



**My 35-year journey
of continuous
learning in Human
Services**

**A portfolio of
learning submitted
for prior learning
assessment and
recognition**

**Toward credit in the
Bachelor of
Professional Arts in
Human Services**

**Athabasca University
Athabasca, Alberta**

**By Shari Francis
Student #: 2345678**

How this program-based portfolio example is set up and how to read it

With permission of the student-author, this content is tailored for use as an example of a program-based portfolio. All names and other identifiers have been redacted. Redactions are done with blackout markings, using [REDACTED] over any confidential content. This follows the method of redaction CLA recommends learners use in their own PLAR portfolio. For this example portfolio, identifying information that would not otherwise be redacted from a learner's portfolio has been replaced with "XX" notations or generic phrasing to respect the writer's confidentiality.

This portfolio addresses the outcomes for the Bachelor of Professional Arts – Human Services program. This model is applicable to all programs that require program-based portfolio submissions.

What we provide is an example of a good program-based portfolio that was thoroughly and meticulously prepared. Only a fraction of the original portfolio supporting documents are displayed. This portfolio example may not adhere to current submission standards.

The student-author was successful in gaining PLAR credit at the time of the original submission. The nature of the PLAR award cannot be disclosed.

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Portfolio Declaration Page

Name: _____ Student ID: _____

**A submission for the awarding of credit through
Prior Learning Assessment and Recognition (PLAR)**

for: _____
(Name of your Program)

**Athabasca University
1 University Drive
Athabasca AB T9S 3A3**

- ☒ I attest that the enclosed portfolio materials are correct and have been completed by myself. I attest that I am the person named in this application and in the portfolio materials unless otherwise signified.
- ☒ Upon submission of this portfolio for assessment, I agree to make no changes, additions, or deletions to portfolio documents or organization during assessment and for a minimum of three months after receiving the assessment results.

Signature*: _____

*Typing your name is acceptable as a signature

Date: _____

Athabasca University DegreeWorks

Student View xxxxxxxx as of 26/05/20xx at 10:31

Student	Francis, Shari	Program	BPA
ID	2345678	Major/Concentration/Designation	Human Services
Stage	5 - Evaluation Complete	Minor	
Overall GPA	4		

Legend

<input checked="" type="checkbox"/>	Complete	<input type="checkbox"/>	Complete except for classes in-progress	(TR)	Transfer Class	*	Course has Prerequisite
<input type="checkbox"/>	Not Complete	<input type="checkbox"/>	Nearly complete	@	Any Course/Any Level	IP	In Progress

<input type="checkbox"/>	Bachelor of Professional Arts	Academic Term:	201609	Credits Required:	120
				Credits Applied:	90
<p>Unmet conditions for this set of requirements:</p> <p>120 credits are required. You currently have 90, you still need 30 more credits.</p> <p>A minimum of 30 credits must be obtained through Athabasca University. Courses completed as Challenge beginning January 2012 are not included in residency. You currently have 12, but need 18 more residency credits.</p>					
<input checked="" type="checkbox"/>	60 Enrolment Credits	BLCK XXX	Block Transfer Credit	TR	060.000Jan 19xx
		Satisfied by	SuppServ - Local College		
<input type="checkbox"/>	Application to Graduate	Still Needed:	See Student Application to Graduate section		

<input type="checkbox"/>	Student Application to Graduate	Academic Term:	201609
<input type="checkbox"/>	Application for Graduation Form	Still Needed:	Apply when you are close to finishing your credential

<input type="checkbox"/>	Major in Human Services BPA	Academic Term:	201609	Credits Required:	60
				Credits Applied:	30
<p>Unmet conditions for this set of requirements:</p> <p>60 credits are required. You currently have 30, you still need 30 more credits.</p> <p>A minimum of 48 credits must be completed at the 300/400 level. You currently have 24, you still need 24 more credits.</p> <p>A minimum of 18 credits must be completed at the 400 level. You currently have 3, you still need 15 more credits.</p> <p>A minimum of 9 credits must be completed in Human Services (HSRV) at the 400 level. You currently have 3, you still need 6 more credits.</p>					
<input type="checkbox"/>	BPA COMMON CORE COURSES				
<input checked="" type="checkbox"/>	English Literature	ADMN 233	Writing in Organizations	TR	003.000May 19xx
		Satisfied by	BW2xx - US State Coll		
<input checked="" type="checkbox"/>	Critical Thinking	SOCI 287	Introduction to Sociology I	TR	003.000Sep 19xx
		Satisfied by	SO1xx - US State Coll		
Exception By: Advisor, 3 on 25/05/2022 Substitution : HSRV306 exemption fulfilled with SOCI287					
<input checked="" type="checkbox"/>	Professional Ethics	PHIL 333	Professional Ethics	90	003.000Sep 20xx
<input type="checkbox"/>	Research Methods or Statistics	Still Needed:	3 Credits in CMNS 308 or 333 or HADM 499 or MATH 215 or 216 or MGSC 301 or PSYC 304* or SOSC 366		
<input type="checkbox"/>	Required Courses				

<input type="checkbox"/>	Social Work and Human Services	Still Needed: 3 Credits in HSRV 201			
<input checked="" type="checkbox"/>	Critical Reflection for Practice	HSRV 306	Critical Reflection-Practice	A+	003.000Dec 20xx
<input type="checkbox"/>	Practice and Policy in the Human Service	Still Needed: 3 Credits in HSRV 311 or HADM 315			
<input checked="" type="checkbox"/>	Ideology and Policy in Evolution	HSRV 322	Ideology and Policy Evolution	A+	003.000Dec 20xx
<input type="checkbox"/>	Capstone: A Synthesis of Program Learning Outcomes	Still Needed: HSRV 489 should be taken as the last course in the program			
		HSRV 400	Governance and Leadership	A	003.000Jun 20xx
		SOCI 321	Sociology of Work & Industry	TR	003.000Jan 20xx
		Satisfied by	SOCI2xxx - Local University		
		SOCI 329	Aging and You I	TR	003.000Sep 19xx
		Satisfied by	SO3xx - US State Coll		
		SOCI 335	Classical Sociological Theory	TR	003.000Jan 20xx
		Satisfied by	SOCI3xxx - Local University		
<input type="checkbox"/>	Elective Courses (300/400 Level)	SOCI 3XX	Unspecified Transfer Credit	TR	003.000Jan 20xx
		Satisfied by	SOCI3xxx - Local University		
		3 Credits in ANTH 300:499 or CMNS 300:499 or CRJS 300:499 or EDPY 300:499 or EDUC 300:499 or GOVN 300:499 or HADM 300:499 or HSRV 300:499 or INST 300:499 or IDRL 300:499 or LGST 300:499 or ORGB 300:499 or POEC 300:499 or POLI 300:499 or PSYC 300:499 or SOAN 300:499 or SOSC 300:499 or SOCI 300:499 or WGST 300:499			
		Still Needed:	or		
<input type="checkbox"/>	OPTIONS COURSES	Still Needed:	15 credits from any discipline at the 300 or 400 level are required. You currently have 0, you still need 15 more credits.		
<input type="checkbox"/>	OVERALL 400 LEVEL REQUIREMENTS	Still Needed:	See HSRV Upper Division Check section		

<input type="checkbox"/>	HSRV Upper Division Check	Academic Term:	201609
<input type="checkbox"/>	OVERALL 400 LEVEL REQUIREMENT		
<input type="checkbox"/>	9 credits of 400 level	Still Needed:	You have taken 0 but need 9 more credits.
<input type="checkbox"/>	9 credits of 400 level HSRV	HSRV 400	Governance and Leadership A 003.000Jun 20xx
		Still Needed:	You have taken 3 but need 6 more credits.

Fallthrough Courses		Credits Applied: 0		Classes Applied: 15
**	Insufficient hours for credit	TR	000.000	May 19xx
Satisfied by:	SO2xx - US State Coll			
**	Insufficient hours for credit	TR	000.000	May 19xx
Satisfied by:	SO1xx - US State Coll			
**	Insufficient hours for credit	TR	000.000	May 19xx
Satisfied by:	SO1xx - US State Coll			
**	Transfer credit not awarded	TR	000.000	May 19xx
Satisfied by:	MN3xx - US State Coll			
**	Transfer credit not awarded	TR	000.000	May 19xx
Satisfied by:	HU2xx - US State Coll			
**	Transfer credit not awarded	TR	000.000	May 19xx
Satisfied by:	HU2xx - US State Coll			
**	Insufficient hours for credit	TR	000.000	May 19xx
Satisfied by:	HM1xx - US State Coll			
**	Insufficient hours for credit	TR	000.000	May 19xx
Satisfied by:	SO3xx - US State Coll			

**	Require AC 1xx for credit	TR	000.000	Sep 19xx
Satisfied by:	AC1xx - US State Coll			
**	Not University Level	TR	000.000	Sep 19xx
Satisfied by:	OP1xx - US State Coll			
**	Zero credit courses-No credit	TR	000.000	Jun 19xx
Satisfied by:	CrsWork - Local College			
COMP 200	Extra to Degree	TR	000.000	Jan 20xx
Satisfied by:	COMP1xxx - Local University			
ENGL 353	Do Not Register	TR	000.000	Jan 19xx
Satisfied by:	SuppServ - Local College			
PSYC 228	Do Not Register	TR	000.000	Jan 19xx
Satisfied by:	SuppServ - Local College			
PSYC 323	Do Not Register	TR	000.000	Jan 19xx
Satisfied by:	SuppServ - Local College			

Exceptions

Type	Description	Date	Who	Block	Enforced
Also Allow	Blanket Exception	08/04/20xx	Advisor, xxx	RA000552	Yes
Substitution	HSRV306 exemption fulfilled with SOCI287	25/05/20xx	Advisor, x	RA000552	Yes

Disclaimer

You are encouraged to use this degree audit report as a guide when planning your progress toward completion of the above requirements. This audit is not your academic transcript and it is not official notification of completion of program requirements. [Advising Services](#) can provide you with assistance in interpreting this report or help you to determine your eligibility to graduate. Please contact [Enrolment Services](#) to obtain a copy of your official transcript.

SHARI FRANCIS

Phone: 1-xxx-xxx-xxxx

Email: franciss@xxxxx.com

Employment Experience:

Local Institution 19XX – present

Career Support Department, 20XX – present

Team Lead-Employment Programs (20XX – present)

- Oversee the day-to-day operations of 5+ provincially funded employment programs including leading a staff of up to 25 members, statistical analysis, planning of financial incentives, monitoring incentive budgets, and adjusting plans accordingly
- Build highly effective, collaborative teams using a continuous quality improvement model
- Proficient in program planning and delivery, strategic planning, human resources, statistical analysis and fiscal management
- Collaborate with provincial and federal government partners in the delivery of employment and academic programs within a unionized environment
- Plan, launch, and deliver new programs and develop methods to increase program success by implementing processes and tracking monthly performance
- Ensure fiscally responsible delivery of over \$1 million in annual training dollars to local employers
- Develop job descriptions, interview potential staff, and coordinate and deliver onboarding activities for new staff
- Work closely with the Ministry of Labour, respond to ministry inquiries, and prepare status reports as required
- Research, analyze, and interpret data relevant to various government programs, review reports using online government services tools, and integrate results into action plans
- Represent the institution through positive professional relationships and in a variety of roles to promote education, training, and employment services to stakeholders and community members
- Active participant in community meetings and committees to support and advocate for employment training

Acting Manager Assignments (20XX – present)

- Provide departmental leadership and oversee operations
- First point of contact when difficulties and complaints arise, explore options to solve problems, and make difficult decisions when necessary
- Liaise with Ministry of Labour

Program Manager (May 20XX – August 20XX secondment)

- Interpret funding contract guidelines, develop plans for meeting provincial metrics and monitor monthly contract targets
- Approve vacation requests ensuring operational efficiency and adherence to collective agreements

- Utilize financial information systems to approve and monitor program expenditures ensuring budget expenditures are within approved guidelines
- Provide guidance, assign duties, monitor and evaluate staff performance
- Contribute to strategic direction through the business planning process, forecasting fiscal program needs and setting yearly objectives and goals
- Lead marketing and outreach initiatives to increase uptake of government programs

Team Lead-Job Development (20XX – 20XX)

- Oversee and guide ABCD team to reach placement goals for 5+programs
- Oversee the job grant program, review for approval the employer applications for training and training provider agreements
- Oversee the Summer Employment and Youth programs, guide and develop training delivery plans and experiential learning placements
- Secure placements for clients who face barriers to employment
- Develop strong engaging relationships with employers and community partners to provide wraparound services for clients
- Conduct employer onsite Health and Safety checks and monitors ensuring compliance with provincial legislation, delivery of Health and Safety workshops

Student Recruitment Department, 20XX

Student Recruitment Officer (20XX)

- Promote ad market Local Organization programs
- Recruit students and convert leads to registered student enrolments

Cooperative Integration Program (CIP), 19XX – 20XX

Team Leader (20XX – 20XX)

- Lead the team to bring program enrolment levels to their highest since the program's inception
- Develop and monitor budgets

Educational Assistant (19XX – 20XX)

- Provide students with support within the classroom
- Advocate for inclusive education
- Work with faculty to modify curriculum

Support Services Worker Program (various contracts, 19XX – 19XX)

Faculty (19XX – 19XX)

- Develop and deliver curriculum, evaluate, and guide students towards academic success

Community Engagements Inc. 19XX – 19XX

Activities Assistant (19XX – 19XX)

- Coordinate and participate in community activities for individuals with developmental disabilities

Residential Counsellor (19XX – 19XX)

- Ensure the health, safety, and wellbeing of 8+ people with developmental disabilities
- Support people to live as independently as possible
- Advocate for community inclusivity

Education:

Bachelor of Professional Arts, Human Services Major, Athabasca University – in progress

Non-program course work, Local University – 20XX

Non-program course work, Local College – 20XX

Non-program course work, US State College – 19XX

Support Services Worker Honours Diploma, Local College – 19XX

Professional Development:

- Advanced Marketing Skills
- Employment Outcomes Professional
- Mediation in the Workplace
- Cultural Competency
- Positive Approaches for People with Challenging Behaviour
- Standard First Aid & Adult CPR
- Continuous Quality Improvement
- Motivational Interviewing
- Personality Dimensions

Committee Participation:

- Local Organization Scholarship, Bursary, and Awards committee member (20XX – present)
- Inter-Agency Employment & Skills committee coordinator (20XX – present)
- Local Organization Resource Representative, various advisory committees (20XX – present)
- Regional Chamber of Commerce membership committee (20XX – 20XX)
- Children's Rehabilitation, advisory committee member (19XX – 19XX)

Publications & Appearances:

- Francis, Shari (20XX). A personal journey through the stages of grief. Personal Consulting Inc.
- Speaker: "Employer Engagement: Topic 2," Pathways 20XX Conference
- Speaker: "Employer Engagement: Topic 1," Pathways 20XX Conference

“A humble beginning” is the likely cliché that would be used to describe my life. My name is Shari Francis. I was born in 19XX and raised in a small rural community, just north of the city I now call home. I lived with my mother, father, and three older brothers. It has been forty years since I left my childhood community, never wanting to look back, yet I am grateful for all the hard lessons that I learned there. Those critical years provided the foundation on which I built my entire life. It was there that would shape the framework that represents who I am and what I have achieved through perseverance, focus, and passion.

The goal to succeed was quite an ambition for a little girl born into poverty. Not long into my childhood I realized I was different from most of the other children. My unfinished house was hidden from view. We had no running water, and often no electricity. I saw other kids’ houses when on the bus on the way to school and wondered why I was so different, and why we didn’t have the things other kids had. I was often ostracised and teased by my peers in elementary school. I learned to play independently, and that served me well. I grew to enjoy my own company and wasn’t afraid to be alone. Albeit the difficulties, I persisted in doing well in as much as I could. I maintained good grades and almost perfect attendance throughout my years in elementary school.

The unyielding desire to succeed grew because I didn’t want to live like my parents. My family lived on the welfare system. My father had precarious employment, but most often he was unemployed. My parents identified as victims of poverty, and their far-left political beliefs were front and centre of my childhood. I was raised listening to discussions about capitalism and communism, and the value of social justice and righteousness. I loved my parents for instilling such important teachings and admired the kindness they showed to

others. Nevertheless, as I matured, I became focused on living a different life. There were pivotal moments when I remember saying “I know I don’t want this! I know I want something better.” I did not share the same ideology as my parents, and I wanted to prove that I was not going to carry on the cycle.

I began to develop my own theories about the poverty plight that my parents taught me and became autonomous in my thinking. Once it was time for high school in the city, I left home. I spent much of my high school years couch surfing from one place to another. I wasn’t homeless, or a runaway, but somewhere in between. I immediately began looking for work so I could have a sense of stability and make my way independently. I believed that with hard work I could do well for myself. I got my first job in the library of my high school. It was a perfect job for me, and I worked there all through high school. The librarian was a wonderful man who was also a great mentor. He was quietly important and likely never knew the impact he had on my life. It was there in that library that my value of working was solidified. I began working more than one job throughout high school. I loved the feeling of satisfaction of a job well done and the results that came with that. I felt accomplished and proud of myself, and this would continue to be a driving force in my developing work ethic.

The focus on work and self-sustainability was reinforced by a position I secured with the help of the social services department in my community. There was a program available to the dependents of welfare recipients, and I was called in to meet with a man in an office building downtown. The man talked to me about jobs and placements, and how he could help me. As an adult, I came to understand that it was a subsidy program. I was provided opportunities to work at group homes for individuals with intellectual disabilities. My job was

to assist adults with daily living activities and social activities.

Through this experience, I learned lessons foundational to my career. I was very young, perhaps sixteen years old, when I first worked in human services. I loved what I did, but also learned what was meant by cordial hypocrisy. Of course, at the time, I just knew that some people were not professional, and that the clients were not the centre of service. I remember feeling sad about that, having been raised to advocate for those who needed support. The values of social justice and righteousness that my parents had instilled bubbled to the surface during that time. My passion for advocacy in the human services field began.

I learned early on to advocate for myself and to step up to advocate for others. I think back to how my parents always took in hitchhikers or homeless individuals and fed them what they could and provided a safe place to sleep. They made it clear that sharing with others was critical and helping those in need went without saying, so when I began to witness poor service for clients it was difficult for me. Being around employees that were apathetic or dramatic and negative was clashing with my value of working, my focus on success, and my passion for advocacy. Although I was very young and could have easily been swayed, I chose not to conform to workplace negativity. I stayed solely focused on the clients I was working for, I remained positive and got much satisfaction working with individuals with disabilities. This moulded my professionalism and ethical practice in human services.

When it was time to go off to college, I enrolled in the Support Services Worker Program at Local College. It seemed like a natural transition after high school since many of my part time jobs over the years were in that field. I was offered a full-time job as a residential counsellor before I graduated college with an honours diploma. During that time,

my affinity for advocacy deepened, my critical thinking skills developed, and things were falling into place. I enrolled in general interest college courses, then in university and began an undergraduate degree in Human Services while I continued to work. I was disillusioned in my full-time role as a residential counsellor and knew I would eventually need to get out. I wanted to be a leader and create a work environment where clients were the centre of practice. I was doing well when I became pregnant with my first child in 19XX. I put my continued education on hold for a time and did not return to my full- time role after maternity leave.

Choosing to give up a job was not like me, but at the time my life seemed to be going backwards. My personal life did not hold the same value that my professional life did, and because of that, my personal life was not stable. For many years, I transitioned in and out of relationships and remained a single mom. It was difficult; I had limited resources and a very small support network. I had to reach out to social services at one point. I felt desperate and afraid of becoming a failure. The very situation that I dreaded growing up was becoming a reality. I was living in poverty. It happened so fast, and I felt defeated and ashamed; however, the experience brought into focus the importance of resilience and perseverance. I was going to get back on my feet if I just stayed the course, remained optimistic, and focused on the goal to succeed.

The motivation to get back to financial stability paid off. In early 19XX I got a call from the Dean of Human Services at Local Institution, who offered me a part time teaching contract. I was hired full time in 19XX in a pilot program for individuals with developmental disabilities. Back in the 19XXs, the idea of bringing young adults with intellectual disabilities

into mainstream post-secondary was unheard of, and I couldn't have been more excited to grow with such an incredibly progressive program. I worked in the Cooperative Integration Program (CIP) for fifteen years. The job was a dream come true. Everything that I believed in was reaffirmed. I put everything into my work and enrolled in university courses again when I was financially able. I had another son during that time and had finally put some focus on my personal life. I met and married a wonderful man in 19XX. My husband was completing his MBA, and I was taking part-time courses at night.

Professionally I was growing and personally things had come a long way. I became pregnant with my third child in March 20XX and was on top of the world.

Amid work and my studies that fall semester of 20XX, everything changed. The world as I knew it became utterly distorted. My husband of two years was diagnosed with an aggressive brain tumour. He died January 15, 20XX, just six weeks after diagnoses. I had just given birth to our little girl only weeks earlier. I was broken. Everything went upside down and emptied. The world became grey, I became numb, and things were out of control with grief. While grieving I still had my work to do, and I realize looking back that work was the only constant I knew. Focusing on work gave me control over my life, and it was when I felt happiest. Work was always my outlet for pain, stress, and the pursuit of all things better.

Ultimately working would help me through challenges because of the belief that hard work brings good things. I returned to work as early as I could after having my little girl, and shortly after I was given a promotion as team lead in the program. I continued to persevere and remained focused on my career, my financial stability, and my professional growth.

When I was ready for a new challenge, I took on a short-term position as a student

recruitment officer then went on to a new position as a job developer in 20XX. This would be another prong to my human services professional story. I was the first job developer at the institution, so it was uncharted and intriguing for me. My new role allowed me to work with youth and employers in our community. The objective was to assist and advocate for young people facing barriers to employment. How surreal it was for me to step back and realize I had come full circle. I was once a youth involved in an employment program, and then I became the person delivering such a program. My professional life was blossoming again, and so was my personal life. I kept my educational pursuit on the back burner for a long time because it just was not financially or personally possible as I dealt with life as a widow.

After years of widowhood, and a growing career, I met and would eventually marry another wonderful man who shared a similar value system. He owned a successful business and worked countless hours to ensure his children had a fruitful life. He was kind, and focused on family, activities, and financial growth. He was a perfect match, but a short time into our marriage we received some devastating news that he had cancer. Once again, my world suddenly felt like all the air was being sucked out of it. It was déjà vu. The whirlwind of negative memories rushed over me, and I struggled to show strength while trying to ward off irrational thoughts. I knew quickly I had to pull myself together and use the knowledge I had gained during my initial experience with cancer. I learned how to navigate the healthcare system and rapidly became a family advocate. I had to shift my focus to this new cancer journey and support my partner. Staying motivated to think positively and focus on the end goal of success was what helped me, and my husband make it through that time. Thankfully, my husband successfully defeated cancer, and our lives continued to flourish.

My husband had his thriving business, our children were growing and doing well, but I was at my professional peak with nothing left to strive for in terms of positions at the institution. After many years of advocating for individuals facing a variety of barriers, leading several teams, and earning a good living, I was still missing something in the quest for self-actualization. In 20XX when my director announced her retirement, she and others encouraged me to apply. I knew I'd be faced with the inevitable result of not getting the job. I did not meet the educational requirements for such a high-level position. With much encouragement I went ahead and applied. To my surprise, they screened me in, and I got an interview. I was extremely grateful. Ultimately, I was not successful, but that experience reminded me that I had more to offer, and it was time to complete my journey and jump back into some unfinished business.

The commitment to register for university and restart my mission to obtain a university degree was colossal. I had no idea what was coming. I had taken on a new role with the responsibility of operations for provincial employment programs within our centre. I was barely getting a handle on the new job when my brother became ill with lung cancer. It was a blow. The hospital had contacted me one day at work and asked me to come in for a meeting. I arrived and was brought into a board room of sorts to see my brother and some healthcare providers. The individuals in that room were a team of palliative doctors and nurses. That day my brother asked if I would be his primary caregiver during his last months of life. I took the task on with vigor and tried to juggle a new full-time role as well as continue to work on my degree and be a wife and mother. Within a short time, I began to feel very weak and tired, and I could sense that there was an imbalance. No matter how driven to reach goals, my body

and mind were beginning to fatigue, and I knew it was time to slow down. I had to reduce the amount of work I was doing and spend time focusing on some self-care. My brother passed away six months later. I was blessed to have been chosen by him to be his voice and provide some beautiful moments for him that he would not have experienced otherwise. He was surrounded by love and comfort during his transition from this life. I realized after my brother's passing the importance of focusing on a job that had nothing to do with financial stability, professional growth, or success, but everything to do with advocacy, righteousness, and love.

Advocating for those in need and pushing towards success with passion has served me well. Whether I am working with individuals with disabilities, youth who are struggling, or family members facing devastating illnesses, I am determined to do the best job possible. I tend to reach back into my emotional toolbox and grab on to whatever is needed for the circumstance at the time. I obviously have faced defeat, failure, and loss; however, having hope allows me to move ahead knowing that good things will come. My humble beginning provided gifts of independence, perseverance, and drive. I need to keep moving forward to obtain my degree, it's the last necessary goal. I am at a stage in my life that I am adding the finishing work to my career. I feel that I am nearing who I want to become professionally and personally. I treasure the benefits of hard work and have experienced that poverty is not an automatic plight for those born into it. I had a clear vision of what I wanted from a very young age. My resilience to overcome challenges and focus on goals while doing what is right are the characteristics that continue to drive me forward. I will accomplish my BPA in Human Services one day, and when I do, I will look back with pride.

