. Previous unsuccessful forays into language, literacy or employment services may indicate that pointing the client in a different direction is the way to go. It may also be an opportunity to obtain information about the client's ability and approach to learning that wasn't taken into account previously.

There is no point in referring a client back down a path that is not likely to produce favourable results. On the other hand, knowing that a client has achieved a specific language benchmark/LBS level, or successfully completed a certain course of study—and when that took place—can be extremely helpful in providing direction on options and next steps.

Referral Process Charts

The charts contained on the following page are designed to help front line staff assist “grey area” clients in determining their best initial choice for services. Using the information provided by the client in answering the referral questions, staff can utilize the charts to identify key information that will steer the client in the most appropriate direction.

There are three charts in all, one for each of the possible starting points, based on what the clients initially identify as their goal: English language services, literacy and basic skills services or employment services.

The basic colours for the charts are blue for language instruction, green for literacy and basic skills and pink for employment. When the information provided by clients suggests that they should consider another service, the chart changes colour to that of service that would better serve their needs.

The charts are supported by the Services section of the Referral Toolkit that follows. The Service section provides detailed information about English language (LINC and ESL), literacy and basic skills, and employment supports in Durham Region.

English language, literacy and employment services in Durham Region

1. English Language Instruction - English as a Second Language (ESL) and Language Instruction for Newcomers to Canada (LINC)

Application Process

For landed immigrants, permanent residents, and convention refugees:

Call the Community Development Council Durham's Durham Language assessment office for an appointment. (905) 686-2661. Take original landing document, P.R. card or "Letter or Notice of Decision" to the assessment.

For Canadian citizens, refugee claimants, visitors, workers:

Call the school of choice for an appointment. Take documents.

Eligibility

LINC – Adult immigrant (18+) with permanent resident status, conventional refugee status and some cases with special work permit

ESL – Adult immigrant who are Canadian Citizens, refugee claimant (usually not eligible for LINC classes)

Assessment

All LINC applicants participate in a common assessment administered by the Community Development Council Durham's Durham Language assessment office. The need for an assessment for those seeking ESL training will be determined when the person applies at the school of their choice.

Locations and times

The LINC and ESL programs are offered through both Durham Continuing Education (DCE) and Durham Catholic District School Board Continuing and Alternative Education (DCDSB) at the following locations:

- Pickering (DCE) – 1400 Bayly Street, Unit 1
- Oshawa (DCE) – 120 Centre Street South
- Ajax (DCDSB) – 314 Harwood Avenue South, Suite 206
- Whitby (DCDSB) – 416 Centre Street South
- Oshawa Campus for ESL only (DCDSB) – 692 King St. E.

Classes are held during the day Monday to Friday and some evenings Monday to Thursday, depending on the course. The Durham Language website contains information about specific classes (see below for website address).

Content

Both LINC and ESL address four language skills including reading, writing, listening and speaking, using the Canadian Language Benchmarks (CLB). The larger purpose of LINC and ESL services is to assist in the integration of immigrants into Canadian culture and society.

Instructional format

Classroom

Cost

There is no charge for LINC training. ESL classes involve a small fee in the range of \$20 to \$35.

Other supports

LINC classes in Durham offer free child minding for children of students. There are a limited number of spaces available, on a first-come, first-served basis. Child minding starts at the age of six (6) months at the Oshawa and Pickering centres and eighteen (18) months of age in the Whitby and Ajax schools. Transportation assistance is available to those who qualify.

Enhanced Language Training, a sixteen week program that assists internationally trained professionals in re-connecting with their professions through in-class language training and internship/mentorship opportunities is also available, open to candidates who are 18 years or older, are permanent residents or convention refugees, and have a Canadian Language Benchmark (CLB) of level 6 or above in reading, writing, speaking and listening.

Website

ESL and LINC staff recommend logging on to their website: www.durhamlanguage.ca for more detailed information.

