



FACILITATOR'S GUIDE

Making YJC Work

An In-Depth Overview of Youth Job Connection

NEW PROGRAM TRAINING for SERVICE PROVIDERS

LEARNING & DEVELOPMENT

Making a splash • Advancing Learning



Innovation, Culture & Excellence (ICE)
Employment Training Division
Ministry of Training, Colleges & Universities

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Course Overview

About This Course

The goal of this course is to inform selected service providers on how to deliver the YJC program, answer client inquiries and adhere to Ministry standards and requirements.

Target Audience

This course is designed for selected service provider staff that will be responsible for delivering the YJC program.

Course Description

This in-class session will provide service providers with an opportunity to critically analyze and discuss the Youth Job Connection program. This interactive, discussion-based course is designed to provide participants with a dynamic and engaging forum to delve into the details of the new program and prepare them to respond to client inquiries and effectively deliver the program services to the targeted clientele.

When participants complete this course they will be able to:

- Identify the details and objectives of the YJC program.
- Analyze eligibility and suitability for YJC participants and employers.
- Identify how the program will be delivered.
- Identify the YJC tools available.
- Address client inquiries.
- Adhere to Ministry standards and requirements.

Materials, Equipment & Set-Up

Materials for the Instructor:

- Facilitator Guide (See Exercise Guides in Appendices)
- Participant Workbook
- Session handouts (job-aids)
- YJC Guidelines

Equipment for the Instructor:

- Flip charts
- Markers
- Projector
- Laptop
- Pens/paper
- Post-It notes (3x5 and 5x7)

Classroom Prep List

- Prepare Ground Rules flip chart
- Prepare flip charts for exercises
- Set up projector, laptop
- Set up tables for small groups of 5-7 depending on the session size
- Distribute supplies at each table (pens, paper, markers, post-it notes, etc.)
- Organize handouts at front of room for easy distribution.
- Prepare materials and flip charts for exercises: reference the appendices for exercise instructions and guides for each module.

Lesson Plan

Course Name: ETD-132 Making YJC Work for SERVICE PROVIDERS (In-Class)		Facilitator: TBD	Total Duration: 7 hours
Location: TBD		Number of Participants: max. 20	Day 1
Instructional Objectives	<ul style="list-style-type: none"> • Identify the details and objectives of the YJC program. • Analyze eligibility and suitability for YJC participants and employers. • Identify how the program will be delivered. • Identify the YJC tools available. • Address Client inquiries. • Adhere to Ministry standards and requirements. 		
Pre-Requisite	ETD-129, ETD-131, independent review of YJC Guidelines		

	#	Time	Agenda Item	Trainer Activity	Learner Activity
Day 1	A	20	Session Overview	Ground Rules/Icebreaker/ Introductions/Session Objectives	
	A2	60	Program Recap	Review discussion on: <ul style="list-style-type: none"> - Guiding Principles - Key Objectives - Program Components Program Comparison Chart Handout	Interactive Discussion and Q&As Group work: each table will identify one component and address the following questions to report back to the whole group: <ul style="list-style-type: none"> - What is the purpose of this component? - What services will be delivered in this component? - How is it different from other EO programs?
	B	60	Eligibility & Suitability	Video: 360 Kids Why is suitability so important to the success of this program?	Group work: <ul style="list-style-type: none"> • Group 1 – What makes an individual eligible to participate in YJC? What makes an individual suitable for YJC? • Group 2 – What makes an employer eligible to participate in YJC? What makes an employer suitable for YJC?

	#	Time	Agenda Item	Trainer Activity	Learner Activity
				Discussion about Youth Outreach for YJC participation	Plenary Group Discussion about how to outreach to this clientele? And what different needs and services will they require?
				Documenting suitability in CaMS	How does the SP document and assess suitability.
	C	30	Delivering YJC	Identify roles & responsibilities of YJC Stakeholders	Exercise: outline the role the SP plays at each stage of the program. Match the responsibilities of the SP to the stage of the program.
				Outline Service Provider responsibilities at each stage of the program.	Large Group Discussion/Questions
	D	60	Funding Framework for YJC	Operating Funds & Financial Supports and Incentives (Flow-through funds)	Interactive Discussion and Q&As
				Case Study Review and Discussion	Large Group Problem Solving Discussion
	E	60	Performance Management	YJC PMF Protractor and Breakdown PMF Dimensions	Independently record activities Service Provider could perform that would account for each PMF dimension; then post under the appropriate dimension flip chart.
				Service Quality Standard challenges and ETC supports	Interactive Discussion and Q&As
	F	10	YJC Reports & Forms	Outline report requirements, purposes and due dates.	Interactive Discussion and Q&As
	G	30	CaMS	Address what is new/different in CaMS for YJC	Review slides on CaMS and what's new/different.
	H	60	Handling Client Inquiries	Case Studies & Discussion	Group Work: review case study; discuss implications of, and responses to the scenario presented.
					Interactive Discussion and Q&As
		30	Session Summary		
Total Time		420 min (7 hours)			

Facilitator Notes & Glossary

Instructor Notes

- Script for the Facilitator to SAY is written like this.
- **Instructions for the Facilitator to DO are written like this.**
- *Possible answers are written like this.*
- Questions to pose during the session will be in an orange table
- Exercises to run during the session will be in a green table

