



Promoting Innovation in Employment and Training Services

Appendix

August 31, 2017



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Corporation (SRDC) is a non-profit research organization, created specifically to develop, field test, and rigorously evaluate new programs. SRDC's two-part mission is to help policy-makers and practitioners identify policies and programs that improve the well-being of all Canadians, with a special concern for the effects on the disadvantaged, and to raise the standards of evidence that are used in assessing these policies.

Since its establishment in December 1991, SRDC has completed over 300 projects and studies for various federal and provincial departments, municipalities, as well as other public and non-profit organizations. SRDC has offices located in Ottawa, Toronto, and Vancouver, and a satellite office in Calgary.

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EXPERIMENTATION IN SUPPORT OF INNOVATION

Helping governments design more efficient programs and policies

Presentation to labour market officials and stakeholders



SRDC is a non-profit research organization, created specifically to develop, field test, and rigorously evaluate new programs.

News

New study shows net benefits of Essential Skills training in the workplace
Monday, August 18, 2014

Motivating long-term social assistance recipients towards employment
Thursday, September 11, 2014

Putting higher education access programs to the test
Monday, August 25, 2014

[READ MORE >](#)

➤ Our Mission:

- to help policy-makers and practitioners identify and implement policies and programs that improve the well-being of all Canadians, with a special concern for the effects on the disadvantaged;
- to raise the standards of evidence used in assessing government policies and programs.

Linking Innovation and Experimentation

What is innovation in a government context?

- **Innovation means** applying new insights or approaches that can be demonstrated to **improve outcomes for the public compared to conventional ways of doing things.**

But how do we know that an innovation constitutes an improvement?

- Demonstrating the effectiveness of an innovation requires **using rigorous evaluation and structured experimental methods** to generate evidence of impact.

Using experimentation to learn What Works better

Large amounts of public funds are invested in programs to serve and protect Canadians but still limited evidence on their effectiveness

Typical approach

- Introduce new government programs without prior small-scale testing

Experimental approach

- Set up pilot projects to experiment with new interventions, evaluate them using rigorous methods, and scale up those that work

→ Experimental approach is a smarter, cheaper and a more effective approach to develop government programs and policies

What is experimentation?

Different meanings
to different individuals

Trying something new

- No rigorous learning or evaluation strategy
- A “pilot”

Trying something new and put
in place the systems to learn

- Rigorous formal research and evaluation design

Social Experiments
or Randomized
Control Trials
(RCTs)

- The most rigorous and effective way to measure the difference in outcomes resulting from an intervention/program

Hierarchy of Evidence

Tier	Type	Design Feature	Evidence Quality
Top Tier	Systematic Reviews and Meta-Analysis	Synthesize quality evidence on a specific issue	Strongest
Upper Tier	Individual Studies with randomization/credible source of exogenous variation.	Randomized experiments or natural experiments that use high-quality exogenous variation to generate a comparison group	Very strong (if done well)
Middle Tier	Limited or no source of exogenous variation, but with credible comparison group/counterfactual	Some control in the assignment of treatment, or correlational studies including studies relying on selection of observables and case studies with a comparison group	Very strong to moderate depending on specific design factors
Lower Tier	Studies without measured comparison groups/counterfactuals	Studies without a comparison group, participant satisfaction surveys, expert opinions, exploratory case studies	Evidence should be considered suggestive and care taken to interpret the findings accordingly.

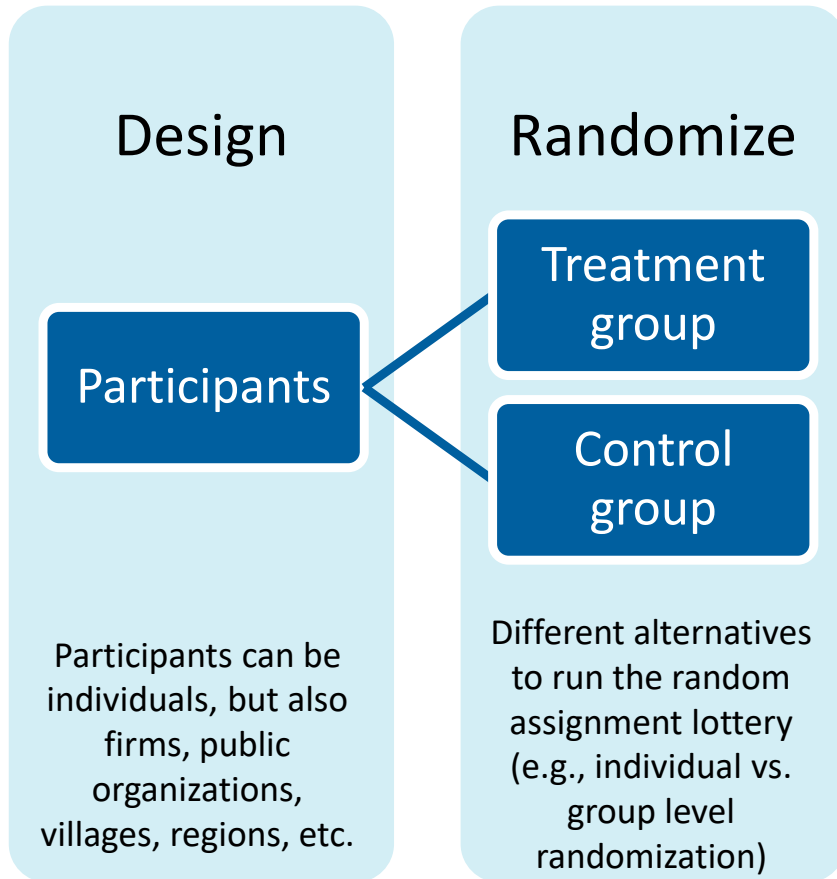
Experimental framework

Design

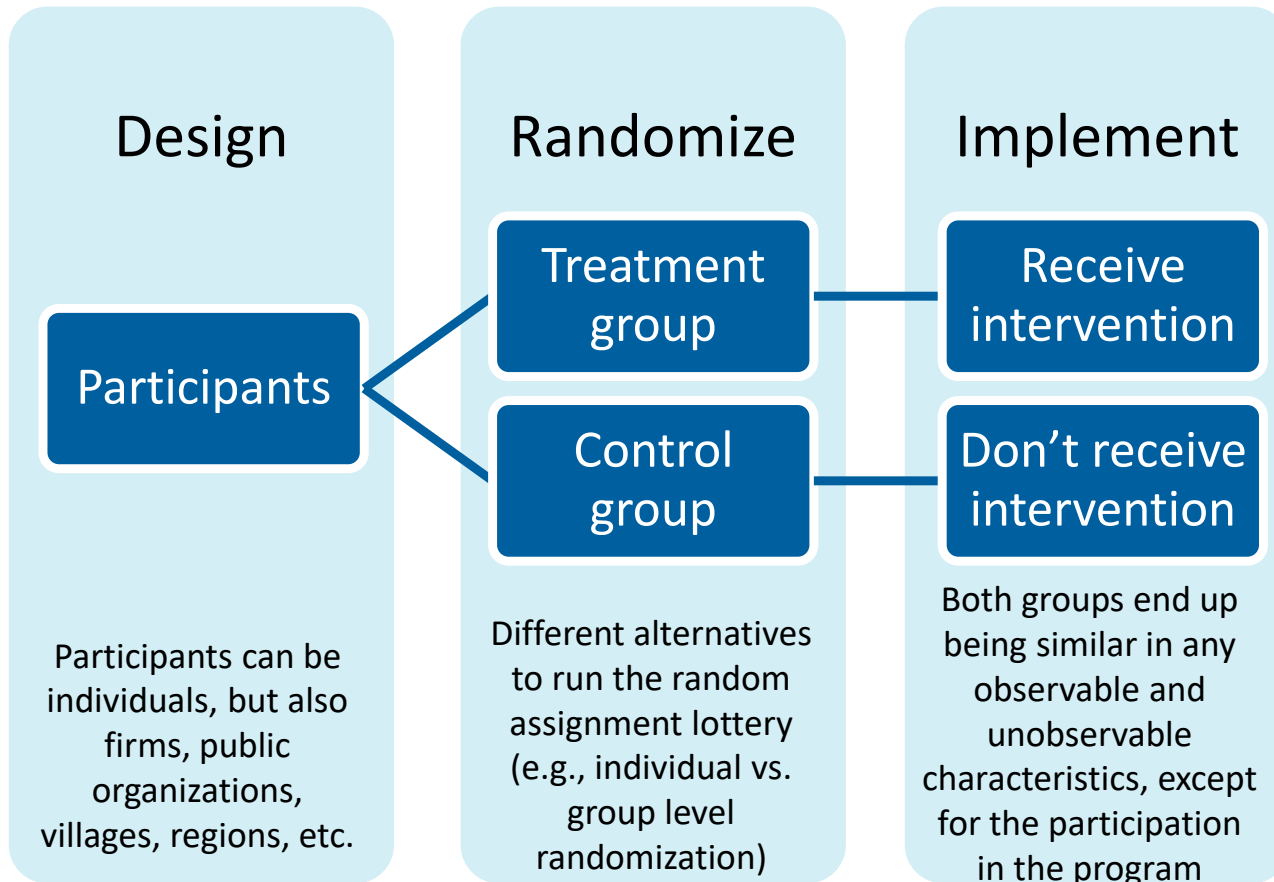
Participants

Participants can be individuals, but also firms, public organizations, villages, regions, etc.