A. Demonstration of Content and Knowledge			
1. Breadth and depth of knowledge of program content			
Learning Criteria	Learning Statements	Origin of Learning	Supporting Documentation
Sophisticated level of knowledge permits critical assessment of subject matter and/or development of field, applicable principles, or models	Value the critical need for human service agencies by understanding through practice the plethora of client needs and importance of improving quality of life so that individuals that require support are provided quality care through inter-disciplinary teams.	Local Institution 19XX-present	Tab 4 Letter Kelly Nugent 1 other support not included in this sample
	Advocate for individuals with physical and intellectual disabilities as well as those with critical illnesses, by working closely with behaviour management teams, person centered planning groups and health care teams to ensure quality care is provided so that individual needs, interests, and wishes are recognized and taken care of.	Local Institution 19XX-present	Tab 5 Letter Sandy Fletcher Tab 10 CIP admissions package
	Synthesize person-centered planning model with teaching methods in developmental services program by explaining comparison of historical treatment of those with developmental disabilities to the individualized client focus principles to broaden understanding of development in the field.	Local Institution 19XX-present	Tab 4 Letter Kelly Nugent 1 other support not included in this sample
	Formulate strategy to promote inclusion in the post-secondary environment through collaborative discussions with stakeholders to identify any concerns, ideas, and needs so that an informed inclusion	Local Institution 19XX-present	Tab 5 Letter Sandy Fletcher

	plan is put in place that considers all stakeholders.		1 other support not included in this sample
	Nurture the social inclusion of individuals with developmental disabilities by fostering participation in all aspects of life socially, educationally etc., so all individuals benefit from inclusivity.	Local Institution 19XX-present	Tab 4 Letter Kelly Nugent 1 other support not included in this sample
	Assess new challenges to ensure growth and development of the organization and human services field, by cross-referencing overall vision with opportunities discovered through planning or that arise organically, in order to decide on the best course of action with the team to be successful.	Local Institution 19XX-present	Tab 7 Business Plan 1 other support not included in this sample
	Build trust relationships with stakeholders by listening and considering individual or agency service requirements before taking actions, and then following through on commitments made so that there is an ongoing relationship that yields multiple benefits.	Local Institution 19XX-present	Tab 20 Needs analysis 1 other support not included in this sample
	Implement activities that support the progression of diversity in the field by supporting historically marginalized groups in our community through the promotion of and participation in professional development, marketing, and partnerships to support culture change and improve customer service through diversity, equity and inclusion efforts.	Local Institution 19XX-present	Tab 14 Inclusive employment project information 1 other support not included in this sample
	Support inter-professional education and collaboration by engaging with various community agency champions to share best	Local Institution 19XX-present	Tab 21 Partnership letters

	practices in client services so that all stakeholders gain a broader understanding of the scope of human services available to clients in our community.		1 other support not included in this sample
	Interpret community and client human service needs by thoughtfully and continuously analysing trends in order to understand and support such needs in the field.	Local Institution 19XX-present	Tab 31 Provincial skills development proposal Tab 33 Career placements reporting
	Value the advocacy for patient/family members, by supporting peaceful end-of-life theory including pain management, empowering decision-making, and facilitating family social closeness so that the patient is comfortable, has dignity, and is at peace during such time.	Personal	Tab 27 Grief support book excerpts Tab 29 Palliative stages-challenges and advocacy
	Evaluate the barriers to employment equity for marginalized individuals through case management discussions, client history, and current client interactions so that the appropriate accommodations and interventions are put in place to increase employability.	Local Institution 19XX-present	Tab 26 Program decision models 1 other support not included in this sample

2. Understanding of theory/concepts related to program content

Learning Criteria	Learning Statements	Origin of Learning	Supporting Documentation
Monitors and assesses developments and changes in the field based on theoretical understanding;	Facilitate positive behaviour change in clients by incorporating techniques of behaviour modification into practice when working with clients who exhibit disruptive and difficult behaviour to help clients move through change	Local Institution 19XX-present	Tab 4 Letter Kelly Nugent Tab 36 Certifications

develops theory where appropriate; works independently with resources, concepts and/or theories	smoothly using theoretical knowledge in the field.		
	Enhance client/student self sustainability and efficiency by increasing employability through technical, essential, soft skills and pre-employment training so that clients/students develop through empowerment to increase their overall autonomy.	Local Institution 19XX-present	Tab 10 CIP admissions package Tab 26 Program decision models
	Decipher inference in one-on-one sessions with clients/students by listening and observing for unique meaning of what the client is communicating to decode root causes of behaviour or situations to better understand client needs and allow for appropriate guidance and/or counselling interventions.	Local Institution 19XX-present	Tab 4 Letter Kelly Nugent Tab 36 Certifications
	Evaluate barriers to employment equity for marginalized individuals through case management discussions, client history, and current client interactions so that the appropriate accommodations and interventions are put in place to increase employability.	Local Institution 19XX-present	Tab 26 Program decision models 1 other support not included in this sample
	Assess the status of group dynamics within the human service team by recognizing changes in behaviour and determining alignment of everyone's values so that trust is established and maintained over the long term.	Local Institution 19XX-present	Tab 32 Staff concern summary 1 other support not included in this sample

	Judge the value of actions taken by measuring outcomes against past goals so that the benefits of implementing and committing to the continuous quality improvement processes are maintained.	Local Institution 19XX-present	Tab 7 Business Plan 1 other support not included in this sample
	Evaluate the changing employment needs in the community so that programs are tailored to the workforce skills gaps by obtaining needs analysis through discussions with employers and staying abreast of local labour market information so that new programming is considered for delivery and opportunities for employment align to client interest/skills set at the same time as filling employer identified requirements.	Local Institution 19XX-present	Tab 19 Labour market reports 1 other support not included in this sample
	Navigate client ambivalence by discussing change versus the status quo, and anticipating discord, so that an understanding of client's current commitment to change is gained using motivational interviewing theory prior to developing an employment service plan.	Local Institution 19XX-present	Tab 36 Certifications 1 other support not included in this sample
	Forecast the impact of change in the transformation of the provincial employment network's framework by building on the existing relationship with our local social services agency and developing plans to enhance the future of service delivery to employment assistance recipients so that the same quality of service is provided to all job seekers in our community.	Local Institution 19XX-present	Tab 22 Employment assistance emails and processes 1 other support not included in this sample

	Conclude that transparency and sharing of best practices increases efficiency and trust by initiating collaborative activities and following up on such to determine the results of the increased competence on departments or organizations.	Local Institution 19XX-present	Tab 12 College collaboration examples Tab 22 Employment assistance emails and processes
	Select champions in the community to drive change by gathering intelligence from those who participate on community development projects so that alliances are established to continue the progression of client/student centred services.	Local Institution 19XX-present	Tab 14 Inclusive employment project information Tab 17 Inter-agency employment and training committee
3. Policy and policy development			
Learning Criteria	Learning Statements	Origin of Learning	Supporting Documentation
Interacts with others, advocates, or spearheads policy implementation or change for the benefit of the field.	Promote change to the delivery of academic courses by working with the CIP team in the development of a campaign to allow for modifications to course outlines at the organizational level so that there is growth towards equity in how education is delivered.	Local Institution 19XX-present	Tab 5 Letter Sandy Fletcher Tab 13 Curriculum modification outline
	Support training of clients accessing job development by collaborating on the design of decision models that align government incentives to client skills, goals, and barriers to employment in order for ministry to easily access rationales for the use of financial incentives or subsidies that align to the intent of the programs.	Local Institution 19XX-present	Tab 26 Program decision models 1 other support not included in this sample

	Generate onboarding plans for new employees by categorizing policy and procedures as they relate to the department and organization so that a developed plan for understanding of the foundation that guides the department's work is provided to those working on the team.	Local Institution 19XX-present	Tab 25 Process development and documentation 1 other support not included in this sample
	Improve upon service charter commitments as part of ongoing improvement processes by ensuring our values are expressed in the document, ensuring these are front and centre visually for staff and clients; and contributing to the development or updates of procedures and policies through the ongoing review and response to customer satisfaction surveys so that continuous improvement of service delivery and satisfaction within the Institution prevails.	Local Institution 19XX-present	Tab 7 Business Plan 1 other support not included in this sample
	Clarify legislation and guidelines by interpreting and paraphrasing ministry contract agreements so that team members have clear, concise direction for the provision of services.	Local Institution 19XX-present	Tab 25 Process development and documentation 1 other support not included in this sample
	Conclude the need for leadership intervention while carrying out policy or procedure by weighing immediate needs and big picture outcomes, so that the well-being/safety of staff or clients is at the forefront.	Local Institution 19XX-present	Tab 16 H&S emergency response emails Tab 28 Customer complaint response
	Judge the efficiency of program policies by weighing positive and negative impacts on practice when reviewing outcomes after	Local Institution 19XX-present	Tab 25 Process development and documentation

	implementation so that improvement ideas can be discussed and considered.		
	Adapt to changing ministry led policies by ensuring up to the minute changes that come through various government channels such as the provincial employment network gateway site are understood, shared with those that may be impacted, and change is anticipated, so that smooth transitions lessen any negative impact on practice.	Local Institution 19XX-present	Tab 25 Process development and documentation 1 other support not included in this sample
	Initiate change in processes by recognizing and responding to staff concerns, reviewing, and evaluating status quo with staff in all program areas and identify potential efficiencies to build on organizational capacity.	Local Institution 19XX-present	Tab 32 Staff concern summary Tab 25 Process development and documentation
B. Essential Process and Application Skills			
4. Critical thinking, problem solving, decision-making			
Learning Criteria	Learning Statements	Origin of Learning	Supporting Documentation
Initiates and integrates critical thinking and problem solving; develops own conceptualizations and advocates for/manifests them in a professional manner	Formulate plans to increase student enrolment by collaborating with the team, developing goals and action items in order to continue the success of the CIP program and in turn generate revenue for the organization and keep staff working.	Local Institution 19XX-present	Tab 5 Letter Sandy Fletcher 1 other support not included in this sample
	Develop job matching and placement strategies through identifying key theoretical observations over time and applying	Local Institution 19XX-present	Tab 20 Needs analysis

	theory in practice for validity to build on organizational capacity so that new staff have the tools for effective job development and service impact.		1 other support not included in this sample
	Defend a theory by presenting details gathered through research and proposing a course of action so that initiatives and learning are ongoing for the improvement in operations.	Local Institution 19XX-present	Tab 19 Labour market reports 1 other support not included in this sample
	Develop potential solutions to increase accuracy by reviewing files and case notes as well as having discussions with team members to gain understanding of the challenges in workload that may impact efficiency.	Local Institution 19XX-present	Tab 24 Performance management and mentorship 1 other support not included in this sample
	Detect anomalies in reports by analysing monthly data with previous month's data in order to recognize irregularities quickly and determine reasons for the variances.	Local Institution 19XX-present	Tab 33 Career placements reporting 1 other support not included in this sample
	Conclude that employer engagement increases the conversion from unemployed to employed by comparing research of engagement and trainee retention to past data where the engagement theory was not used, so that resources are allocated accordingly to continue to enhance such correlation.	Local Institution 19XX-present	Tab 20 Needs analysis 1 other support not included in this sample
	Implement change in service delivery based on research and application that verified the critical importance of employer	Local Institution 19XX-present	Tab 6

	engagement in increasing job placements and employed outcomes so that employer's needs are affirmed as vital to employment service planning.		Employer information session presentation 1 other support not included in this sample
	Formulate proactive plans in anticipation of ministry audits by conducting file reviews and providing feedback on what corrections are required prior to annual reviews, so that the department takes pre-emptive actions to ensure accuracy of client files.	Local Institution 19XX-present	Tab 25 Process development and documentation 1 other support not included in this sample
	Evaluate client complaints by listening, investigating, and responding to each instance brought forward in a timely fashion because much learning takes place when attending to customer feedback, and satisfaction is key to the departments' success.	Local Institution 19XX-present	Tab 28 Customer complaint response 1 other support not included in this sample
	Assess rationales for registration of clients who may not meet traditional eligibility requirements for employment services by examining each unique situation against ministry guidelines so that all factors are considered when determining client service needs.	Local Institution 19XX-present	Tab 26 Program decision models Tab 15 Exception approval examples
	Create new employment and training programs by developing proposals to support needs in employment services in order to contribute further to the human service options for individuals seeking employment and training.	Local Institution 19XX-present	Tab 31 Provincial skills development proposal 1 other support not included in this sample

5. Communication skills/Capacity to disseminate knowledge			
Learning Criteria	Learning Statements	Origin of Learning	Supporting Documentation
Communicates effectively to support a position, to synthesize thoughts, and to effectively link or disseminate knowledge within and about the field	Foster the inclusion of diverse perspectives in the workplace by discussing and encouraging the recruitment and on-boarding of individuals with a variety of backgrounds educationally and culturally so that a more inclusive workplace develops over time.	Local Institution 19XX-present	Tab 14 Inclusive employment project information Tab 36 Certifications
	Construct recruitment plans by working with leadership team to discuss and write job postings, descriptions, and interview questions that reflect the department vision in order to clearly attract and build and retain an excellent team.	Local Institution 19XX-present	Tab 23 Staff performance evaluation 1 other support not included in this sample
	Support incumbent workers who are facing layoff by responding to labour market information and working with employers to provide information sessions on services, so that employment and training program information renders options and hope to those facing imminent unemployment.	Local Institution 19XX-present	Tab 18 Labour market re-entry presentation 1 other support not included in this sample
	Generate open discussions with new clients/students by asking clear open questions and paraphrasing what's heard in order to ensure the client's message is captured properly before any remediation is suggested.	Local Institution 19XX-present	Tab 5 Letter Sandy Fletcher Tab 36 Certifications
	Synthesize student learning by explaining concepts and theories using different teaching methods in	Local Institution 19XX-present	Tab 5 Letter

	order to engage those with various learning challenges and align to their educational experience.		Sandy Fletcher Tab 13 Curriculum modification outline
	Develop presentations by using various forms of communication such as visual, written, and oral narrative to link subject matter with different learning styles so the intended message is well received and generates discussion.	Local Institution 19XX-present	Tab 9 Pathways Presentation 1 other support not included in this sample
	Select various methods of promoting success by creating and sharing information through media and software platforms so that a positive impact is made on the stakeholders and the community.	Local Institution 19XX-present	Tab 35 Apprenticeship emails and article 1 other support not included in this sample
	Create a receptive atmosphere in the workplace by practicing open communication that is authentic so that others feel heard and comfortable to communicate openly in their workspace.	Local Institution 19XX-present	Tab 34 Team exercise on values Tab 32 Staff concern summary
	Choose confident methods of engaging with colleagues, clients, and students by ensuring the information to be shared is fully understood and preparation for the dissemination of knowledge is employed prior to discussions so that the messaging is succinct and received respectfully.	Local Institution 19XX-present	Tab 9 Pathways Presentation 1 other support not included in this sample
	Author a book about cancer from a partner's perspective by deriving personal knowledge of the logistics and emotional impact the medical process has on those who face illness along with their partners.	Personal	Tab 27 Grief support book excerpts

	Facilitate the development of client successes by providing career guidance, job development, coaching, and sharing of client stories to have a lasting impact on the lives of those served through human services as well as those serving.	Local Institution 19XX-present	Tab 35 Apprenticeship emails and article 1 other support not included in this sample
6. Professionalism and ethical practice			
Learning Criteria	Learning Statements	Origin of Learning	Supporting Documentation
Exhibits complex judgements based on professionalism and ethical understanding of field, and/or advocates accordingly	Value individual choice by empowering clients to make independent decisions with natural supports and take ownership of consequences so that all individuals benefit from autonomous choices.	Local Institution 19XX-present	Tab 5 Letter Sandy Fletcher Tab 10 CIP admissions package
	Integrate knowledge, experience, and values to impact practice in the human services field by applying the motivating forces of continuous learning and self-reflection to all levels of practice, so that there are direct positive consequences in service delivery spanning years and professional roles.	Local Institution 19XX-present	Tab 36 Certifications 1 other support not included in this sample
	Portray integrity by making and keeping commitments, maintaining reliability and dependability and being honest in order to strengthen trust relationships and succeed in the human services field.	Local Institution 19XX-present	Tab 32 Staff concern summary 1 other support not included in this sample
	Foster confidentiality by adhering to privacy policies and explaining disclosure information to clients in order to respect and protect clients	Local Institution 19XX-present	Tab 28 Customer complaint response

	as well as ensure organizational and self-preservation.		1 other support not included in this sample
	Analyse critical incidents by responding with composure, prioritizing immediate needs and compiling information in order to ensure sound judgement and well-informed decisions are made to ensure the safety of staff and clients.	Local Institution 19XX-present	Tab 16 H&S emergency response emails 1 other support not included in this sample
	Incorporate the value of human services education by ensuring recognition is given to students who exemplify the passion and commitment to the field through the provision of bursaries so that the importance of the profession continues to be acknowledged and the encouragement to practice in human services as a champion is incentivised.	Local Institution 19XX-present	Tab 30 Student awards contributions 1 other support not included in this sample
	De-escalate challenging interactions with clients, parents, or employers who exhibit frustration or anger by responding in an assertive non-aggressive manner in order to acknowledge the emotions, listen and paraphrase the issues heard, and work on resolutions to difficult situations.	Local Institution 19XX-present	Tab 4 Letter Kelly Nugent Tab 28 Customer complaint response

7. Working independently and/or in teams

Learning Criteria	Learning Statements	Origin of Learning	Supporting Documentation
Provides formal leadership, assessment of team skills, team training, or exhibits ability to	Recognize the need for open team discussion by responding to the sense of team dissatisfaction and facilitating meetings with the use of ground rules in order to face challenge, discuss issues, move	Local Institution 19XX-present	Tab 4 Letter Kelly Nugent Tab 11

complete complex tasks autonomously with little supervision	forward productively to resolve concerns, and maintain respect for each other.		CIP team exercise and meeting
	Estimate resources for the CIP department each semester by reviewing enrolment activity and predicting conversion, staffing, and scheduling, so that staff to student ratios are equitable and the department is prepared for new semester.	Local Institution 19XX-present	Tab 4 Letter Kelly Nugent Tab 11 CIP team exercise and meeting
	Lead the CIP team by facilitating the collaboration in setting goals, objectives, and action plans to be successful in student enrollment, satisfaction, along with other measurable and qualitative data.	Local Institution 19XX-present	Tab 5 Letter Sandy Fletcher 1 other support not included in this sample
	Train new educational assistants by reviewing responsibilities around student support, departmental processes, and institutional vision so that new staff is well informed, and students have the support needed to succeed in the classroom.	Local Institution 19XX-present	Tab 5 Letter Sandy Fletcher Tab 11 CIP team exercise and meeting
	Infer meaningful insights from data held in the provincial employment network's Information System reports so that there is an understanding of overall impact to the business through the stories the numbers tell.	Local Institution 19XX-present	Tab 33 Career placements reporting 1 other support not included in this sample
	Foster team cohesiveness by planning and engaging in team building activities because forming trust among coworkers is critical to having a successful efficient team.	Local Institution 19XX-present	Tab 11 CIP team exercise and meeting Tab 34

			Team exercise on values
	Create detailed work plans for self and others by assessing complexity of tasks, deadlines, and staff schedules to ensure alignment with individual or team skills so that work is distributed and completed efficiently and on time.	Local Institution 19XX-present	Tab 24 Performance management and mentorship Tab 25 Process development and documentation
8. Planning, organizing, and executing projects			
Learning Criteria	Learning Statements	Origin of Learning	Supporting Documentation
Provides formal leadership for project plan or implementation and assumes responsibility for success, troubleshooting, and alternate plans	Develop excellent organizational skills by managing time efficiently, coordinating tasks through prioritizing and incorporating best practices through shadowing mentors to be at a level to take on leadership roles.	Local Institution 19XX-present	Tab 4 Letter Kelly Nugent 1 other support not included in this sample
	Apply due diligence when administering or overseeing the allocation of financial assistance to clients and employers, by balancing their needs with fiscal responsibility and metrics, so that each is in alignment with ministry guidelines.	Local Institution 19XX-present	Tab 26 Program decision models 1 other support not included in this sample
	Generate plans that capitalize on the political climate by analysing information about the ideology of the current government platform and identifying potential opportunities so that the department and organization can remain viable, resourceful, and of benefit to all clients.	Local Institution 19XX-present	Tab 22 Employment assistance emails and processes 1 other support not included in this sample

	Execute ongoing decisions regarding project milestones by reviewing timelines, priorities, and needs, and challenges so that risks are mitigated, and project progress ensues with limited interruption.	Local Institution 19XX-present	Tab 31 Provincial skills development proposal 1 other support not included in this sample
	Analyse ministry feedback of programs by reflecting on comments and preparing to respond to questions so that suggestions are applied, modifications are made, and the team continues to improve processes.	Local Institution 19XX-present	Tab 31 Provincial skills development proposal 1 other support not included in this sample
	Maximize intake opportunities for the career support department by coordinating job fairs, using employer engagement to increase referrals, as well as using social media so that more people in the community become aware of the programs and services offered through the department and intake targets are met.	Local Institution 19XX-present	Tab 35 Apprenticeship emails and article 1 other support not included in this sample
9. Leadership and supervisory ability			
Learning Criteria	Learning Statements	Origin of Learning	Supporting Documentation
Engages in organizational policy and vision-related activities; manages leadership responsibilities (recruitment, assessment, succession, resource management);	Develop training plans for on boarding by creating schedules, organizing topics to be covered, reviewing policy/processes as well as internal documentation so that new recruits understand our blended service model while working through a training program that is holistic in its approach.	Local Institution 19XX-present	Tab 24 Performance management and mentorship 1 other support not included in this sample

initiates change; engages in high-level professional activities beyond the organization			
	Critique applicants for the department's employment programs by reviewing evidence of skills and education against departmental criteria so that well informed decisions are made when hiring.	Local Institution 19XX-present	Tab 23 Staff performance evaluation 1 other support not included in this sample
	Choose a growth mindset by committing to big picture thinking and planning accordingly, along with sharing ideas to inspire optimism and teamwork in all aspects of professional life.	Local Institution 19XX-present	Tab 34 Team exercise on values Tab 11 CIP team exercise and meeting
	Evaluate the job performance of staff in varying roles, by making judgements about skills, quality, and quantity of work based on a set of criteria so that discussions around strengths and improvements as well as interests are had, and individual staff are provided honest and valuable feedback in order to move forward.	Local Institution 19XX-present	Tab 23 Staff performance evaluation 1 other support not included in this sample
	Transform the lives of clients by providing opportunities to obtain employment through on-the-job placement experiences so that the purpose of human services and positive change is delivered through employment services.	Local Institution 19XX-present	Tab 35 Apprenticeship emails and article 1 other support not included in this sample
	Explain the importance of succession planning by promoting the training and mentorship of incumbents so that retention of employees increases as well as the	Local Institution 19XX-present	Tab 8 Employment grant assessment and report

	opportunity for entry level hiring increases.		Tab 31 Provincial skills development proposal
	Formulate supportive relationships with various prominent community partners and agencies for the purpose of obtaining formal support for large projects by researching and initiating engagement so that partnerships ensue, and projects are approved.	Local Institution 19XX-present	Tab 31 Provincial skills development proposal 1 other support not included in this sample
	Audit internally the financial allocation of funds for several employment programs by reviewing expenditures and comparing with ministry expectations so that proper monitoring and balancing of budgets align with ministry objectives and timelines.	Local Institution 19XX-present	Tab 33 Career placements reporting 1 other support not included in this sample
10. Self and professional development			
Learning Criteria	Learning Statements	Origin of Learning	Supporting Documentation
Assumes leadership role in profession; teaches, mentors or models professional activity within the field; works toward enhancement of human services practice in broad contexts	Teach students the academic and interpersonal foundations of developmental service provision by sharing knowledge gained in the field including the development and use of behaviour program plans so that students learn techniques that will enable them to succeed on the job with the knowledge, skill and passion required in human service profession.	Local Institution 19XX-present	Tab 4 Letter Kelly Nugent 1 other support not included in this sample
	Counsel students in post-secondary education programs by designing academic plans that align with their personal and educational goals so	Local Institution 19XX-present	Tab 5 Letter Sandy Fletcher Tab 13

Shari Francis #2345678
BPA HSRV

	that students are provided the guidance necessary through academic advising in order to succeed in retention and program completion.		Curriculum modification outline
	Incorporate knowledge of past work experience to present day work by recording and referring to best practices and lessons learned in various human service roles so that experience promotes growth in the field and influences other's knowledge in the field of human services.	Local Institution 19XX-present	Tab 5 Letter Sandy Fletcher Tab 36 Certifications
	Evaluate operational concerns brought forward by the employment services staff by assessing issues as they arise and formulating solutions in order to provide guidance that is sound and based on experience and knowledge in order to assist staff decision-making and benefit the team.	Local Institution 19XX-present	Tab 32 Staff concern summary 1 other support not included in this sample
	Reinforce staff and student learning by teaching and modeling the value of making mistakes and the importance of recognizing and taking ownership, to strengthen professional growth and understanding of how mistakes underpin our learning.	Local Institution 19XX-present	Tab 24 Performance management and mentorship 1 other support not included in this sample
	Conclude the positive impact of volunteering on self and others in the field by increasing in like-minded professional networks and engaging in change activities in the field to improve the lives of others.	Local Institution 19XX-present	Tab 14 Inclusive employment project information Tab 30 Student awards contributions

Letter of attestation

Received by Centre for Learning Accreditation
20XX.09.23 10:09:00 -6'00'

Kelly Nugent
Retired attestor
provided their mailing
address, email, and
phone number in the
absence of letterhead

20XX 09 23

Letter of Attestation re: Shari Francis

I am honoured to provide this letter of Attestation for Shari Francis in support of Shari's Prior Learning Assessment. I have known Shari since September of 19XX where she was a student of mine in the Support Services Worker (SSW) program for two years and later as an employee of Local Institution's Cooperative Integration program (CIP).