Icon Glossary



SPECIFIC SLIDE FOR USE DURING THE EXPLANATION



FLIP CHART USE



IMPORTANT AND/OR USEFUL TIP/INFORMATION



GROUP EXERCISE



QUESTIONS FOR FACILITATOR TO ASK PARTICIPANTS



HANDOUT FOR FACILITATOR TO DISTRIBUTE TO PARTICIPANTS



VIDEO PRESENTATION

Course Instruction

Expected Time: 20 minutes

COURSE OVERVIEW

PowerPoint Slides 1-3

Module A1

SCRIPT/KEY POINTS

20 minutes

- **Welcome the participants and introduce yourself**
- **Display title slide for course presentation**
- **INFORM** – Why are we here? We are here today to help prepare you for YJC delivery.
- **EXCITE** – YJC is set to Go Live Oct 1st
- **EMPOWER** – this training is for you and was designed specifically to meet your needs in delivering the YJC program. Take ownership of your learning and positively engage in this day.
- **INVOLVE** – Today's success is dependent on your engagement in the material, activities and discussion. I encourage you to actively engage and own your learning experience by staying tuned in, asking questions, participating in the group activities and discussions, and respecting the session's ground rules.
- **Explain housekeeping items: break times, restroom locations, etc.**
- **Establish classroom ground rules. Read the below rules:**
 1. Turn cell phones off or set to vibrate; if you need to take an urgent call please excuse yourself from the room
 2. Respect your colleagues; be polite and considerate.
 3. Participate enthusiastically. Ask questions.
 4. Listen to understand. Speak to be understood.
- **ASK:** Are there any other ground rules anyone in the class would

Slide 1



Slide 2



COURSE OVERVIEW

PowerPoint Slides 1-3

Module A1

SCRIPT/KEY POINTS

20 minutes



- like to discuss adding to our session today?
- **Record new rules on a flip chart**
 - Ultimately, what you gain out of today is based on the attitude and engagement you put into today's session. Value both your own and your colleague's learning experience today by setting a purposely positive tone.
 - Before we get started let's do some roundtable introductions; **have participants provide their name and role, and identify the most important thing they hope to learn at today's session.**
 - **Explain the workbook and how they will use it to complete exercises and take notes**
 - **Record answers on a flip chart and post somewhere it may be seen throughout the day. As you cover each item throughout the day check the item off the list for all to see**
 - At the end of this session you will be able to:
 - Identify the details and objectives of the YJC program.
 - Analyze eligibility and suitability for YJC participants and employers.
 - Identify how the program will be delivered.
 - Identify the YJC tools available.
 - Address Client inquiries.
 - Adhere to Ministry standards and requirements.
 - **For out-of-scope items provide direction as to where that information may be available.**
 - The conceptual design for today's session is discussion/case-based learning. That means that we will be engaged in several discussions and use various scenarios and case-studies throughout the day to practically apply the training material.



Slide3



COURSE OVERVIEW

PowerPoint Slides 1-3

Module A1

SCRIPT/KEY POINTS

20 minutes

- Prior to today, you were required to complete a series of training components: (1) Overview video, (2) eLearning and (3) self-guided review of the YJC Guidelines.
- This session will not recount the materials covered in these previous learning tools; instead this workshop is designed to solidify your understanding of this program based on the knowledge you gained about the program in the pre-requisite training.
- Having said that, we will begin by completing a brief exercise to recap the materials covered in the pre-requisite training, and refresh your minds on the key concepts of this new program.
- Following our roundtable icebreaker, I have captured some additional questions here that you would like to have answered in this session. **Identify what of these requests are in- and out-of scope for this session.**
- **Record any new questions raised by the participants on a flip chart and post with the topics/questions raised during the icebreaker.**



NOTE – you may not have received any in which case omit the above statement.



- **ASK:** Are there any questions before we get started?

PROGRAM RECAP

(based on eLearning pre-requisite)

PowerPoint Slides 4-6

Module A2

SCRIPT/KEY POINTS

60 minutes

- Let's start then by defining what this program is all about. Youth Job Connection offers a range of services and opportunities for young people to learn about jobs and gain experience working. The ultimate goal of this program is that these youth will secure long-term employment and meaningful careers. A defining detail of this program is that it is focused on those youth with the greatest employment needs and experiencing significant barriers to employment.
- We will take time today to explore exactly what this means for determining an individual's eligibility and suitability for this particular program.
- Let's now think back to the pre-class training video, eLearning and the YJC Guidelines or other materials you read prior to today's session:

Slide 4



Ask participants:

Answer



1. How many guiding principles are there?
2. Can you recall the meaning of each of these principles?

Slide 4: **Click for powerpoint animation to display underlined answers provided below after the participants provide answers. One click per principle.**

<<See Section 2.2 of Guidelines>>
The program is guided by principles that specifically contribute to a young person's positive employment outcomes. In addition to the Employment Ontario service delivery principles, the YJC program and services is guided by the following principles:

- **Diversity** – Recognize the diversity of young people's identities and employment needs. Service providers must be flexible and responsive to the specific employment needs of individual youth.
- **Accessible** – Must be accessible to all young people regardless of gender, race, age, class, sexuality, disability, urban/rural location, Aboriginal identity and other social factors.