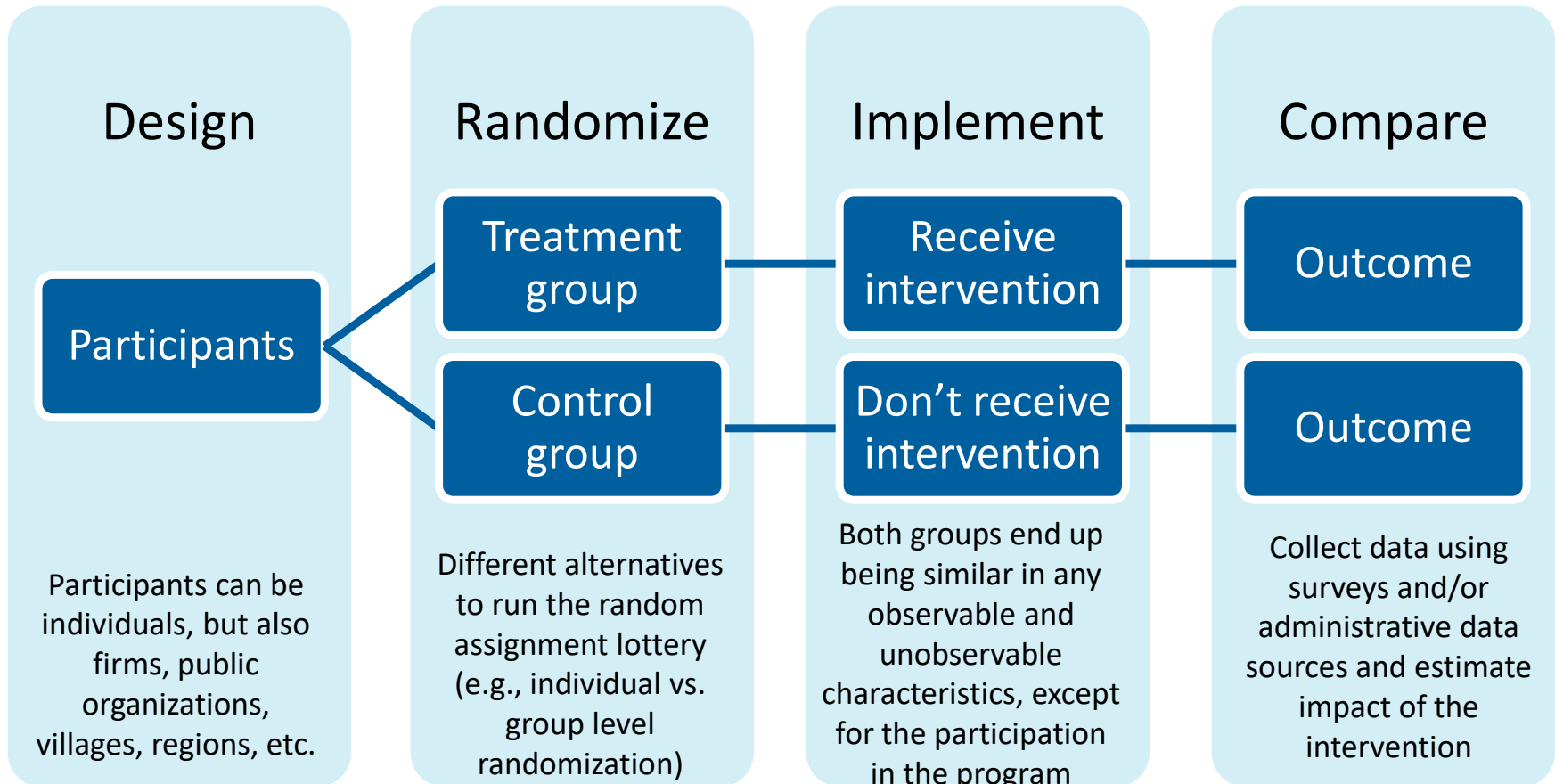
Experimental framework



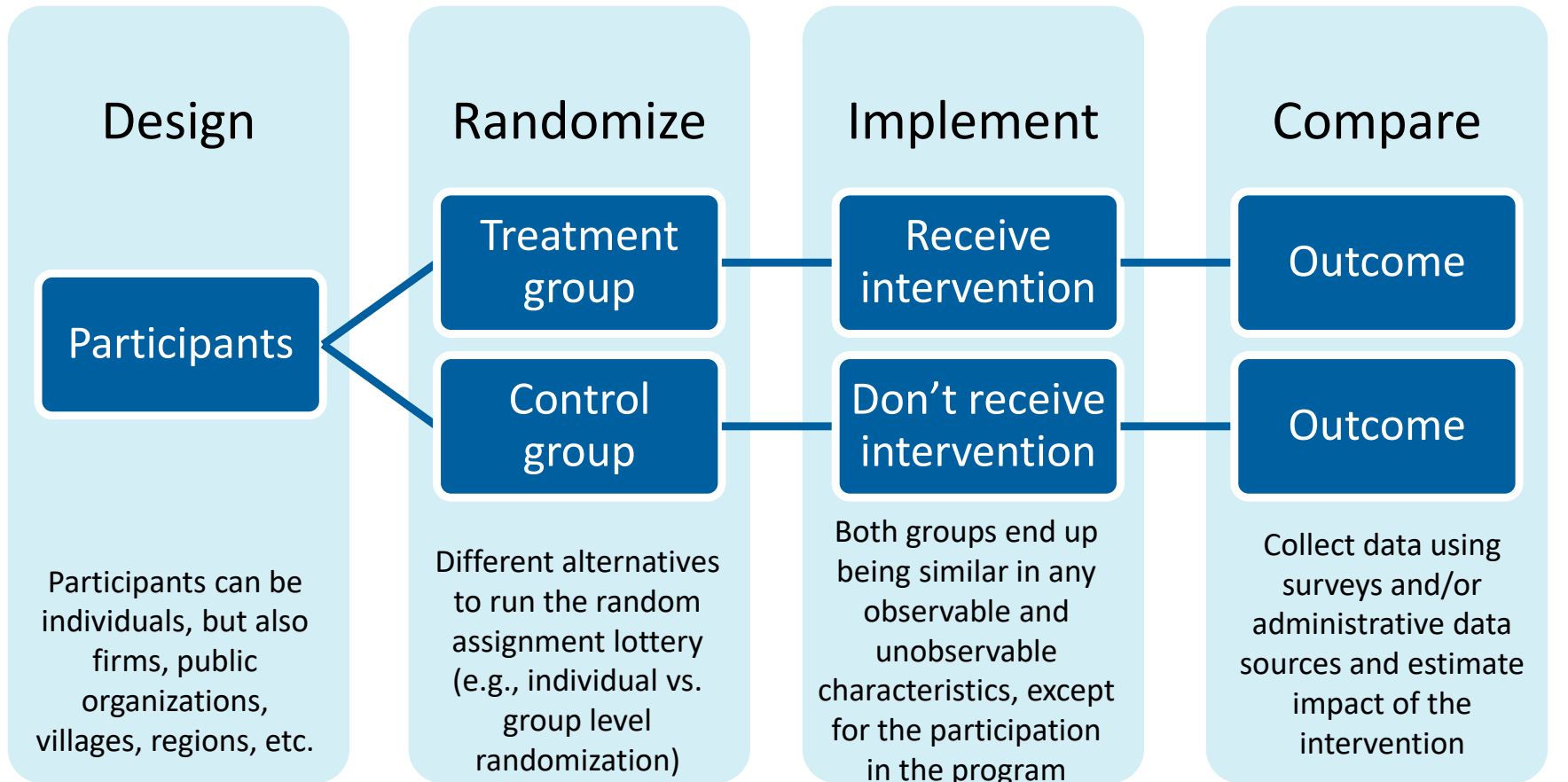
Experimental framework



Experimental framework



Experimental framework



- The measure impact of the intervention can be attributed solely to the intervention

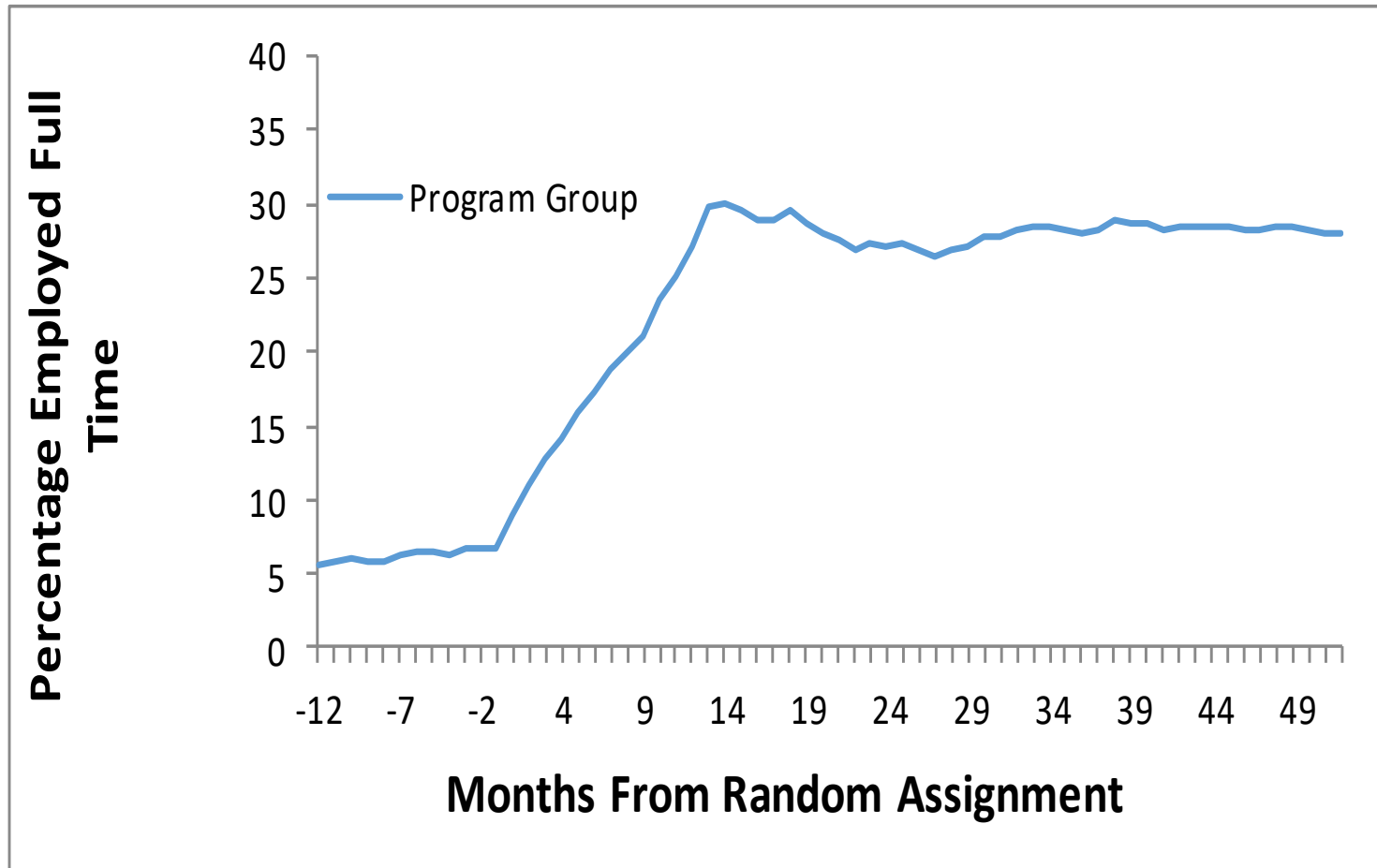
On the importance of having a proper counterfactual

The Self-Sufficiency Project

- Testing an innovative “making work pay” strategy that used temporary earnings supplements to help long-term welfare recipients achieve self-sufficiency through employment.
- Involving more than 9,000 single parents in New Brunswick and British Columbia.
- The combination of supplement and earnings approximately doubled the income that an individual would receive from a full-time job at minimum wage.
- Individuals had one year to find full-time employment in order to receive the supplement.
- Participants could receive the supplement for up to 36 months after their first supplement payment.

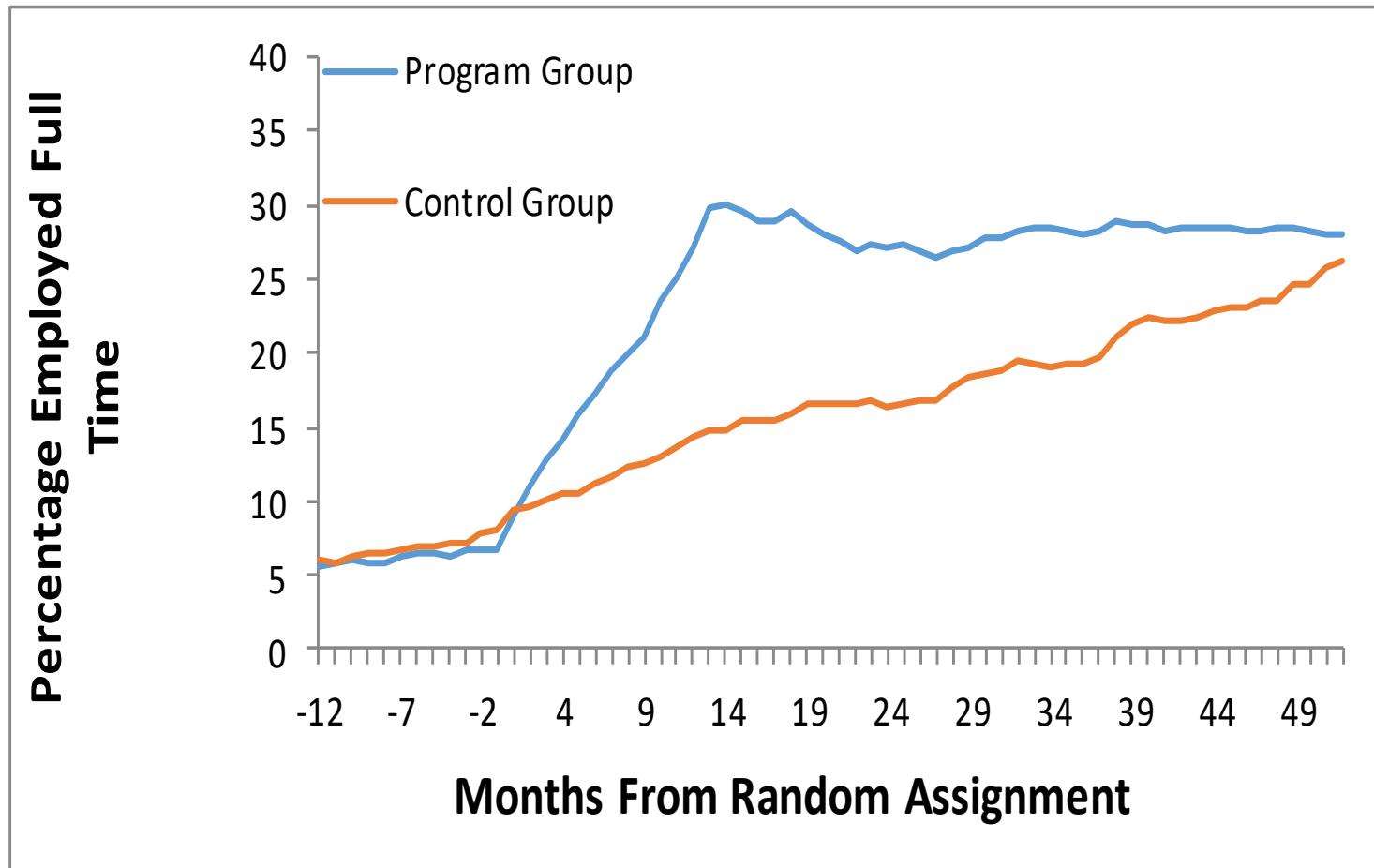
SSP impact on full-time employment

by Months From Random Assignment



SSP impact on full-time employment

by Months From Random Assignment



THE USE OF EXPERIMENTATION IN DIFFERENT PARTS OF THE WORLD

Major surge in popularity in the international development field in the last 10 years

ABDUL LATIF JAMEEL
Poverty Action Lab
TRANSLATING RESEARCH INTO ACTION

English | Español | Français

search...