The CIP Program is a fully integrated two-year certificate program offering students with learning challenges, requiring modifications to their curriculum, more ways to enhance their academic, vocational and social skills.

The attestor then outlined their extensive education and career accomplishments. This confirmed the attestor's unique ability to identify and support, or attest to, Shari's experiential learning. While this key insight is required within submitted letters of attestation, it is excluded from this sample for anonymity purposes.

Qualifications:

As a Residential Counsellor I provided direct care to numerous clients who had many special needs including Developmental Disabilities, Autism Spectrum disorders, Behavioural issues and other related learning challenges.

As a manager at Social Services organization in Canadian City, I was responsible for the care of XX children with a variety of special needs and the supervision of up to XX staff members with a variety of discipline backgrounds. Later I was asked to manage XX children and adults with multiple handicaps and developmental disabilities and supervised up to XX staff members.

As mentioned, I became a faculty member in 19XX and Coordinator in different capacities from 19XX until my retirement in 20XX at both Local Institution and Provincial College. I provided many workshops and advocated for the inclusion of persons with developmental disabilities in our communities and educational institutions.

I served on many boards for local associations and organizations throughout my career and did consulting work after my retirement to assist other Colleges in opening up opportunities for students with Special Needs.

Learning statements (learner completes)	Attestation (attestor completes)
<p>Value the critical need for human service agencies by understanding through practice the plethora of client needs and importance of improving their quality of life so that individuals that require support are provided quality care through inter-disciplinary teams.</p>	<p>As an employee in the CIP Program, I watched Shari grow exponentially. Her ability to grasp knowledge and use her knowledge to assist persons with Developmental Disabilities, Autism, and other related learning challenges was exceptional both in the classroom and her tutoring sessions. From teaching students how to preform skills related to the area of concentration that they chose and to break down academic knowledge so that students could understand the concepts being taught. Shari demonstrated a commitment to assisting her students get the best education thus improving the lives and opportunities for employment. As an employee in the CIP Program Shari demonstrated her commitment to integration of students by educating faculty, staff, administrators and community members as to the benefits of integration and inclusiveness. At staff meetings I recall Shari speaking eloquently when discussing issues related to her students' progress and listening to other staff members suggestions for improving the students learning experience. Shari has always been a team player.</p>
<p>Synthesize person-centered planning model with teaching methods in support services program by explaining comparison of historical treatment of those with developmental disabilities to the individualized client focus principles to broaden understanding of development in the field</p>	<p>As a Learning Specialist in the CIP Program Shari was a champion in advocating for the dignity of her students. One example that I recall is a student who graduated from the CIP program in the area of concentration in Office Assistant. After the student graduated the agency where she was placed had staff teaching this young woman colours. They obviously did not know the skills this young woman had acquired while in the CIP program. Shari dealt with the situation in a professional manner and educated the staff at the agency as to level of skills this student had acquired. As a result, the former student was placed in a more appropriate working environment.</p>
<p>Nurture the social inclusion of individuals with developmental disabilities by fostering participation in all aspects of life socially, educationally etc., so all individuals benefit from inclusivity.</p>	<p>Shari has always been a strong advocate of social and academic inclusion. She met with and spoke to many groups including faculty, support staff, College administrators and parent groups about the benefits of inclusion and the importance of integration into educational programs. Shari often attended meetings with me and other professionals to advocate for integration both in education and employment opportunities.</p>
<p>Facilitate positive behaviour change in clients by incorporating techniques of behaviour modification into practice when working with clients who exhibit disruptive and difficult behaviour in order to help clients move through change smoothly using theoretical knowledge in the field</p>	<p>As student groups go you are bound to encounter students who have either learning or behavioural issues. As an employee in the CIP Program Shari participated in discussions with the student on how to best manage his or her behaviour. She had to assess/observe and record data in order to monitor the client or students' progress. She also had to implement strategies using positive reinforcement, extinction, and other differential</p>

	<p>reinforcement techniques. Her reports were accurate and helped her students and her team with managing behaviour.</p> <p>As a staff member in the CIP program, Shari would offer other team members suggestions for dealing with students having difficulty adapting to the classroom environment. As Team Leader she also had the unenviable task of having to make difficult decisions in dismissing students whose behaviour was inappropriate. But this was always as a last resort.</p>
Decipher inference in one-on-one sessions with clients/students by listening and observing for unique meaning of what the client is communicating to decode causes of behaviour or situations in order to better understand client needs and allow for appropriate guidance and/or counselling interventions.	<p>As an employee Shari's respect for the uniqueness of each client/student was paramount. Her ability to listen and analyze student needs was demonstrated on many occasions. She employed active listening skills and exhibited professionalism when dealing with complex issues. She would do her best to allow the students to make their own decisions by providing viable options.</p>
De-escalate challenging interactions with clients, parents, or employers who exhibit frustration or anger by responding in an assertive non- aggressive manner in order to acknowledge the emotions, listen and paraphrase the issues heard, and work on resolutions to difficult situations.	<p>On occasion issues of disagreement and conflict would come up regarding staff interactions or policy changes.</p> <p>Again, Shari was a good listener would reserve judgement until she had all the facts. Shari could be assertive, when necessary, in dealing with staff issues, student issues and upset parents. She acted professionally and ethically by providing a safe environment for those she dealt with.</p>
Recognize the need for open team discussion by responding to the sense of team dissatisfaction and facilitating meetings with the use of ground rules in order to face challenge, discuss issues, move forward productively to resolve concerns, and maintain respect for each other.	<p>As a Team Leader I wasn't able to observe Shari's leadership skills at team meetings, however, as a Coordinator of the CIP program I witnessed Shari's ability to work through difficult situations with individual conflicts between staff members. Again, her strength in listening and responding to issues in a calm professional manner was a highlight of her skills.</p>
Estimate resources for the CIP department each semester by reviewing enrolment activity and predicting conversion, staffing, and scheduling, so that staff to student ratios are equitable and the department is prepared for new semester.	<p>Shari offered valuable input when it came to student enrollment projections, staffing needs and the scheduling of staff and students. I never had to worry about how she worked with her team members in ensuring that everyone had an equitable workload. And of course, this continued when Shari took over as Team leader in the CIP Program.</p>
Develop excellent organizational skills by managing time efficiently, coordinating tasks through prioritizing and incorporating best practices through shadowing mentors in order to be at a	<p>One of the reasons Shari was selected as Team Leader of the CIP Program was due to her excellent organizational skills and her commitment to the CIP students and staff. She was able to continue to lead the CIP team during some difficult financial times the College was facing. In essence, Shari provided leadership.</p>

level to take on leadership roles.	I was pleased to hear that she had been offered to teach courses in the Developmental Services Worker program. Obviously, the hiring committee recognized the skills she had demonstrated both as an employee and Team leader in the CIP Program. I know Shari would put her knowledge and her skill sets to communicate effectively with students.
Teach students the academic and interpersonal foundations of developmental service provision by sharing knowledge gained in the field including the development and use of behaviour program plans so that students learn techniques that will enable them to succeed on the job with the knowledge, skill and passion required in human service profession.	Being prepared has always been one of Shari's strengths. Any topic or course that she would be given would be thoroughly researched. If she had questions on specific topics or issues she would not hesitate to reach out to other experienced professionals for guidance and support. She would do what was necessary to support her students not only to lecture but also demonstrate skills that the students' needed to accomplish in their work. Shari has always been an advocate for both her students and clients. She is passionate about her work and as one of her former teachers and supervisors I knew I could always count on her.

Kelly Nugent: *Kelly Nugent*

Date: September 23, 20XX

Letter of attestation

Received by Centre for Learning Accreditation
20XX.09.13 08:21:00 -6'00'

Sandy Fletcher

Retired attestor
provided their mailing
address, email, and
phone number in the
absence of letterhead

20XX 08 31

Letter of Attestation re: Shari Francis

I am pleased to provide a letter of Attestation for Shari Francis in support of her Prior Learning Assessment. I have known Shari since 19XX when, with a team of others, I hired her as a Learning Assistant in the Vocational Training Program (VT), now called Cooperative Integration Program (CIP). CIP is a fully integrated two-year certificate program offering students with significant learning challenges. To achieve this post-secondary diploma, curriculum modifications were required.

I was the Coordinator of the VT program and a faculty member. In the XXs and XXs, it was very unusual for students with significant brain injuries, developmental delays, Down's Syndrome and others, to attend a post-secondary institution. To attend such an institution and to become integrated was ground breaking. Shari and her fellow Learning Assistants, were the leaders of this significant change. Shari, in particular, was exceptional at understanding where particular faculty were in their journey towards inclusion, and was able to effectively act as a liaison between the students, the faculty and the curriculum.

The attestor then outlined their extensive educational accomplishments. This confirmed the attestor's unique ability to identify and support, or attest to, Shari's experiential learning. While this key insight is required within submitted letters of attestation, it is excluded from this sample for anonymity purposes.

19XX, I became the Dean of Lifelong Learning, which included the VT Program, and while I was no longer directly responsible, I was responsible for ascertaining the effectiveness of the Program and of the staff. In 20XX I moved to become the Vice President Academic at Regional College, and in 20XX, became the President. I retired June 20XX.

Learning statements (learner completes)	Attestation (attestor completes)
<p>Advocate for individuals with physical and intellectual disabilities as well as those with critical illnesses, by working closely with behaviour management teams, person centered planning groups and health care teams to ensure quality care is provided so that individual needs, interests, and wishes are recognized and taken care of.</p>	<p>Shari was not afraid to work with students who had more complex needs. In fact, she was extremely good at finding ways to work with external agencies such as Community Engagement Inc., Children's Aid and parents to gain additional supports. She strove to insure all of the VT students participated with dignity and wholistic care. Where there were complex behaviours, she worked with Behavioural Therapists and other providers to better understand the individual's needs and then develop plans to support his or her success.</p>
<p>Formulate strategy to promote inclusion in the post-secondary environment through collaborative discussions with stakeholders to identify any concerns, ideas, and needs so that an informed inclusion plan is put in place that considers all stakeholders.</p>	<p>As a pioneer in the movement to include all students in post-secondary education, Shari had the daunting task of teaching post-secondary faculty about the benefits of inclusion, not only for her student, but for all of the students, and for the faculty member's course and the college.</p> <p>After the educating and persuading all involved, she then moved to the plan for inclusion, which took human relation skills, negotiation, and lots of collaborative discussions with faculty and sometimes deans. Shari was exceptional in all of these areas because her belief in integration was clear and strong, and her ability to understand the faculty member's concerns, and then appeal to him or her "to find another way" was astounding.</p>
<p>Promote change to the delivery of academic courses by working with the CIP team in the development of a campaign to allow for modifications to course outlines at the college level so that there is growth towards equity in how education is delivered.</p>	<p>Shari's was committed to inclusion, and as such she sought to change things that were clearly in opposition to that goal. One such issue was course outlines, as faculty believe a course outline is sacrosanct and for good reason.</p> <p>Shari worked with the CIP team to mount a campaign to provide faculty and the deans with an understanding of why this was important, and how the sacrosanct nature of their course outlines could be retained even while the Learning Specialists assisted them in modifying them for their particular student. This was not easy, but most faculty understood eventually and in other cases, the deans intervened.</p>
<p>Formulate plans to increase student enrolment by collaborating with the team, developing goals and action items</p>	<p>As referenced earlier, Shari lead the team in a plan to increase enrollment for the CIP program. To be transparent, this program garnered significant funding</p>

in order to continue the success of the CIP program and in turn generate revenue for the college and keep staff working.	<p>per student, so the loss of just a few students made a large impact on a small college.</p> <p>Thus, the pressure was on Shari as the Team Lead to develop the plan, work with marketing, and the deans and then increase outreach activities, which meant speaking to agencies and other relevant groups. She was very successful.</p>
Generate open discussions with new clients/students by asking clear open questions and paraphrasing what is heard to ensure the client's message is captured properly before any remediation is suggested.	Shari helped to develop the assessment tool that was linked to the VT application process. She was very good at determining the level of interest of the student, often versus the level of interest of the parents, and of the internal motivation of the student to attend the program. She did not let her emotions impede her ability to clearly assess the student's level of independence as well, as this was critically important for admittance and the development of an inclusion plan.
Synthesize student learning by explaining concepts and theories using different teaching methods to engage those with various learning challenges and align to their educational experience.	<p>Shari had to clearly understand the objectives of many different courses, from Welding to Support Services Worker, and then modify those objectives so the students could be both successful and obtain as many as of the core competencies as possible.</p> <p>She used adaptive equipment to assist students with learning and physical challenges, such as communication boards and various computer programs.</p>
Value individual choice by empowering clients to make independent decisions with natural supports and take ownership of consequences so that all individuals benefit from autonomous choices.	<p>Shari was clear on the parameters of integration and inclusion, which included understanding that independence is one of the core values.</p> <p>She worked with parents who never thought their child would go to college, and were afraid to let them go. She helped them understand that their child could move from class to class without an assistant, or could be in a class without an assistant sitting right beside him or her.</p> <p>In other cases, if a student did not complete his homework, she would never step in and make excuses, instead she would allow them to own the consequences of that action.</p>
Lead the CIP team by facilitating the collaboration in setting goals, objectives and action plans in order to be successful in student enrollment,	As a coordinator and as a dean, I was very focused on operational plans for each program. These plans had to be developed in support of the College's strategic plan. Shari lead the CIP team in the development of the goals,

satisfaction, along with other measurable and qualitative data.	objectives, actions and metrics required. In one instance, enrollment became a concern, so she worked with the team to develop actions plans and metrics to increase the numbers of students, and was successful!!
Train new educational assistants by reviewing responsibilities around student support, departmental processes and college vision so that new staff is well informed, and students have the support needed to succeed in the classroom.	Shari was seen as the "go to" person for training new assistants, and in particular, as the team lead, she developed training and on boarding plans for all new Educational Assistants.
Counsel students in post-secondary education programs by designing academic plans that align with their personal and educational goals so that students are provided the guidance necessary through academic advising in order to succeed in retention and program completion.	<p>As a coordinator, I developed an intrusive academic advising program for the Institution, and was given permission to test the program by utilizing pilot projects in a variety of programs.</p> <p>I chose Shari to act as one of the academic advisors because she was very good with students, she understood faculty and the Institution, and she knew almost every program because she had worked with students in most of them. She was an exceptional academic advisor for students in Criminal Justice Programs, General Arts and Science, Technology etc.</p>
Incorporate knowledge of past work experience to present day work by recording and referring to best practices and lessons learned in various human service roles so that experience promotes growth in the field and influences others knowledge in the field of human services.	<p>Shari was an exceptional hire in 19XX, and for all of the years I worked with her. Over the years I have been in touch with her about the progress of her career, and have been pleased to see her continue to grow.</p> <p>One can only imagine the impact on Shari and her growth, of introducing and implementing a truly ground-breaking program that literally changed lives.</p> <p>She came to the program with strength, determination, good human relation, negotiation and change management skills, and they grew significantly in her role with the CIP program, such that she was asked to become the Team Lead.</p> <p>She took all of these skills into her next role as a Job Developer with Job Connect, which resulted in excellent client success metrics.</p> <p>She became Team lead/ Job Developer overseeing the Job Development Team, Employment Grant, Summer Jobs Service etc, where she influenced others in her leadership position. This then led her to her next position</p>

	<p>as the Team Lead in the Career Support Programs. This program changes metrics and services almost every year. She has clearly demonstrated her ability to motivate her team members by demonstrating best practise in all of these programs.</p> <p>Finally, she became a Manager in a contract role, where she was able to work more directly with those who were working directly with the clients by sharing best practise in human services and in leadership.</p>
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Sandy Fletcher

Sandy Fletcher

Sept 10/XX

AN EVENING FOR EMPLOYERS

October 21, 20XX

HOW CAN WE HELP YOU?

DELIVERED BY: SHARI FRANCIS
CAREER SUPPORT

1

AGENDA

- 5:00-5:30-Welcome,sign in and refreshments
- 5:30-6:00-Introductions
- 6:00-7:00-Buffer dinner and presentation
- 7:00-8:00-Guided activities
- 8:00-8:30-Wrap up

- We hope to see you again soon!

2

INTRODUCTIONS/WELCOME

- Please introduce yourself – What is the business you own or work for – and one quality to describe a good employee

3

GENERATIONAL DIFFERENCES IN THE WORK PLACE

- With the right training and mentoring will they be 'just like us'?
- Thinking the generation before us was not quite as 'with it' and thinking the one after just don't 'get it'
- From expecting to 'find the right person' to 'being the right person'
- From traditional to new negotiations
- Definition of work has changed

4

ACTIVITY

- Individually, write a recent challenge you've faced in managing your employees on the paper provided - these will be collected and compiled to provide us with some of your needs in the workplace

5

ACTIVITY

- If I could fix the most pressing problem you have right now...what would I do?
- (flip chart recording)

6

HOW CAN WE HELP YOU?


- Overview of our services
- Book your Needs Analysis with one of our Career Support Professionals

It's likely that we've already met your match

Let us help you find and retain employees

7

THANK YOU

- If you have current jobs available please see  at the table by the door on your way out. We can briefly take some information and get back to you, or we can sit with you now to discuss some solutions.
- For a Needs Analysis appointment please let us know and we will reach out to you within 3 days.
- Leave a card...take a card
- Thank you.

8

Area of Improvement:

EMPLOYED

Team Lead: Shari

Team Members: Shari, [REDACTED]

Goal Statement: Local Institution Career Support will achieve and maintain XX% employed by March 31, 20XX.

Milestones: End of June 20XX XX%, September XX%, December XX%, and March XX% To achieve this we will focus on developing processes and documentation to ensure accurate reporting is completed.

ACTION ITEM:	By WHO:	WHEN:	RESOURCES:	HOW WE WILL MEASURE:
To put in place a process to ensure accurate recording/measurement of employed outcomes – ensure exit form captures all matching/employed	Committee and Team (measurement)	End of June (XX%), Sept (XX%), Dec (XX%), and March (XX%)	Monthly Committee Meetings, as well as Friday CM meetings working with team to track - *update look at current formula and adjust if needed Resource – time (i.e. for every 3 employed we can exit 1 unemployed or in training)	Monthly staff meetings to review will be attended by the Committee and all staff. Findings will be presented by Committee Lead at upcoming staff meetings
Ensure we are not duplicating work, but capturing information correctly the first time – remove weekly agenda item re: matching list	Committee and CM team	By May 20XX	Agreement from team -	n/a measurement will be done correctly once per month
Outreach to previous client graduates of Second Career to attempt to open in CS	Committee and Consultants	Spring 20XX (other grad dates)-report monthly at meetings	Committee meetings and outreach calls (may need to ask for assistance)	Reviewing monthly and track conversion
To put in place a method of monitoring # of exceptions – maximize opportunity to use exceptions	Committee	By May 20XX - Monthly	Time, Form, Binder	Review quarterly?
Maximize 'employed and in training' while monitoring the 'in training'	Committee and leads	Monthly	Time	If "in training" is high, we can maximize the "employed" for those employed and in training if necessary Quarterly review
Make proper use of matching time in order to increase employed outcomes	Committee and consultants	On going – weekly	Consultants to commit to this valuable time *addition ensure client skills search is focused on current client skills not future goals so that ABCD pulls the right search	Committee to monitor weekly number of referrals We also decided to access student assistance

Follow up after 20XX business plan meeting – adjust due to not reaching milestones – revisit formula to ensure we reach milestone for December to get to XX% at fiscal year end.

Matching update: research to ensure matching is captured properly at exit – as well look into query

***[REDACTED] to contact [REDACTED]**

***[REDACTED] to ask consultants about lost contacts that could be employed i.e. a list of lost and have students call?**

***Shari will review formula with [REDACTED] to ensure overall exits #s and employed #**

***Check exception numbers to track if we are using these**

While named in the content, Shari included this Statement of Purpose (SOP) form to explain how the artifact applies to the criteria and clarify her role in the creation/use of the artifact that was not otherwise evident.

Statement of purpose for primary source documentation (artifacts)

A. Document/Artifact: Employment grant assessment and report

B. Outline the application (relevance/connection) of the artifact to each criterion it addresses in the chart below:

Criteria addressed	Page #(s)	Application of artifact to criteria	My role in creation / management of artifact	Relevant Dates
Provides formal leadership for project plan or implementation and assumes responsibility for success, troubleshooting, and alternate plans	18	The Employment Grant is a program that is employer driven to upskill incumbents or new hires. The assessment forms allow staff to determine eligibility and suitability of the application, including the training provider. The assessment, approval and monitoring of the program is essential for reporting to the ministry and providing rationale showing value for money.	I oversee the NPEG program, approve all applications, and report on the progress each quarter. The success of the program is my responsibility, so therefore my role in guiding staff who work directly with employers is critical. The information in the artifact is a sample of the tools used to ensure the program runs smoothly. I created a checklist to assist employers in the organization and time management required when participating in such a program. I also review participant registration, and training providers' eligibility withing the program.	20XX-Present

Commentary on outcomes of effectiveness of artifact (if appropriate):

Having clear processes for staff along with continued monitoring oversight, has resulted in meeting targets for the program and securing new agreements for several years now. Our office provides upwards of XX employers with over \$XXX,XXX towards the upskilling of their employees.

This tab also contained the associated support documents, starting on a new page below the SOP form. That content is excluded from this sample for anonymity purposes.

The support's contents included the following:

1. A redated letter from Shari, confirming a client's successful grant application.
2. A grant application check list.
3. An information request form for tracking activity within a multi-region grant program.

From: Shari Francis
Sent: Tuesday, February 12, 20XX 2:17 PM
To: [REDACTED]
Subject: RE: Pathways1X Concurrent Presentations
Attachments: Employer Engagement at Career Support handout.pptx

Please add to the information from my presentation

----- Original Message -----

From: Shari Francis
Sent: February 12, 20XX 1:11 PM
To: [REDACTED] >
Subject: RE: Pathways1X Concurrent Presentations
Attachments: Employer Engagement at Career Support handout.pptx

Here you go. Let me know if you need anything else.

----- Original Message -----

From: [REDACTED]
Sent: February 5, 20XX 10:21 AM
To: undisclosed recipients
Subject: Pathways1X Concurrent Presentations
Importance: High

Good morning;

I wanted to send my sincere thank you for your participation as a speaker at Pathways1X! We have had some really great feedback from attendees and it's all thanks to your informative and interesting presentations.

If you haven't already done so, can you please send me a copy of your presentation for posting on the Pathways website? Attendees have been showing quite a lot of interest in accessing your presentations.

Thanks so much,

[REDACTED]

[REDACTED] *Conference & Event Manager*

CDCO

Main Campus

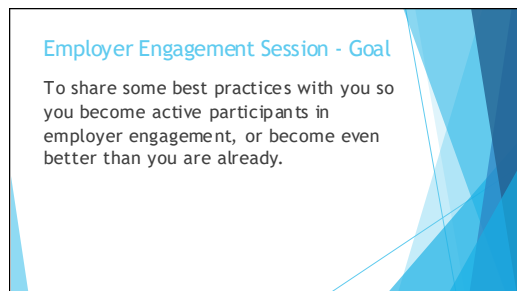
Mailing address and email of organization

T XXX.XXX.XXXX ext. XXX

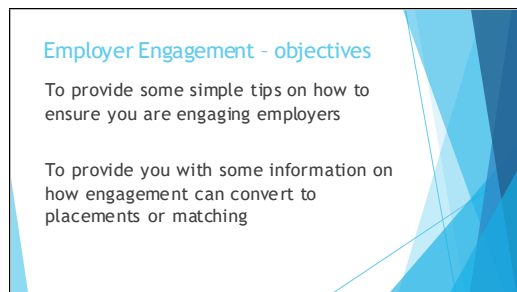
Slide 1



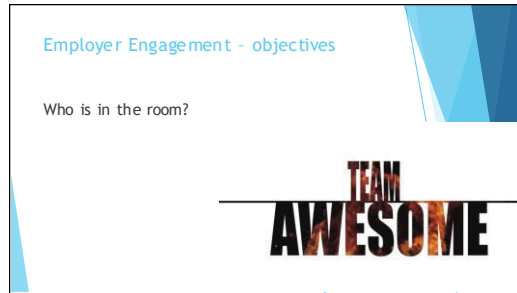
Slide 2



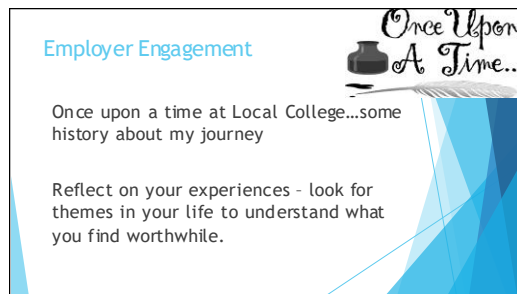
Slide 3



Slide 4



Slide 5



Slide 6



Slide 10

Employer Engagement

Continuous Improvement in Employer Engagement

Metrics

Analysis

Training and planning

Job Development action

Plan it - Do it - Check it - Change it...