PROGRAM RECAP

(based on eLearning pre-requisite)

PowerPoint Slides 4-6

Module A2

SCRIPT/KEY POINTS

60 minutes

- **Holistic** – *Apply a holistic approach to youth employment programming. Young people need a comprehensive range of programs and services to help them to return to school, further their education, or fully participate in the labour market.*
- **Collaborate** – *Engage community partners and develop collaborations. Effective programs draw on key partners, including local employers, not-for-profit and volunteer organizations, schools and youth agencies, caring adults, and youth themselves. All of these resources help expose young people to different careers, work environments, and employment opportunities.*

- Let's do the same collaborative refresher to recall the program objectives.

Slide 5



Ask participants:

What are the key objectives of YJC you recall?

Slide 5: **Click for powerpoint animation to display objectives after the participants provide answers.**

Answer

The key objectives of this program is to provide participants with:

- *assessment and career development services, to increase their knowledge of job and career options, the job market, and themselves;*
- *opportunities to develop employability skills;*
- *training and work experience to increase their readiness for employment;*
- *support in their transitions to employment or additional training or education, during and after the program.*

PROGRAM RECAP

(based on eLearning pre-requisite)

PowerPoint Slides 4-6

Module A2

SCRIPT/KEY POINTS

60 minutes

- Let's take a few minutes to refresh our memories about the YJC program components.

Ask participants:	Answer
1. What components do you recall that were named in the overview video, eLearning and guidelines?	<i>There are 4 components to this program: Client service planning and coordination, Pre-Employment services, Job matching, placement and incentives, and Education and work transitions support.</i>
Record answers provided by the group on a flip chart	
2. Which of these components did you notice was available but not required by participants to complete?	<i>Education and Work transitions support.</i> <i>All participants who access YJC are required to participate in the first three components. The fourth is available to participants but is not required. To clarify, Service Providers are required to offer supports in this stage, however past-participants are not required to participate.</i>
3. What might be some services that you as Service Providers may offer for this stage of the program	<i>Some examples could be: 1:1 coaching; drop-in schedule for 1:1 or group meetings; opportunity fairs; networking opportunities between program alumni and employers, as well as with current program participants.</i>

PROGRAM RECAP

(based on eLearning pre-requisite)

PowerPoint Slides 4-6

Module A2

SCRIPT/KEY POINTS

60 minutes

- In order to get an in-depth understanding of the program components, and the services that each component will provide to participants, we are going to break up into small groups.
- **Display Group Work slide 6**

Slide 6



Exercise Instructions

- **Break the participants up into small groups, assign each group one of the four components and have them record the following to share with the plenary group:**
 - What is the purpose of this component?
 - What services will be delivered in this component?
 - How is it different from other EO programs?
- **Provide the groups with 15 minutes to discuss and record their answers, and then ask the groups to report back to the plenary group.**
- **Facilitate the report back so that you capture the following key points for each component:**
 - Reference Section 2.5 of the Guidelines
 - See Appendix A for answer sheet and Facilitator questions you can pose to guide this discussion.

15 minutes



15 minutes



Appendix A



PROGRAM RECAP

(based on eLearning pre-requisite)

PowerPoint Slides 4-6

Module A2

SCRIPT/KEY POINTS

60 minutes

- During this module we discussed the main objectives and over-riding principles that Youth Job Connection is meant to achieve. It's important to reiterate how this program is different from YEF and existing employment services programs.
- To help you appreciate how this program differs from these other programs and to ensure that we keep in mind the target youth for this program, a Comparison Chart job-aid has been created that outlines each program alongside the other so you can clearly see the differences.
- **Distribute the YJC002 handout** – YJC, YEF Comparison Chart
 - Provide 10 minutes for independent review/discussion

Handout:



ELIGIBILITY & SUITABILITY

PowerPoint Slides 7-13

Module B

SCRIPT/KEY POINTS

60 minutes

- Before we proceed with more information and discussion on the YJC program, we are going to take a few minutes to watch a video that will help give us a better understanding of who the intended participants are for YJC.

2 minutes



- **Run the video:** created by Service Provider, 360 Kids
- **After the video say:** this video helps to reiterate the client group that YJC is intending to serve; it is important to keep this in mind when you are delivering this program.
- Recall that the program is intended to serve youth who experience multiple, complex barriers to employment. This includes youth who are not in education, employment or training.
- The program is open to all eligible youth; however, the intention is to help those youth who are experiencing more serious barriers to employment.
- It is extremely important for this program to succeed that close attention is paid to those Individuals and Employers that are most suitable to participate in this program. This is a key distinction that is important for various Employment Ontario programs; in particular for the Youth Job Connection program.
- We are now going to explore what is involved in determining the eligibility and suitability of both an individual and an employer to participate in this program.
- **Display Group Work slide 7** (*Reference Appendix C for further exercise instructions and guiding questions.*)

Slide 7



ELIGIBILITY & SUITABILITY

PowerPoint Slides 7-13

Module B

SCRIPT/KEY POINTS

60 minutes

Exercise Instructions – Part One

20 minutes

- **Break the participants up into small groups,** for a brainstorming exercise regarding eligibility and suitability for YJC.
Instruct groups to record their results on the flipchart:

10 minutes



Group 1 – Individuals: what makes an individual eligible to participate in YJC? What determines if an individual is suitable for YJC?