ALL PUBLICATIONS EVALUATIONS

ABOUT J-PAL | METHODOLOGY | EVALUATIONS | POLICY LESSONS | SCALE-UPS

New Book: Running Randomized Evaluations
A practical guide to running randomized evaluations from J-PAL's Executive Director Rachel Glennerster and Kudzai Takavarasha
[Read more here...](#)

J-PAL PROGRAMS

- AGRICULTURE**
over 34 projects in 15 countries
- EDUCATION**
over 106 projects in 29 countries
- ENVIRONMENT & ENERGY**
over 17 projects in 12 countries
- FINANCE & MICROFINANCE**
over 155 projects in 35 countries
- HEALTH**
over 103 projects in 31 countries
- LABOR MARKETS**
over 50 projects in 22 countries
- POLITICAL ECONOMY & GOVERNANCE**
over 95 projects in 26 countries

NEWS

See red flags, hear red flags
December 6 - *The New York Times*
Accurate information is compromised when auditors are hired and paid by the firms they audit—but, as J-...

Hope, aspirations and the design of the fight against poverty
November 26 - *Stanford University*
In a talk at Stanford's McCoy Family Center for Ethics in Society, Esther Duflo discusses the role of hope...

[View all news...](#)

J-PAL PROJECT MAP

OFFICE PROJECT

SPOTLIGHT

Over the last 10 years the JPAL network has worked with NGOs, governments and international organizations to conduct 685 randomized evaluations on poverty alleviation in 64 countries

MIT Massachusetts Institute of Technology

J-PAL - TRANSLATING RESEARCH INTO ACTION

Behavioural Insights Units

- **Employs Nudge Theory:** A nudge alters people's behavior in a predictable way without forbidding any options or significantly changing their economic incentives.
- Behavioural Insights Teams use a methodological approach with four discrete steps.
 - Defining the desirable outcome
 - Drawing on ethnography to understand people's experience
 - Designing new interventions
 - **Test and trial the chosen interventions, using randomized controlled trials**



The Behavioural Insights Team has run more randomised control trials than the rest of the UK government combined in its history

The Federal Government's commitment towards experimentation

*“Government should base its policies on facts, not make up facts to suit a preferred policy. Common sense, good policy and **evidence about what works** should guide the decisions that government makes”.*

*“We will devote a fixed percentage of program funds to **experimenting with new approaches** to existing problems. We will measure our results and encourage innovation to continuously improve the services government provides to Canadians.”*

“We will use accurate data to make good decisions. We will stop funding initiatives that are no longer effective and invest program dollars in those that are of good value.”

Real Change: A new plan for a strong middle class

*“You should work with your colleagues to ensure that they are devoting a fixed percentage of program funds to **experimenting with new approaches to existing problems and measuring the impact of their programs**. I expect you to instil a strengthened culture of measurement, evaluation and innovation and program and policy design and delivery.”*

Mandate letter to the President of the Treasury Board of Canada



BC CENTRE FOR EMPLOYMENT EXCELLENCE

Research & Innovation

Disability

- CalculatorBC (February 2016 – January 2019)
- Employment Navigator (October 2015 – Sept. 2018)
- BC Partners in Workforce Innovation Pilot Project (March 2015 – March 2018)
- Sharing Positive Experience of Inclusive Employment (December 2013 – September 2015)

Transitions to Work

- Youth Employment Social Enterprises (February 2016 – January 2019)
- Making Change – Integrating Motivational Interviewing with Employment Services for BC Employment and Income Assistance recipients (April 2015 – May 2017)
- Understanding Current Employment Programming and Services for BC Youth (November 2013 – September 2014)

Capacity Building

- Biz Hub: Business Process Improvement and Redesign (February 2016 – January 2019)
- Mentoring Partnerships for BC Career Development Practitioners (December 2014 – May 2017)
- Strengthening Business to Achieve Higher Performance – Process Improvements at Non-profit Agencies delivering Employment Services for Specialized Populations (October 2014 – June 2015)

Note: RCT projects

Manitoba using pilots and evaluation to learn what works

By integrating pilot tests of innovative programming with a comprehensive approach to using administrative data to assess and support the needs of jobseekers, SRDC is working with the Manitoba government to develop an effective, efficient, and evidence-based employment services continuum.

- **Jobseeker Classification Tool** – Can client characteristics at intake be used to identify who is at risk of long-term unemployment?
- **Motivational Interviewing** – Does Motivational Interviewing help social assistance clients make progress along the employment continuum?
- **Transitional Employment** – Is transitional employment a cost-effective approach for jobseekers with complex needs?
- **Employment Partnerships Project** – Is a sector-focused model effective for jobseekers who are closer to the labour market? Does paying employment services providers for performance encourage innovation?
- **Jobseeker Monitoring** – Can administrative data be used to monitor system effectiveness and efficiency?
- **Manitoba Canada Jobs Grant** – Is the Manitoba Canada Jobs Grant an effective employer-led model?
- **Employment Services Review** – How can the effectiveness and efficiency of Manitoba's employment services be improved?

Ontario growingly devoting resources to improve quality of employment programs and services delivery

Review of Employment and Training Programs

SRDC performed a Program Review to assist the Ministry of Training, Colleges and Universities in developing an evidence-based framework for the potential integration of employment and training programs. Based on findings from the review and consultations with key stakeholders as well as an analysis of the existing research on effective and/or promising approaches to employment and training services, SRDC developed high level recommendations for a potential future state of the Ontario employment and training system.

ETSI Strategy for Evaluation & Evidence Generation

SRDC has developed an integrated monitoring and evaluation framework for Ontario's employment and training system, to inform continuous improvement and future program development. Project will allow province to measure key outcomes in a comparable way across programs, facilitating future evidence-based policy and program decision-making.

Ontario Workforce Innovation Centre

The Ontario Centre for Workforce Innovation was launched in February 2016. The Centre will provide a single access point for research on evidence-based employment and training approaches, as well as access to user-friendly and actionable information, tools, resources, and training.

Nova Scotia and Newfoundland opening Innovation Centres to test new approaches

College of the North Atlantic to Host Newfoundland and Labrador's Workforce Innovation Centre

"The centre will support and fund activities, research, designs and projects that demonstrate innovation and identify methods to better assist individuals prepare for, find, return to, or maintain sustainable employment."

"The Workforce Innovation Centre is supported by \$1.8 million in funding from the Canada-Newfoundland and Labrador Labour Market Development Agreement."

Nova Scotia

"Government is partnering with St. Francis Xavier University to create a new Centre for Employmentto develop and test new approaches for inclusive, best-in-class employment services to help people get jobs."

"The Centre for Employment Innovation will receive \$2.1 million dollars over three years through the Canada-Nova Scotia Labour Market Development Agreement"

Why conduct experiments?

Putting new ideas to test

- Getting a sense of take-up rates
- Identifying barriers
- Measuring intended and unintended outcomes
- Measuring the differences government programs really make
- Providing measures of cost effectiveness
- Providing cost-benefit or ROI analysis

Supporting innovation

- Instill novelty and innovation into rigid systems

Promoting collaboration

- Provinces have been collaborating with the federal government to run experiments in their areas of jurisdiction

Conditions needed for experimentation in government



Political commitment



Internal champions



Know-how



Financial tools and authorities



Dedicated fund

INNOVATIVE APPROACHES IN THE DELIVERY OF TRAINING AND EMPLOYMENT SERVICES

Promoting Innovation in Labour Market Programming

Introduction

- This session will explore several innovative approaches in the delivery of quality training and employment services
- First, we need to define terminology
 - **What does it mean for training to be innovative?**
 - **What does it mean for training to be of high quality?**
- Evaluations often consider these questions only in terms of indicators of program success e.g. did the program increase employment and earnings?
- **To understand the nuance of training quality** one must look at a deeper set of indicators that consider the extent of **alignment**

Alignment

- **Alignment** refers to the degree to which **training** is effectively matched to **participant needs and the learning context**, on multiple levels:
 - **Learner profile** – type and degree of learner skills gaps
 - **Performance outcomes** – task-based behaviours that the training is ultimately looking to improve e.g. occupational requirements
 - **Business needs** – the primary objectives and business priorities of employers
 - **Learning context** – considers recent dynamics of the training environment that would diminish engagement in learning and use of new skills

Quality Training, Best Practices

- **High quality training** is any approach that *achieves alignment* while *maximizing engagement* in learning and the *application of skills*
- **Best practices for achieving alignment** are well documented (SRDC, 2014)
 - *A robust assessment* of baseline needs
 - *Embedding* of learning exercises in relevant *occupational context*
 - *Customization* of training to learner and business needs
 - *High relevance* through authentic workplace materials
 - Supports to encourage post-training *learning transfer*
- Training quality can be viewed as a **continuum** on these domains
- Recent evidence from UPSKILL has demonstrated that better alignment through these training practices leads to larger performance gains and ROI from training investments

A Pan-Canadian demonstration project that measured the impacts and ROI of workplace Essential Skills training

Large scale– implemented in 8 provinces with 110 firms and 1,500 workers in the frontline service positions

Firm-level randomized control trial (RCT) - provides rigorous estimates of impacts on job performance, business outcomes and ROI for firms

Sponsored by Employment and Social Development Canada

Demonstrated large gains in Essential Skills and job performance from a modest 20-hour training intervention