Slide 11

Employer Engagement

PLAN

Training

Know yourself and what motivates you

- ▶ Your values, your barriers, and your time management skills

-use calendars - block planning time

Slide 12

Employer Engagement

Do what you said you were going to do

- ▶ "I'll only take up 15 minutes of your time"

Needs analysis

- ▶ Formalize this process and this will be your best tool

Slide 13

Employer Engagement

Needs analysis questions

What do you ask?

Slide 14

Employer Engagement


DO IT - ACTION

Get the meeting

Ask your questions -write down the information

Pay attention

How can you ensure the employer thinks you're interested in his or her business?



Slide 15

Employer Engagement


Talk less - listen more

Office lay out

Body language

Compliment

Summarize meeting



Slide 16

Employer Engagement

Follow up on the information you gathered
Do what you said you were going to do

- job posting
- client skills search
- networking
- placement and training agreements

Slide 17

Employer Engagement


CHECK

Employer survey questions-dig deeper
It's more than a survey
Ask "why do you work with me"

Slide 18

Employer Engagement

Be reflective and open to change
If something is not working - try another way
OR
If it is working- maintain it
(until the next 'check')



While named in the content, Shari included this Statement of Purpose (SOP) form to explain how the artifact applies to the criteria and clarify her role in the creation/use of the artifact that was not otherwise evident.

Statement of purpose for primary source documentation (artifacts)

A. Document/Artifact: CIP Admissions Package

B. Outline the application (relevance/connection) of the artifact to each criterion it addresses in the chart below:

Criteria addressed	Page #(s)	Application of artifact to criteria	My role in creation / management of artifact	Relevant Dates
Sophisticated level of knowledge permits critical assessment of subject matter and/or development of field, applicable principles, or models	Page 1	The documents/package was implemented at the time to assess the independence level of those who had developmental disabilities and were applying to the CIP program. This enabled staff to make decisions based on criteria needed in order to be accepted into the program.	I was involved in the creation of the documents/questions, as well as reviewing each package and connecting with each student and advocate prior to final decision-making.	19XX – 20XX
Monitors and assesses developments and changes in the field based on theoretical understanding: develops theory where appropriate; works independently with resources, concepts and/or theories	Page 4	Although this document/package was developed to assist staff in the admission to the CIP program, it was understood that this was a guide, and it's not until all information is gathered that one can fully assess each potential student. The package was the guide and compiled with interviews and further questioning of students and advocates/family a decision would be made.	I had continued input over the years with this package of information, and there were times when certain criteria was not met; however, with significant accommodation I and my team were able to bring certain individuals to the program.	19XX – 20XX
Exhibits complex judgements based on professionalism and ethical understanding of field, and/or	Page 13	The admissions package provided a guide in the process for admissions into the CIP program at Local Institution. Because the program was a leader in post-secondary education inclusion, the application numbers grew	I had a significant part in the creation of the documents in the admissions package. Over time my input increased as I grew professionally in the program and became	19XX – 20XX

advocates accordingly		and the information in the package gave the team some insight to the potential student's independence level overall prior to meeting for an in-person interview. It was extremely important to gain as much information as possible to determine if the student could attend and thrive in the environment.	the team lead. I reviewed the package and made updates based on the changing nature of the program until I moved on professionally to another role in 20XX.	
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Commentary on outcomes of effectiveness of artifact (if appropriate):

The admission package became an essential part of the acceptance process as the program's popularity grew and more applications were received through the years.

There have been over XX graduating classes since the inception of the program, and the admissions criteria and package (although changed over time) continue to be a core part of the success.

Institutional logo excluded from
sample for anonymity purposes

LOCAL INSTITUTION

CO-OPERATIVE INTEGRATION PROGRAM ADMISSION'S PROCEDURES

The objective in completing the following information is to ascertain that the student:

- has needs that require academic support in the form of curriculum modification due to an intellectual handicap, or other significant learning challenges.
 - has a level of independence, which will allow him or her to function in the institution setting academically, socially, and emotionally.
1. Complete the attached **resume form** by filling in the blanks or include a previously written resume that contains all of the indicated information.
 2. Attach a current Psycho-Educational Assessment, and any other **educational documents** you are able to acquire. If the applicant's Provincial Student Records would be appropriate, please sign the release for that information. Examples of educational documents are transcripts, year-end reports or Provincial Student Records or Individual Educational Plan (IEP) summaries.
 3. Have an advocate, **who is not a relative**, fill out the Advocate Reference Form and ask the advocate to return the form to you to be attached to the rest of your application forms. **Examples of unrelated advocates are teachers, educational assistants, counselors or adult protective services workers, etc. If parents wish to fill out a questionnaire as well, please request an additional reference form.**
 4. Fill out the **Student Health Form** and complete any required health testing indicated. Return it with your resume and consent form. **Note:** a physician **does not** have to complete the health form.
 5. Due to the compulsory field placement requirements, students entering the CIP program are required to have a criminal records background check, as well as fingerprinting completed prior to being registered into this portion of the program. **Refer to the enclosed Criminal Records Background Check Information Sheet for further details.**

6. Please call Shari Francis, Team Leader for the CIP Program, at the telephone number listed below, to arrange for a personal interview.

If you have any questions, feel free to call Shari Francis at (XXX) XXX-XXXX, extension XXX (email is shari.francis@xxxxx.ca or the Deans office at extension XXX. During the summer months, call the Registrar's office at (XXX) XXX-XXXX, extension XXX or XXX.

Please return your completed information to:

Co-operative Integration Program
Local Institution
P.O. Box XX
Local City, PROV, Postal Code

ADVOCATE REFERENCE FORM

Thank you for your assistance in filling out the attached questionnaire. Please follow the instructions for each set of questions.

Special Note: This form is not to be filled out by a relative. A teacher, counsellor, employer, co-worker or someone who has extensive knowledge about the applicant can fill it out.

Personal information contained on this form is collected under the Authority of the Ministry of Education Act, X.X.X. 19XX, x.X.1X,X.X;X.X.X. 19XX, Reg. XXX. Questions about the collection should be directed to [REDACTED], Associate Dean, Human Services, XXX Local Avenue, Local City, PROV, (XXX) XXX-XXXX, ext. XXX.

COMMUNICATION SKILLS:

Please circle the correct number, which describes the applicant's typical behaviour or skill accurately.

- 1a. the applicant can communicate his or her needs effectively. (assertive, non-aggressive)

Never

Seldom

Sometimes

Frequently

Always

1

2

3

4

5

- 1b. please specify the applicant's preferred method of communication: (e.g. oral, sign language, bliss, or other).

2. The applicant comprehends verbal direction with:

Difficulty

Some assistance

Independently

1

2

3

4

5

Comments:

3. The applicant comprehends non-verbal communication (gestures, body language, tone of voice, etc.)

Never

Seldom

Sometimes

Frequently

Always

1

2

3

4

5

Comments:

4. The applicant can comprehend written instructions.

Never

Seldom

Sometimes

Frequently

Always

1

2

3

4

5

Comments: _____

5. The applicant can use the telephone.

Requires total supervision

Requires little supervision

Requires no supervision

1

2

3

4

5

Comments: _____

SOCIAL SKILLS

6. The applicant interacts cooperatively on a one-to-one basis.

Never

Seldom

Sometimes

Frequently

Always

1

2

3

4

5

Comments: _____

7. The applicant interacts cooperatively in group situations.

Never

Seldom

Sometimes

Frequently

Always

1

2

3

4

5

Comments: _____

8. The applicant demonstrates acceptable social behaviour.

(age appropriate, non manipulative)

Never

Seldom

Sometimes

Frequently

Always

1

2

3

4

5

Comments: _____

9. The applicant adapts well to changes in his/her environment.

Don't Know

Strongly disagree

Disagree

Agree

Strongly Agree

1

2

3

4

5

Comments: _____

10. The applicant demonstrates tolerance to frustrating situations. (please comment)

Strongly disagree

Disagree

Undecided

Agree

Strongly Agree

1

2

3

4

5

Comments: _____

11. The applicant's behaviour is generally predictable.

Strongly disagree

Disagree

Undecided

Agree

Strongly Agree

1

2

3

4

5

Comments: Please clarify your answer"

PERSONAL MANAGEMENT

12. The applicant is able to use public transportation independently.

____ yes ____ no ____ don't know

Comments: _____

13a. The applicant is able to find his/her way around the city.

____ yes ____ no ____ don't know

13b. If no, please explain:

14. The applicant is able to make his or her own appointments when necessary.

Never

Sometimes

Frequently

Always Don't Know

1

2

3

4

Comments: _____

15. The applicant remembers to keep appointments.

____ yes ____ no ____ don't know

Comments: _____

16 Check all that apply. The applicant can tell time using:

____analogue clock ____digital clock ____can't tell time

17. The applicant attends classes/work on a daily basis.

Never	Seldom	Sometimes	Frequently	Always
1	2	3	4	5

Please clarify: _____

18 The applicant attends classes/work on time.

Never	Seldom	Sometimes	Frequently	Always
1	2	3	4	5

Please
clarify: _____

19. The applicant follows through on work assignments.

Never	Seldom	Sometimes	Frequently	Always
1	2	3	4	5

Please
clarify: _____

20. The applicant knows the value of money.

Requires total supervision

Requires little supervision

Requires no supervision

1

2

3

4

5

Comments: _____

ATTENDING SKILLS

21. The applicant can sit unattended in a classroom environment for at least 50minutes at a time.

Never

Seldom

Sometimes

Frequently

Always

1

2

3

4

5

Comments please:

22. The applicant is able to utilize free time effectively.

Strongly disagree

Disagree

Undecided

Agree

Strongly Agree

1

2

3

4

5

Comments: _____

23. Check the item, which describes the applicant's typical energy level.

The applicant performs better

_____ in the morning

(8:00 a.m. to 12:00 p.m.)

_____ in the afternoon

(12:00 p.m. to 4:00 p.m.)

_____ in the evening

(7:00 p.m. to 10:00 p.m.)

_____ don't know

RELATED ITEMS

24. The applicant has the ability to profit from a modified, integrated, two year college program.

Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

Comment Please:

The applicant's first language is _____ English _____ French _____ other, please specify

: _____

The applicant requires attendant care:

_____ yes

_____ no

Please comment:

27. Please list 3 to 5 of the applicants strengths and 3 to 5 needs.

Strengths

Needs

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Applicant's Name:

Advocate's Name:

Advocate's Relationship to the Applicant:

Please return this form to the applicant or:

Co-operative Integration Program (CIP)
Local Institution
XXX Local Ave.
P.O. Box XX
Local City, Province, Postal Code

Statement of purpose for primary source documentation (artifacts)

A. Document/Artifact: CIP team exercise and meeting

B. Outline the application (relevance/connection) of the artifact to each criterion it addresses in the chart below:

Criteria addressed	Page #s)	Application of artifact to criteria	My role in creation / management of artifact	Relevant Dates
Provides formal leadership, assessment of team skills, team training, or exhibits ability to complete complex tasks autonomously with little supervision	Pages 14-15	This support documentation is an example of formats used in team meetings, team building exercises as well as an average team leader timetable in the CIP. This provides opportunities for team members to have open discussions on where the team is at in terms of group dynamics and allows for development of strategies for continued success.	I was responsible for coordinating and facilitating weekly meetings and all other team building activities as well maintain an active role with students. I developed plans and created documents such as this one and organize and present at meetings so that I could express my leadership values and commitment to the program and my team.	200X-200X
Engages in organizational policy and vision-related activities; manages leadership responsibilities (recruitment, assessment, succession, resource management); initiates change; engages in high-level professional activities beyond the organization	Pages 17-18	This support documentation is an example in highlighting leadership style and commitment to team and overall organization and success. The engagement of the team was critical to ensure the dynamics of the group remained positive and effective. These documents helped to establish an atmosphere for the team that was safe to have open communication. The team worked using these documents for years and gained strength as a group overall.	As the team leader I committed to modeling honesty, open communication, as well as commitment to the overall goals of the program. I created these documents to use in team meetings, and as ongoing templates for future use. Creating documents and templates to use at meetings and to post in office was a way for me to show the team my work ethic and commitment as a leader and a colleague to take on the responsibilities as a leader should.	200X-200X

Commentary on outcomes of effectiveness of artifact (if appropriate):

Through the years as team leader these types of meetings, exercises, and schedules were the norm. The program (and team) grew to such a level of success that upon leaving the program in 200X, there was an increase in applications, conversions, and retention as well as staff satisfaction. To this day, although most staff on the CIP team are new, they continue to reach out for my advice and guidance due to the foundation that was built in communication and commitment using such documents as these.

CIP AS AN EFFECTIVE TEAM

How can this team be successful in dealing with one another this semester when concerns arise?

- Quietly write down 3-5 word answers on your own for 5 minutes
- I will ask that you read one of your ideas from the list at which time a master list will be developed
- We will then rank the items individually 5 being most important and 1 being least important
- Scores will be tallied and discussion begins regarding this list, but no adding items to the list can occur.
- Break for 15 minutes
- A final list will be presented and ranked once again individually, and final values will be tallied.
- Team members share one most important item remaining on her list.

How can this team be successful in providing quality services to our students this semester?

How can this team be successful in providing quality support to the faculty, staff, and employers we work with this semester?

CIP AGENDA

January 12, 20XX

8:30 – 9:20

Original graphic
excluded from sample
for anonymity purposes

- Welcome...on your marks...get ready...
- Review of ground rules for semester and review roles for meetings (5 min)
- Review of outstanding coverage and resolutions (5 min)
- Timetable concerns or changes (5 min)
- Student concerns (5 minutes each or 20 minutes)
- Information Items (10 minutes)
- Review of actions determined at this meeting (3 min)
- Evaluation (2 min)
- GO

Have a great week

This tab also contained a timetable, starting on a new page. That content is excluded from this sample for anonymity purposes.

The timetable's contents included the following:

1. Course codes, names and times for the various course offerings.
2. Office hours for the program at the college

From: Shari Francis

Sent: Tuesday, October 30, 20XX 11:49 AM

To: [REDACTED]

Subject: Information from session

Attachment: Session Insights.doc

Hello,

Approximately XX individuals attended my employer engagement session at the Regional Connection Conference.

During the session I asked individuals to:

1. Write down 3-5 values
2. Complete the sentence "Employer engagement is..."
3. Brainstorm briefly "What do you think is an important question to ask an employer?"
4. Answer in group "Why do employers work with you?"

I committed to providing the results of the session. If you can pass on to your staff that would be great.
Thank you

Shari Francis

Team Lead-Job Development programs, Employment Grant and Youth Employment

Career Support Local Institution

XXX Local Street

Local City Canadian Province,

Postal Code

Office: (XXX) XXX-XXXX XXXX

Fax: (XXX) XXX-XXXX

<http://www.xxxxxxxxxxxxxx.ca/>

SUMMARY OF SESSION:

We discussed how our values as individuals transfers into our work, and in turn impacts employer engagement. We need to know who we are before we can go out and try and understand who someone else is (the employer).

We discussed how listening and observing is key when meeting with employers, and how it is a cognitive experience and needs to be practiced. Some job developers are 'naturals', but some are not, and both should have formal training.

We discussed how continuous quality improvement cycle relates specifically to job development and employer engagement for overall outcomes. (conversion to placement, matches, apprenticeship, employer satisfaction etc.).

NEEDS ANALYSIS BRAINSTORM

- Tell me about your business?
- What positions do you have here?
- Are you hiring?
- What are your biggest hiring challenges?
- Tell me about your best staff.
- What is your current recruitment process?

VALUES EXERCISE

Results of values exercise of those who attended session:

VALUES LIST – PARTNER PARTICIPANTS ATTENDING EMPLOYER ENGAGEMENT SESSION
- Honesty
- Integrity
- Trust
- Compassion
- Transparency
- Hard work
- Persistence
- Teamwork
- Passion
- Strength
- Knowledge
- Dignity
- Loyalty
- Commitment
- Self-reliance
- Organization
- Empathy
- Dedication
- Politeness
- Positivity
- Leadership
- Money
- Friends and family
- Support
- Patience
- Stability
- Alone time
- Acknowledgement
- Health
- Reliability
- Independence
- Humour
- Tenacity
- Optimism
- Cooperation
- Freedom

- Success
- Spirituality
- Love
- Fairness
- Teamwork
- Authenticity
- Empowerment

Results from completing sentence in Employer Engagement session:

EMPLOYER ENGAGEMENT IS...
- Opening the lines of communication to better understand their needs and how we can help
- Finding common goals that benefit all parties involved
- About partnership
- Making honest respectful connections
- Addressing labour needs and attempting to fill the gaps with candidates
- Providing community service
- Working together to achieve mutual goals
- Listening, connecting, and building relationships
- Improving relationships and sharing info to simplify processes
- Willing participation in conversations i.e. placements
- Important for the program (subsidies help with costs – we help with hiring – it’s free – we help with job retention)
- Building a coalition towards goal
- Building relationships
- Respect for the organization
- Going above and beyond
- A relationship between me, my client, and the employer
- Important to the clients I work with
- About reaching out to the community
- Sharing ideas
- Communicating effectively to enhance the skill level of the employers

Results from question Why Do Employers Work with You:

WHY DO EMPLOYERS WORK WITH YOU?

Because...

- It's a simple process
- We understand their needs
- They trust us
- It saves them time
- It's free
- They know what to expect
- We provide workforce solutions

For information on this session, or regarding employer engagement training please contact me.

Shari Francis
Team Lead-Job Development programs, Employment Grant and Youth Employment
Career Support Local Institution
XXX Local Street
Local City Canadian Province,
Postal Code
Office: (XXX) XXX-XXXX XXXX
Fax: (XXX) XXX-XXXX

<http://www.xxxxxxxxxxxxxxxxxx.ca/>

From: Shari Francis <Shari.Francis@xxxxx.ca>
Sent: July 2, 20XX 2:08 PM
To: [REDACTED]
Subject: Re: Essential Skills Assessment

I've included this information as 'view only'. This should be of assistance to you to gain some insight into how you can move forward with your essential skills pre-assessment. Let me know if you have problems viewing this.

From: [REDACTED]
Sent: Friday, July 2, 20XX 8:52 AM
To: Shari Francis <Shari.Francis@xxxxx.ca>
Subject: RE: Essential Skills Assessment

That is perfect Shari.
I can try sending one from my end as well.
Chat later

From: Shari Francis [mailto:Shari.Francis@xxxxx.ca]
Sent: July 2, 20XX 8:37 AM
To: [REDACTED]
Subject: Re: Essential Skills Assessment

WARNING! This email may not be safe to open or reply to. It originated from outside of Provincial Institution. Do not respond, click links or open attachments unless you can verify the originating email address is legitimate and know the content is safe. Please contact IT if you are unsure.

Good morning [REDACTED], I tried to send a team's invite on Wednesday for today but it bounced back. I'll try again, but it also may have something to do with our IT issues here at the college.

I'm trying for around 1:30 if that works for you.

From: [REDACTED] >
Sent: Wednesday, June 30, 20XX 9:58 AM
To: Shari Francis <Shari.Francis@xxxxx.ca>
Subject: RE: Essential Skills Assessment

Thank you so much. Can you send me an invite for Fridaya....I am wide open☺

From: Shari Francis [<mailto:Shari.Francis@xxxxx.ca>]

Sent: June 30, 20XX 9:56 AM

To: [REDACTED]

Subject: Re: Essential Skills Assessment

WARNING! This email may not be safe to open or reply to. It originated from outside of Provincial Institution. Do not respond, click links or open attachments unless you can verify the originating email address is legitimate and know the content is safe. Please contact IT if you are unsure.

Do you mean the general pre and post assessments required or are you referring to an extra skills assessment for aptitude?

Answer is we do both. Pre and post and we basically gear it to determine how the participants rate their essential skills at time of registration etc. I can set some time up if you need to discuss over teams perhaps Friday? Or once I'm back at my computer I'll reach out (late this afternoon)

Get [Outlook for iOS](#)

From [REDACTED]

Sent: Wednesday, June 30, 20XX 9:50:06 AM

To: Shari Francis <Shari.Francis@xxxxx.ca>

Subject: Essential Skills Assessment

Good morning Shari,

I have another PSD question for you (darn program will be the death of me).

Can you advise what assessment (essential skills assessment) you use for the PSD applicants? Do you do one for every applicant?

thanks

[REDACTED]
Manager Academic Upgrading and Employment Services

[REDACTED]
Local Ave, Suite XXX

The original document included each partner's logo here. Those logos are excluded from this sample for anonymity purposes.

PROVINCIAL SKILLS DEVELOPMENT - Assessment Form

Client Name: _____ **Assessment Date:** _____

Are you working with any other employment, education or training providers? Yes _____ No _____

Over the age of 18 years Yes _____ No _____

Any accommodations required?

Resident of Province Yes _____ No _____

Entitled to work In Canada Yes _____ No _____

Highest level of education _____

Employment Status		Source of Income	
Employed	_____	Employed	_____
Unemployed	_____	Employment Insurance (EI)	_____
Precariously Employed	_____	EA/DSP	_____
Employed < 20 hours	_____	No Income	_____
Employed Low Household Income	_____	Dependant of DSP Recipient	_____
Incumbent	_____	Self-Employed	_____
Student	_____	Dependant of EI Recipient	_____

Driver's License		Access to Vehicle	
HE	_____	Yes	_____
HE1	_____	No	_____
HE2	_____	Occasionally	_____
None	_____		
Other	_____		

Why are you interested in Industrial Manufacturing and Production?

Tell me about your work history? (industry related, co-op, placements, general labour)

How would you describe your mechanical aptitude? What background/interest do you have?

Why do you feel you have not been successful in obtaining your goals of entering the Steel/Aluminum Production/Manufacturing industry?

Why do you feel that you will benefit from being part of PROVINCIAL SKILLS DEVELOPMENT program?

Do you have any certifications? (Forklift, Working at Heights, etc.)

Disclosure:	Client Acknowledgement
Please note that if you do not have your Grade 12 Diploma, it could limit your employment opportunities within this sector.	
You will be required to complete and pass a Mechanical Aptitude test in order to be accepted into the program	
In class training is approximately XX weeks and you must be willing and able to commit to the full training period	
Understand that some employers may perform additional testing once matched with job shadowing or job placement which could affect the hiring process. These tests could include: <ul style="list-style-type: none"> • Physical • Manual dexterity and/or strength • Drug screening • Criminal background checks • Driver's Abstract 	
A placement and/or job shadowing is part of this program, however, due to the fluctuating labour market, a permanent job cannot be guaranteed afterward.	
The Provincial Skills Development training program is a program to assist individuals obtain entry level positions in Production/ Manufacturing in the Steel and Aluminum Industries.	

I _____, commit to complete all the soft skill, essential skill and technical skill training provided through Provincial Skills Development.

Client Signature: _____ Date: _____

Case Manager
Signature: _____ Date: _____

For office use only		
Person Ref #	Case Ref. #	CATS #
Assessment:	Mechanical Aptitude:	Accepted into Program:

This tab contained a detailed course outline for a course Shari taught at the institution. All content is excluded from this sample for anonymity purposes.

The original course outline included the following:

1. Named Shari as a course author
2. Course title, code number, and description
3. Learning outcomes and performance elements
4. Required resource materials/text(s)
5. Methodology
6. Evaluation process/grading
7. Special notes
8. Advanced credit insights
9. Transfer credit insights
10. Details for 3 course assignments

This tab contained documents for a federally funded inclusive employment project. All content is excluded from this sample for anonymity purposes.

The original documentation included the following:

1. A memorandum of understanding between Shari's workplace and the provincial Chamber of Commerce outlining the scope of each parties' involvement.
2. Redacted emails that identify Shari's level of involvement in the project.

From: Shari Francis
Sent: Wednesday, February 10, 20XX 12:59 PM
To: [REDACTED]
Subject: RE: Exception?

If this individual is precariously employed, unhappy and wants out of local region and is quitting that's another thing entirely. I'll leave that with you to decide.
Yes I got superior in my head lol

From: [REDACTED]
Sent: Wednesday, February 10, 20XX 11:42 AM
To: Shari Francis <Shari.francis@xxxxx.ca>
Subject: RE: Exception?

No [REDACTED]. I think you're thinking [REDACTED] The names are all similar lol.

I have already told [REDACTED] priority is given to our clients, but I didn't know how we were looking for exception numbers and if we were wanting some last quick wins to help boost intake/employed. I'm okay with telling them no, just wanted to run it by you!

From: Shari Francis
Sent: February 10, 20XX 11:39 AM
To: [REDACTED] >
Subject: RE: Exception?

Correct are you dealing with [REDACTED]
If so, he totally knows the process lol.

From: [REDACTED]
Sent: Wednesday, February 10, 20XX 11:37 AM
To: Shari Francis <Shari.francis@xxxxx.ca>
Subject: Exception?

Hi Shari,

I received a referral from [REDACTED] of someone they'd like to hire and they've asked about placement support.

I just spoke with the candidate and he's currently employed full time at Regional Business. He's a college graduate and in speaking with him he would most likely be low suitability.

I just wanted to run this by you. I was going to tell the employer 'no' but thought I'd send you a quick note to get your thoughts.