Appendix B



Group 2 – Employers: What makes an employer eligible to participate in YJC? What determines if an employer is suitable for YJC?

- **Direct groups to make use of the YJC Guidelines at their tables to help them identify the criteria and indicators.**
- **Facilitate each group's report back of their brainstorming.**
- **ASK:** What can be done to ensure this program reaches the intended audience?
- **ASK:** How will you document and assess an individual's suitability? (Reference the Suitability Indicators chart in the guidelines.)



Exercise Instructions – Part Two

40 minutes

- **Introduce each case study as basis for discussion:**
- Case Study 1 – deals with Individual Suitability
 - You have a potential YJC client that you want to accept into the program although they do not meet the eligibility and suitability requirements.
- Case Study 2 - deals with Employer Suitability
 - A YJC participant makes a complaint regarding unsafe work conditions at a YJC placement.



Plenary Discussion

Slides 12-13



Appendix C



DELIVERING YJC

PowerPoint Slide 14

Module C

SCRIPT/KEY POINTS

30 minutes

- Let's now focus our attention on how this program will be executed.
- **Display Group Work slide 14**

Slide 14



Exercise Instructions

- **Break the participants up into small groups.**
- **Direct each group to an envelope marked Module C – Exercise 1. The envelope contains various responsibilities for service providers. Instruct the participants to open the envelope:**
 - Determine as a group which stakeholder each responsibility belongs to.
 - Place each responsibility under the appropriate stakeholder at the front of the room (**Create flip charts for each phase ahead of the session**)
- **Provide the groups with 5 minutes to discuss and post their responsibilities.**
- **Distribute the YJC001 for SPs handout** – Understanding the YJC Process
- **Facilitate a brief discussion with the plenary group to confirm the responsibilities are posted under the correct YJC stakeholder.**

10 minutes



Handout



Appendix D



FUNDING FRAMEWORK FOR YJC

PowerPoint Slides 15-16

Module D

SCRIPT/KEY POINTS

60 minutes

- We will now turn our attention to how this program will be funded

• Display slide 15

Slide 15



- As per the guidelines (section 3.2), the ministry will provide funding under two categories: Operating funds and Flow-Through funds (Financial supports and incentives).

15 minutes

- Let's take a closer look at what this means by listing what constitutes operating fund expenses.



Ask participants:

Answer



What are some examples of costs that would be funded under operating?

Service providers receive operating funds for the day-to-day operational costs for direct delivery of the Youth Job Connection program. These costs include:

Record answers provided by the group on a flip chart.

- *Staff and management salaries, wages and benefits;*
- *Hiring and training of staff (including professional development);*
- *Marketing (signage, print/web ads, outreach, etc.);*
- *Facilities (rent);*

Pre-write some answers on sticky-notes, and add based on answers from participants.

Other direct operating expenditures related to program delivery

- NOTE - Operating funds cannot be used for termination and severance costs
- Service providers can apply a maximum of 20% of the operating budget to administrative overhead costs.

FUNDING FRAMEWORK FOR YJC

PowerPoint Slides 15-16

Module D

SCRIPT/KEY POINTS

60 minutes

- Administrative overhead costs are costs necessary for operating an organization, but not directly associated with the delivery of the Youth Job Connection program.

15 minutes



Ask participants:

Answer



What are some examples of administrative overhead costs?

Record answers provided by the group on a flip chart.

Administrative overhead costs may include:

- *a portion of the salaries and benefits of the Executive Director,*
- *Information Technology or financial staff who work for the entire organization, but spend a portion of their time dedicated to administrative functions that support the program.*

- Let's now look at what constitutes Financial Supports & Incentive funds.
- **Click for PowerPoint animation** (Flow-through table appears; found in section 3.2.2 of the guidelines)

Ask participants:

Answer



What are the two types of "Flow through" funds that are available?

*(1) Employer Placement incentives, and
(2) individual employment and training supports*

- Up to \$7,500 is available per participant. This maximum amount can be used for a combination of placement incentives for the employer, and employment and training supports for the individual (see Table on slide). Only registered participants can access these funds
- *NOTE that under ES the job placement support max is \$500 and the placement incentive CANNOT cover the full wage for the entire placement. THIS IS NOT THE CASE FOR YJC.*

FUNDING FRAMEWORK FOR YJC

PowerPoint Slides 15-16

Module D

SCRIPT/KEY POINTS

60 minutes

- **IMPORTANT** – service providers are not funded to provide \$7500 for each client served. \$7500 is the maximum amount of funding available per participant based on the specific needs for their specific employment goals and skills enhancement needs. In many cases, participants will require less than the \$7500 maximum funding.