23 point gain in literacy levels compared to control group

12 percentage point impact on industry certification rates

Accompanying impacts on job retention, employment rates, and earnings

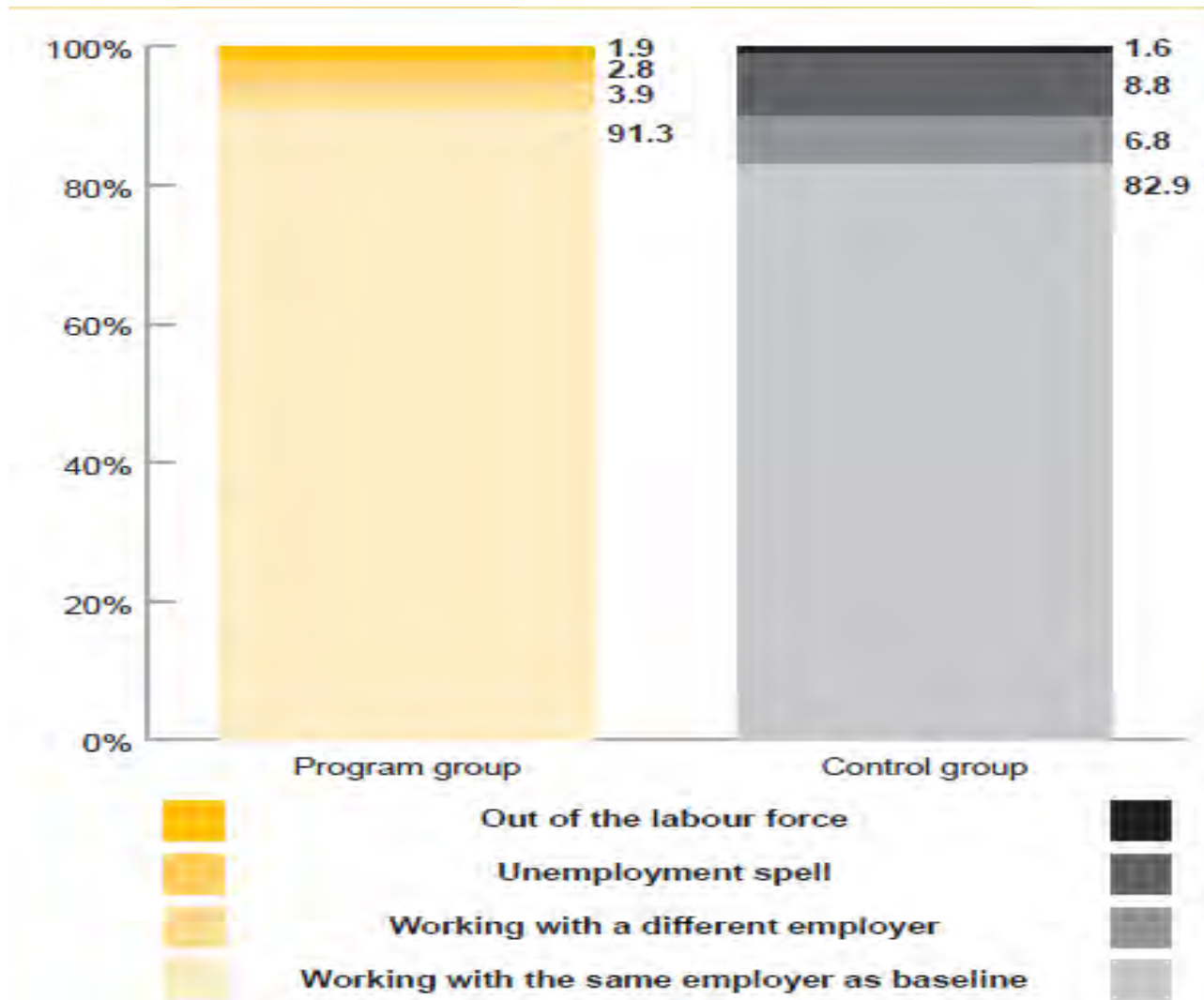
Job retention up 8.5 percentage points

Unemployment reduced by 6 percentage points

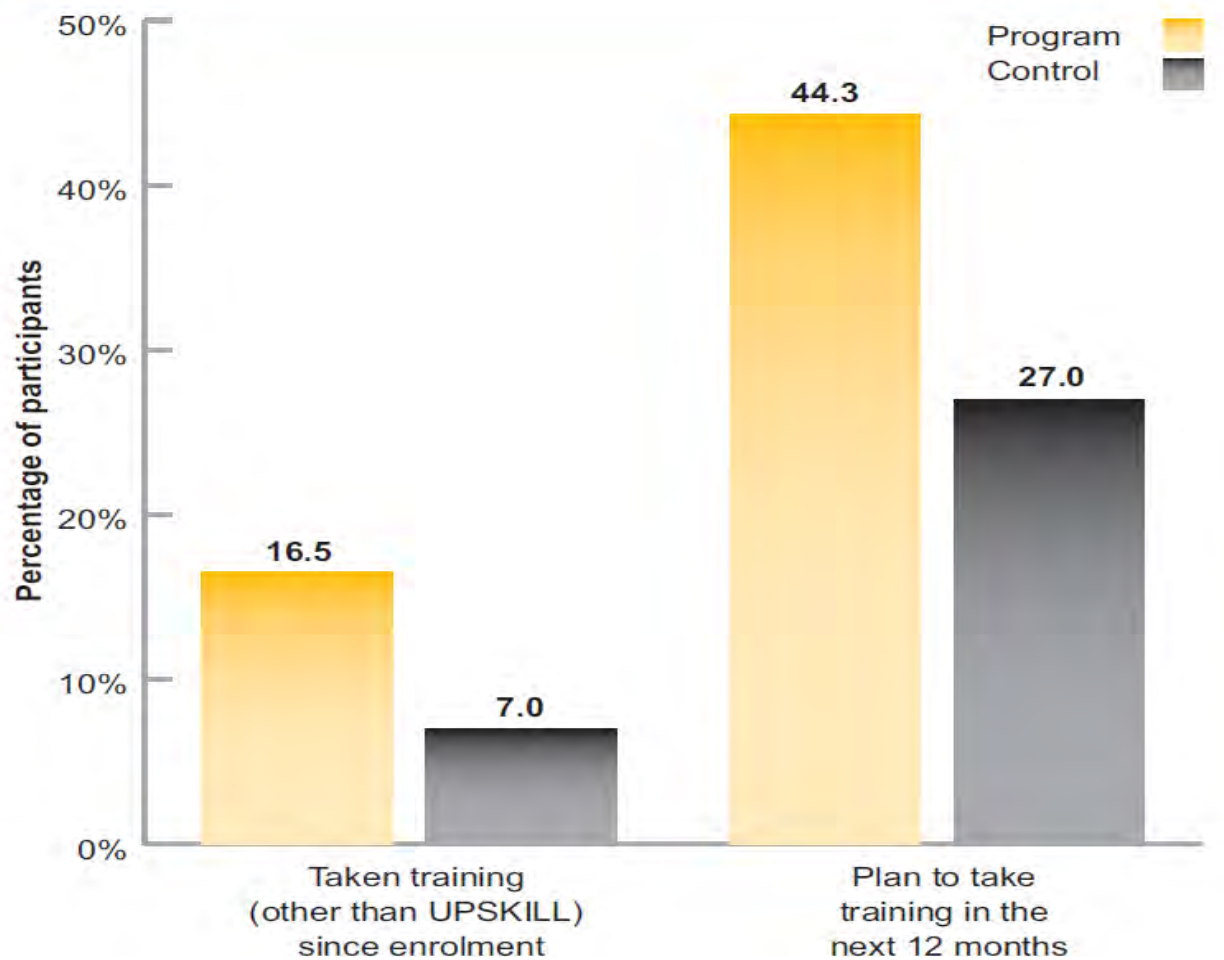
Substantial benefits for firms with positive ROI

23 percent return on investment for firms within only 12 months

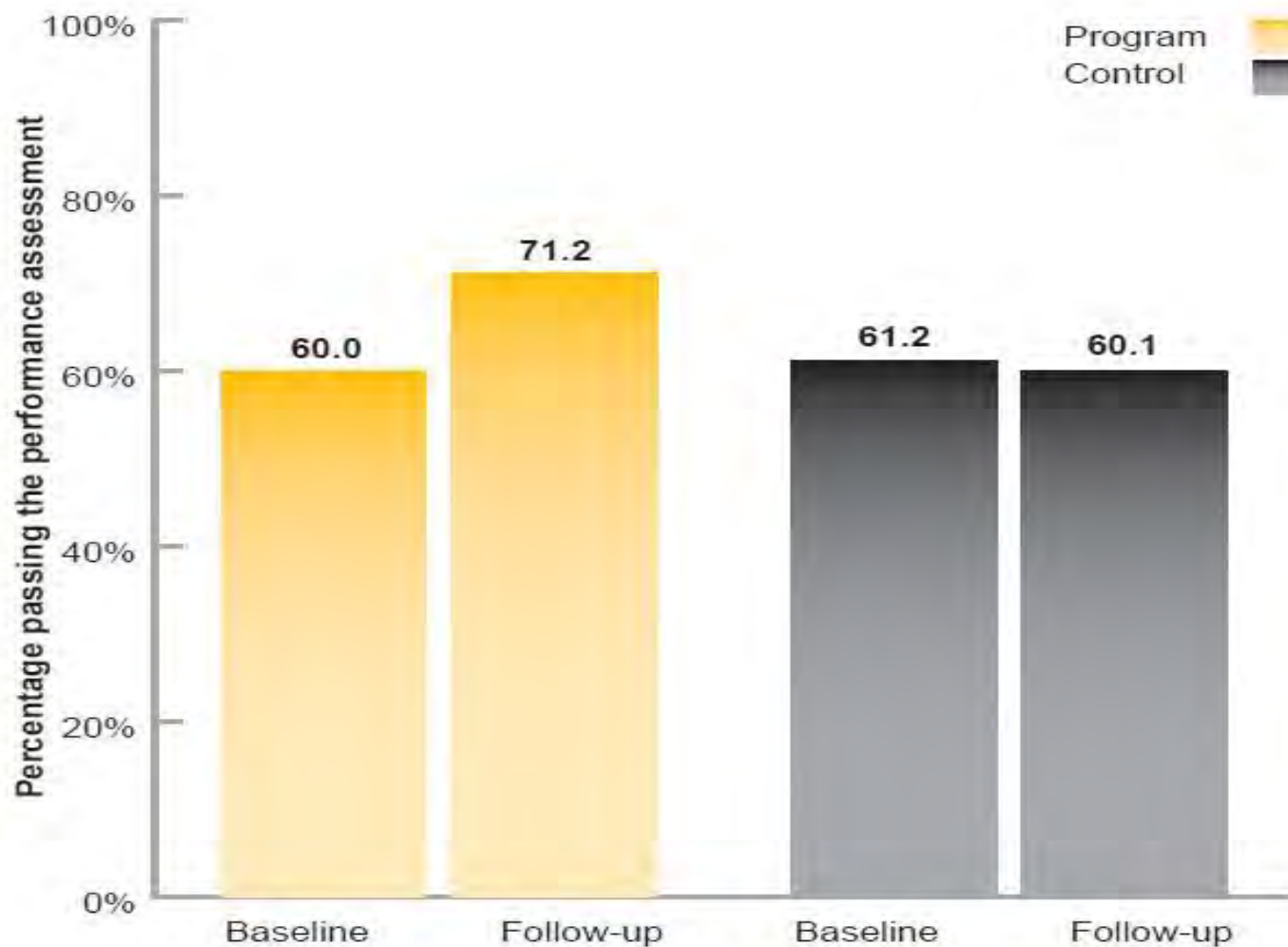
Employment Rates after 12-months



Further education and training



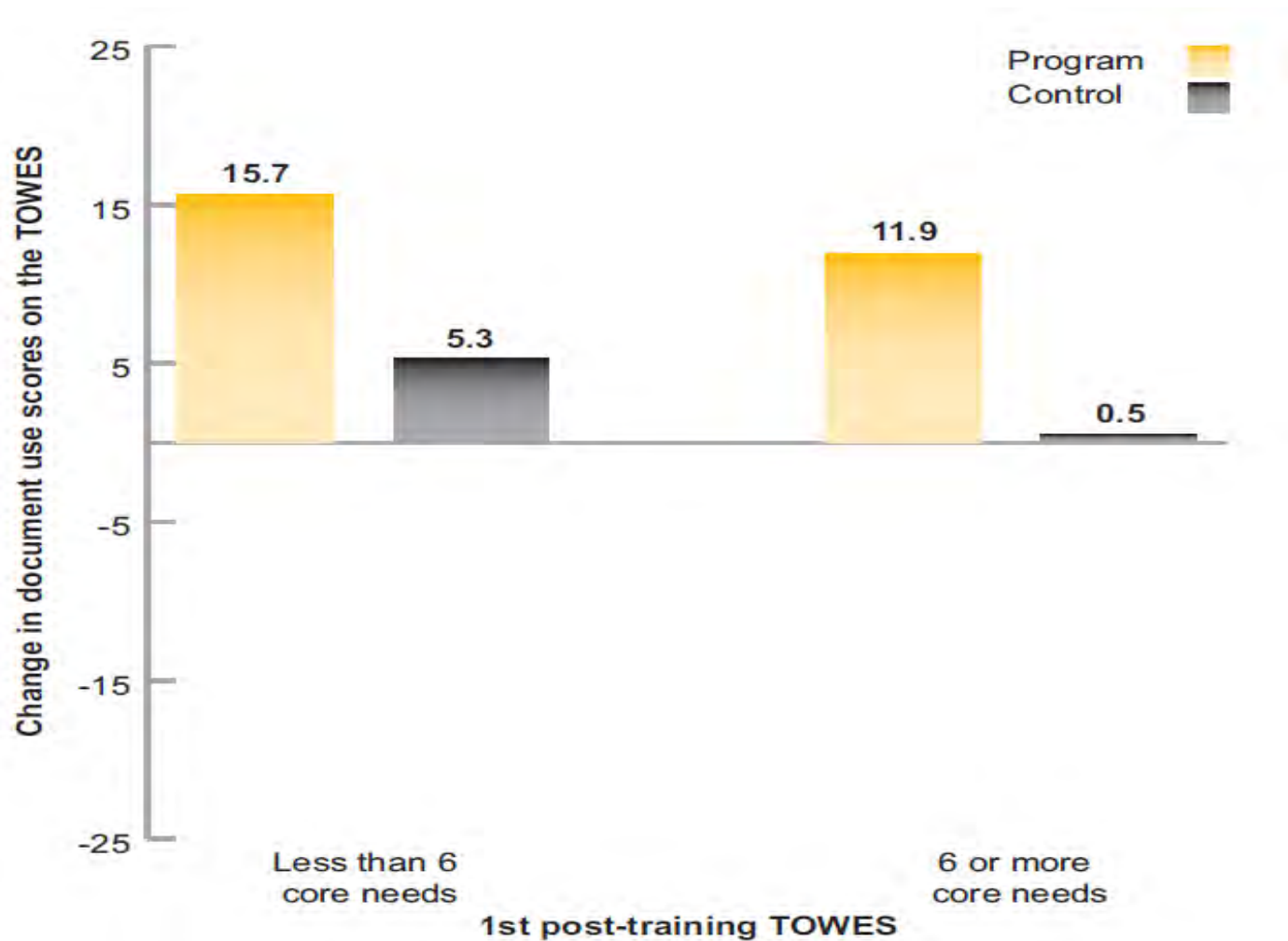
Industry Certification Rates after 12-months