2. Literacy and Basic Skills Instruction

Application Process

Prospective clients contact the Literacy Network of Durham Region at (905) 725-4786, jakata@lindr.on.ca or contact individual organizations directly:

Durham Catholic District School Board

- Oshawa - 905.438.0570 X8444
- Ajax - 905.683.7713

Durham College

- Oshawa and Whitby - 905.721.3131
- Uxbridge - 905.852.7848

Durham Deaf Services

- Oshawa – 905.579.3328, TTY: 905.579.6495

Durham District School Board

- 905.440.4507

John Howard Society

- Oshawa - 905.579.8482
- Bowmanville - 905.623.6814

Literacy Council of Durham Region

- 905.434.5441

Eligibility

Adults eligible to enrol in LBS programs must:

- Be at least 19 years old (Exceptions may be made for young adults aged 16-18 who have left the regular school system and demonstrate the maturity to benefit from adult education)
- Live in Durham Region
- Have communication and numeracy skills levels that fall within the 5 LBS Learning Outcomes Levels for Ontario
- Be without the literacy skills necessary to meet every day needs
- Be without the literacy skills necessary to find and keep a job
- Communicate competently in English
- Not attend regular day schools funded by the Ministry of Education or adult credit programs
- Demonstrate the potential to learn to improve their reading, writing and math

Potential LBS learners must be able to:

- Set realistic learning goals
- Demonstrate progress towards learning goals within an appropriate timeframe, as defined by each delivery agency
- Work cooperatively
- Work with independence
- Treat other learners and staff with respect
- Make a commitment to regular attendance, as defined by each delivery agency
- Demonstrate socially responsible behaviours and attitudes
- Understand and agree to each LBS program's Learner Code of Conduct

Assessment

There is no single assessment system used by organizations providing literacy and basic skills training. The approach is very individualized, depending on what clients identify as their priority. The Literacy Network will do in-depth assessments on a fee for service basis.

Locations and times

Durham Catholic District School Board

- Oshawa Monday to Thursday 8:30 - 3
- Ajax Monday to Thursday 9 - 3 and Friday 9 - 12

Durham College

- Oshawa Monday to Friday part/full time and evenings
- Uxbridge One day per week
- Whitby Part/full time 9:10 - 2:40, 6:30 - 9:30

Durham Deaf Services

- Oshawa Monday to Thursday 9 - 11:30, 12:30 - 3, Friday by appointment only, Night Class 6 - 9

Durham District School Board

- Oshawa 8:30 - 2, Tuesday and Thursday 6 - 9
- Ajax Tuesday 6:30 - 9
- Whitby 8:30 - 3

John Howard Society

- Oshawa Monday and Wednesday 8:30 - 3, Tuesday and Thursday 8:30 - 8
- Bowmanville Monday to Thursday 8:30 - 3
- Whitby Monday to Thursday 8:30 - 3

Literacy Council of Durham Region

- Oshawa 10 - 8, other locations offer a flexible schedule

Content

All LBS agencies have the mandate to provide free training in reading, writing, math and basic work skills in order to reach goals of further education and training, employment and/or personal independence.

In LBS, the Learning Outcomes Matrix has five skill domains (reading, writing, math, speaking and listening, and self-direction/self-management) within a five-level matrix. LBS programs also use the Essential Skills Matrix based on the International Adult Literacy and Lifeskills Survey (IALLS). Essential Skills is a five level matrix with nine skill domains including reading text, document use, writing, math, computer use, thinking skills, working with others, continuous learning, and oral communication.

In Durham Region, the LBS agencies deliver varying parts of the curriculum:

- Durham Catholic District School Board - Levels 1 to 5
- Durham College - Levels 3 to OBS IV
- Durham Deaf Services - Levels 1 to 5
- Durham District School Board - Levels 2 to 4
- John Howard Society - Levels 1 to 4
- Literacy Council of Durham Region - Levels 1 to 2

Instructional format

Durham Catholic District School Board - 1 to 1, small group, classroom

Durham College - 1 to 1, small group, classroom

Durham Deaf Services - 1 to 1, small group, classroom

Durham District School Board - Small classroom

John Howard Society - 1 to 1, small group

Literacy Council of Durham Region - 1 to 1, small group

Cost
Free

Websites

Durham Catholic District School Board - dcdsb.ca
Durham College - www.durhamcollege.ca
Durham Deaf Services - <http://www.durhamdeaf.org>
Durham District School Board - dsb.durham.edu.on.ca
John Howard Society - www.jhsdurham.on.ca
Literacy Council of Durham Region - www.durhamliteracy.ca

3. Employment Services

Application Process

Prospective clients contact the individual organizations directly:

Northern Lights Canada

- Ajax - 905.426.8337
- Courtice - 905.720.3111

VPI

- Ajax - 905.683.3529
- Oshawa - 905.571.3301

Durham College

- Beaverton - 705.426.1587
- Bowmanville - 905.697.4472
- Oshawa - 905.438.1041
- Port Perry - 905.985.1441
- Uxbridge - 905.852.7848

Durham Region Unemployed Help Centre

- Oshawa - 905.579.1821
- Pickering - 905.420.4010

John Howard Society

- Oshawa - 905.579.8482
- Whitby - 905.666.8847

YMCA Durham Employment

- Pickering - 905.427.7670
- Whitby - 905.668.0044

Specialized Employment Services

Prospective clients for specialized employment services also contact the individual organizations directly:

The Canadian Hearing Society - For people who are deaf, deafened and hard of hearing

- Oshawa - 905.404.8490, TTY: 905.404.0468

Centre d'emploi francophone de Durham - Francophone Services/Services en Français

- Oshawa - 905.436.6989

META Vocational Services - Growth Opportunities Program (GO) for Persons with Disabilities

- Whitby - 905.725.0087

Essential Communications Ltd. - Self Employment Benefit Program (OSEB)

- Whitby - 905.668.4141

Durham Region Local Training Board - tradeability.ca - *Virtual Employment Resource Centre (Skilled Trades and Apprenticeship Information)*

- Whitby - 905.666.3620, 1.800.483.4845

Eligibility

There is no eligibility requirement for client service planning and coordination, except that the individual must be legally entitled to work in Canada. Employment Insurance eligible status is not an eligibility requirement.

The eligibility criteria for access to any of the assisted service components are:

- The applicant is unemployed
- The applicant is not participating in full time training or education.

For the purpose of the Employment Service, an individual who is working less than an average of 20 hours per week is considered to be "unemployed"; an individual is considered to be in full time training or education based on the definition supplied by the institution in which they are enrolled.

Service providers may be allowed to make some exceptions (up to 10% of clients served) to the eligibility criteria based on an assessment of other suitability and service need factors, the local labour market environment, the goals and objectives of the Employment Service, and within the performance commitments and funding defined by the Agreement.

Suitability criteria are much more important than eligibility to the decision about access to assisted services. They include:

Workplace performance: characteristics which may affect workplace performance, such as language, physical disability, inconsistent work history, or significant absence from labour market participation

Market perceptions: characteristics that employers may perceive affect ability to perform on the job, such as credentials and work experience from outside of Canada, a client's reputation in the community, little or no relevant work experience, language and disability

Motivation and work habits: characteristics which may result in motivational challenges or work habit issues, such as work expectations, behaviour and attitudes

Interpersonal skills: characteristics that reflect a client's ability to maintain positive working relationships with employers and colleagues

Demographics: characteristics which have been identified as barriers in the labour market, such as age, level of education attained, source of income support: e.g. Employment Insurance, Ontario Works, Ontario Disability Support Program, or no source

Assessment

If applicants meet the eligibility criteria the service organization completes an assessment and intake with them.

Client Service Planning and Coordination (CSPC) is the "hub" of the Employment Service, is imbedded in all components of the Employment Service and is the primary link to:

- All other Employment Service components
- Other Employment Ontario programs and services and
- Programs and services outside of Employment Ontario

CSPC determines:

- If an individual is best served through independent (unassisted) or assisted Employment Service
- If needed, which assisted Employment Service component(s) would be of most benefit, and in which sequence
- If an individual needs access to other services and training supports such as literacy training or Second Career, before, during or after participation in the Employment Service

Locations

Northern Lights Canada
nlinfo@northernlightscanada.ca

250 Bayly St. West, Unit 19
Ajax, ON L1S 3V4
905.426.8337

1403 King St. East, Unit #6
Courtice, ON L1E 2J6
905.720.3111

VPI
inquiries@vpi-inc.com

289 Kingston Rd. East, Unit 2
Ajax, ON L1Z 0K5
905.683.3529

843 King St. West, Unit 9
Oshawa, ON L1J 2L4
905.571.3301

Durham College

Brock Community Employment Resource Centre
397 Simcoe St.
Beaverton, ON L0K 1A0
705.426.1587
coordinator@brockcerc.com

Bowmanville Community Employment Resource Centre
219 King St. East, Unit #4
Bowmanville, ON L1C 1P7
905.697.4472
stephanie.watson@durhamcollege.ca