- **Facilitate a discussion with the group addressing the following questions/answers:**

15 minutes



Ask participants:	Answer
What are some of the factors that should be considered when determining/negotiating the amount of a placement incentive with an employer?	
Does the youth need to be in a placement for the job placement support to be released?	YES
How will the pre-employment stipend be paid to the client?	Depend on how the agreement is negotiated.
Will the ministry be monitoring the pre-employment stipend?	YES
What types of placement supports are participants eligible to receive through the YJC?	Transportation; clothing; hygiene; accommodations for disabilities; etc.
What types of training can be funded through the program?	Job-related during placement
When would referrals to training be appropriate?	At the beginning or during the placement



- **ASK:** Are there any questions that you have about this equation or the funding framework for YJC?
- **Address any questions that were parked at the onset of the session that were either poised prior to the session or during the icebreaker.**



FUNDING FRAMEWORK FOR YJC

PowerPoint Slides 15-16

Module D

SCRIPT/KEY POINTS

60 minutes

- **Display Slide 16**

Slide 16



Exercise Instructions

- **Introduce case study:**

30 minutes

You have a target of serving 59 youth and a flow-through budget of \$271,400. It is approaching the 4th quarter and you recognize that you have served 59 youth but only spent \$200,000 to make those placements.



- **Facilitate a brief discussion with the plenary group to confirm the responsibilities are posted under the correct YJC stakeholder.**
- Reference Appendix E for guiding questions/answers to facilitate discussion about this case study.

Appendix E



PERFORMANCE MANAGEMENT

PowerPoint Slides 17-19

Module E

SCRIPT/KEY POINTS

60 minutes

- Let's now turn our attention to the performance management framework for YJC.
- The Youth Job Connection performance measurement framework sets out what to measure, and how to measure performance in relation to program goals and objectives.
- Ultimately, the YJC performance measurement framework weighs dimensions of service success to reflect their contribution against the overall quality and value of the program.
- Regular and thorough monitoring throughout the program delivery contributes to the success of the program. These monitoring activities can provide valuable information which can support participants and employers; improve program and service delivery; and help ensure the program achieves its intended goals, objectives and outcomes.

Ask participants:

Answer



Think for a moment about the YJC performance measurement framework; what are the three broad dimensions of service success?

Effectiveness, Customer Service and Efficiency.

Record answers provided by the group on a flip chart; one dimension as a header at the top of each flip chart.

- **Display slide 17:** YJC Performance Measurement Framework protractor appears on the screen.
- The PMF is the same for other EO programs.
- These three dimensions are weighted to indicate their value, and when combined they measure overall service quality. Core performance measures (and indicators) and their respective minimum standards are identified under each dimension.

Slide 17



For more info on the PMF/measurements breakdown reference YJC Guidelines (section 4.1.1).

PERFORMANCE MANAGEMENT

PowerPoint Slides 17-19

Module E

SCRIPT/KEY POINTS

60 minutes

Exercise Instructions

- **Instruct participants** to record their answers to the questions on the slide on sticky notes (one activity per note) and post them on the flip chart under the appropriate dimension. (see questions and answers below)
- **Display Slide 18**
- **Instruct participants:** When your answer is a duplicate of another answer, place your answer on top of the duplication
- **Review the activities identified under each role discussed.**

15 minutes



Slide 18



Ask participants:

Answer



What activities can the SP do to ensure that participants are satisfied and service coordination happens?

Satisfaction: Customer service charter, reasonable wait times, respond to client needs, document activities in client file and in CaMS in a timely manner, follow-up completed in a timely manner

Service Coordination: program marketing, partnering with community organizations for referrals, community outreach

What types of activities can a SP do to meet the Effectiveness target?

Suitability: Gaining trust from participants so that they disclose this information, outreach and recruitment, referrals, partnerships with other youth serving agencies

Employed/Training Outcomes: ensure suitable placements, job coaching, providing on-going counselling and/or mentorship, EWTS supports after client completes program, timely follow-up and timely outcome reporting in client file and in CaMS

What types of activities can a SP do to meet the Efficiency target?

Intake/Activity: Recruitment, marketing, entering information into CaMs in a timely manner, timely follow-up and outcome reporting

PERFORMANCE MANAGEMENT

PowerPoint Slides 17-19

Module E

SCRIPT/KEY POINTS

60 minutes

- Display Group Work slide 19

Slide 19



Exercise Instructions

- Break the participants up into small groups.
- Direct each group to address the following questions:
 - What are some of the challenges you (service providers) will face in meeting the Service Quality Standard?
 - How can you address these challenges in order to achieve your performance commitments and meet the objectives of the program during the start-up phase of YJC?
- Provide the groups with 10 minutes to discuss and record their responses on the flip charts provided.
- Facilitate a brief discussion with the plenary group; request each group share their top 2 challenges and best practices for supporting SPs.

30 minutes



Appendix F



YJC REPORTS

PowerPoint Slide 20

Module E

SCRIPT/KEY POINTS

15 mins

- **Display slide 20**

Slide 20



- A series of reports created by the Ministry will need to be submitted by Service Providers to facilitate the performance management of the program. Specific reports required are:
 - Estimate of Expenditure Report (EER)
 - Statement of Revenue and Expenditure Report (SRER)
 - Auditor's Report
 - Quarterly Status and Adjustment Report (QSAR)
- The YJC Agreement (schedule F) outlines the dates for which each report is required by the Ministry.
- Reports must be signed by a legal signing authority in order to be considered complete.
- The pre-requisite eLearning took you through each of these reports in detail.
- We are not going to repeat everything that was covered in that eLearning about these reports now, however I do want to reiterate that:
 - YJC 2015-2016 – 3 EERs are required from SPs
 - For 2016-2017 6 EERs are required from SPs for YJC
 - The EER is a SP by site snap shot of year to date estimate of expenditures and fiscal year end expenditures
 - The EER will help determine whether there may be any over or under expenditures – whether the SP is on target to spend their budget.
 - SPs are required to report by budget line: actual expenditures to date, and forecast total expenditures by year-end (March 31). In addition, they must report, if applicable: any interest earned for each reporting period, and a rationale for any variance (if applicable)
- **ASK:** Based on the eLearning review of the reports, as well as your previous experience and use of these reports, are there specific questions about the use, purpose or understanding of these reports that you would like to discuss as a group now?