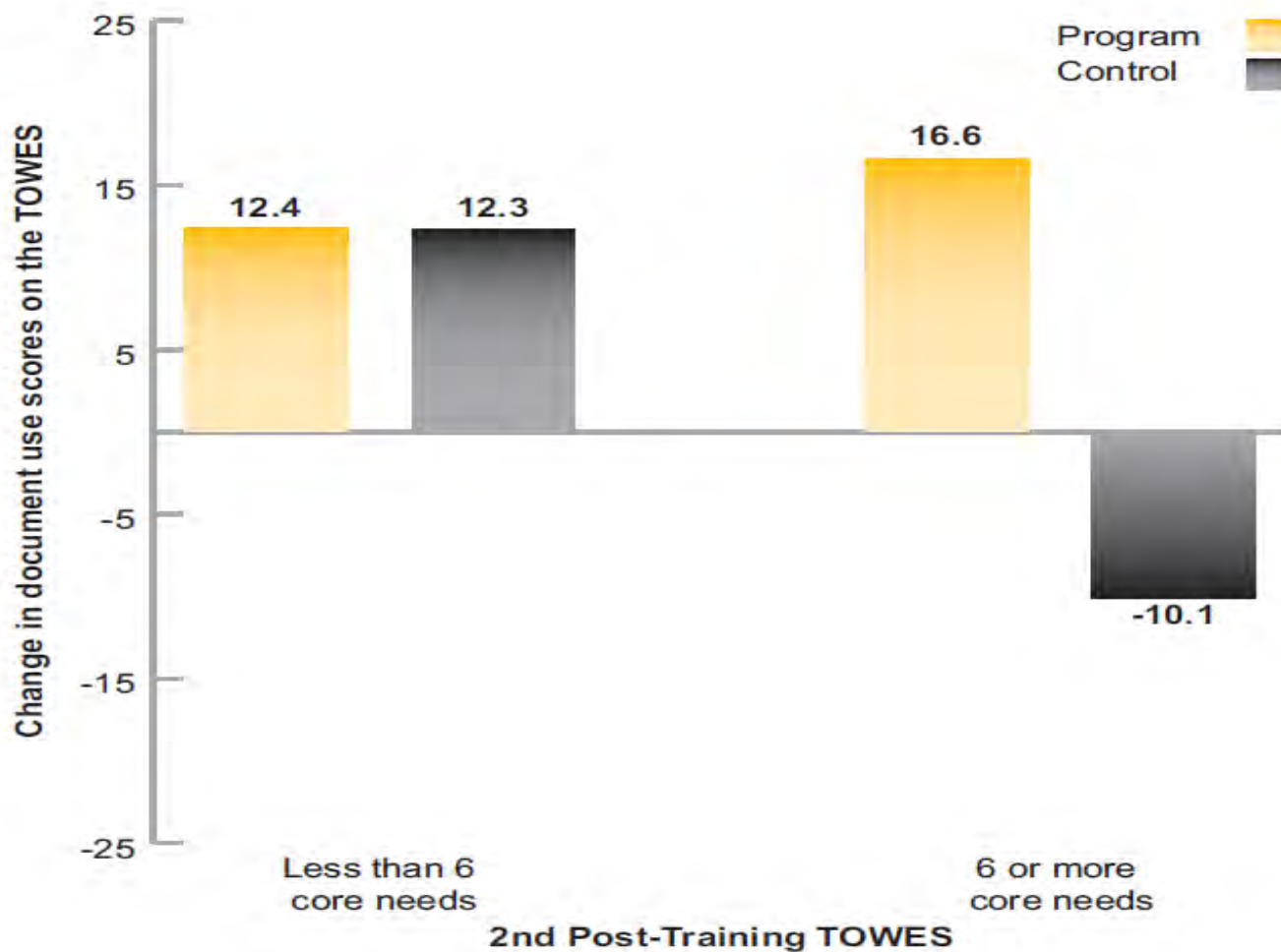
Does *alignment* really matter?

- Average impacts can mask important differences in effectiveness of training and employment services across a sample
- Subgroup analysis can help us understand how impacts vary across groups based on critical factors, such as need and context
- ***Alignment with needs***
 - *How important are baseline needs assessments?*
 - *How important is customization?*
- ***Alignment with context***
 - *How important is it to consider the training environment?*
 - *How important is workplace context?*