[REDACTED]
Employment Placement Advisor

From: [REDACTED]
Sent: Wednesday, March 3, 20XX 9:05 AM
To: Shari Francis <Shari.francis@xxxxx.ca>
Subject: RE: speaking of exceptions...time sensitive

I think that's a good - I think PSD could deal with it right now.

From: Shari Francis shari.francis@xxxxx.ca>
Sent: March 2, 20XX 12:53 PM
To: [REDACTED]
Subject: RE: speaking of exceptions...time sensitive

I will need to do this [REDACTED] It's dreadfully cumbersome OR we give them all to [REDACTED] since it's trades related it may make sense.
I could pull [REDACTED] from RC for a week and just dedicate those days to registering these clients and [REDACTED] can arrange training agreement signings and I'll stop referring ABCD to her for 2 weeks as well.
There will be one from Local Mining employer – so I will have [REDACTED].

Last time what I did was meet up with all the participants and I registered all of them and got them put into Local Program and then dispersed among consultants.

Let me know thoughts. We would need to do this likely next week.

From: [REDACTED]
Sent: Tuesday, March 2, 20XX 11:11 AM
To: Shari Francis <Shari.francis@xxxxx.ca>
Subject: Re: speaking of exceptions...time sensitive

Yes and yes. We will take them.
At the time when you are ready to deploy these people to the consultants we can look at lists and determine who can take them.

Get [Outlook for iOS](#)

From: Shari Francis <Shari.francis@xxxxx.ca>
Sent: Tuesday, March 2, 20XX 11:09:12 AM
To: [REDACTED] >
Subject: speaking of exceptions...time sensitive

[REDACTED] and I are meeting on the apprenticeships he is signing in the next couple of weeks.

These individuals are technically 'in school' but on Co-op full time.

The employers are willing to sign them and wondering if we can assist with a signing bonus and the follow-through retention bonus.

Could these kids be considered imminent graduates because they are already at the employers and will be done in June?

We did this before and it worked well.

What this would mean:

- Each person would need to be registered in CS
- Each person would need to be opened in Local Program and also in ABCD
- A training agreement for signing bonus/apprenticeship would need to be done up and signed by all
- All ABCD intervention services etc.

We are talking about 5-10 graduates.

Thoughts?

Shari Francis

Team Lead

Local College Career Support

XXX Local Street

Local City Canadian Province, Postal Code

XXX-XXX-XXXX ext. XXXX

www.xxxxxxxxxxxxxxxxxxxx.ca

This form included a workplace logo that has been removed from this sample for anonymity purposes.

Client Name: _____ File #: 1 _____

Type of exception

☒ Assisted Services ☐ Second Career ☐ Other

_____ is a full time employed employee of Local City. Was referred by his Human Resources to our Centre to access our services.

Rationale for Exception

_____ recently had an interview for the City as a Manager in his department and did not obtain the position. _____ has another opportunity to interview as a manager and is looking for Employment Services regarding:

- mock interviews
- application assistance
- feedback on questions and situations

Completed intake and assessment and _____ would benefit from these services.

Staff Signature

March 10, 20XX

Date

Shari Francis - Lead

Supervisor Signature

March 10, 20XX

Date

From: Shari Francis
Sent: May 29, 20XX 10:00 AM
To: [REDACTED]
Cc: [REDACTED].ca
Subject: Career Support Offices, XXX floor
Importance: High

Hello,

There was an incident here yesterday morning.

I will need to know when the office affected by the flood will be fully disinfected and carpet shampooed.

The flood was from a toilet overflow from the accessible washroom on XXX. The flooding was waste water and therefore we cannot move our staff into her office until this is rectified.

Computer, keyboard, chair, and phone were some of the equipment that were affected, along with the loss of staff belongings.

[REDACTED] was here along with [REDACTED] to begin the investigation into this. I'd like an update please.

The ladies in cleaning last night were using a shop vac, however a full shampoo will be needed as soon as possible, or the carpet may be destroyed. Also there was a fan blowing to dry, however if the carpet is soaked with waste water that is not sanitary.

Can someone confirm next steps in order to get our staff back to work in her office. Maybe have [REDACTED] contact me directly today.

Shari Francis

Manager

Local College Career Support

XXX Local Street, XXX Floor

-----Original Message-----

From: Shari Francis
Sent: May 29, 20XX 9:17 AM
To: [REDACTED]
Subject: RE: Flood and thank you

[REDACTED] passed it on to [REDACTED]
Talked to [REDACTED] and will close the loop on this.

-----Original Message-----

From: [REDACTED]
Sent: May 29, 20XX 8:49 AM
To: Shari Francis <Shari.Francis@xxxxx.ca>

Subject: Re: Flood and thank you

Who have you talked to at physical resources?

Sent from my iPhone

> On May 29, 20XX, at 8:48 AM, Shari Francis Shari.Francis@xxxxx.ca wrote:

>

> Need to find out about insurance for the property (phone computer

> etc.) Also can we look at the lease agreement together please - see what they are responsible for before I call [REDACTED] again.

> That carpet needs replacing not just shopvac...that's all they did and there was a hole in the shopvac [REDACTED] was using. Then they left a fan blowing all night with the door open... [REDACTED]
[REDACTED]

> I want to deal with this quickly, but need to have ducks in a row first.

>

> [REDACTED] went to doctor...Now I have to

> do a form 7

From: Shari Francis

Sent: May 28, 20XX 12:21 PM

To: [REDACTED]

Subject: Due diligence

Hi [REDACTED]

You are advised to go to the emergency department to have a thorough eye wash and assessment there.

I will work on a Local college report and will need your signature on this and to acknowledge that I have advised you to rinse eyes, as well as suggesting the emergency as next steps if you choose.

Please see me.

Shari Francis

Manager

> -----Original Message-----

> From: [REDACTED]

> Sent: May 28, 20XX 11:07 PM

> To: Local Career Support [REDACTED]

> Subject: Flood and thank you

>

> Thank you to everyone who jumped in to help clear out [REDACTED] office today after the water disaster happened.

> I am very sorry some of you got wet- hopefully everyone that required a "check up" got one.

Thanks [REDACTED] for thinking quickly and rushing to turn off the valve upstairs. Thank you Shari for dealing with property management and the college on this.

> [REDACTED] please move to [REDACTED] office for the time being if you don't have another place yet.
> Hopefully this is rectified soon and we get everything replaced and cleaned.
>
> Thanks again
> [REDACTED]
>

Sent: May 28, 20XX 12:03 PM

To: [REDACTED]

Subject: RE: [REDACTED] office-flooding

You're good!

From: [REDACTED]

Sent: May 28, 20XX 11:28 AM

To: Shari Francis <Shari.Francis@xxxxx.ca>

Subject: RE: [REDACTED] office-flooding

I scrubbed my hands and forearms afterward and used hand sanitizer, made sure I hadn't touched anything while they were dirty, and Clorox wiped my shoes well, so I think I am ok.

From: Shari Francis

Sent: May-28-XX 11:26 AM

To: [REDACTED]

Subject: RE: [REDACTED] office-flooding

It may not have been water. Did you wash well? If not please do so

From: [REDACTED]

Sent: May 28, 20XX 11:25 AM

To: Shari Francis <Shari.Francis@xxxxx.ca>

Subject: RE: [REDACTED] office-flooding

I was in there, but only got water on my hands and shoes. I was mostly holding the flashlight and wiping a few things.

[REDACTED]

From: Shari Francis

Sent: May-28-XX 11:23 AM

To: Local Career Support [REDACTED]

Subject: [REDACTED] office-flooding

Please advise me if you were in [REDACTED] office as it was flooding.

Please DO NOT go into [REDACTED] office until further notice.

Shari Francis

Manager

From: Shari Francis

Sent: May 29, 20XX 11:18 AM

To: [REDACTED]

Subject: [REDACTED] office/Property management

Importance: High

[REDACTED] office is flooding.

Toilet overflowed upstairs.

Property management is aware.

Damage to paperwork and possible other damage

Lights had to be turned off as precaution electrical.

[REDACTED] stepped in asap and began moving things (I was in a meeting). [REDACTED] face was splashed...looking into protocol

Shari Francis

Manager

Inter-Agency Support Committee

Meeting Minutes

Date: Thursday, March 4th, 20XX

I. Call to order

Shari Francis called a team meeting for the Inter-Agency Support Committee at 2:00pm on Thursday, March 5th, 20XX over Microsoft Teams.

II. Roll call

The following persons were present:

Shari Francis

[REDACTED]

[REDACTED]

III. Open Discussion

a) Update on organizations the committee reached out to this week

Shari heard back from Canadian Hearing Society and they confirmed interest in being part of the committee.

[REDACTED] reached out to United Way, John Howard Society, and March of Dimes, did not hear back.

[REDACTED] reached out to Canadian Mental Health Association, did not hear back.

b) Inter-Agency Support Committee: Confirmed Organizations

1. Regional Literacy Group
2. Regional Learning Centre
3. PDFP
4. Canadian Hearing Society

c) Task for committee members

To keep the organizations engaged Shari came up with the idea of sending a task to the organizations to bring forth at the first committee meeting.

Below are some of the questions that we could ask for the task:

What does your referral process look like?

Provide an example of a typical client.

What needs are you seeing?

How can we support one another?

IV. New business

- a) Shari will create a script/instructions for the task and we will assign it to the marketing team to make a flyer to send out to organizations.
- b) A meeting agenda will need to be created.
- c) The committee needs to come up with a date for the first committee meeting in April.

V. Adjournment

Shari Francis adjourned the meeting at 2:13pm.

Minutes submitted by: [REDACTED]

From: Shari Francis

Sent: March 15, 20XX 10:00 AM

To: [REDACTED]

Subject: Connecting to other agencies

Attachments: Call for Inter-Agency Employment and Training Committee.docx

Hi [REDACTED]

This is a copy of the letter we sent to those individuals that confirmed interest in being on a committee. We are looking at a very small number here, so we likely have only 5-8 people. We do not intend on meeting often (potentially quarterly); only when there is a need or to touch base. We will meet through the Team's platform for our first meeting that will take place next week. We have never met before this. Anyway, let me know if you feel that [REDACTED] would be available; if not, it's still great to know we can call for info. Thank you.

Shari Francis

Team Lead

Local College Career Support

The official letter included interagency letterhead with company logos for the agencies involved. Those logos have been excluded from this sample for anonymity purposes.

INTER-AGENCY EMPLOYMENT & TRAINING COMMITTEE

Hello and thank you for agreeing to be a part of this initiative to gather and share ways to stream-line our service coordination. Inter-professional collaboration is key to the success of delivering human services, and to reduce barriers to access.

The goal of this committee is to share information about each other's programs and how referral processes work for each agency so that we can assist not only our clients in ultimately becoming employed, but also to inform and assist each other.

We plan on holding a meeting only when and if we have a purpose; everyone's time is valuable.

Realizing many of us are in the last month of the fiscal, we hope to have our first meeting in early April.

A team's meeting invite link will be sent soon.

The plan for our first agenda:

- Welcome and Introductions
- Current referral process with employment services and each other
- What you would like to see change in the referral process (if anything)
- Develop a standing agenda i.e. issue, next steps, resolution (alternating chairs)
- As the first point of contact for your agency, you will be the 'go to' champion of service – who will be your alternate if you are not available

Thank you so much and see you soon.

██████████ – Resources and Outreach Administrator ██████████ – Manager Employment Programs
Local Municipality Career Center.

██████████ Bilingual Customer Service Specialist and Shari Francis – Team Lead Career Support

This tab contained documents for an information session. All content is excluded from this sample for anonymity purposes.

The original documentation included the following:

1. Redacted emails that identify Shari's involvement in the information session.
2. An outline of programs and services available to support labour market re-entry for clients.
3. The presentation slides that outline the scope of the program, displayed in "handouts" format with 2 slides per page.

**SECTOR FOCUSED SKILLS GAP INFORMATION
PRELIMINARY REPORT ON HEALTH CARE, IT, AND MANUFACTURING
AUGUST 20XX**

To: [REDACTED]
FROM: SHARI FRANCIS

Summary:

Our ABCD team recently gathered information from XX employers in the 3 sectors identified. They were asked to pose specific questions to ascertain skills gap information. You will see the information in the tables below. Because the team has only been able to gather a limited amount of information, I have also provided information based on my experience in Job Development.

My suggestions based on my years in Job Development:

1. To compile a proper base line, you will need to give this project to a job developer to gather more local information by doing full needs analysis, or assign someone to do statistical research based on reports for Canadian Province and the north specifically.
2. Use the advisory groups that we already have access to at the institution and perform needs analysis on those employers in the areas you are looking for information. Here you can also collect and share information about labour market outcomes-again you will need to allocate resources for a job developer to use our needs analysis tools to gather info.
3. Creating micro credential or 'badging' programs focused on essential and soft skills as this would appeal to employers across all sectors.

What I conclude:

1. To identify need and skills gaps within a business it is proven that these are best recognized by needs analysis meetings and employer engagement, not surveys; hence my suggestion above.
2. Soft and essential skills are absolutely critical and in my years of matching and placing, it is those lacking in soft/essential skills that are not retained long term. Moreover, comments from employers often indicate that technical skills can be taught on the job, but things such as professional workplace behaviour or time management skills are necessary in applicants coming in and identifying competencies in this area from interviews alone doesn't work. There is research happening by the future skills center and the conference board of Canada that outlines the need for social and emotional skills in Canada's workforce: <https://fsc-ccf.ca/research/social-and-emotional-skills/> (research project)

<https://www.conferenceboard.ca/contact/default.aspx>

Soft Skills Identified in all 3 sectors
Conflict resolution - dealing with conflict, tension, issue resolution
Ability to accept and learn from constructive criticism
Accountability
Time Management skills and importance of attendance
Problem Solving Skills/critical thinking
Ability to work alone and with others
Ability to follow instruction
proper attire and presentation
Leadership skills
Interview skills
Importance of Empathy/Compassion

Essential Skills Identified in all 3 sectors
Ability to use technologies (computers and other devices)
Grammar-written and verbal communication
Reading comprehension and numeracy
Mechanical knowledge/aptitude
Document Use i.e. reports, work orders, inventory documents
Physical ability to do the job i.e. Shift work tolerance, standing and lifting etc.
Cover Letter & Resume building
General understanding of business processes

Technical Skills identified
Health and Safety training for all sectors
Process fundamentals/project management - basic information that encompasses job planning, organizational concepts, general processes to get the job done and on time all sectors
Sector specific training manufacturing introduction to industry, lockouts, forklift, first aid, CPR and working at heights Inventory controls Use of measuring tools Tape measures, rulers, Basic Mechanical and Electrical Fundamentals

Sector specific Healthcare

use of devices i.e. assisted devices in health care braces, wheelchairs, communication devices etc.

safe food handling for long term care facilities – WHMIS-use of PPE –training on recognizing and responding to dementia

Sector specific IT training

ReactJS (GUI) development, C# .net core, Python, general OS knowledge (linux), general data networking knowledge basic networking skills- Tuning operating systems and the frameworks hosting developed applications (i.e. J2E or network stack (os/linux), Apache), Dev Ops skills (maintain production environment through platform as code/implementation of full CI/CD)

This tab also contained a working group report, starting on a new page. That content is excluded from this sample for anonymity purposes.

The report's contents included the following:

1. Named Shari as the creator of the report.
2. Identified the number of jobs found through the institution by industry, employer, and the number of positions held.
3. Employer gathered intelligence including any economic impacts on their industries.
4. College program KPI's
5. Employment trends

Business logo that was displayed in the original contents is
excluded from this sample for anonymity purposes

EMPLOYER ASSESSMENT NEEDS ANALYSIS

FOR OFFICE USE ONLY

Shari Francis
Job Development Consultant
Career Support
Local College

Letterhead that was included in the original documentation is excluded from this sample for anonymity purposes.

EMPLOYER ASSESSMENT/NEEDS ANALYSIS-OFFICE USE ONLY

Employer Name:

Date:

Note: This is a guide for you to ensure full engagement of an employer. The more you know about an employer/business, the more you will be able to assist him/her. Not all questions will be applicable or appropriate for all employers; however, the ultimate goal of engagement is the same. Good Luck!

OBTAIN THE HISTORY OF THE BUSINESS AND THE EMPLOYER

➤ How long have you been in business?

➤ How did you become so successful?

IDENTIFY THE POSITIONS WITHIN THE BUSINESS

➤ What are the different types of positions you have here?

➤ Do you foresee any development of additional positions within the next two years?

DETERMINE THE EMPLOYER’S VIEW ON TRAINING INVESTMENTS

➤ Training new employees is a huge investment that our organization really appreciates; tell me about your experience regarding training new employees?

➤ Are you open to employee promotions within your business?
(Introduce the NPJG program)

DETERMINE THE QUALITIES THAT THE EMPLOYER IS LOOKING FOR IN THEIR EMPLOYEES

➤ If you could take a moment to tell me about your “BEST” employee/employees, what do you value about them the most?

➤ How did they (the best employee/employees) originally apply for their job with you?

Letterhead that was included in the original documentation is excluded from this sample for anonymity purposes.

IDENTIFY THE EMPLOYER’S POSTING REQUIREMENTS (if applicable)

- **What credentials are important to you?**
- **What experience is important to you?**
- **What education is important to you?**
- **Have you ever hired an employee who did not meet your original requirements?**

- **How did that employee adapt to the work environment?**
 - **Is that employee still employed with you?**
- **Would you say that pre-screening done by our office may help you when you are in search of new employee?**

DETERMINE THE NEEDS OF THE BUSINESS – FACILITY TOUR

Notes:

NEEDS ANALYSIS CHECKLIST

Is there an appropriate and detailed overview of the following information?

- ☐ **Employer Name & Contact Information**
- ☐ **Business Image**
- ☐ **Employer Disposition**
- ☐ **Staff Disposition**
- ☐ **Business Environment (tour)**
- ☐ **Method of Communication Preferred by Employer**
- ☐ **Follow Up Procedure**

Completed By:

CAREER SUPPORT STAFF MEMBER

Institutional letterhead
excluded from this
sample for anonymity
purposes

Local College Career Support

XXX Local St.
Local City, Canadian Province
Postal Code

T: XXX.XXX.XXXX

F: XXX.XXX.XXXX

October 6, 20XX

Local Adult Learning Centre
XXX Local Road
Local City, Canadian Province
Postal Code

Dear Mr. [REDACTED]

Please accept this letter of support to acknowledge our interest in participating as a partner in the Local Adult Learning Centre's application to the Ministry of Labour - Newcomer Language, Integration, and Settlement Training project proposal.

Career Support has a long history of working collaboratively with Local Adult Learning Centre to serve the language training needs of newcomers in the community and we look forward to continuing the growth of this relationship through opportunities offered by the Newcomer Language, Integration, and Settlement Training project.

As such, our organization would like to continue our formal partnership with Local Adult Learning Centre to further enhance learning opportunities for newcomers requiring workplace and core language training. This will ultimately provide the municipality with a well trained, engaged workforce and a community that is rich and diverse.

In conclusion, we believe this funding is vital for Local Adult Learning Centre to obtain resources necessary to provide newcomers with the skills and experience necessary for entering the workforce. We look forward to this continued partnership.

Sincerely,

Shari Francis
Team Lead, Local College Career Support
XXX-XXX-XXXX ext. XXXX

Multiple company logos are excluded from this sample for anonymity purposes.

Other company's letterhead that was displayed in the original is excluded from this sample for anonymity purposes.

October 6, 20XX

Local College Career Support
XXX Local St.
Local City, Canadian Province
Postal code

Dear Ms. [REDACTED]

Local Adult Learning Centre is in support of the proposal being submitted to The Ministry of Labour for the Newcomer Language, Integration and Settlement Training project by Local College Career Support. We value the continued partnership and services you deliver in our community, and we look forward to a continued collaboration.

Our organization is prepared to assist with coordination of services and will partner with Local College Career Support by providing the core language and workplace language training services to any Newcomer clients referred for service. This will ultimately enhance the overall growth of the international population in our community.

In conclusion, we believe this funding is vital for Local College Career Support to obtain resources necessary to provide newcomers with the skills and experience necessary for entering the workforce. We look forward to this continued partnership.

Sincerely,

[REDACTED]

From: Shari Francis <Shari.Francis@xxxxxx.ca>
Sent: October 1, 20XX 3:03 PM
To: [REDACTED]
Subject: Re: Enhanced settlement and language training services

Thank you [REDACTED] [REDACTED] was asking me about this today. Appreciate your follow up.
Have a great weekend.

Get [Outlook for iOS](#)

From: [REDACTED] >
Sent: Friday, October 1, 20XX 1:22:15 PM
To: Shari Francis <Shari.Francis@xxxxxx.ca>
Subject: Re: Enhanced settlement and language training services

CAUTION: This email originated from outside the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Shari...just thought I'd send a quick update.

I have completed the partnership letter and passed it up the ladder to [REDACTED]. I had hoped that we would be able to get it back to you today, but it might take another day or two.

Have a great weekend,

[REDACTED]

Program Coordinator

Local Adult Learning Centre
XXX Local Road
Local City, Canadian Province, Postal Code
localadulthood.com
XXX.XXX.XXXX

From: Shari Francis <Shari.Francis@xxxxxx.ca>
Sent: September 30, 20XX 8:47 AM
To: [REDACTED]
Subject: Enhanced settlement and language training services

EXTERNAL EMAIL:

This email message originated from a sender outside of our organization. Do not reply, click links or open attachments if you do not recognize the sender(s) email address.

■■■■■, as you are aware the Ministry of Labour has released a Call for Proposals for delivery of enhanced settlement, integration and language training services. Career Support Local College will be submitting a proposal for the employment related services stream which is a natural fit for our established employment services programs. The objectives include:

- Expanding service delivery to ensure there is ease of access to the right expertise to provide employment related services and connections to employers to support newcomers in entering the labour market

As we see more international settlers in our community, we must respond to the employment needs of those job seekers and the identified gaps identified by employers. This will ultimately enhance the overall growth and success of our community. We value your continued partnership and expertise in the core language and workplace language services you provide in our community. Your support on this would be another way to streamline our referrals and enhance our partnership. Please consider filling out and returning the attached support letter as a way of moving this initiative forward. Sincerely,

Shari Francis on behalf of:

■■■■■
Director, Local College Career Support
XXX Local Street, Local City, Canadian Province Postal Code
XXX-XXX-XXXX ext. XXXX

From: [REDACTED]

Sent: November 26, 20XX 3:26 PM

To: Shari Francis <Shari.Francis@xxxxx.ca>

Subject: RE: Return on Investment example

100% you're a Rockstar!

I was chatting with [REDACTED] earlier about referrals and she alone had 5!!

Great work and persistence!

[REDACTED]

Director

From: [Shari Francis](#)

Sent: November 26, 20XX 3:18 PM

[REDACTED]

Subject: Return on Investment example

Just bragging a bit here... 😊

Relationship building

Writing a process and developing forms Continued follow-up

Relationship sustainment Equals = November referrals!

(take a look at previous months lol)

I'm not saying it's a 'me' thing, but I feel pretty proud

The End.

Shari Francis

Team Lead

Name	Date Referred	Case Worker	Referred Via	Client Contact
January				
	21-Jan		Email	
	21-Jan		Email	
February				
	18-Feb			
	19-Feb			
	22-Feb			
March				
April				
	14-Apr			
	27-Apr			
	29-Apr			
May				
	12-May			
June				
	16-Jun			
	18-Jun			
	25-Jun			
July				
	14-Jul			
	15-Jul			
	28-Jul			
	30-Jul			
August				
	31-Aug			
September				
	02-Sep			
	24-Sep			
October				
	05-Oct			
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November				
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From: Shari Francis

Sent: Monday, May 31, 20XX 11:49 AM

To: [REDACTED]

Subject: RE: Referral Stats

That's great! I just want to ensure we check in on the process to see if indeed it is working well for both offices.

I appreciate this.

From: [REDACTED]@localsocialservicebranch.ca>

Sent: Monday, May 31, 20XX 11:33 AM

To: Shari Francis <Shari.Francis@xxxxx.ca>

Subject: RE: Referral Stats

CAUTION: This email originated from outside the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Shari,

Thank you for your email. I have forward to my Director who is going to review and follow up on the process. We will reach out shortly to discuss.

Thanks again,

From: Shari Francis <Shari.Francis@xxxxx.ca>

Sent: Monday, May 31, 20XX 8:50 AM

To: [REDACTED] >

Subject: RE: Referral Stats

Good morning [REDACTED] I hope you are well. I'm wondering if we could sit with [REDACTED] and [REDACTED] for a quick refresh to see if we could all be on the same page for referrals and reporting?

I definitely want to keep this going, but it seems we are only getting a few referrals through the process you and I worked on.

I do know that [REDACTED] has sent over some referrals to me directly because we stay connected, but I'm hopeful that our streamlined process will reach other case managers as well as our staff.

Because of the relationship some caseworkers have with our staff, we often have direct calls or emails and then referrals which is great; however, it becomes harder to track and all the info may not get to us. I'd be happy to set up a teams meeting just for a quick refresh with [REDACTED] and You perhaps since you and I worked on this originally?

I do have updates on some clients, however not all came referred with the release.

Thank you.

From: [REDACTED] >
Sent: Tuesday, March 30, 20XX 1:43 PM
To: Shari Francis <Shari.Francis@xxxxx.ca>
Subject: RE: Referral Stats

CAUTION: This email originated from outside the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

No worries, can you forward what was sent to them from Jan-current.