Plenary
Group
discussion
and Q&A



YJC FORMS & AGREEMENTS

Module F

SCRIPT/KEY POINTS

15 minutes

• YJC Forms

- The forms have been modeled after the other Employment Ontario programs.
- The eLearning pre-requisite took you through the forms and highlighted some new/different fields.
- **ASK:** Are there any questions of clarity regarding the YJC forms?



• YJC Agreements

- The Ministry-Service Provider Agreement template was built using the Transfer Payment Agreement Template developed by Legal Services, which incorporates the principles of the Transfer Payment Accountability Directive (TPAD).
- The eLearning pre-requisite took you through the schedules of the Agreement and highlighted some differences. Most notably,
 - Schedule E – includes the consolidated Performance Commitments as well as the Municipal Services Management areas and the Itinerant locations.
 - Schedule F – includes the Audit and Accountability Requirements which are now embedded in the agreement as a schedule.
- Another important note is that the term of the YJC Agreements will be for 18 months, effective October 1, 2015 until March 31, 2017.
- At least one onsite compliance monitor will occur in each fiscal year.
- New Service providers will receive more visits in order to support them in their transition to the EO Network and MTCU performance management
- As per other Employment Ontario programs, the Agreements will be generated through the SP Connect System.
- **ASK:** are there any parts of the YJC Agreement that are still a bit unclear?

WHY? Because 6 months wasn't enough time; we would have had to allocate the additional 12 months.



HANDLING CLIENT INQUIRIES

PowerPoint Slide 21

Module G

SCRIPT/ POINTS KEY

60 minutes

- **Display Group Work slide 21**

Slide 21



- Throughout the exercises today we have discussed and explored a handful of scenarios that have drawn on the knowledge you've gained about YJC since the program guidelines were released and the Overview videos (eLearning) were posted on the EOPG.
- Now we are going to dedicate some time to applying this knowledge and your previous knowledge by dedicating some time to addressing case studies that are meant to highlight scenarios you may encounter once the program goes live.

Exercise Instructions

- **Break the participants up into small groups/pairs.**

60 minutes



- **Direct each group to read the case study(s) provided to them and answer the following questions:**

- What are the risks/implications this scenario poses for the program?
- How would you respond to and/or support the Client?

- You will be given 20 minutes to address this scenario: take 5 minutes to review/read the scenario independently and think about how you would handle the inquiry. Then take 15 minutes as a group to discuss and build consensus on how to respond to the scenario.

- **Regroup all participants and facilitate a plenary discussion about the scenarios and scenario experience.**

Appendix G



WHAT'S DIFFERENT IN CaMs?

Separate PowerPoint Presentation

Module H

SCRIPT/KEY POINTS

60 minutes

- **Launch the EOIS-CaMS PowerPoint presentation**
- This presentation was created to highlight what has changed in the system, and what Service Providers need to pay attention to for YJC in CaMS.
- **Address questions about CaMS.**

Slides 1-35



SESSION SUMMARY

Power Point Slides 22-23

Module H

SCRIPT/KEY POINTS

15 minutes

- **Display slide 22**

Slide 22



- We have concluded today's session.
- At the beginning of this session I identified the session objectives; now that we have completed the session you should feel prepared to perform the following tasks:
 - ✓ Discuss the details and objectives of the YJC program.
 - ✓ Analyze eligibility and suitability for YJC participants and employers.
 - ✓ Illustrate how the program will be delivered.
 - ✓ Analyze the tools available.
 - ✓ Address Client inquiries.
- **Check the items on the icebreaker list to confirm any items deemed in scope were covered during today's session.**
- **For out-of-scope items reiterate how participants may obtain that information.**
- **Check in on any "parked" items from the various discussions throughout the day to determine if there are any outstanding items that need to be addressed either now or in the future, and assign a person and deadline for obtaining the answer.**
- **Distribute the session evaluation survey (or explain how the survey will be distributed electronically) and the importance of providing their feedback on this session and the entire YJC training approach/strategy.**
- **Discuss the post-GO-LIVE training evaluation strategy** that will be distributed electronically to a random sampling of YJC training participants and the rationale for that survey/feedback.
- **Display Slide 23. Thank participants for their engagement and dismiss the session.**

Slide 23



Appendices

Appendix A – [Module A2 Exercise Guide](#)

Appendix B-1 – [Module B Exercise 1 Guide](#)

Appendix C – [Module B Exercise 2 Guide](#)

Appendix D – [Module C Exercise Guide](#)

Appendix E – [Module D Exercise Guide](#)

Appendix F – [Module G Exercise: Case Studies for Handling Client Inquiries](#)

Appendix A– Module A2 Exercise Guide

Client Service Planning & Coordination component should include an in-depth discussion regarding **outreach, recruitment and mentorship** as this is very different from ES.