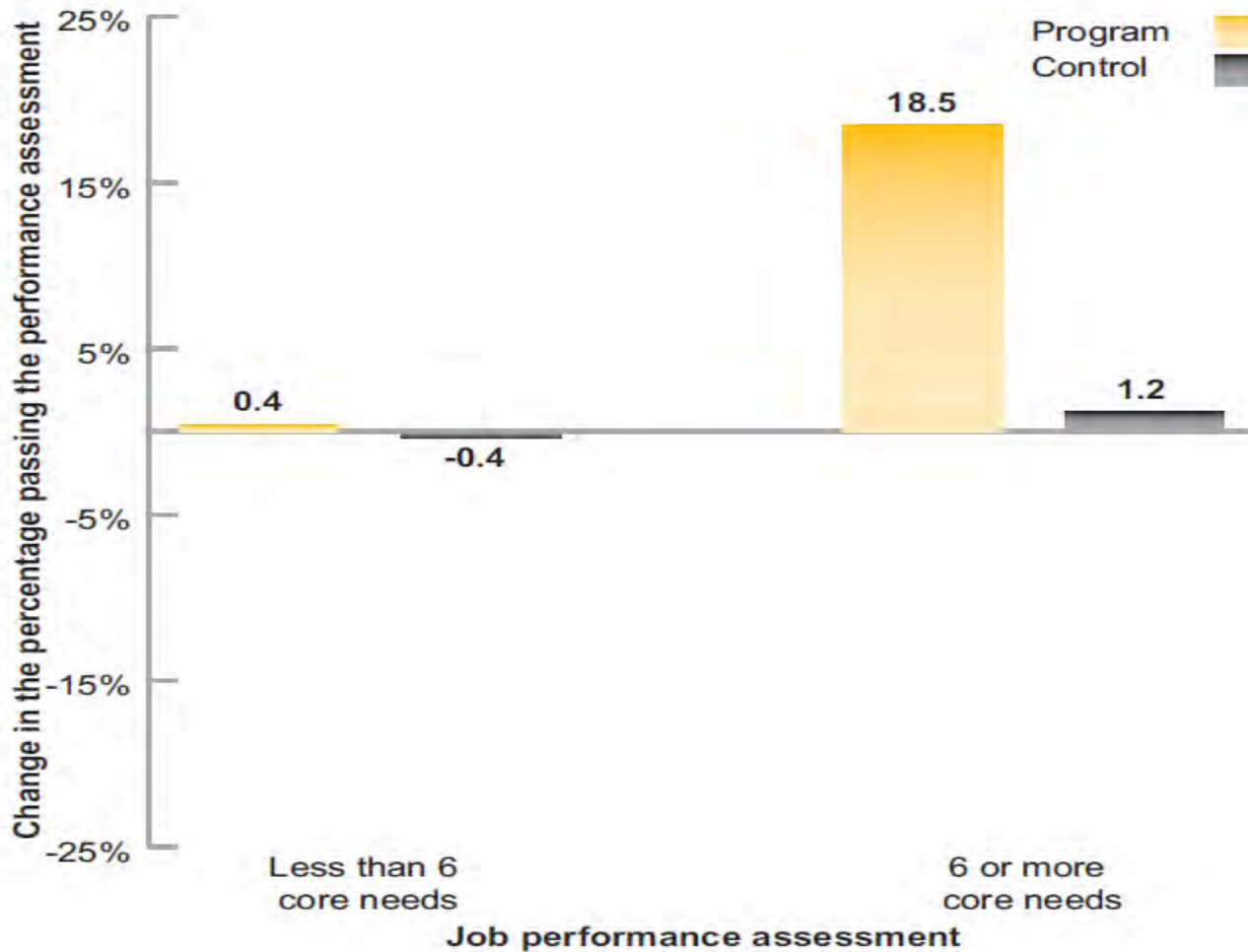
Subgroup Impacts, by Breadth of Needs



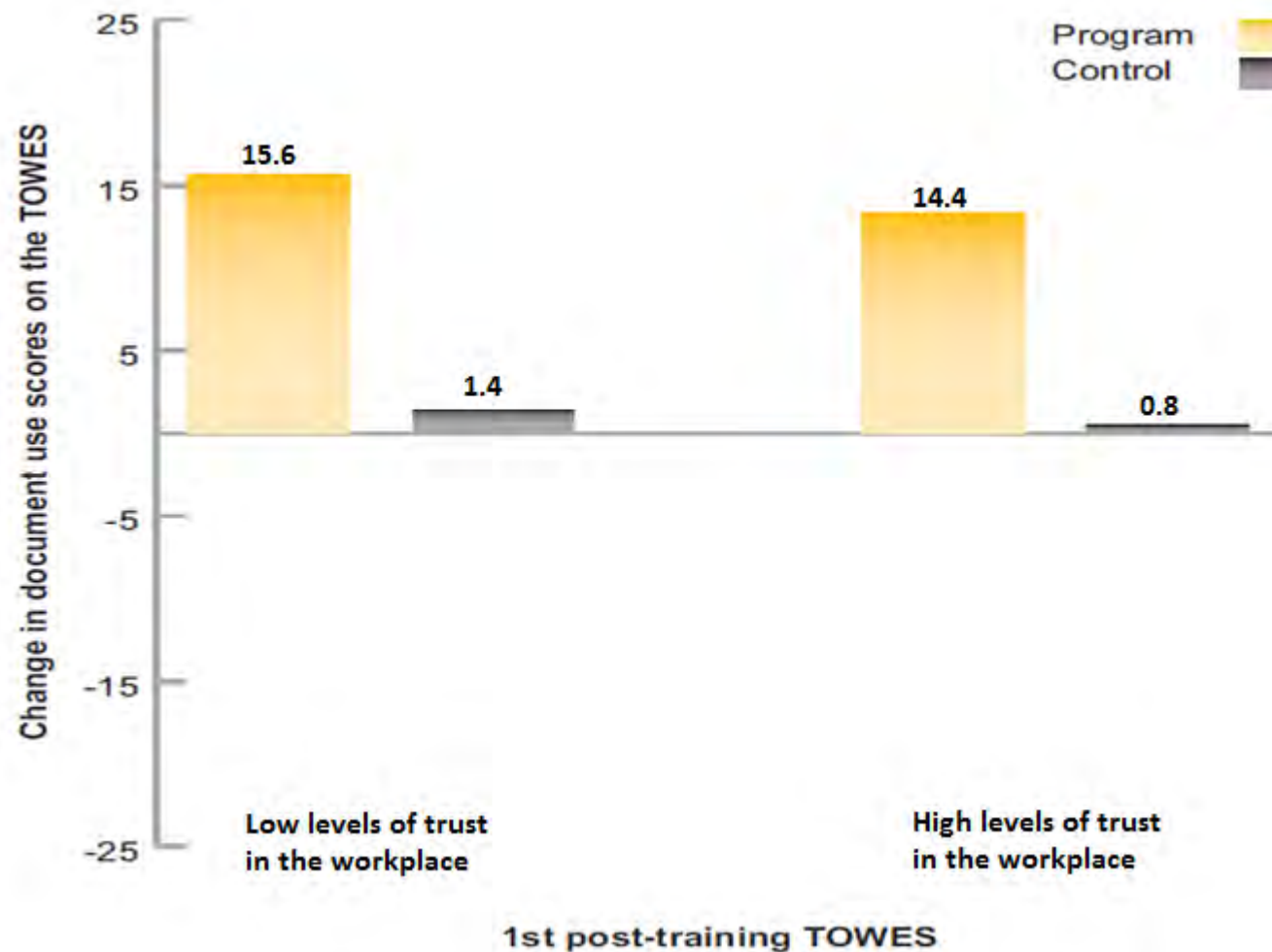
Subgroup Impacts, by Breadth of Needs



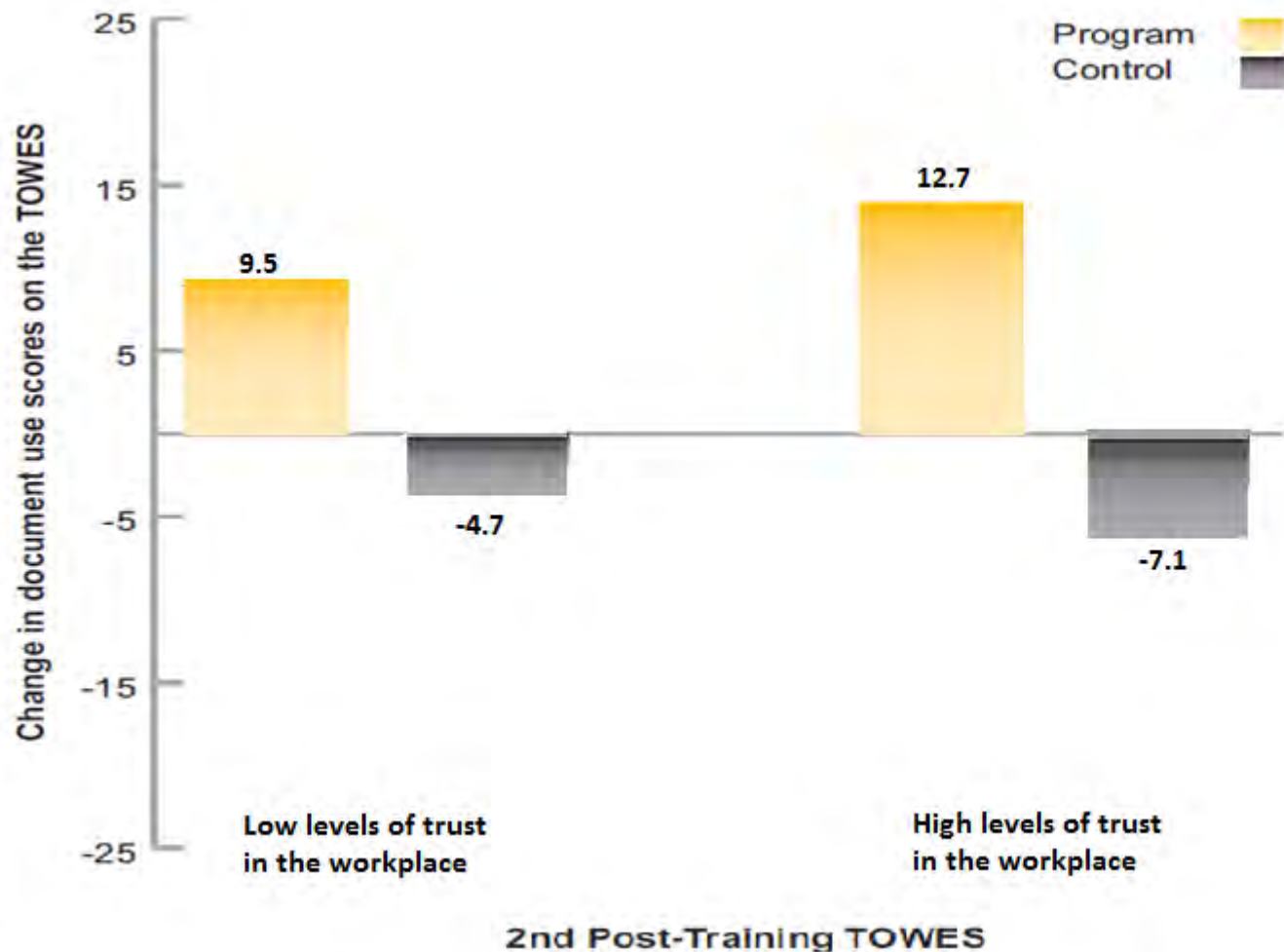
Subgroup Impacts, by Breadth of Needs



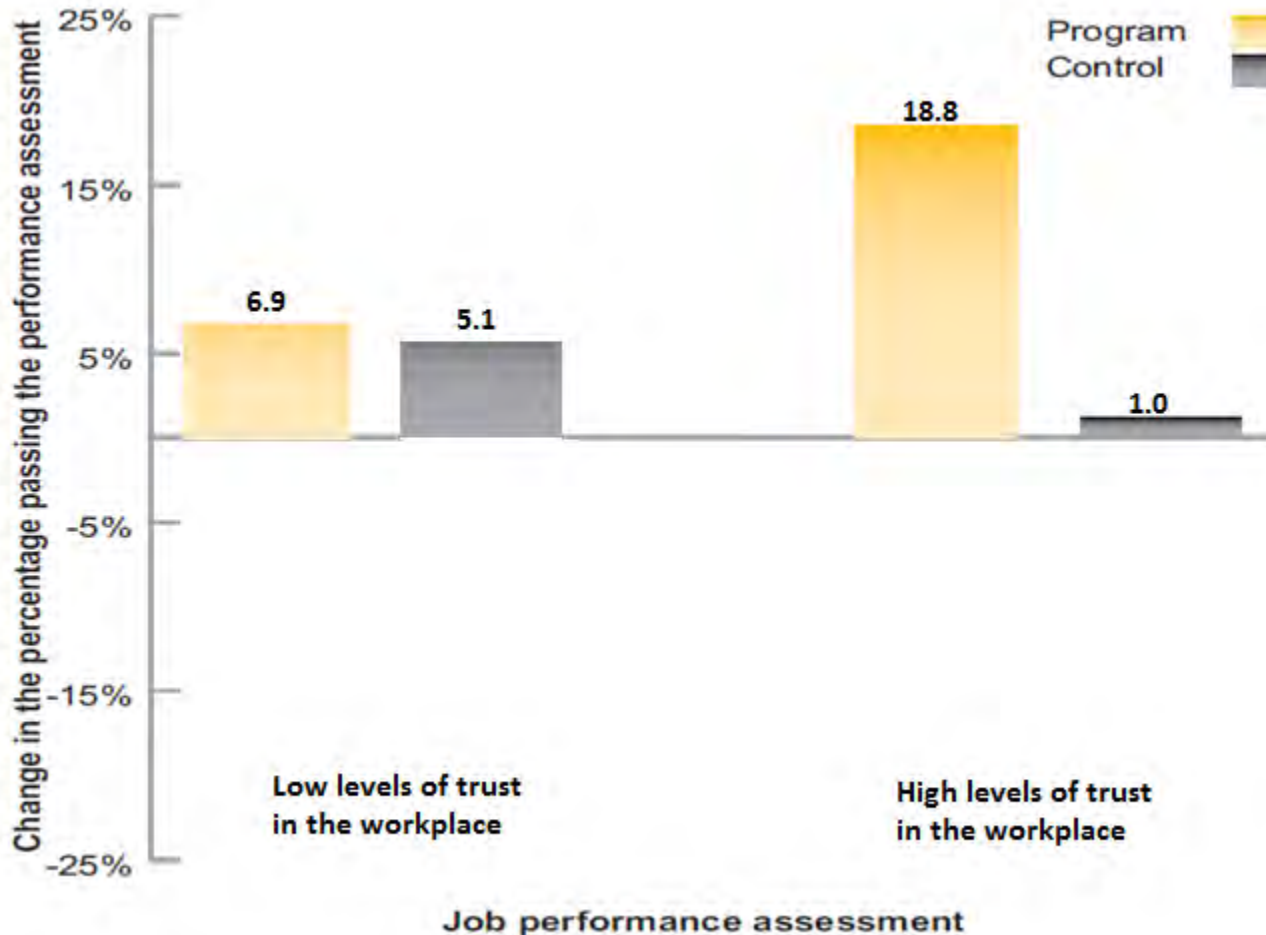
Subgroup Impacts, by Differences in Context



Subgroup Impacts, by Differences in Context



Subgroup Impacts, by Differences in Context



Innovative Training Models

What does it mean then for training to be innovative?

- There are many contexts that make it difficult for even the best trainers to achieve alignment with a traditional training model
- Constraints can include, among other issues
 - Lack of clarity in skill requirements, or outright resistance to skills assessments
 - Lack of occupational specificity, limited performance structure for embedding
 - Little availability of authentic workplace materials
 - Lack of structure or capacity to support traditional delivery model
- **Innovative training models can thus be viewed as any approaches that help overcome *delivery constraints and ensure quality and equitable access to well aligned training***

Innovative Training Models

We'll present three different training innovations that each respond to particular kinds of constraints on quality and access

1. Essential Skills training for the unemployed

Traditional training models for the unemployed have limited alignment with any occupational context, as future vocational requirements are often unclear. Is there a better approach?

2. Training for the skilled trades

The Construction sector relies on mentorship for skills development. The traditional workplace training model is currently inconsistent with this channel. Is there an alternative?

3. Training for very small businesses

Very small businesses lack the capacity to support traditional on-site training, both in terms of infrastructure and class sizes. Are there suitable models that can accommodate them?

FOUNDATIONS WORKPLACE SKILLS PROGRAM DEMONSTRATION

Policy context

Policy and research interest focused on Literacy and Essential Skills (LES) interventions for low-skilled employees

- Vocationally embedded training, aligned with job performance indicators and business needs within a single sector/occupation
- Positive impacts

What about LES training for the jobless?

- Program model combines career path consolidation with Essential Skills training tailored to a broad range of target occupations
- More demand-informed than demand-led

Will it work, and if so for whom?

Program model

Developed by The Training Group at Douglas College (B.C.)

Implemented at 3 sites: Douglas College; Conestoga College (ON); College of the North Atlantic (NL)

Two distinct program elements:

1) Portfolio Development (2 weeks) – for everybody

- Participants identify and document their Essential Skills (including a formal assessment of reading, document use, and numeracy)
- Research occupational skill requirements
- Build a *realistic* career action plan based on the match between assessed skill levels and skill requirements of target occupations

2) Skill Enhancement (2 – 10 weeks) - for those whose skills are below the level needed for their target occupation

- Individual learning plans tailored to address each person's specific needs
- Using learning materials relevant to the learner's chosen occupation
- Re-assessment and debrief at end of training

Sample size = 452

- 64% female
- 40% under 40; 36% 40 to 49
- 65% immigrant (35% recent)

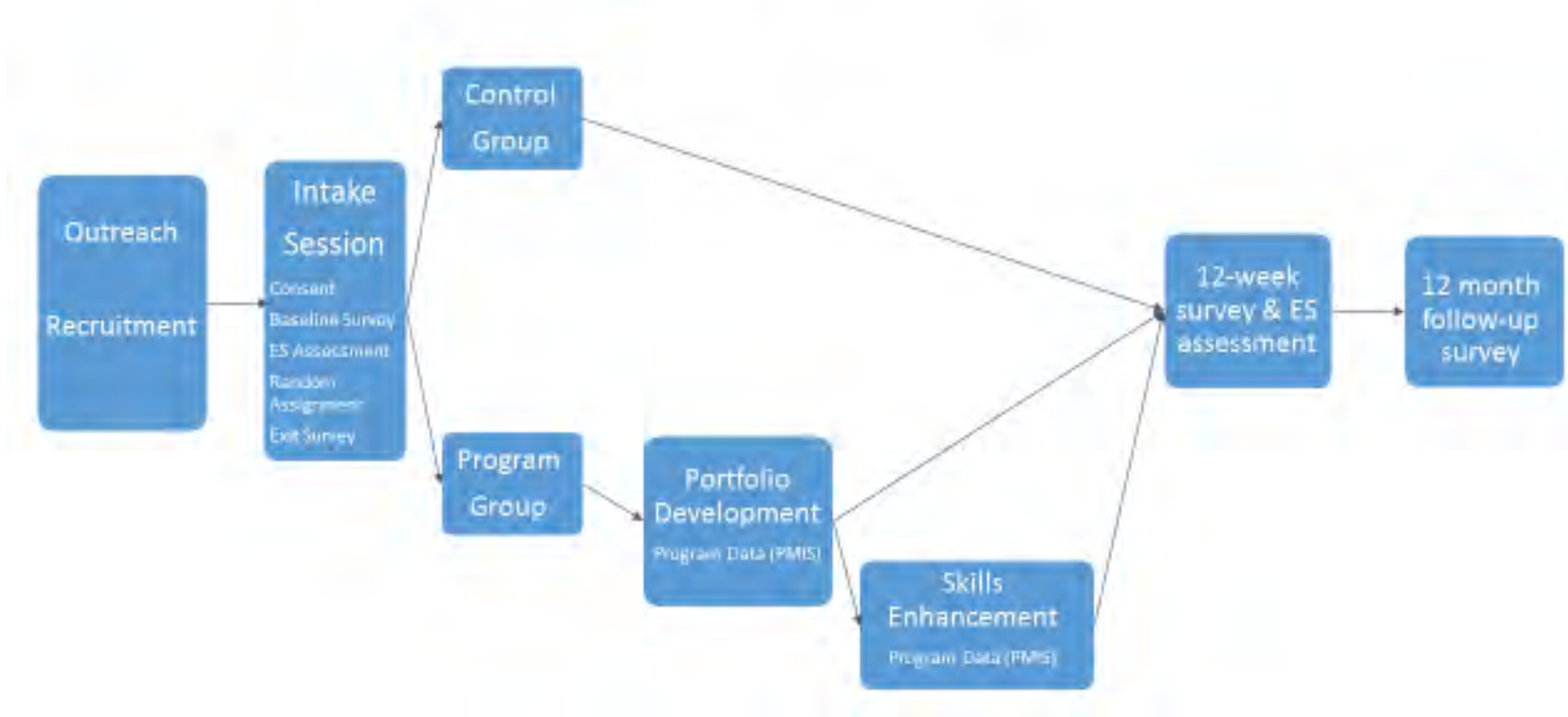
- 23% High School or less
- 46% University

- 42% household income less than \$20,000
- Average # of months worked in past 3 years = 15
- Most common barriers to finding or keeping a job
 - Limited work experience - 50%
 - Difficulty with English – 37%
 - Lack of job hunting skills – 36%
 - Education – 29%

Random assignment design

The only systematic difference between **program** and **control** groups is that one is eligible for the intervention and the other is not. As a result, any difference in outcomes can be attributed to the intervention, and be labelled an **experimental impact**.