Oshawa Community Employment Resource Centre
58 Rossland Rd., West, Suite 210
Oshawa, ON L1G 1V5
905.438.1041
stephanie.watson@durhamcollege.ca

Port Perry Community Employment Resource Centre 116 Water St.
Port Perry, ON L9L 1R2
905.985.1441
portperrycerc@durhamcollege.ca

Uxbridge Community Employment Resource Centre
2 Campbell Dr.
Suite 201, 2nd Floor
Uxbridge, ON L9P 1H6
905.852.7848
kebbie.gibb@durhamcollege.ca

Durham Region Unemployed Help Centre

272 King St. East
Oshawa, ON L1H 1C8
905.579.1821
info@unemployedhelp.on.ca

1400 Bayly St., Unit #12
Pickering, ON L1W 3R2
905.420.4010
careadmin@unemployedhelp.on.ca

John Howard Society employmentservices@jhsdurham.on.ca

75 Richmond St. West
Oshawa, ON L1G 1E3
905.579.8482

114 Dundas St. E. Suite #200
Whitby, ON L1N 2H7
905.666.8847

YMCA Durham Employment

1550 Kingston Rd., Unit 16
Pickering, ON L1V 1C3
905.427.7670
david.morrison@ymcagta.org

3000 Garden St. N. Unit #100A
Whitby, ON L1R 2G6
905.668.0044
david.morrison@ymcagta.org

For specialized employment services:

The Canadian Hearing Society
dbailey@chs.ca
575 Thornton Rd. North, Suite 13
Oshawa, ON L1J 8L5

Centre d'emploi francophone de Durham - Francophone Services/Services en Français
centredemploi@cofrd.org

57 Simcoe St. South, Suite 2H (Lord Simcoe Place)
Oshawa, ON L1H 4G4

META Vocational Services - Growth Opportunities Program (GO) for Persons with Disabilities
metaservices@metavocational.com

15 Thickson Rd. North, Unit 6
Whitby, ON L1N 8W7

Essential Communications Ltd. - Self Employment Benefit Program (OSEB)
essentialeb@bellnet.ca

101 Dundas St. West, Suite 200
Whitby, ON L1N 2M2

Durham Region Local Training Board - tradeability.ca - Virtual Employment Resource Centre (Skilled Trades and Apprenticeship Information)
info@tradeability.ca

1450 Hopkins St., Suite 100
Whitby, ON L1N 2C3

Content

The five components of the Employment Service are:

- Client Service Planning and Coordination
- Resource and Information
- Job Search
- Job Matching, Placement and Incentives
- Job/Training Retention

CSPC also supports the ongoing follow up and monitoring of client progress in the Employment Service or other Employment Ontario training, adjustments to the Employment Service Plan as required, and coordination with other services throughout the client's participation in and at exit from the Employment Service.

Instructional format

Classroom, small group, 1 to 1

Cost

Free

Other supports

Clients may receive financial supports to offset some of the costs of participating in the Employment Service, such as transportation and work clothing.

Websites

Northern Lights Canada - www.northernlightscanada.ca

VPI - www.vpi-inc.com

Durham College

- Brock Community Employment Resource Centre - www.brockcerc.com
- Bowmanville Community Employment Resource Centre - www.employmenthelp.ca
- Oshawa Community Employment Resource Centre - www.oshawacerc.com
- Port Perry Community Employment Resource Centre - www.portperrycerc.com
- Uxbridge Community Employment Resource Centre - none

Durham Region Unemployed Help Centre - www.unemployedhelp.on.ca

John Howard Society - www.jhsdurham.on.ca

YMCA Durham Employment - www.ymcatoronto.org

For specialized employment services:

The Canadian Hearing Society - For people who are deaf, deafened and hard of hearing
www.chs.ca

Centre d'emploi francophone de Durham - Francophone Services/Services en Français
www.emploi.cofrd.org

META Vocational Services - Growth Opportunities Program (GO) for Persons with Disabilities
www.metavocational.com

Essential Communications Ltd. - Self Employment Benefit Program (OSEB)
www.essentialcommunications.ca

Durham Region Local Training Board - tradeability.ca - Virtual Employment Resource Centre
(Skilled Trades and Apprenticeship Information)
www.tradeability.ca, www.drltb.com