Pre-employment should include discussions regarding **matching participant suitability with the appropriate workshops** and **paying out stipends**

Job Matching and Placement should include an in-depth discussion **around job coaching and monitoring, job trials (when is it appropriate?) and skills enhancement training**

- Speaking Notes for the Facilitator about job placement training:
 - A job placement must be confirmed for training to occur e.g. identified by an employer as a job requirement. Training is only accessible if it is **directly linked** to a job placement (no training can occur without a job placement arranged).
 - Training can occur prior to or during the job placement.
 - Service providers will make the decision on what training is supported.
 - Eligible training could include:
 - Communications e.g. public speaking
 - Health & Safety e.g. first aid
 - General occupations e.g. administration, driver's licence
 - Personal / Business Skills e.g. information management
 - Technology e.g. web design and word processing
 - Training should not duplicate what is available in other EO training initiatives e.g. Second Career, apprenticeship.

Appendix B – Module B Exercise Guide

Exercise Instructions – Part One

20 minutes

- **Break the participants up into small groups,** for a brainstorming exercise regarding eligibility and suitability for YJC. **Instruct groups to record their results on the flipchart:**

10 minutes



Group 1 – Individuals: what makes an individual eligible to participate in YJC? What determines if an individual is suitable for YJC?

Appendix B



Group 2 – Employers: What makes an employer eligible to participate in YJC? What determines if an employer is suitable for YJC?

- **Direct groups to make use of the YJC Guidelines at their tables to help them identify the criteria and indicators.**
- **Facilitate each group's report back of their brainstorming.**
- **ASK:** What can be done to ensure this program reaches the intended audience?
- **ASK:** How will you document and assess an individual's suitability? (Reference the Suitability Indicators chart in the guidelines.)



Guiding Facilitation Questions for Module B exercise:

- Client suitability is obtained through self-disclosure. Clients may not want to disclose personal information about themselves readily to service providers. What actions can you take in order to encourage clients to disclose information regarding their suitability for the program?

Appendix C – Module B Exercise 2 Guide

Exercise Instructions – Part Two

40 minutes

- **Introduce each case study and facilitate discussion with the following:**

Case Study 1 – deals with Individual Suitability

20 minutes

Scenario: You have a potential YJC client that you want to accept into the program although they do not meet the eligibility and suitability requirements.



Plenary Discussion

Guiding facilitation questions:

- What is challenging about this situation?
- What are the implications of accepting a client who does not meet the suitability criteria to the Ministry/program?
- List some possible responses/directions you could offer/take to service this Client.

Case Study 2 – deals with Employer Suitability

20 minutes

Scenario: A YJC participant makes a complaint regarding unsafe work conditions at a YJC placement.



Plenary Discussion

Guiding facilitation questions:

- What steps need to be taken with the participant?
- What steps need to be taken with the employer?
- What types of questions could you ask potential employers to avoid this scenario?

Appendix D – Module C Exercise Guide

Exercise Instructions

- **Break the participants up into small groups.**
- **Direct each group to an envelope marked Module C – Exercise 1. The envelope contains various responsibilities for service providers. Instruct the participants to open the envelope:**
 - Determine as a group which stakeholder each responsibility belongs to.
 - Place each responsibility under the appropriate stakeholder at the front of the room (**Create flip charts for each phase ahead of the session**)
- **Provide the groups with 5 minutes to discuss and post their responsibilities.**
- **Distribute the YJC001 handout** – Understanding the YJC Process
- **Facilitate a brief discussion with the plenary group to confirm the responsibilities are posted under the correct YJC stakeholder.**

10 minutes



Handout



Focus the discussion on SP responsibilities, including:

- Outreach to various youth serving agencies & Recruitment of suitable youth
- Work with client to identify employment needs, career goals and supports needed
- To set workshop schedule
- To discuss mentorship as an option
- Match mentee with mentor and arrange/schedule meetings
- Pay out and track stipends
- Work with employer to identify training needs;
- Pay/track training costs;
- Increased monitoring of participant progress
- At least one on-site monitor prior to start;
- Monitoring of placement and job coaching assistance
- Follow up at exit, 3, 6 and 12 months;
- For all participants at all 4 points regardless of previous successful outcome.
- Offer EWTS and keep track of client activities under EWTS

Appendix E – Module D Exercise Guide

Exercise Instructions

- **Introduce case study:**

30 minutes



You have a target of serving 59 youth and a flow-through budget of \$271,400. It is approaching the 4th quarter and you recognize that you have served 59 youth but only spent \$200,000 to make those placements.

- **Facilitate a brief discussion with the plenary group to confirm the responsibilities are posted under the correct YJC stakeholder.**

Appendix E



- Reference Appendix E for guiding questions/answers to facilitate discussion about this case study.

Guiding Facilitation Questions for Module E exercise:

- What surprises you about this scenario?
- What are the implications of this?
- What kind of planning activities need to occur in order to avoid something like this from happening?