No change in process, referrals will still flow through [REDACTED], I'm just working on a report and wasn't sure what we had settled on for reporting.

If you can send to me as well as the others that would be great, thanks Shari 😊

Monthly should be fine as well.

Thanks,
[REDACTED]

From: Shari Francis <Shari.Francis@xxxxx.ca>
Sent: Tuesday, March 30, 20XX 1:39 PM
To: [REDACTED] >
Subject: RE: Referral Stats

Hi [REDACTED] I sent the most recent update to [REDACTED].
[REDACTED] indicated that the referrals now were flowing through [REDACTED].
Has this changed?

You and I had discussed weekly, however we had been doing monthly previously. I think [REDACTED] may be fine with monthly.

Can you let me know what the best process will be moving forward?

From: [REDACTED]
Sent: Tuesday, March 30, 20XX 1:37 PM
To: Shari Francis <Shari.Francis@xxxxx.ca>
Subject: Referral Stats

CAUTION: This email originated from outside the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Shari,

Hope all is well!

Just following up in regards to the referral process between our two offices, can you send me the referral stats from January-March (when able no rush).

Also, cannot recall if these are quarterly sent out or monthly, if monthly can you add me back into the email list when sending out.

Thanks Shari,

For Social Services updates on COVID-19 please visit our website <https://localsocialservicebranch.ca/>
For City Services updates on COVID-19 please visit the City of Local City website <https://localcity.ca/>

Employment assistance | Social Services

P.O. Box [REDACTED] | [REDACTED] Local

City, Local Province,

[REDACTED] CA

Phone: [REDACTED]

Fax: [REDACTED]

Cell: [REDACTED]

Email: [REDACTED]

Web: <http://www.localsocialservicesbranch.ca>

From: Shari Francis

Sent: Monday, March 1, 20XX 10:32 AM

To: [REDACTED]

Subject: FW: Referral Information-process development with Career Support

Hi there [REDACTED] Thanks for meeting with me. Please discuss this with [REDACTED] and let me know thoughts.

As we discussed at our meeting, I'm sending forward the process that had been worked on originally; this was a preliminary process that wasn't completely confirmed, however things have started for flow. We left off at the referral form being completed, then I met with [REDACTED] when things changed a bit; please see below where things left off and some additional notes.

What we are trying to accomplish is a streamlined approach to assisting clients and each other when it comes to referrals. Starting with the new referral form, case managers from your office can flow the referral through the centralized email [Webinquiry](#) [REDACTED]. This way all case managers can do this as they think of it or as a client is sitting in their office etc., and we are able to track at both ends.

Please note: CS attempts to contact at least three times prior to advising your office of the status being *unable to connect*.

For reporting, your office was looking for the following details, if able and once consent has been signed/verbally provided:

Client name

- 1) Status : Enrolled in service / unable to contact / inappropriate referral / exited service
- 2) If enrolled:

- a. Type of service/program enrolled in
- b. Attendance/progress (# sessions missed/attended, etc.)

* If there is a consent indicated on the referral form then it is best if case managers discuss between themselves since they are both working with the client and have the most up to date information. The referral/consent form will allow for that info to flow much better. I know recently there has been connections made for info/updates between your case manager ([REDACTED]) who has been referring through the webinquiry and our consultants, so this is great. We encourage the client to be responsible for updating their case managers.

- 3) Reporting timeline (currently monthly, however *if the client is deemed unable to contact or inappropriate referral* – CS will notify our office weekly by sending to: employmentassistance@localsocialservicebranch.ca with a cc. [REDACTED] if possible

* Update [REDACTED] has indicated that the email we are to use is your email and I believe she is to be on the cc; can you please confirm

*I am able to provide a weekly update of status that will inform your office if a client has attended their first meeting with a consultant as well if that is helpful. [REDACTED] from our office recently sent this info out. Let me know when you would like to meet again to revisit process to see how things are working.

Thanks to all of you who have been working on this process to benefit clients, as well as benefit both offices in tracking more efficiently.

Shari Francis
Team Lead
Local College Career Support
XXX Local Street,
Local City, Canadian Province Postal Code
XXX-XXX-XXXX ext. XXXX
<http://www.xxxxxxxxxxxxxx.ca/>

EMPLOYMENT ASSISTANCE REFERRAL PROCESS – TRIAL & WE WILL REVISIT AFTER A FEW MONTHS

The intent of this trial process is to accomplish is a streamlined approach to assisting clients and each other when it comes to referrals. Starting with the new referral form, case managers from your office can flow the referral through the centralized email Webinquiryxxxx@xxxxx.ca. This way all case managers can do this as they think of it or as a client is sitting in their office etc., and we are able to track at both ends.

Please note: CS attempts to contact at **least three times** prior to advising EA office of the status being *unable to contact*.

For reporting, the following details are what EA is hoping to track if able once consent to release has been signed/verbally provided:

Client name

- 1) Status: Enrolled in service / unable to contact / inappropriate referral / exited service
- 2) If enrolled:

- a. Type of service/program enrolled in
- b. Attendance/progress (# sessions missed/attended, etc.)

* If there is a consent indicated on the referral form, then it is best if case managers/consultants discuss between themselves since they are both working with the client and have the most up to date information. The referral/consent form will allow for that info to flow much better. We encourage the clients to be responsible for updating their case managers, however staff from both offices may discuss if release allows.

Referrals from our office to EA or questions etc. can go through the following address:
employmentassistance@localsocialservicebranch.ca

This tab contained a performance assessment of a staff member that Shari supervised. All contents are excluded from this sample for anonymity purposes.

The original performance assessment included the following:

1. Requirements for the staff assessment process.
2. The redacted assessment that names Shari as the supervisor.
3. Redacted supervisor's comments.
4. A work performance rating and matrix with redacted comments that explain the rating granted.
5. Past and future goal setting.

-----Original Message-----

From: Shari Francis <Shari.Francis@xxxxx.ca>

Sent: January 20, 20XX 6:08 PM

To: [REDACTED]

Subject: FW: tracking and conversion

Hi [REDACTED],

I'm not certain if your concerns are the same as the ones I had, but I thought I'd fill you in on some of the background recently.

Please see email below from last week. [REDACTED] and I met due to the upcoming monthly reporting prior to this email. She was concerned about the December data. I asked her about that and agreed some of it may be because of time of year. However, we discussed some ways of making changes immediately in order to improve. Without reinventing the wheel, there are some best practices that I wanted to share. We discussed a few, and I devised a plan/process for implementation based on my experience with these tried, tested, and true methods. She is still finding her way. The great thing about this report was that when I offered to assist her...she was the one who came to me with her concerns. She seemed very motivated to learn and get better at our meeting.

From: Shari Francis

Sent: Tuesday, January 14, 20XX 1:37 PM

To: [REDACTED]: [REDACTED]

Subject: tracking and conversion

Hi there,

We should now be at a point that we should have some good baseline data for conversion. Please ensure the info is on your monthly report.

Some strategies we are putting into place that should help with conversion of-number of cold calls/cold visits/emails/employer drop ins to "employer meetings/ postings" for XYZ are:

Strategies:

"In case you missed it" employers are to be contacted and the XYZ will enquire about the posting they had. They will be asked whether or not they may need our services, and would like a meeting.

Depending on result of the telephone call (and in some cases email), the XYZ will arrange an appointment with employer, or arrange to drop off information. This will be done weekly and tracked.

Sweeping calls will be made on the cell phone so employment solutions does not show up on call display – enquiring about hiring This can be based on the results of the previous Friday case conference meeting so that we are reaching out to the sectors that have been identified. These sweeping calls can also be as a result of the Job Developers needs.

Calls that identify a need will be followed up on within the week by the XYZ dropping off a package of info about our services.

■■■■ and ■■■■ please book time on Fridays to prep for the following week. We should see some increase in conversion by end of February.

Thanks, and if you need assistance with anything please let me know.

I am here if you need me, and I am truly happy to help.

Even if my door is closed or I seem crazy busy, I am never too busy for your questions.

Shari Francis

Job Development Consultant

From: [REDACTED]
Sent: Monday June 14, 20XX 10:52 AM
To: Shari Francis <Shari.Francis@xxxxx.ca>; [REDACTED]
[REDACTED]

Looks great to me 😊

From: Shari Francis <Shari.Francis@xxxxx.ca>
Sent: Friday, June 11, 20XX 10:27 AM
To: [REDACTED]
[REDACTED]

Okay...so:

ABCD referral process virtual:

Consultant to send referral email to Shari (or to all epas in my absence) subject line **ABCD referral** so we don't miss the email

Consultant to include at a minimum the resume – max. recommend and description notes

EPA will review referral info. and obtain any other info from CATS or connect with the consultant

EPA to open in cats (initials) and contact client within 24-48 hours of referral

Look about right?

From: [REDACTED]
Sent: Friday, June 11, 20XX 8:57 AM
To: [REDACTED]
[REDACTED] >
Subject: RE: Updated Process for ABCD File - CS?

Same!

From: [REDACTED]
Sent: Friday, June 11, 20XX 8:56 AM
To: Shari Francis Shari.Francis@xxxxx.ca; [REDACTED]
[REDACTED]
Subject: RE: Updated Process for ABCD File - CS?

Delayed on this but resume is important to me in email, Recommend I can pull from CATS

[REDACTED]

From: Shari Francis <Shari.Francis@xxxxx.ca>

Sent: June 9, 20XX 11:26 AM

To: [REDACTED]

Subject: RE: Updated Process for ABCD File - CS?

Great to know!

From: [REDACTED]

Sent: Wednesday, June 9, 20XX 10:18 AM

To: [REDACTED]

Subject: RE: Updated Process for ABCD File - CS?

I appreciate having the resume as well, but am ok without the placement recommend in the email. I pretty well always just go into CATS to look at the recommend – even if they send it via email – because I usually have a peak at the assessment/CATS notes as well.

From: [REDACTED]

Sent: Wednesday, June 9, 20XX 10:14 AM

To: Shari Francis <Shari.Francis@xxxxx.ca>; [REDACTED]

Subject: RE: Updated Process for ABCD File - CS?

I appreciate receiving the resume.

The process is definitely different depending on the consultant. In most cases I use CATS however some consultants send the recommend and fill out CATS at a later time. Which in that case, I use the recommend. I am starting to know each consultant and how they do things and I am ok with whatever process is most efficient for them.

From: Shari Francis <Shari.Francis@xxxxx.ca>

Sent: Wednesday, June 9, 20XX 9:51 AM

To: [REDACTED]

Subject: RE: Updated Process for ABCD File - CS?

Importance: High

Checking in...is the electronic referral process still working well for ABCD? I see that some consultants send resume and recommend, and some do not. Previously it was discussed that there really wasn't the need for both because EPA can look up when going into CATs etc.; however I'm wondering how that is going if you do *not* have those in the referral email? I want to provide info to [REDACTED] for training, and perhaps send out an update to the consultants. Please reply today. I realize [REDACTED] are away.

From: Shari Francis

Sent: Friday, October 2, 20XX 3:16 PM

To: [REDACTED]

Subject: RE: Updated Process for ABCD File - CS?

Yes we want a file for referrals. If you'd like to discuss further please book a time next week early in the week.

From: [REDACTED]

Sent: Friday, October 2, 20XX 3:08 PM

To: Shari Francis <Shari.Francis@xxxxx.ca>; [REDACTED]

Subject: RE: Updated Process for ABCD File - CS?

Does there need to be a physical file for every ABCD referral, or just the ones that have placements?

From: Shari Francis

Sent: October 2, 20XX 3:07 PM

To: [REDACTED]

Subject: RE: Updated Process for ABCD File - CS?

I LOVE the electronic method, and I would love this process...however, we do need one physical file and that is what we have asked of consultants.

I do not think you will get consensus on this but feel free to bring this forward on a Thursday morning for their feedback.

From: [REDACTED]

Sent: Friday, October 2, 20XX 2:50 PM

To: [REDACTED]

Shari Francis <Shari.Francis@xxxxx.ca>

Subject: RE: Updated Process for ABCD File - CS?

Hi Shari,

In our ABCD meeting this morning we discussed also receiving CS ABCD files electronically.

It has worked great to receive an email from you with a new ABCD referral.

We can find the client's Assessment and ABCD Recommend in CATS, and can get the clients resume from Sharepoint.

Would we be able to continue with this process as well?

From: [REDACTED]

Sent: October 2, 20XX 2:33 PM

To: [REDACTED]

Subject: Updated Process for ABCD File

I was able to speak with Shari and she is in full support of the process we discussed this morning for the creation on ABCD files. I have update the process and have shared the link below. This is saved in SharePoint in the YJC folder.

Please let me know if i misses anything.

[https://localcollege.sharepoint.com/:](https://localcollege.sharepoint.com/) [REDACTED]

Shari I have never reviewed a ABCD file. The only time I review a file is before an ES file is entered to make sure all the information is there. Am I supposed to be reviewing ABCD files?



<image001.png>

From: Shari Francis

Sent: 25-Jun-XX 11:15 AM

To: [REDACTED]

Subject: ABCD closing process and payroll verification quick reminders

When handing in the placement end form:

Ensure signatures are on all forms.

If no signature due to client lost contact please ensure payroll info is there and include note with reason.

If you do not have a **paystub or payroll verification** please just add a note with reason.

*this is an internal process we have been using in order to have awesome files but it is not a mandatory inclusion for final payment.

Examples:

1-payroll schedule doesn't align with placement end – paystub to follow (then when stub is submitted EPA remove the note)

2-payroll verification/paystub not available at time of placement end due to loss of relationship with employer/lost contacts etc.(extremely rare)

Please make a cats note and print out that note so [REDACTED] knows.

Also on placement end form:

- Job Developer completes any paperwork for the closing file (signing of last claim form)
- File Placement Exit Form is included in file and submitted to Service Delivery Assistant for final processing of subsidy documents and cheque requisition
- File to Service Delivery Assistant to close out placement (CAMS and CATS) and enter survey results
- File to office assistant for review and sent to EPA for final checklist

I will save this in the Employer Services Folder under process doc.
Any questions come and see me please.

Shari Francis
Program Manager

Local College Career Support
XXX Local Street
Local City, Canadian Province Postal Code
XXX-XXX-XXXX ext. XXXX
<http://www.xxxxxxxxxxxxxx.ca/>

[<image001.png>](#)

This tab also contained an MS Teams channel screen shot, starting on a new page. That content is excluded from this sample for anonymity purposes.

The screen shot's contents included the following:

1. Named Shari as the member who modified process documents.
2. Named Shari as the member who shared those documents with staff.

PROCESS FOR ABCD FILES:

1. New files go to Job Development consultant's office. If file is complete it gets dispersed to Job Developers/Employment Placement Advisors. If file is incomplete it gets returned to consultant for missing forms.
2. Job Developer/Employment Placement Advisor will open file in ABCD with their initials and will identify in CATS if it is a YEF.
3. File then goes in filing basket (not Job Development consultant's basket) to be filed by Service Delivery Assistant.

When placement occurs:

1. A contract is done (usually by Job Developer/Placement Advisor, or Office Assistant).
2. Placement category sticker must be put on last page of contract.
3. Employer "is interested in providing" sticker must go on last page of Employer registration form.
4. Job Developer/Placement Advisor will pull file and attach contract to front for data entry.
5. File will go to Office Assistant to organize (NOC and NAICS) then to Service Delivery Assistant for input and filing.
6. Service Delivery Assistant will mail out employer claim form unless directed otherwise.
7. Copy of claim forms will be filed in cabinet by Service Delivery Assistant's desk (if duplicate copy is needed for employer it can be copied. Claim forms should not be duplicated from CATS)

End of placement:

1. When final claim form is received, Job Developer/Placement Advisor attaches completed exit summary form with the claim.
2. This goes into Job Development basket for processing.
3. Placement is closed in CAMS and CATS.
4. Service Delivery Assistant will send an email to Consultant and Job Developer/Placement Advisor that final claim form has been processed.
5. File goes to Office Assistant for completion of documentation and to print off CATS notes (notes are not to be printed if there isn't an entry about placement completion). Job Developer/Placement Advisor to complete missing information and return to Office Assistant for filing.

The End!

Statement of purpose for primary source documentation (artifacts)

A. Document/Artifact: Program decision models

B. Outline the application (relevance/connection) of the artifact to each criterion it addresses in the chart below:

Criteria addressed	Page #(s)	Application of artifact to criteria	My role in creation / management of artifact	Relevant Dates
Sophisticated level of knowledge permits critical assessment of subject matter and/or development of field, applicable principles, or models	Page 3	Decision models are used in determining need in all program areas, and the artifact pertains to some programs using support dollars to provide clients with training on placements through incentives to hire or wage subsidies. The Ministry of Labour policy expects service providers to develop and have on hand should there be an audit.	I have been involved in the development of decision models throughout the years I've worked in career support. As new programs were launched, I contributed as a team member, and over time I would collaborate with the team, but ultimately would be responsible for approving the final drafts.	20XX-present
Monitors and assesses developments and changes in the field based on theoretical understanding; develops theory where appropriate; works independently with resources, concepts and/or theories	Page 4	Having such decision models for each program area, it is important to review and update as needed as well as be flexible when required. Decision models are like 'guidelines' and are not used as 'policy' when arranging client placement incentives and supports. When there are changes in demographics of clients, and employers, or labour market impacts i.e. pandemic for two years; it is important to work using decision models but also make judgements based on need of each case.	I work with teams on the development of these documents and review guidelines and policy that help with the decisions for each service determination. Sometimes a new program can be launched at a time when the labour market information we have does not align well with the objectives of the program and I am responsible to sign off on the models seen here (and several others); therefore, I will work with teams to make calculated decisions on the allocation of dollars based on all factors.	20XX-present
Interacts with others, advocates, or spearheads	Page 6	These documents are required by the ministry and help guide staff in making important financial decisions.	I act as the liaison between front line programming and the director and ministry. If there is a issue that is	20XX-present

policy implementation or change for the benefit of the field.			identified as requiring attention I will ensure this is brought to the ministry through quarterly reporting or via my director.	
Initiates and integrates critical thinking and problem solving; develops own conceptualizations and advocates for/manifests them in a professional manner	Page 10	There are times when decision models must be set aside in final decisions based on other factors such as mid-year and especially final quarter of fiscal when reviewing remaining allocations against target number of placements for example.	I hold strategic meetings quarterly to review remaining dollars, number of placements, and caseload information to make decisions on how to move forward into the next quarter. I will direct staff in a totally different direction if necessary to spend the money and get more people working.	20XX-present
Provides formal leadership for project plan or implementation and assumes responsibility for success, troubleshooting, and alternate plans	Page 16	The documents represent individual programs, and as such programs come and go; therefore, the development of new documents is planned and implemented. The turnaround time can be very short.	As the ministry provides information on upcoming program contracts, I begin to put in place plans for launching. This includes all aspects of project planning including such models see here.	20XX-present

Commentary on outcomes of effectiveness of artifact (if appropriate):

Over the years more that XX models have developed and implemented. These formats continue to be used today to guide the job development team in the allocation of over \$XXX,XXX per fiscal.

Youth Job Placement (YJP) Decision Model – Local College Career Support

Subsidy Amounts -or- Flat Fee	HIGH \$ - \$ *Note \$ to be used as supports	MEDIUM \$ - \$ *Note \$ to be used as supports	LOW \$ - \$ *Note \$ to be used as supports
NOC Code	NOC D	NOC C/D	NOC B
Level of Education required by NOC code Level of Experience	Some High School No work experience Some work experience No formal education	Grade 12 No post-secondary education No work experience Some Experience + High School	Community College Diploma 2 to 5 years for Apprenticeship 3 to 4 year secondary school + 2 year on the job training
Suitability Indications ***Note harder to serve indicators disability (including physical, mental, or intellectual) aboriginal, criminal history, LGBTQ, addictions, or age.	20-27 See CATS printout = ABCD Recommend	10-20 See CATS printout = ABCD Recommend	10 or Less See CATS printout = ABCD Recommend
**Pre-Employment Stipend Amount hours \$ - hours \$	Training Needed:	Training Needed:	Training Needed:
Ranges	Low Range = 12 weeks - \$ Max Range= 26 weeks - \$	Low Range = 4 weeks - \$ Max Range= 12 weeks - \$	Low Range = 4 weeks - \$ Max Range= 8 weeks - \$
Supports *arrange supports as needed during placement up to \$ Rationale Notes Total for each client must not exceed \$ all inclusive			

Note: Flat Fees may be used to offset decreased productivity, increased training and supervision; or a commitment to mentorship compensation during and/or after the placement.

ABCD Decision Model – Local College Career Support– 20XX

Client Name

CATS ID

Average Amount Per Placement: \$

Maximum amount \$ per placement; additional \$ for Apprenticeship Employer Signing Bonuses

Priority will be given to Apprenticeship placements in Skilled Trades, Persons with Disabilities, and High Barrier Clients

NOC Code	<div>NOC A</div> <div>Second number in code = 0 or 1</div> <div>Examples:</div> <div>Accountant NOC 1111</div> <div>Construction Engineer 2131</div>	<div>NOC B</div> <div>Second number in code = 2 or 3</div> <div>Examples:</div> <div>Accounting Technician NOC 1311</div> <div>Contractor/Supervisor NOC 7215</div>	<div>NOC C</div> <div>Second number in code = 4 or 5</div> <div>Examples:</div> <div>Accounts Payable Clerk NOC 1431?</div> <div>Installer NOC 7441</div>	<div>NOC D</div> <div>Second number in code = 6 or 7</div> <div>Examples:</div> <div>Cashier NOC 6611</div> <div>General Labourer NOC 7611</div>	
<div>Subsidy level to be determined by skills and interests with employment opportunities as well as length of training period and degree of Employment Placement Advisor support required.</div> <div>Key suitability indicators related to market perceptions include a lack of relevant work experience, work experience outside Canada, age, new Canadian, criminal history, source of income, poor retention, and poor references.</div>					
Range Criteria	<div>EDUCATION</div> <div>2 Lacks education requirements</div> <div>1 Meets education requirements</div>	<div>EXPERIENCE/SKILLS MATCH</div> <div>2 Lacks required experience/skills</div> <div>1 Meets required experience/skills</div>	<div>SUPERVISION PROVIDED</div> <div>3 High</div> <div>2 Medium</div> <div>1 Low</div>	<div>SUPPORT REQUIRED</div> <div>3 High</div> <div>2 Medium</div> <div>1 Low</div>	TOTAL:
Other Considerations	<div>Wage:</div> <div>Hours:</div>	Notes:			
Subsidy Level	<div>HIGH 9-10</div> <div>\$ - \$ (max. \$)</div> <div>Examples:</div> <div>Extensive supervision/guidance “On the Job Training”</div> <div>Job Match (limited skills/education) with high barriers</div>	<div>MEDUIM 6-8</div> <div>\$ - \$</div> <div>Examples:</div> <div>Longer work demonstration “Work Experience” Job Match</div> <div>(transferable skills/education) with some barriers</div>	<div>LOW 4-5</div> <div>\$ - \$</div> <div>Examples:</div> <div>Short work demonstration “Test and Hire” Job Match (direct</div> <div>skills/education) with minimal barriers</div>		
<div>**Placements can be up to XX weeks and should be determined based on training required, barriers to employment and on the job support required**</div>					
Decision	Incentive amount:			Placement length:	

YOUTH EMPLOYMENT FUND 20XX Decision Model – Career Support Local College

Subsidy Level	High Subsidy	Medium Subsidy	Low Subsidy	Minimal Subsidy
Amount				
NOC Code	NOC A	NOC B	NOC C	NOC D
Level of Education required by NOC code	University Degree	Community College Diploma or 2 to 5 years for Apprenticeship or 3 to 4 year secondary school + 2 year on the job training	High School 1-4 years or 2 years on the job training with training courses or specific work experience	Short work demonstration and no formal educational requirement
Occupational information	i.e. Professional Occupations Accountants, HR professionals Doctors, Researchers, professors	i.e. Supervisors, technical occupations, paraprofessional, trades professionals	i.e. Assisting occupations/support Repairers, manufacturing/Installations	i.e. Trades helpers/general labour Sales support (cashier) Landscaping helpers
Range Approval: -Education (university, college, high school) and Experience -Direct or Referral -Hours per week -Geographic area -Employment history -New Canadian Etc. (see 4.1 Suitability)				
Ranges	Low Range -\$ Mid-Range -\$ Max Range -\$	Low Range - \$ Mid-Range - \$ Max Range- \$	Low Range =\$ Mid-Range =\$ Max Range= \$	Low Range-\$ Mid-Range-\$ Max Range -\$

Notes to decision model:

This model is a guideline – and does not include the Individual supports, or training supports (including trainer wage reimbursement) – if a participant is to access the \$ (or more if disabled) – this MUST be considered before employer subsidy is decided. The total amount of YEF is \$ all inclusive.

Higher priority will be given to participants who are considered at risk (see 4.1 of the amendment to CS Service Guidelines YEF)

Employers who hire Individuals with disabilities will be eligible the maximum subsidy based on the corresponding NOC

Incentives may be disbursed solely as trainee wage subsidy reimbursement or as a combination of supervision flat fee and trainee wage subsidies. In all cases verification of the trainee’s attendance at work is required for payout. Schedules for reimbursement may vary but generally will be monthly. Payments will be spread throughout the placement period and there will be a \$X00 holdback for the final payment at the end of the training period

This tab contained excerpts from a book Shari authored. All content is excluded from this sample for anonymity purposes.

