

Easing Client Transitions session

Between 2013 and 2015, SMLN completed two projects looking at ways service providers can work more closely and effectively together to make things as easy as possible for clients/learners to transition from one service to another. Some of the discussion points were:

- a) What can each service provider offer the client and when is the best time in the service plan of a client to transition from one service to the other?
- b) How can we support the client to enhance their resilience as they move through that transition, in ways that are effective for both clients and service providers?
- c) How best can service providers work with clients who access services concurrently?

We collected the perspectives of both service providers and clients to develop the final resource:

[Revised Guide to Current and Emerging Practices in Transition - Staff and Client Perspectives.](#)

[Version révisée du guide des méthodes de transition actuelles et futures - Points de vue du personnel et des clients](#)

During transition to a new service, the clients' priorities were:

- a) Customer service – environment, accommodations, service delivery
- b) Co-location of services
- c) Partnerships among service providers
- d) Labour market information

For this session of Getting Connected, we wanted to review these client priorities to see if these are still the same today. For these activities, “client” means both client and adult learner.

Notes from Discussion Activities

1. If we were to ask your clients what matters in November 2019, what would they say? Review the list with examples from 2015 (see below, P.5) and rank Sections A-F from 1-6 in the order that you think are most important to your current clients, 1 being the most important.

Answer:

The top 3 priority areas most important to clients are

- o customer service – environment
- o customer service – delivery
- o customer service – accommodation

Transportation, which was not in the original list, was also considered very important, as lack of transportation is a major issue in much of the region.

2. What is missing from 2015 list that matters to clients in 2019?

- a) transportation
- b) experiential learning
- c) life skills/ social inclusion
- d) hierarchy of needs self-actualization (mental health, self-care)
- e) more access to mental health/support services, example Circles program (addiction issues crisis)
- f) mentorship
- g) texting (accommodation)

Partnerships that have worked:

Collingwood Learning Centre had a nurse practitioner at the Centre. It worked really well. Big benefit to their program

Barrie Library has a social service worker that will talk to clients. Also, they are looking for mental health worker. Bring the professionals to where the clients are.

Orillia Learning Centre had a mental health worker from Soldiers Memorial Hospital who was on-site once a week and anyone could make an appointment to see him. Every adult learning environment should have a mental health worker.

In Muskoka, Ontario Works has various agencies that do programming for them, such as Elizabeth Fry Society, upgrading providers, Contact North. They want clients to become part of the community.

Orillia Learning Centre has a partnership with RTC to provide low income families with computers and laptops.

The SCDSB Learning Centres provide some food for students during the day, using funding from the *Eat Well to Excel* program. They also have a partnership with Fabricare and others for their annual coat drive.

Both Orillia Learning Centre and North Simcoe Learning Centre are hubs for the Good Food Box.

Ontario Works is offering experiential learning where clients help create a community meal.

Customer service - Accommodations

Contact North conducts video chats with clients who can't get into the office. Health Unit uses Skype with patients who have tuberculosis to monitor their medication.

Common in-take forms among service providers would be great.

Customer service - Service delivery

SCDSB Continuing Education has found that face-to-face classes are the best option. The on-line learning has not been so well-received.

Co-location examples – good to have a variety of diverse services close together or in the same building

OW staff have brought clients to Contact North's location to ensure they arrive and make the appointment.

Job developer - flexibility to help make the next step. For example: Client missing teeth uncomfortable looking for work, used funding to get dental work at a partnering dentist for client to increase confidence – job developer went beyond the usual aspects of service provision.

Collège Boréal has both employment and upgrading services, and is co-located with OW. They offer rooms for workshops. Easy for clients to use all 3 services.

Academic upgrading and employment services are co-located at Georgian College-Orillia. Clients often need both services. Partnership on "Ramp Up to Employment" program.

Labour Market Information (LMI)

While this is important to many clients, it might not be the most important.

We need good local LMI but also good LMI for other areas around the province, as some people can re-locate for employment.

The last activity was assigned as a take-home activity, to review your own agency.

3. Look at client priority areas – choose 2 to focus on

- a) Reflect on your own program. How does your program currently meet this client priority? Share best practices and examples.
- b) Which client priorities are most challenging to meet? Why?
- c) What potential resources might you access or use to meet these client priorities?

Easing Learner Transitions – Client Priorities & Examples

As of Feb. 2015, this is what LBS Learners said were most important to them.

<p>A. Partnerships</p> <ul style="list-style-type: none"> • Facilitated referrals • Knowledge of other community agencies beyond EO • Directory of services • Itinerant offices • Guest speakers • Tours of service provider offices 	<p>B. Customer service - Environment</p> <ul style="list-style-type: none"> • Safe, welcoming, relaxed, comfortable • Professional, respectful, personable • Recognize family/emotional issues • “Treats us like adults - training wheels are off” • “Casual, comfortable, compassionate” • Single point of contact, timely
<p>C. Customer service - Accommodations</p> <ul style="list-style-type: none"> • Flexible times/ days • Accessibility (more than physical) • Equipment and technology to support learning needs/styles • Appropriate communication preferences (e.g. text/email rather than phone) • Knowledge of accommodations needed and resources available • Policy/protocol for providing accommodations 	<p>D. Customer service - Service delivery</p> <ul style="list-style-type: none"> • Customized to each client • Client-centered approach (one-on-one, even in classroom) • Self-paced • Focus on client self-awareness – strengths and challenges • Goal-directed • Meaningful for life and work • Show progress, give certificate
<p>E. Co-location</p> <ul style="list-style-type: none"> • Beyond EO – health, food, child care, etc. • Simplify referrals • Next steps identified and accessed without travel/time • Common intake/assessment process • Efficient and effective – seamless for clients 	<p>F. Labour market information</p> <ul style="list-style-type: none"> • Data on local jobs and who is hiring • Knowledge of emerging and declining industries • Provide wage expectations • Understand training and credentials needed • Offer LMI from other communities/provinces