Exercise Instructions

- **Break the participants up into small groups.**
- **Direct each group to address the following questions:**
 - What are some of the challenges you (service providers) will face in meeting the Service Quality Standard?
 - How can you address these challenges in order to achieve your performance commitments and meet the objectives of the program during the start-up phase of YJC?
- **Provide the groups with 10 minutes to discuss and record their responses on the flip charts provided.**
- **Facilitate a brief discussion with the plenary group; request each group share their top 2 challenges and best practices.**

30 minutes



Appendix F



Appendix F – Module G Case Studies for Handling Client Inquiries

Discussion questions for each of the below case studies:

- What surprises you about the scenario?
- What are the risks/implications this scenario poses for the program?
- How would you respond to and/or support the Client?

Case Studies:

- A youth who holds a 900 SIN, he/she is a US resident on a seasonal visa who refusing to leave the YJC site. The youth is demanding service as he paid taxes in Ontario, rents a place and should be entitled to government services.
- A youth is in an open custody situation and would like to participate in the YJC program.
- A youth is in your office requesting service through the YJC program but is a resident of Quebec/Manitoba. He says he is looking for work in Ontario.
- A youth that you deem would be a suitable candidate for the YJC program is currently receiving EI.
- A 16 year old youth facing several barriers to employment and whom is not in school has been referred to your office for the YJC program. How do you address the needs of this youth based on his age?
- A youth client contacts your office. He is currently a registered Employment Service (ES) participant but heard about the YJC program and feels it would be a better fit. He told his ES service provider but says they are trying to convince him to remain in ES.
- A participant is complaining that he has not been getting along with his mentor and hasn't seen him in over a month.

See below case study answer chart for reference during case study discussion.

Scenario	Immediate Response	Secondary Response	What actions may be taken in the meantime?
No address/SIN/identification	YJC provider can complete initial needs determination. Assess what needs or documentation is missing; determine the best route to securing.	<p>Most of this information will be disclosed when the client has filled out their application during client assessment.</p> <p>SP can keep file open, but refer the client out to housing and transitional services. Depending on geographic area, the YJC provider may need to assist the client in securing documentation by accompanying the client to ServiceOntario or Service Canada office</p>	<p>Documentation will be required to verify the client's eligibility and suitability before accepted into the program.</p> <p>SP can continue working with the client on setting goals and identifying career interests while securing documentation is in progress</p>
Open Custody	<p>YJC SP can complete initial needs determination to see if the client meets eligibility and suitability</p> <p>Connect with the client's case worker, probation officer or youth worker to determine if participation can be authorized (ie-will the youth be able to participate in a placement?)</p>	In addition, the YJC provider will need to speak to their case worker/youth worker to determine if there are any conditions to their employment.	<p>If eligibility and suitability is met, the YJC provider can continue discussing employment goals and career interests during client assessment.</p> <p>When the YJC provider gathers enough information to build a client rationale for service, they can accept the client into YJC as a participant and begin developing their service plan.</p>

Scenario	Immediate Response	Secondary Response	What actions may be taken in the meantime?
Quebec/Manitoba Resident	Must be an Ontario resident and would not be eligible for YJC	YJC provider could refer the client to employment programs in their province	The unemployed client could access the R & I services if co-located with an ES site. This should not be the solution for the client; they should be receiving services in their own province. This solution could serve as a possible option if the client travelled to the YJC/ES site
OW/ODSP recipient	Determine eligibility and suitability for YJC	<p>During client assessment, liaise with their caseworker to discuss the impact of financial supports or incentives on current benefits.</p> <p>The goal is to assist the YJC client, to ensure they have the appropriate level of support while on program.</p> <p>The arrangement will be agreed upon by the OW/ODSP caseworker, YJC client and YJC SP and documented accordingly in the client's case notes.</p>	Client may participate in YJC and maintain OW/ODSP income support. YJC SP can decline pre-employment stipend and training supports if there is a conflict.

Scenario	Immediate Response	Secondary Response	What actions may be taken in the meantime?
EI active	Determine if client meets eligibility and suitability. If the client has an active EI claim, it means they have had employment experience. The YJC provider will need to determine if their employment history makes them suitable for the program.	<p>If the client is deemed eligible and meets suitability requirements, the YJC provider would ask the client to get a print off of their "my EI account".</p> <p>Depending on the scheduling of the client's hours in the pre-employment workshops, there may need to be a Section 25 input (PDSB currently discussing with Service Canada). The YJC provider will also need to discuss the client's stipend and how it will affect their EI weekly payment.</p>	

Scenario	Immediate Response	Secondary Response	What actions may be taken in the meantime?
Under 18	<p>If the client is not in school, the YJC provider will need the client to produce a SAL (Supervised Alternative Learning) document to excuse them from school.</p> <p>If the client is in school, the YJC provider will need to determine if YJC (15-29) is the appropriate program stream.</p> <p>If the client has a SAL, there needs to be a parent or guardian available to sign the application form.</p>	<p>If the client is unaware of their educational situation, the YJC provider could support the client in contacting the school board.</p> <p>If the client is not eligible for the program, they could be referred to community services that would assist in getting the youth back into school, or provide GED assistance.</p>	
Temporary Resident	<p>Client would not be eligible unless they were deemed a protected person or convention refugee</p> <p>If a client had an open work permit, the conditions on the back of the visa need to be reviewed by the YJC provider, to ensure they can access government services or resources.</p>		<p>The client could access the R & I services if co-located with an ES site. This should not be the solution for the client, but could aid their job search while a decision on their participation is made.</p>