The original book excerpts included the following:

1. The cover page naming Shari as the author
2. The publication page showing the publication date and naming Shari as the publisher
3. A page from the book that informs the reader why Shari wrote it.
4. A select few pages with tips for how to support loved ones during transition of dying, or treatment and recovery.
5. A select few pages with tips for how to survive grief stemming from the experience.
6. The back cover showing the ISBN

From: Shari Francis

Sent: March 30, 20XX 3:55 PM

To: [REDACTED]
[REDACTED]
[REDACTED]

Subject: RE: FYI on RC [REDACTED]

Sorry for any duplication, but if this client calls please advise [REDACTED] and also advise me.

Thank you.

From: Shari Francis

Sent: March 30, 20XX 10:32 AM

To: [REDACTED]

Subject: RE: Hello from Career Support

Thank you for the information [REDACTED]. I will pass on your apologies to [REDACTED] He and I did speak this morning first thing to review, and it was quite concerning to hear how the conversation went.

I have worked many years with individuals who have various disabilities, and I am familiar with acquired brain injuries and many other invisible disabilities. Everyone has their own experience, and I empathize; it must be very challenging for you.

Your file is currently still open with the LCCC and from what you mentioned below, they have offered the WWL program. The program is highly regarded and may help you with the challenges you are experiencing with re-entry to the workforce. Let me know if you decide to attend.

We can revisit another appointment in the future if you decide that you would like to meet with someone here at Career Support. Please feel free to reach out to me directly if that's the case, and we can discuss how to move forward.

Shari Francis

Team Lead

Local College Career Support

XXX Local Street

Local City, Canadian Province [Postal Code]

XXX-XXX-XXXX ext. XXXX

www.xxxxxxxxxxxxxxxxxxxxxx.ca

<https://localcity.inclusive-employmentnetwork/business/>

<https://localcity.inclusive-employmentnetwork/job-seeker/>

From: [REDACTED] >
Sent: Tuesday, March 30, 20XX 1:17 AM
To: Shari Francis <Shari.Francis@xxxxx.ca>
Subject: Re: Hello from Career Support
Attachments: 01.png; 04.png; 00.png; 03.png; 02.png; [REDACTED] Resume 20xx.docx

CAUTION: This email originated from outside the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Shari,

Thank you for reaching out to me after hours. I was in panic earlier due to the closing time quickly approaching.

I understand that your team is good at what they do and have many satisfied clients under their portfolio, but most people generally stumble over this issue. Repeatedly. Some don't realize, which is understandable.

The problem is that not all disabilities can be seen.

Not many people understand that these stories we sometimes read about in other communities can happen to those in our home town. I'm not physically disabled, but cognitively. I was recently victim of an attempted robbery by way of several hits to my head and hands from a pipe wrench. I suffered a traumatic brain injury. Most people can't tell there's anything wrong with me because I'm physically fine. Before that, I was laid off from my job and taking care of my sick parents who are now dead.

I'm hoping you can take a brief moment to read an article or two on the subject of living with a traumatic brain injury, it might help develop a better understanding. Many cover their eyes and ears, while turning their backs. It's not their problem. "Get this waste of my tax money out of here". Nine times out of ten the person of power is credible, no matter if they're right or wrong. Denial and reversal. This has been difficult to navigate.

I approached the agencies that were suggested to me by the Provincial Disability office once I felt I was ready to work again (20XX), they were quick to judge and dismiss me. The most recent one was March of Dimes, who did the same thing and then referred me to the Local Career Centre and also Career Support.

I was in touch with the Career Centre around January 20XX. From there, they helped fix my resume and focused on interview skills. Around that time is when the pandemic hit and the city went into lock down. A few telephone appointments were held that refreshed the interview stuff and was then told to go hand out resumes.

I contacted them back around late July to let them know I haven't secured a job and see if there were any training programs they could enroll me in to get me closer to being a heavy equipment operator. They suggested their WWL program (Working Without Limits), which was supposed to

have a start date in August.

I recently contacted [REDACTED] because I don't see this program going anywhere. They keep changing the start date (due to the pandemic) and also told me majority of their programs are geared toward foreign workers.

This program is scheduled to start Monday, April 5th at 10am. While I'm excited for it to start, I don't see long term gain from it. The Career Centre said it to me recently [REDACTED] had the discussion with me when I was a teen: Everyone will be quick to hire a subsidized worker, but the crummy employers are going to dismiss them once the subsidy is up.

To answer your question:

I'd like to have a part time job, graduating to full time is an option. I'd love to apply myself to something I can make long term employment from. Finding where I fit in is where I stand confused.

I've attached a copy of a few brief messages between [REDACTED] & myself so you can have an idea where things are at. I've also attached an updated copy of my resume.

Email works great for short communications, however, phone works for more immediate responses. I enjoy the phone communications, but sometimes have troubles speaking or remembering things. It can cause frustration.

One last thing,

Can you please forward my apologies to [REDACTED]

I unpleasantly dismissed our call due to being at a loss for words. It wasn't my intention to come across as problematic. I'm sad to admit, my brain doesn't function like it used to. I don't know how else to explain it. It wasn't deserved. Sorry.

On Mon, 29 Mar 20XX at 18:22, Shari Francis <Shari.Francis@xxxxx.ca> wrote:

Hi [REDACTED], I'm sorry you are feeling frustrated. If it's best for you to communicate via email that works for me, but I'm happy to set a time to speak with you tomorrow if you would prefer. Just let me know.

It sounds like your experience today was not as productive as you had hoped; I can tell you that [REDACTED] has always been an extremely professional consultant with great feedback from clients, so it does seem unusual. I will do my best to resolve any miscommunication. I will speak with [REDACTED] on this in the morning and I'll also call you or email as we have been.

I've also just listened to your voicemail.

From your email below, it sounds like it has been challenging to express yourself, so I am happy to assist if I can.

- Are you looking for a part time job currently, or are you looking specifically for short term training programs, or both?

Let's start there and connect again tomorrow. Does that help?

Have a good evening [REDACTED]

Shari Francis

From: [REDACTED] >
Sent: Monday, March 29, 20XX 5:43 PM
To: Shari Francis <Shari.Francis@xxxxx.ca>
Subject: Re: Hello from Career Support

CAUTION: This email originated from outside the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

[REDACTED] was informed that I suffered a [REDACTED] injury and also told that it has caused some effect in my speaking, meaning I have some difficulty finding words, saying words, etc. He was also informed that constant interruptions will cause me to lose track, but kept interrupting me when I wasn't finished my sentences.

[REDACTED] had been told multiple times that I'm unsure what work I'd be suitable for when asked. I did mention that I'm not interested in being employed by a cleaning agency, but I previously discussed possibly exploring Heavy Equipment Operator training (via Second Career) as briefly discussed with [REDACTED] in 20XX.

I mentioned I've been out of work since being laid off in 20XX and moving on to take care of my now dead parents for a few years and also my own personal health.

I asked if he could make suggestions on possibilities of things I could take a short training course on, considering he worked in a field which knows the types of jobs available.

It seemed to be a major issue for him.

My inability to find the right words has left me in a tight spot.

Of course I'm going to be frustrated.

I am unsure if you can make sense of this, I'm sorry.

On Mon, 29 Mar 20XX at 17:24, Shari Francis <Shari.Francis@xxxxx.ca> wrote:

Hi [REDACTED]

I'm just getting to my email. Our staff can get extremely busy, so I'm not sure if anyone was able to get back to you as of yet.

Would you like me to call you this evening, or would you prefer email?

From: [REDACTED] >
Sent: Monday, March 29, 20XX 3:17 PM
To: Shari Francis <Shari.Francis@xxxxx.ca>
Subject: Re: Hello from Career Support

CAUTION: This email originated from outside the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Can someone please call me back? There has been an issue

From: Shari Francis

Sent: Monday, March 29, 20XX 5:19 PM

To: [REDACTED]

Subject: RE: FYI on RC [REDACTED]

Thank you [REDACTED]. [REDACTED] referred this client to be contacted, and I do have a bit of information. I will connect with you on Tuesday.

From: [REDACTED]

Sent: Monday, March 29, 20XX 4:56 PM

To: [REDACTED]

Shari Francis

<Shari.Francis@xxxxx.ca>

Subject: FYI on RC [REDACTED]

Importance: High

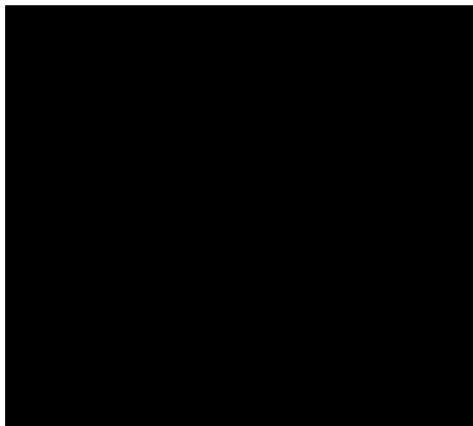
FYI – Quick note about an RC

29/Mar/20XX@ 3pm

████

=====

Hi folks, I'm sending a quick heads up about an RC I had earlier by the name of ██████████ It turned into a very unpleasant call where he accused CS, LCCC and now me of discriminating against his disability. It ended with him telling me to █████ and hanging up the phone. I was able to look him up in CaMS while on the phone, and he's been active with LCCC since 01/20XX. At first he claimed that he has not had any communication or support from LCCC, but when I asked about the last time he followed up with his counsellor █████ he said about 3 weeks ago. I know this guy has come up before in a CM Meeting, because his story immediately rang some alarm bells. He said something about getting bad info from us which resulted in him switching over to them, but there's nothing in CATS or CaMS indicating that he was ever our client, so I'm not sure how forthcoming he was. I'll create him in CATS and put this info in a note, and also share this with RI & Admin so everyone is aware in case he resurfaces.



Disclaimer: The student included the entire email chain in this content to fully support the learning statement, per CLA recommendations. This sample is an excerpt from that content which is an email exchange between Shari and her brother's Social Worker.

From: [REDACTED]
Sent: February 6, 20XX 9:12 AM
To: Shari Francis <Shari.Francis@xxxxx.ca>
Subject: RE: Thinking of you

I saw the obit for [REDACTED] it was lovely and the picture of him was very nice. Thank you for acknowledging me it was very nice of you . Hope you are doing okay, please look after yourself you have been through a lot in the last few months. If you need any assistance I am here or if you need to talk.

Take Care

[REDACTED]

On Feb 4, 20XX, at 8:09 AM, [REDACTED]:

Hi Shari, Dr. [REDACTED] let me know about [REDACTED]. I am sorry....If there is anything I can do let me know....

Take care

[REDACTED]

-----Original Message-----

From: Shari Francis [mailto:Shari.Francis@xxxxx.ca]
Sent: Thursday, January 30, 20XX 8:47 AM
To: [REDACTED]
Subject: RE: Updates and DLS

Thank you, [REDACTED] for everything. Once he was all settled in I went home. Funny thing, even though I hadn't slept in so many hours I found it hard to sleep!
I will see him often and I feel relieved that he is finally safe.

> On Jan 29, 20XX, at 11:02 AM, [REDACTED]

[REDACTED]

> Good, I will try to get to see him at DLS

>

> -----Original Message-----

> **From:** Shari Francis [mailto:Shari.Francis@xxxxx.ca]
> **Sent:** Wednesday, January 29, 20XX 10:00 AM
> **To:** [REDACTED]
> **Subject:** Re: Updates and DLS

>

> Yes. I know he's not happy about it but he understands and is willing. They are supposed to come around 1130 for the transfer.

Oh Shari I am sorry... have you let the home care nurse know and I will try to talk to Dr. [REDACTED]. His paperwork is done so if there is a bed he may be able to go but he will have to agree to that? Do you think he will?

On Jan 29, 20XX, at 8:18 AM, [REDACTED] wrote:

I just spoke to Dr. [REDACTED] nurse and she will talk to Dr. [REDACTED] and ask her to call DLS to see if there is a bed and go from there and hopefully [REDACTED] will go.

-----Original Message-----

From: Shari Francis [<mailto:Shari.Francis@xxxxx.ca>]

Sent: Wednesday, January 29, 20XX 3:52 AM

To: [REDACTED]

Subject: Updates and DLS

Things are not going well as I write this. Although I was holding him up to walk from bathroom he collapsed and I'm unable to lift him on my own.

He must get to the DLS today. He's uncomfortable, and he can't get around independently.

-----Original Message-----

From: Shari Francis [<mailto:Shari.Francis@xxxxx.ca>]

Sent: Tuesday, January 28, 20XX 8:17 PM

To: [REDACTED]

Subject: Re: Tuesday we are in hospital

Hi again sorry to bother. Can you let dr [REDACTED] know that I really don't think my brother can stay on his own anymore. I'm sleeping here tonight. He can't take care of things himself and it's no wonder I mean he's very ill. I have meetings in the morning but I'll come by tomorrow after meetings. Dr. [REDACTED] can call me anytime and I'll step out if necessary

Thank you [REDACTED]

On Jan 28, 20XX, at 8:41 AM, [REDACTED] wrote:

I let Dr. [REDACTED]'s nurse know and will try to get to see you today.

From: Shari Francis [<mailto:Shari.Francis@xxxxx.ca>]

Sent: Tuesday, January 28, 20XX 5:55 AM

To: [REDACTED]

Subject: Tuesday we are in hospital

Good morning [REDACTED]. My brother is back in emergency. Can you let dr [REDACTED] know?

He has very high sugar. When he called me around 4 am he was very nervous and scared he knew there was something wrong but thought he would be okay. I drove in to see him and he couldn't hold anything in his right hand he kept dropping things. He thought it might be his pump medication and had been complaining off and on all night that there was something wrong but pump seemed okay. Battery has been an issue.

Anyway we are here.

Thanks

-----Original Message-----

From: [REDACTED]

Sent: Tuesday, January 21, 20XX 8:47 AM

To: Shari Francis <Shari.Francis@xxxxx.ca>

Subject: RE: [REDACTED]

I spoke to [REDACTED] at DLS and [REDACTED] has been preapproved so all the paperwork is done.

From: Shari Francis [<mailto:Shari.Francis@xxxxx.ca>]

Sent: Thursday, January 16, 20XX 9:22 AM

To: [REDACTED]

Subject: [REDACTED]

Hi again. I'd give a call but I am in meetings this morning, so I'm able to email or text.

My brother talked about DLS and said he is very familiar with DLS because he spent a lot of time there with a friend.

He is of course beginning to get anxious and wants out. Best case would be he could go home, but even he said that he'll just get sick again. His daughter may offer to stay with him, but I don't believe this is in his best interest (confidential please). Neither his daughter, his son, or I can replace a nurse that oversees pain management.

Last night he asked me about depression and if there's anyone he should talk to. I told him you are the social worker so tell [REDACTED] everything. He asked about medication that may help with depression. I just reiterated that he is dealing with a very challenging situation so being depressed is super normal.

Other things he brought up:

-assisted dying

-suicide

Etc.

I am not going to go to my conference next week. I just can't imagine leaving him. He needs the visits and the organization of his life right now and I want him to feel like everything is organized.

-dsp will directly provide rent

-I now have the poa doc for financial (bless your heart!) -I've been listening to his wishes (I'd like him to write them down, but no rush on that)

Have a good day. I will try to get up there on a lunch break and I usually go again around 7:00

-----Original Message-----

From: Shari Francis

Sent: Tuesday, January 14, 20XX 8:26 PM

To: [REDACTED]

Subject: RE: Questions

Great. Yes understood. One day at a time. I left him with a note and wondering if you know anyone in the hospital that could witness him sign tomorrow?

I can then go to his bank possibly and get things rolling the same with DSP etc.

I am scheduled at work tomorrow all day but if anything comes up please just contact me. I'll keep my personal phone on hand.

Thank you. I happened to chat with Dr. [REDACTED] as well briefly.

From: [REDACTED]

Sent: Tuesday, January 14, 20XX 3:44 PM

To: Shari Francis

Subject: RE: Questions

I dropped off a POA package to [REDACTED]. I also spoke to Dr. [REDACTED], and she agreed you should go out of town next

week. She is unsure how he will do in the coming months, she guesstimated a rough ball park of 6-8 weeks? But we cannot predict exactly. He said he feels good today and the pump is working well.

It all depends on how fast the tumor grows and presses on his vessels in his neck. So unfortunately we cannot know for sure.

Dr. [REDACTED] said we need to take it one day at a time, and keep regular tabs on how he is clinically.

-----Original Message-----

From: Shari Francis [mailto:Shari.Francis@xxxxx.ca]

Sent: Tuesday, January 14, 20XX 10:19 AM

To: [REDACTED]

Subject: RE: Questions

Thanks [REDACTED]. Here's what I know about the status of health:

-stent that was put in is now blocking

-he requires steroids and [REDACTED] treatment cannot happen as he is on steroids from my understanding (no further sessions at this time) -he was scheduled to see Dr. [REDACTED] but was in hospital and did not see him -lungs have significant fluid -treatment unfortunately did not work as hoped is my impression -pain management is priority and Dr. [REDACTED] will be starting him on a pump, as well as having adivan as an 'as needed' and a sleeping aid

-do you have any financial POA booklets and if so can you drop one off for my brother?

-I can also call his bank and potentially arrange for them to come to hospital -If you get the chance to discuss with Dr. [REDACTED] about timing and whether or not I should leave town...

-----Original Message-----

From: [REDACTED]

Sent: Tuesday, January 14, 20XX 8:15 AM

To: Shari Francis <Shari.Francis@xxxxx.ca>

Subject: RE: Questions

Hi Shari, I will talk to Dr. [REDACTED], I am not sure. I think yes the financial paperwork should get done asap. I think you should be okay to go to Canadian City. Hopefully they will keep him in the hospital for a few days and maybe until you get back from Canadian City. I am a little concerned about his heart/blockage, he told me he was told it may be blocked again? That is more worrisome to me than his lungs?

I am not sure what the plan is for treatment? Did Dr. [REDACTED] say anything? I think he would require to see Dr. [REDACTED] again and he would decide if he has another treatment. [REDACTED] told me yesterday that he would do more treatment but I am not sure if this is in his best interest or if it would even help him but it would be his decision. Hopefully he can comprehend that treatment would only buy him some time not cure and in his condition it could be iffy.

If I get more information once I talk to Dr. [REDACTED], I will let you know.

[REDACTED]

-----Original Message-----

From: Shari Francis [mailto:Shari.Francis@xxxxx.ca]

Sent: Friday, January 10, 20XX 3:40 PM

To: [REDACTED]

Subject: RE: [REDACTED]

I'm heading over there shortly. I just got off the phone with Dr. [REDACTED]. I have some hard truth to present to him tonight and I'll just be as kind, gentle but firm about it.

-----Original Message-----

From: [REDACTED]

Sent: Friday, January 10, 20XX 3:39 PM

To: Shari Francis <Shari.Francis@xxxxx.ca>

Subject: RE: [REDACTED]

Shari you are doing a great job, this is how he has lived his life and really doesn't know any other way. He is also not feeling well so this exacerbates everything. Be firm and don't let him treat you badly. He does truly appreciate your help he just can express it.

Look after yourself...take care

[REDACTED]

-----Original Message-----

From: Shari Francis [mailto:Shari.Francis@xxxxx.ca]

Sent: Friday, January 10, 20XX 2:56 PM

To: [REDACTED]

Subject: RE: [REDACTED]

Thank you [REDACTED] Yes he left the hospital. Angry with nurses, angry with food, angry that I didn't pick up his calls while I was working etc.

I don't have any clue if he has medications etc. I will go to his house and have a frank uncomfortable conversation this weekend

-----Original Message-----

From: [REDACTED] >

Sent: Thursday, January 9, 20XX 10:47 AM

To: Shari Francis <Shari.Francis@xxxxx.ca>

Subject: RE: [REDACTED]

I went to see him, he is not happy. He states he is in pain and cannot sleep at night. I have talked to his nurse and sent Dr. [REDACTED] a message. I tried to help him understand that if he goes home he will feel worse and end up back in the hospital. He said he is freezing so I asked them to turn up the heat and keep it turned up. He is also constipated so I explained they are giving him medication to help with this but he doesn't want to take it. I have asked the nurse to not let this go on because that will make him more upset if he is constipated for a long period of time.

He just feels miserable and can't see his way forward. I will see him again tomorrow. I strongly encouraged him to stay in the hospital.

I know this is hard for you Shari, he is lucky to have you. You are doing a great job!

-----Original Message-----

From: Shari Francis [mailto:Shari.Francis@xxxxx.ca]

Sent: Monday, January 06, 20XX 1:34 PM

To: [REDACTED]
[REDACTED]

Hi [REDACTED]

[REDACTED] is in emergency

He was to see dr [REDACTED] today so I hope she can pop by He is very adamant about going home of course lol He was so sick when I went to get him I had to call ambulance.

Just keeping you in loop and hoping a doctor will get here to get him hydrated and meds into him He hasn't had medicine since yesterday morning and his shoulder is very sore

From: Shari Francis

Sent: October 30, 20XX 9:14 AM

To: [REDACTED]

Subject: RE: [REDACTED]

I haven't heard from Dr. [REDACTED] so I may call [REDACTED] this morning. I have sent a note to both of his kids just asking that when chatting with him to keep things positive and focus on how wonderful it has been to be back in his life.

My hope is that he then realizes that it's not a good idea to go backwards ([REDACTED]). I've also gently suggested that my brother needs peaceful and quiet environment. I'm not sure they will pick up on that inference but I hope.

I let them know that I've been meeting with you and the Dr. [REDACTED] over the past month and taking notes because as time goes on [REDACTED] gets confused with what he has talked about or decided.

Anyway this is the update now that everyone seems to want to get involved. I'll continue to do my best and would like to continue attending appointments.

I asked the nurse if he was able to limit the amount of visitors at one time, but they are not allowed to enforce such a thing.

I understand. [REDACTED] will not speak up for himself, yet he was crying yesterday saying that it's too much and overwhelming to him. If you get the chance to see him alone that would be great.

From: [REDACTED]

Sent: Tuesday, October 29, 20XX 11:13 AM

To: Shari Francis <Shari.Francis@xxxxx.ca>

Subject: RE: [REDACTED]

I just spoke to [REDACTED] and she said she had spoken to you. Dr. [REDACTED] will meet you in his room. I did see him yesterday but his son and daughter-in-law were there then [REDACTED] came in so we didn't get to chat alone. We did discuss some things but I found his son and daughter-in-law interjected a lot as they are PSW's

From: Shari Francis [<mailto:Shari.Francis@xxxxx.ca>]

Sent: Sunday, October 27, 20XX 8:48 PM

To: [REDACTED]

Subject: [REDACTED]

Hi [REDACTED]

He ended up in the hospital Saturday

Dr. [REDACTED] came in today when I was visiting and explained that the tumour may cause further problems potentially with breathing etc and the clot in the other lung can be dangerous as well. She did talk about DLS again, and he was fairly open to that eventually.

I went back to hospital tonight and was able to be alone with him for about 10 minutes before people came in. During this time he was emotional and said that the depression is very hard. He was sad and scared and questioning what he had done to deserve this. These are all obviously very normal emotions but if there's something that could help that would be great. He's questioning god etc. He would be grateful to see you if you can tomorrow.

He doesn't want to stay in hospital if he doesn't have to, but I don't know if he realizes the gravity of the situation if he goes home alone (unless I'm just worrying too much?) We will look to the Doctors to guide us in that regard. He is not good with inference. Things have to be very clear for him.

Thank you and the team there for everything you are doing for my brother.

From: [REDACTED]
Sent: Monday, October 21, 20XX 3:18 PM
To: Shari Francis <Shari.Francis@xxxxx.ca>
Subject: RE: Info

When the nurse calls back ask her to call Dr. [REDACTED] to get more pills. [REDACTED] can do this from home. You can call the pharmacy and ask them to call Dr. [REDACTED] also but the nurse would be the best route.

Thanks

From: Shari Francis [<mailto:Shari.Francis@xxxxx.ca>]
Sent: Monday, October 21, 20XX 2:03 PM
To: [REDACTED]
Subject: Info

I'm assuming the nurses that check on my brother connect with Dr. [REDACTED] but just a heads' up that he told me he is already out of his top-up pain medication.

He has only enough for tonight. I will leave that in the nurse's hands or am I supposed to be calling Dr. [REDACTED] when I notice this?

From: [REDACTED] >
Sent: Tuesday, October 15, 20XX 1:18 PM
To: Shari Francis <Shari.Francis@xxxxx.ca>
Subject: RE: My Brother [REDACTED]

Hi Shari, I chatted with [REDACTED] this am. He told me about his supper with you. He again stated he is overwhelmed at his family support and became teary. He said he has not spoken to [REDACTED] for 15 days and he is apprehensive about trying to talk to her today. He has an appointment with Dr. [REDACTED] tomorrow at noon. We can discuss future plans, I know she is hoping he will let the nurses come in to see him regularly. I think pain meds need to be discussed again. I can try to meet with you tomorrow after or before his appointment. I have a 1pm commitment though.

His diagnosis is locally advanced right squamous cell carcinoma, stage 4, so stage 4 lung cancer. Dr. [REDACTED] puts his PPS (palliative performance scale) at 60 %. People go to DLS at a PPS of 30%. Hopefully this can put his diagnosis in perspective for you and the family. Dr. [REDACTED]'s note suggests his prognosis is months not years. I think she will discuss this in more detail, if [REDACTED] wants, at his next appointment.

Let me know if you have any other questions. I will help where I can.

[REDACTED]

From: Shari Francis [<mailto:Shari.Francis@xxxxx.ca>]

Sent: Tuesday, October 15, 20XX 11:51 AM

To: [REDACTED]

Subject: My Brother [REDACTED]

Hi there [REDACTED]

I will be attending appointments this Wednesday and Thursday with my brother.

I have discussed the need for home care workers to come in to check on him daily.

He is becoming more open to this. He is in a lot of pain in his arm/shoulder area, so I'm hoping that increased medication may be available in blister packs in order for someone to check on this. His home environment is unhealthy; however he is becoming more open to having someone in. I have offered to go in and clean and organize at least enough so he's not going to get sick from the physical environment (it's bad).

He knows nothing else, so I'm certain where he is living is where he likely will want to stay. He did mention that he realizes he will eventually 'have to go'.

My husband will ensure a walkway is kept clear so workers can get to the back entrance.

I am making a key as well so I am able to access his apartment (Wednesday or Thursday I will do this).

Can you meet up with me and my brother to discuss next steps?

-when to expect someone to begin checking on him

-medication changes and how this will be monitored at home

p.s. on another note...I'm not familiar with his type of cancer...are you able to pass on the name of the cancer? I know it is stage 4 lung...but I'm trying to get a feel for how aggressive this may be. From our meeting I took the inference as fairly aggressive. Let me know if I can call you to discuss this, or if that's something I just need to discuss with [REDACTED]?

Shari Francis

Program Manager

This tab contained details specific to a student award that was set up in memory of Shari's partner at the institution she worked for. All content is excluded from this sample for anonymity purposes.

The original documentation included the following:

1. Redacted emails that confirm Shari's annual involvement including financial and participatory contributions to the institution's scholarships, bursaries, and awards offerings.
2. The criteria for nominations and financial value of the award.

This tab contained a funding application for a provincial project that addresses regional employment skills gaps. All content is excluded from this sample for anonymity purposes.

The original funding application included the following:

1. A redacted cover page defining the intention of the project, and where Shari is named as one of the funding applicants.
2. Information about observed sector needs including proposed project timelines.
3. Detailed insights on employer partnerships.
4. Project goals including intended deliverables at different project stages.
5. Proposed budget.
6. Charts further demonstrating intended project timelines and details.
7. Detailed responses to a series of application questions.
8. Insight on other observations to validate need for project approval.

From: Shari Francis

Sent: Friday, August 7, 20XX 9:51 AM

To: [REDACTED]

Subject: FW: Summary of meeting

Attachments: Summary of meeting.doc

Hi [REDACTED], you will see the attached summary of the meeting and also the highlighted areas where [REDACTED] edited/added her input.

I do not think this matter has to be further discussed. I have made the commitment to keep an eye out for any condescending or disrespectful behavior and I assured her you would do the same. You will note that I have indicated that [REDACTED] needs to respond to such moments immediately or soon after and not let them build as she has.

I may suggest some mandatory training on communication that touches on how to deal with conflict in a positive manner.

Some people have a difficult time with approaching issues in an assertive manner and either come off aggressive or hold it in until the tipping point.

Actually let's ask [REDACTED] (HR) about some they may have held, or I can also reach some, and let's have all staff attend!

Summary of meeting with [REDACTED] on August 4th 20XX

This meeting was a follow-up to two emails that had been sent to [REDACTED] and me regarding concerns about scheduling in the new center, process concerns, and workload/duties.

I met with [REDACTED] and we were able to touch on some of these issues.

First of all, it is understood that when tasks are given by the Director around scheduling office set up in the new center, there is really nothing to dispute; this was more a question around why only certain staff are scheduled and when will others be scheduled. The concern was that if office admin. staff are in the office they would potentially begin getting a plethora of requests from consultants to do printing etc. and [REDACTED] would like if the consultants would adhere to the process that was established in the meeting we had a few weeks back (process on teams for file/printing-covid-19).

As well the issue around process and feeling not informed was discussed. There was no specific recent example to discuss, however this has been an ongoing issue from the past i.e. suitability checklist that was put in place and [REDACTED] were not consulted on the process prior to it being implemented was the example discussed. This was just put in place and there is concern about that process: when a file is put in for exit, why does the data entry staff have to review it for suitability? The file being handed in for data entry should be complete with data required by the consultant prior to handing in. I check the files to make sure all mandatory information and NOC/NAICS are added. [REDACTED] checks it more closely as she's entering the data. Then admin checks it again at close. That's 3 times that admin has to review each file.

Suggestion/resolution: The peer file review could be monitored so that files put in are 'ready' (complete) to be entered and client data gathering is handled by consultants before it gets to admin. – this will be discussed further by Shari/[REDACTED]. It is important to include those who may be impacted by a process in discussions prior to implementing. I indicated that we continue to do our very best to get information out to those who are potentially impacted by decisions prior to staff meetings so info is not missed.

Lastly, there have been concerns regarding how admin staff are treated by some staff; in particular, some of the consultants. This has been the precipitating (escalating) issue overall. [REDACTED] brought up that likely those staff that are contract, part time, or newer would likely not bring this issue forward; however, there is a great likelihood that they are feeling the same way. I did acknowledge that may be the case, however we could only focus on [REDACTED]'s concerns since 'it is on them' to bring things forward either to the individual directly, or to leadership team. **Suggestion/resolutions** – manager/director continue to build rapport and trust with all team members so that all staff feel able to be heard and not fear repercussion from co-workers or management.

[REDACTED] discussed how certain staff are condescending and present as though they are 'better than' or 'above' doing some tasks and make comments like: It's not just what they say but how they say it and their body language.

"I assumed the clerical staff would be doing that"

"The committee will have the clerical staff review" *I believe here you are referring to the staff meeting where [REDACTED] was going over the new form and said admin staff would review the form and enter the data. When I said we decided in the meeting that the consultants would make sure this information was in CAMS prior to turning it in for exit. She waved her hand at me dismissively and said "well that doesn't matter". It may not matter to her but it certainly matters to the admin staff.*

"That's a clerical role"

There is an overall feeling that her time and overall workload is not being respected and there is a sense of apathy in that nothing changes; there have been times when some staff blatantly do not do their work and this is very bothersome to [REDACTED]. **Suggestions/resolution:** In order to deal with the condescending or minimizing comments I ask that [REDACTED] work on dealing with those moments as they occur by talking with the person about the specific moment in time. As for the issue around someone not doing their job, this is an issue for management team to discuss. I made the commitment to listen, watch body language, and call out any such behavior that I see. It was discussed that the team should feel safe to bring things forward, however [REDACTED] feels this is not the case. **Another suggestion/resolution** *idea is to ensure in staff meetings either manager or director go around the room for comments instead of an open question "does anyone have anything else to add or comment?", as usually comments are made by the same select few; to be discussed with [REDACTED].* **I don't remember this statement being made and I think that would make me uncomfortable until the atmosphere changes.**

Summary:

The feeling is that some consultants ([REDACTED]) make subtle comments, or not so subtle comments that are perceived as condescending or belittling to her. I have asked that [REDACTED] bring these examples forward as they happen (i.e. email from [REDACTED]; we can't go backwards but in order to make change we can deal with things moving forward. **The example I suggested is if/when an individual makes a comment that is hurtful try using this immediately "why are you talking to me that way". I feel that management also needs to address this when it happens in a meeting or it's just telling other staff that it's okay to be disrespectful to their co-workers.** [REDACTED] acknowledges that she will also have to work on being more assertive and not aggressive in her responses and reactions.

Having clear responsibilities and processes in place are very helpful for [REDACTED] The policies are there but they aren't being followed. I brought forward that although we are working towards excellent organizational capacity, and have many things in place, we have an ongoing commitment to this. Processes impact the whole team and will fluctuate with program needs, so we all must remain adaptable.

Concerns brought forward by [REDACTED] in the emails, and meeting have been discussed as well as some suggestions for resolution on the issues that she can address moving forward, as well as how we can help.

Those notes to be reviewed by [REDACTED] for input, and I/we will check in with [REDACTED] within the next month to see how things are going.

Data Dive 20XX -Are we recognizing/utilizing ABCD properly when it comes to overall Employed outcomes?

By: Shari Francis

Let's look at the facts:

Summary from 20XX-20XX

Overall CS assisted number was [REDACTED], and of that [REDACTED] were employed at exit for the 70%.

Of the overall [REDACTED] assisted **16% or [REDACTED]** were exited clients with a plan item of either placement with or placement without incentive/ABCD. Client suitability was also 1% higher in ABCD (we should try and have this always 2% higher)

Of the [REDACTED] with a placement in ABCD **90% or [REDACTED] were employed at exit.** If 90% of clients that have had a plan item "placement with incentive or without"/ABCD are employed using a combination of CSPC & ABCD with [REDACTED] placements (not people), then why wouldn't we increase this number from **16% to 20% as a target that both cspc and abcd work towards collectively?**

*It needs to be noted that in ABCD, much like CSPC, they must see a higher number of clients in order to get the employed end result. This summary does not include matching/advocacy that takes place with an employed exit as a result.

Those clients who are referred and placed in ABCD are 20% more likely to be employed at exit.

Other Interesting numbers:

Local Region:

Suitability CSPC 36% and ABCD 38%

Employed job search/cspc 68% and employed at exit with plan item in ABCD 86%

15% of the overall assisted were exited with plan item "placement with or without incentive"/ABCD

Province:

Suitability CSPC 35% and ABCD 35% (cause for pause here lol why?)

Employed job search/cspc employed 70% and employed at exit with plan item ABCD 90%

11% of the overall assisted were exited with a plan item "placement with or without incentive"/ABCD

CS:

Suitability 34% CSPC job search and 35% in plan item ABCD

Employed job search/cspc 70% and employed at exit with plan item ABCD 90%

16% of the overall assisted were exited with a plan item "placement with or without incentive"/ABCD

SEPTEMBER STAFF MEETING LEAD REPORT

AUGUST 20XX NUMBERS

MONTHLY NUMBERS CS

INDIVIDUAL SUPPORTS ALLOCATION	\$ [REDACTED]
INDIVIDUAL SUPPORTS SPENT&COMMITTED	\$ [REDACTED]
INDIVIDUAL SUPPORTS REMAINING	\$ [REDACTED]

*September 30 will be our halfway point, so we are not far off from our goal (\$ [REDACTED] is half-way target)

CS

CORE MEASURE	PROVINCIAL TARGET	CS TARGET	CS ACTUAL	REGION	PROVINCE
Customer Satisfaction	90%	95%	100%	99%	99%
Service Coordination	34%	34%	41%	47%	50%
Employed	69%	69%	76%	73%	69%
Training & Ed	10%	11%	8%	12%	14%
Suitability	31%	33%	38% 41%	36%	36%
Assisted	90%	[REDACTED]	[REDACTED] or 81%	59%	64%
Workshop	90%	[REDACTED]	[REDACTED] or 91%	99%	118%
Service Quality	5.40	5.62	5.95	5.94	5.96

MONTHLY NUMBERS TRENDING CHART

Core Measures	April	May	June	July	August	Sept.	Oct.	Nov.	Dec	Jan	Feb	March
Customer Satisfaction	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]							
Service coordination	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]							
Employed	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]							
Training	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]							
Suitability	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]							
Assisted	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]							
Workshop	190%	118%	[REDACTED]	[REDACTED]	[REDACTED]							
Service Quality	6.07	6.10	5.99	6.00	5.95							

MONTHLY NUMBERS YSE

Core Measure	Prov	CS	Actual	North	Prov
Customer satisfaction	85%	90%	100%	99%	99%
Service Coordination	50%	51%	47%	80%	83%
Service Impact	75%	75%	88%	75%	79%
Suitability	45%	46%	58%	52%	48%
Completion Rate	75%	75%	91%	71%	70%
Service Quality	6.96	7.02	7.49	6.08	6.05

MONTHLY TRENDING CHART FOR YSE

Core Measure	April	May	June	July	August				
Customer Satisfaction	n/a	■	■	■	■				
Service Coordination	n/a	■	■	■	■				
Service Impact	n/a	■	■	■	■				
Suitability	n/a	■	■	■	■				
Completion Rate	n/a	■	■	■	■				
Service Quality	n/a	7.60	7.44	7.00	7.49				

NUMBERS FOR YSEP

Core Measure	Prov	CS	Actual	North	Province
Customer Satisfaction	85%	90%	98%	99%	99%
Service Coordination	75%	75%	96%	86%	77%
Service Impact	80%	90%	92%	80%	87%
Suitability	35%	36%	50%	41%	40%
Completion Rate	90%	90%	100%	75%	79%
Service Quality	7.51	7.60	8.59	5.67	6.11

MONTHLY TRENDING CHART FOR YSEP

Core Measure	April	May	Jun	July	August								
Customer Satisfaction													
Service Impact													
Suitability													
Completion Rate													
Service Quality				8.08	8.59								

MONTHLY NUMBERS FOR **SKILLS DEVELOPMENT GENERAL MANUFACTURING**

Job Seekers	Job Seeker target	Job Seeker placements	Job Seeker placement target	Incumbents	Incumbent target	Incumbent placements	Incumbent placement target
■	■	■	■	■	■	■	■

MONTHLY NUMBERS FOR **EMPLOYMENT GRANT PROGRAM**

Applications Received This Fiscal	Applications Approved This Fiscal	Applications Denied or Withdrawn	Applications Open from Last Fiscal	Applications Open (Not Yet in Training)	Applications Currently Active in Training	Applications Completed During This Fiscal
■	■	■	■	■	■	■

- Reconciliations done for: CS, YSE, YSEP
- Reconciliations for PSD and EG by end of September
- All allocations have been reviewed and strategies in place for YSE, YSEP, PSD, EG (mid-year meetings for all programs) – CS/ABCD strategy meeting is next week for \$

From: shari francis [<mailto:franciss@xxxxx.com>]

Sent: Thursday, June 21, 20XX 9:51 PM

To: [REDACTED]

Subject: ABCD 20XX

Attachments: ABCD 20XX Values.doc

Thank you both for meeting last week and being so open to share. The attached is the info from our session, and I am just so proud when I look at it all!

The questions I am trying to commit to everyday are:

1. What did I say I was going to do today, and what did I actually do?
2. If what I did was different than what was planned, why?
3. What went well, and what did not?
4. How did I treat people?
5. Am I proud of the way I lived this day?
6. What did I learn today?

Targets are important, and we have a plan being sorted out. Keep CS and YJC top of mind especially big picture. Balance life & work and enjoy.

See you next week.

Shari

ABCD Team 20XX

WHO ARE WE?	WHAT ARE WE GRATEFUL FOR?	STRENGTHS	OUR VALUES	OUR COMMITMENTS
<p><u>SHARI</u> Mom, wife, sister, aunt, step-mom Job Developer, passionate, dedicated, introverted</p> <p>■■■■■ Sister, daughter, granddaughter, partner, creative, driven, finds inspiration in things done well, other's successes inspire, introverted</p> <p>■■■■■ Sister, daughter, aunt, niece, cat owner, animal lover, thirsty for knowledge, doubtful and question a lot, creative, passionate, kind but spicy, organized introvert</p> <p><u>COLLECTIVELY</u> Problem solvers, listeners, adaptable, resourceful, responsive, credible, consistent, determined, passionate, invested, relatable, realistic, hard workers, non-judgmental, tactful, helpful</p>	<p>Everyone's willingness to listen The job itself Meeting new and different people For the stories told The support system in place Flexibility Knowledge that surrounds us Our team Local Institution</p>	<p>Listening Genuinely care Make people comfortable Empathetic Strong work ethic Creative Resilient Committed Thinking outside the box Encourage collaboration Trustworthy Clear communication Value others Support and recognize potential in others Drive Be the best we can be Great mom Great daughter Great friend Great worker</p>	<p>Honesty Authenticity Allowance Congruency Effort Family Time with others Balance Autonomy Hardworking people Differences in others Feedback Strong relationships Getting to the finish Stepping back Open communication Hope Collaboration Communication Commitment Empathy</p>	<p>Do the right things Be authentic Be congruent Be honest with ourselves and others Do the best we can to provide excellent customer service</p>

-----Original Message-----

From [REDACTED]

Sent: 18-Dec-XX 8:32 PM

To: Shari Francis

Subject: A news story

Hey shari [REDACTED] here. The newspaper is coming to the shop tomorrow to write a piece on me and [REDACTED].
Would you mind if I talk abit about how you helped me get my start.

Sent from my iPad

This tab also contained a newspaper article, starting on a new page. That content is excluded from this sample for anonymity purposes.

The newspaper article's contents included the following:

1. Publication data from the website including date, author, and name of newspaper.
2. Named the program that Shari worked for at the time of their involvement as their catalyst for success.

From: Shari Francis
Sent: December-02-XX 11:48 AM
To: Local Institution Career Support
Cc: [REDACTED]
Subject: Meat Tray&Good story

[REDACTED] the owner of Local butcher shop delivered a meat tray this morning.

[REDACTED] was a client of mine and [REDACTED] 3 years ago. He was an ambitious client looking for specifically in a meat shop.

He was referred to ABCD after he had been unsuccessful in finding work in any of the delis/grocery stores in town.

I was able to use the incentive \$ to ask [REDACTED] (the previous owner of Local butcher shop) to try out on a short placement.

The short placement was extended, and my work began to focus around signing bonus and registration as an apprentice.

[REDACTED] was eventually signed, and [REDACTED] mentored [REDACTED] until the day [REDACTED] and a partner were able to purchase the business.

He came in today to thank me and [REDACTED] as this week in 20XX [REDACTED] started a placement at Local butcher shop.

Please join me in celebrating this great success story by enjoying this wonderful food!

p.s. Miss you [REDACTED]!

Shari Francis

Job Development Consultant

Career Support

Local Institution

XXX Local Street

Local City, Canadian Province Postal Code

From: Shari Francis
Sent: May 28, 20XX 2:51 PM
To: [REDACTED]
Subject: RE: I'm a successful man

I'll let you know if we are contacted [REDACTED].

Career Support

Local Institution

XXX Local Street

Local City, Canadian Province Postal Code

Office: (XXX) XXX-XXXX ext XXX

Fax: (XXX) XXX-XXXX

shari.francis@xxxxx.ca

[Local Institution website address](#)

From: [REDACTED]
Sent: Monday, May 28, 20XX 2:26 PM
To: Shari Francis
Subject: RE: I'm a successful man

i can do that just tell me when.

From: shari.francis@xxxxx.ca
To: [REDACTED]
Subject: RE: I'm a successful man
Date: Mon, 28 May 20XX 17:48:18 +0000

The apprenticeship branch asks for a good news story...so I said "I've got a good news story!" So I contacted you, and together we put something together! I'll send forward what I submitted. If they do come back and ask for a photo op...will you come down to the centre to do that?

Local Institution

XXX Local Street

Local City, Canadian Province Postal code

Office: (XXX) XXX-XXXX ext XXX

Fax: (XXX) XXX-XXXX

From: [REDACTED]
Sent: Monday, May 28, 20XX 1:46 PM
To: Shari Francis
Subject: RE: I'm a successful man

what happens then? do all career support branches submit one?

From: shari.francis@xxxxx.ca
To: [REDACTED]
Subject: Re: I'm a successful man
Date: Mon, 28 May 20XX 02:32:09 +0000

You bet I will [REDACTED] I'm running it by my boss tomorrow. Its due by noon and it may go to apprenticeship branch. Ill let you know if it gets in. Thanks again!

From: [REDACTED]
Sent: Sunday, May 27, 20XX 10:29 PM
To: Shari Francis
Subject: I'm a successful man

Excellent, I'm am really jacked about this. told everyone. spin it any witch way. i would like a copy of the final to put in a frame on my wall as cheese as it may sound.

[REDACTED]

From: shari.francis@xxxxx.ca
To: [REDACTED]
Subject: RE: Hi! I'd like to do a success story on your placement results
Date: Sun, 27 May 20XX 15:06:16 +0000

Thank you [REDACTED] I have to submit by Monday at noon, and it will also have to have the spin from our perspective as well. This is very lovely, and I'll let you know how things work out. Please keep in touch with us!

From: [REDACTED]
Sent: Saturday, May 26, 20XX 10:15 PM
To: Shari Francis
Subject: RE: Hi! I'd like to do a success story on your placement results

Hey Shari,

Accidentally sent you the wrong file; here's the real one.

[REDACTED]

From: shari.francis@xxxxx.ca

To: [REDACTED]

Subject: Hi! I'd like to do a success story on your placement results

Date: Fri, 25 May 20XX 21:08:48 +0000

Hi [REDACTED] I'm so sorry I haven't been in to the store recently. There have been so many things going on that barbequing is just not on my list lately. I have to do a good new story on an apprenticeship that I've worked on this year, and I'd like that to be you. Would you be ok with this?

Can you give me any ideas on how you would describe the experience? I was thinking of outlining how passionate you were about finding something in that field, and how you got the opportunity with [REDACTED]. How hard you worked to learn, and how [REDACTED] could see your progress etc etc...until finally [REDACTED] committed to signing you on. Whether or not you have lots of hours is not a bearing on how successful it has been, but the fact that you stuck to your passion and accomplished the goal of attaining apprenticeship speaks volumes!

Any thoughts?

[Local Institution](#)

[XXX Local Street](#)

[Local City, Canadian Province Postal Code](#)

[Office: \(XXX\) XXX-XXXX ext XXX](#)

[Fax: \(XXX\) XXX-XXXX](#)

shari.francis@xxxxx.ca

[Local Institution website address](#)

From: Shari Francis

Sent: May 28, 20XX 11:43 AM

To: [REDACTED]

Subject: FW: Apprenticeship "good news" story for [REDACTED]

Importance: High

Hi [REDACTED]. This is what I came up with for you. I realize you need this before noon. It has not been edited or written professionally, so if you need any edits we can do that. Let me know.

Shari

From: Shari Francis

Sent: Sunday, May 27, 20XX 12:10 PM

To: [REDACTED]; [REDACTED]; [REDACTED]

Subject: RE: Apprenticeship "good news" story for [REDACTED]

I have been in contact with this client over the weekend. We have put this together. Let me know your thoughts on this as the "good news" story for [REDACTED].

From: [REDACTED]
Sent: Friday, May 25, 20XX 4:42 PM
To: [REDACTED]; [REDACTED]
Cc: Shari Francis
Subject: RE: Apprenticeship "good news" story for [REDACTED]

Sent a copy of an exit report dating back to January 1 for Shari to review for a new candidate.

[REDACTED]

From: [REDACTED]
Sent: May-25-XX 3:55 PM
To: [REDACTED]
Cc: [REDACTED]; Shari Francis
Subject: Apprenticeship "good news" story for [REDACTED]

Hi [REDACTED] ...to keep you updated...

I got a call today from [REDACTED] requesting an apprenticeship "good news" story for EFGH that he needs by Monday at noon. He was going to use [REDACTED], however [REDACTED] is no longer working at Business1 since he was hired at Business2. [REDACTED] is forwarding a list of the exited apprentices to Shari by email. Shari will write up the success story and forward to [REDACTED] by Monday at noon.

[REDACTED]

Client Summary

In November 20XX [REDACTED] came in to Career Support in with the intention of updating his resume. "I originally came to Career Support thinking it was only a place that could help me fashion a decent resume" says [REDACTED].

Through working with [REDACTED], Career Support staff was able to determine that he had more than a 'job' as his goal. He wanted to become a butcher. At the time, [REDACTED] just didn't know the next steps in such a process. He explains, "I had been working various odd jobs to pay the bills; fast food restaurants, moving furniture, things of that sort. Those jobs helped to keep me afloat, but they didn't offer much in the way of long-term career potential. I did not feel like I was utilizing my skills to the fullest extent."

Career Support staff secured a placement for [REDACTED] in December 20XX with Local butcher shop. This is a locally owned successful business where meat-cutting is a significant part of their business. The owner and staff were very helpful in providing the mentorship needed for to become more familiar with his passion. He quickly learned that there were two facets of apprenticeship he was interested in, one being a butcher, and also residential meat cutting. [REDACTED] was able to demonstrate his dedication and performance on the job to his employer during the placement. With the assistance of Provincial Employment Network and Career Support staff, and the commitment of the employer, [REDACTED] was referred to the apprenticeship program in March 20XX. [REDACTED] describes the experience in this manner:

"The apprenticeship program is easily the best thing that has happened to me in my life so far. The energetic and professional staff at Career Support surprised me by far exceeding my expectations! I told them about my aspiration to be a butcher, and they gave me the means and opportunities to pursue that goal. They helped me to attain a job at Local butcher shop. The hard work of the staff at Career Support, coupled with the hard work I myself put in, led to me being able to participate in the meat cutting apprenticeship program. Now when people ask about what I do, I can proudly tell them that I am an apprentice meat cutter at Local butcher shop. I would not have been able to achieve this had it not been through Career Support and the Apprenticeship Program. I consider myself to be a man driven to succeed, and Career Support has given me the tools to achieve that success."

This tab contained copies of a range of certifications awarded to Shari over the course of her career. All content is excluded from this sample for anonymity purposes.

The original certificates included the following:

1. Marketing skills.
2. Managing employment outcomes.
3. Motivational interviewing techniques.
4. Accessible employment training.