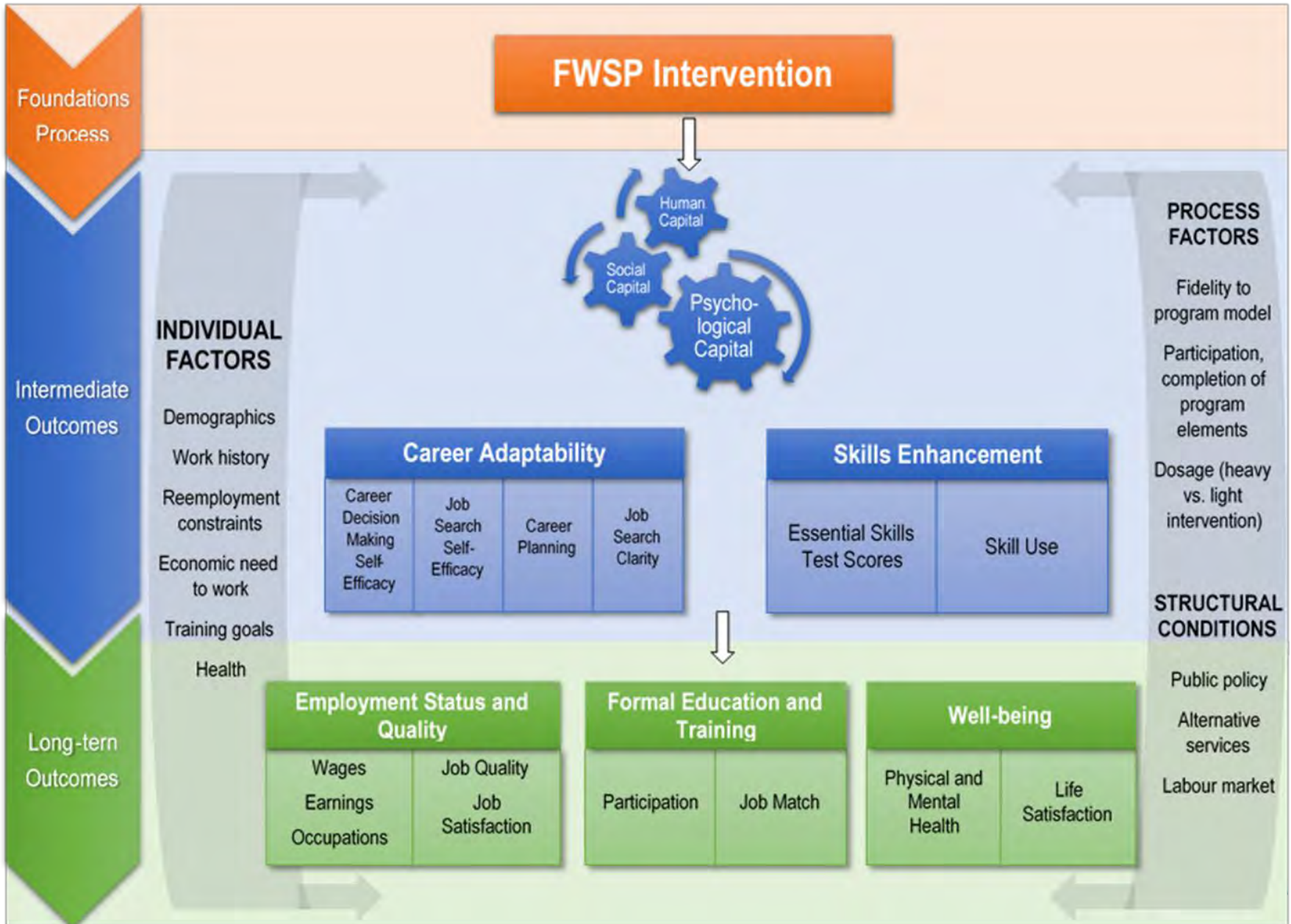
Program and Research Flow



Program attrition

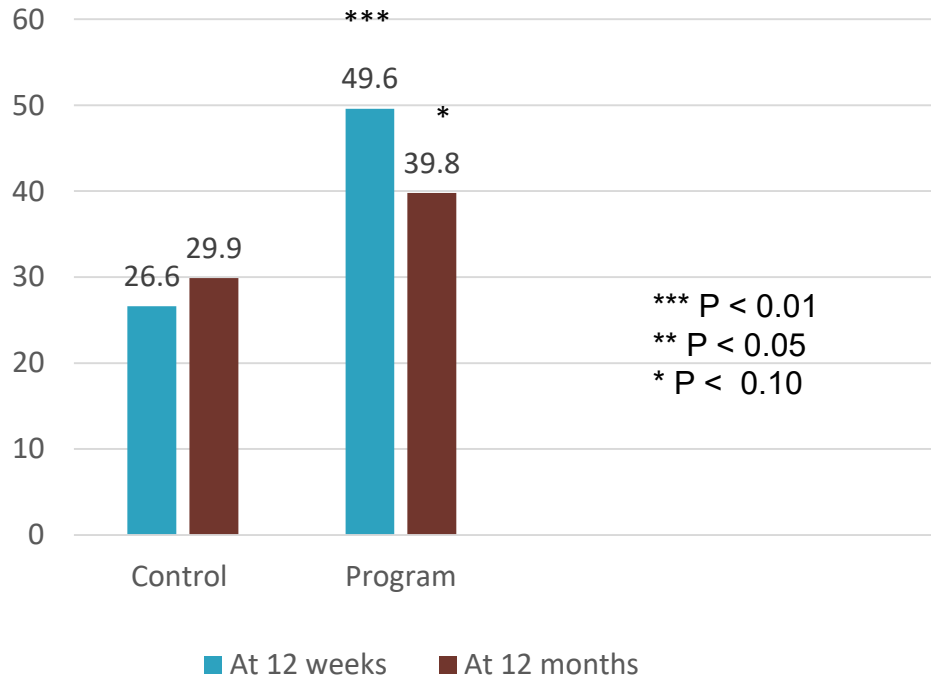
- 81% of the program group started Phase 1 (Portfolio Development)
- 67% completed Phase 1
 - Those who left tended to be **less educated**, have **less work experience**, and **lower skill levels**
 - Suggests that these kinds of participants may need more supports
- 47% participated in Phase 2 (Skills Enhancement)
 - Some attrition by design (those with no skill gaps not streamed into Phase 2)

Theory of Change



Career adaptability gains more likely for program group

Gains in all four career adaptability measures (%)



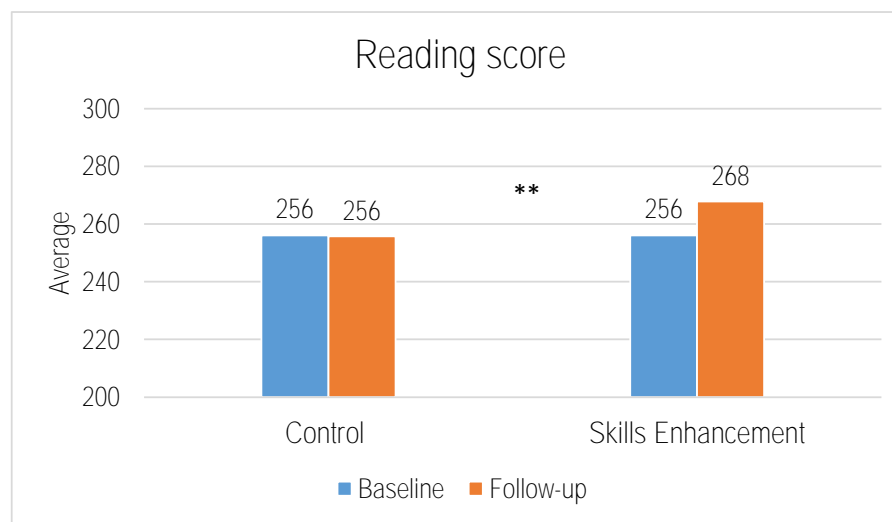
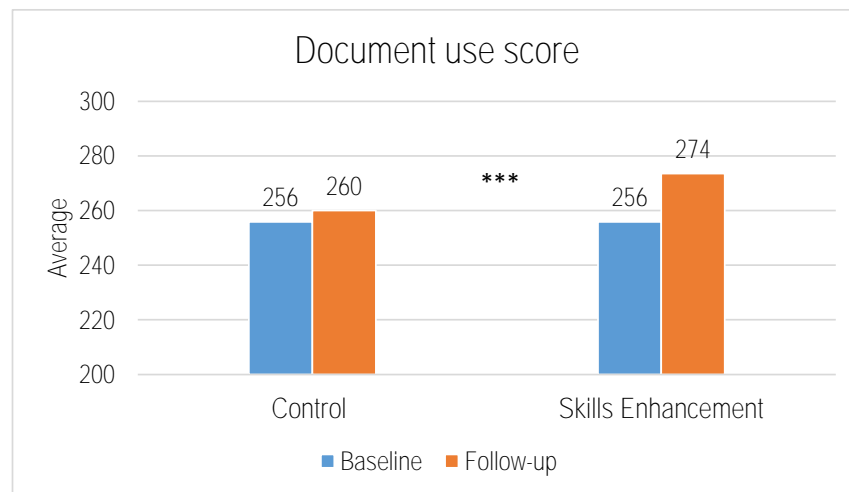
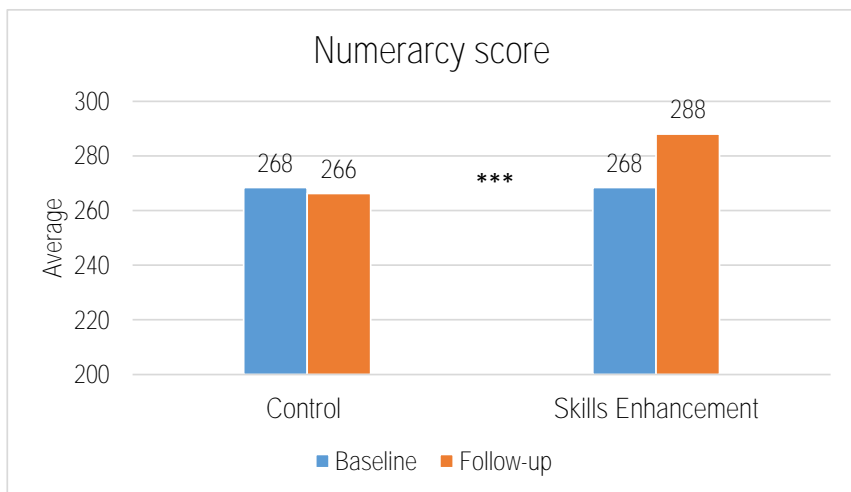
At 12 months, significant positive impacts on:

1) Job Search Clarity

2) Confidence in ability to:

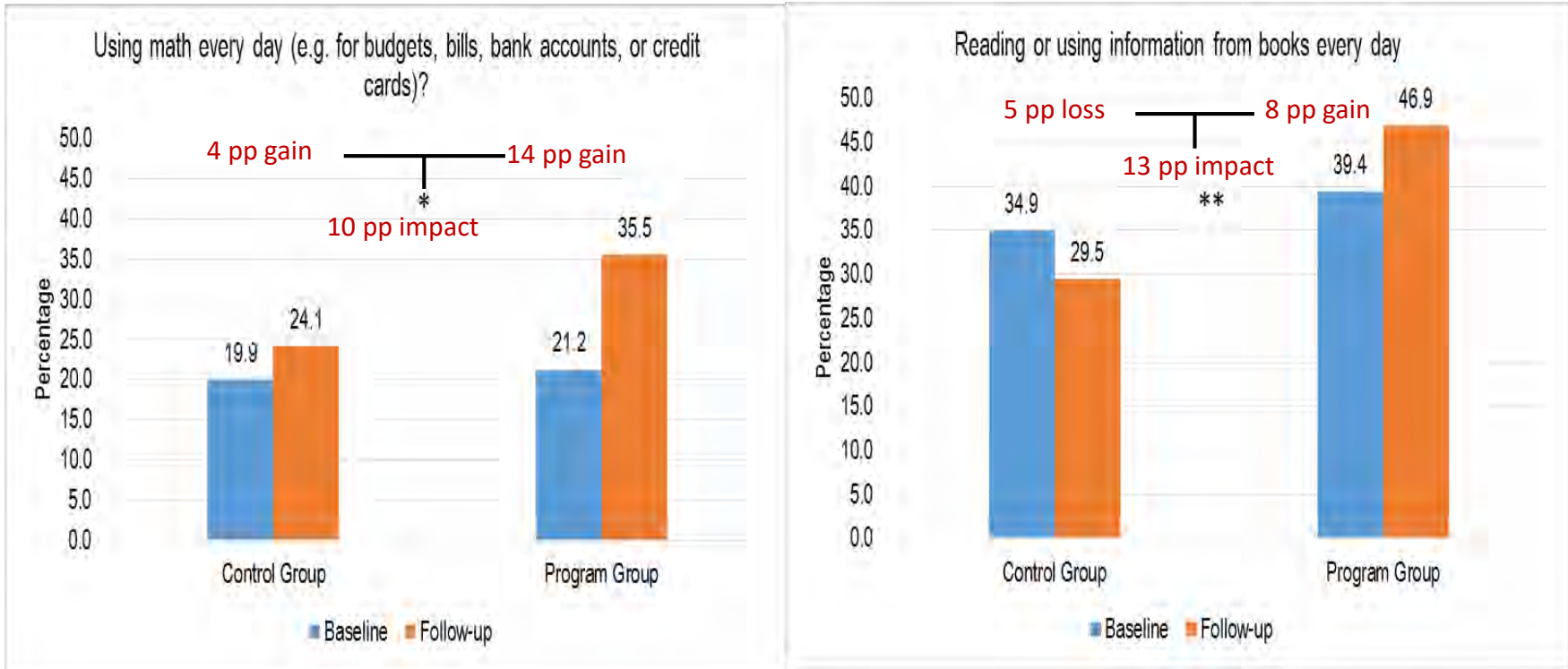
- communicate skills and experience effectively to employers;
- make cold calls to get a job interview;
- find long-term employment trends for specific occupations;
- switch jobs if necessary

Essential Skills gains at 12 weeks, among those targeted for Essential Skills upgrading (compared to matched control group members)



*** P < 0.01
 ** P < 0.05
 * P < 0.10

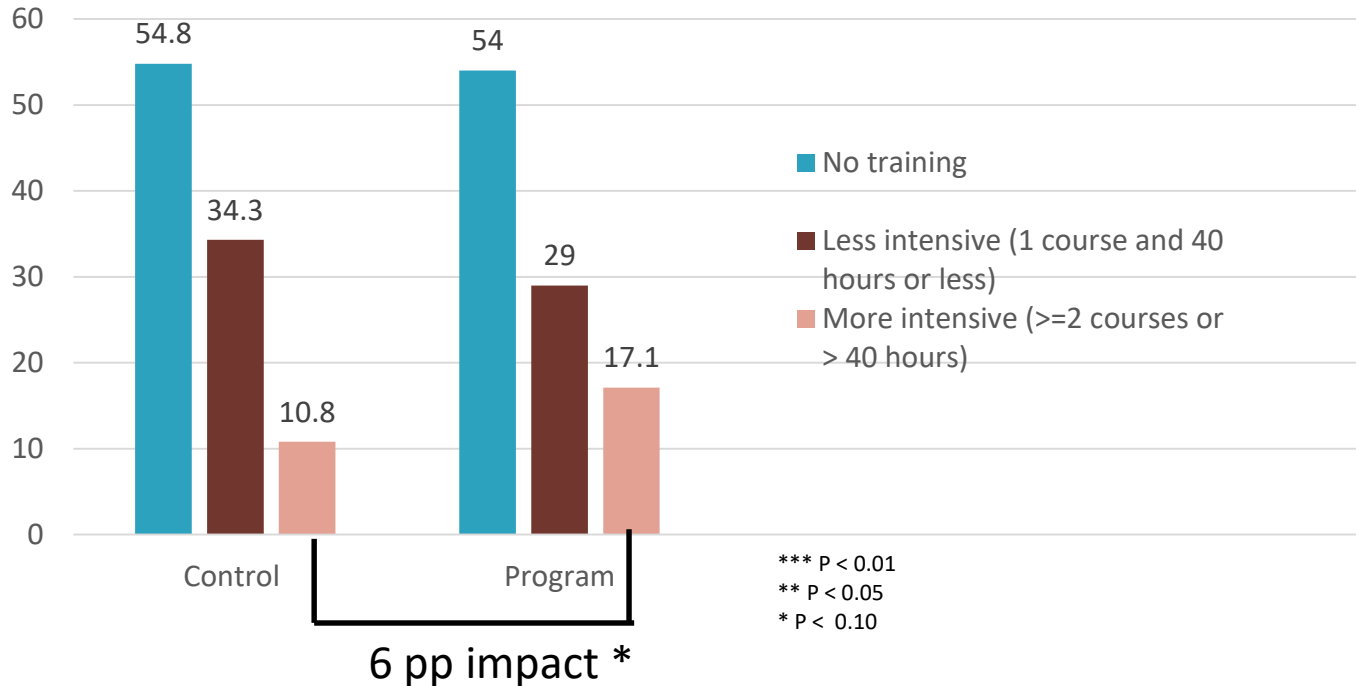
Program group continues to increase use and application of Essential Skills at 12 months



*** P < 0.01
** P < 0.05
* P < 0.10

No difference in training rates, but intensive training more common for program group

Training (excluding Foundations & career planning/job search) taken between baseline and 12 months (%)

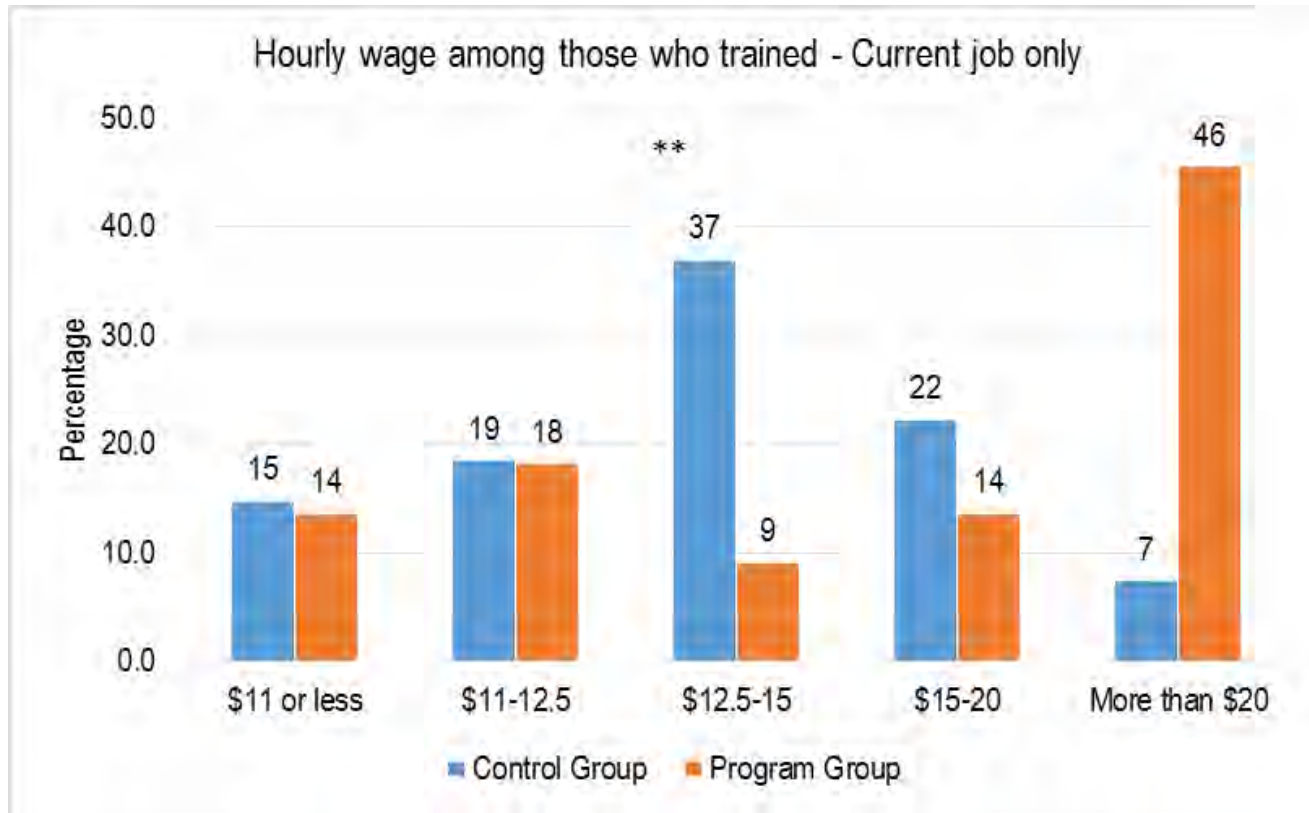


No difference in employment rate, but high-wage jobs more common for program group

Impacts on employment and wage distribution at 12 months

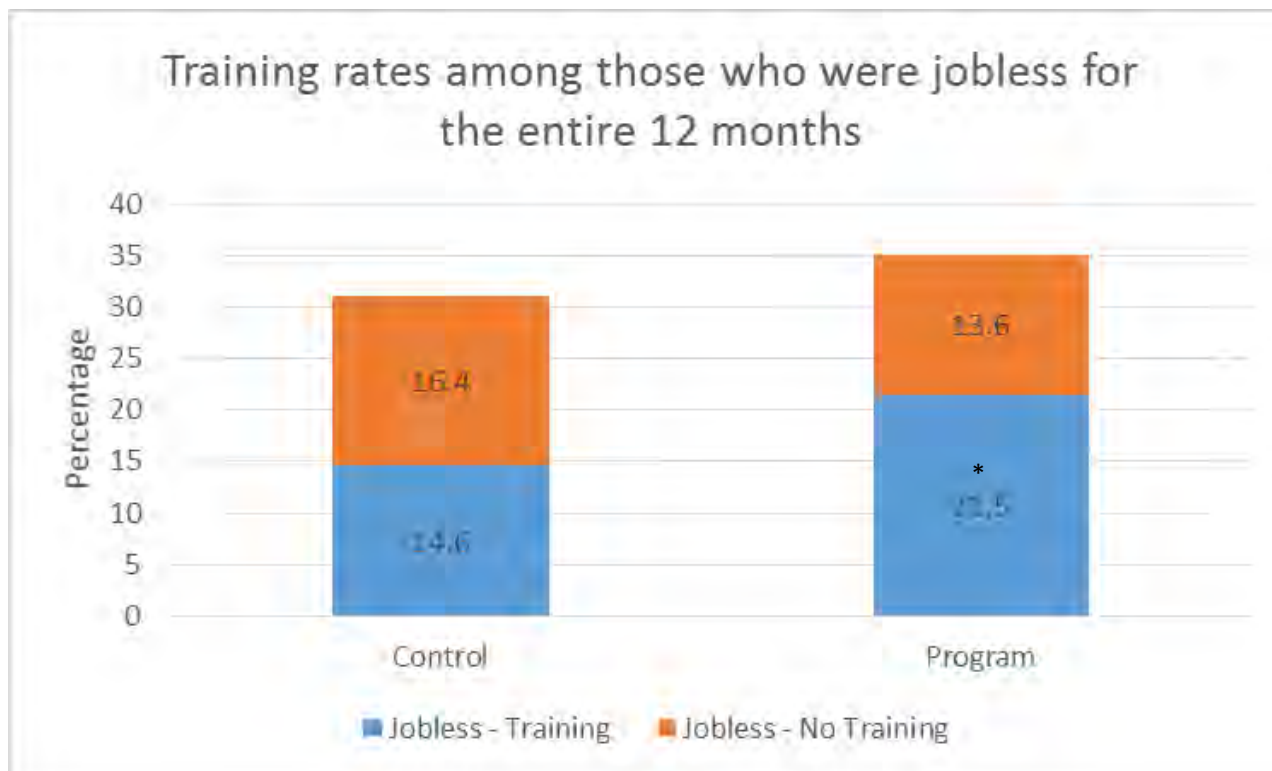


Training linked with high-wage jobs for the program group



*** P < 0.01
** P < 0.05
* P < 0.10

Jobless program group members more likely to train than jobless control group members

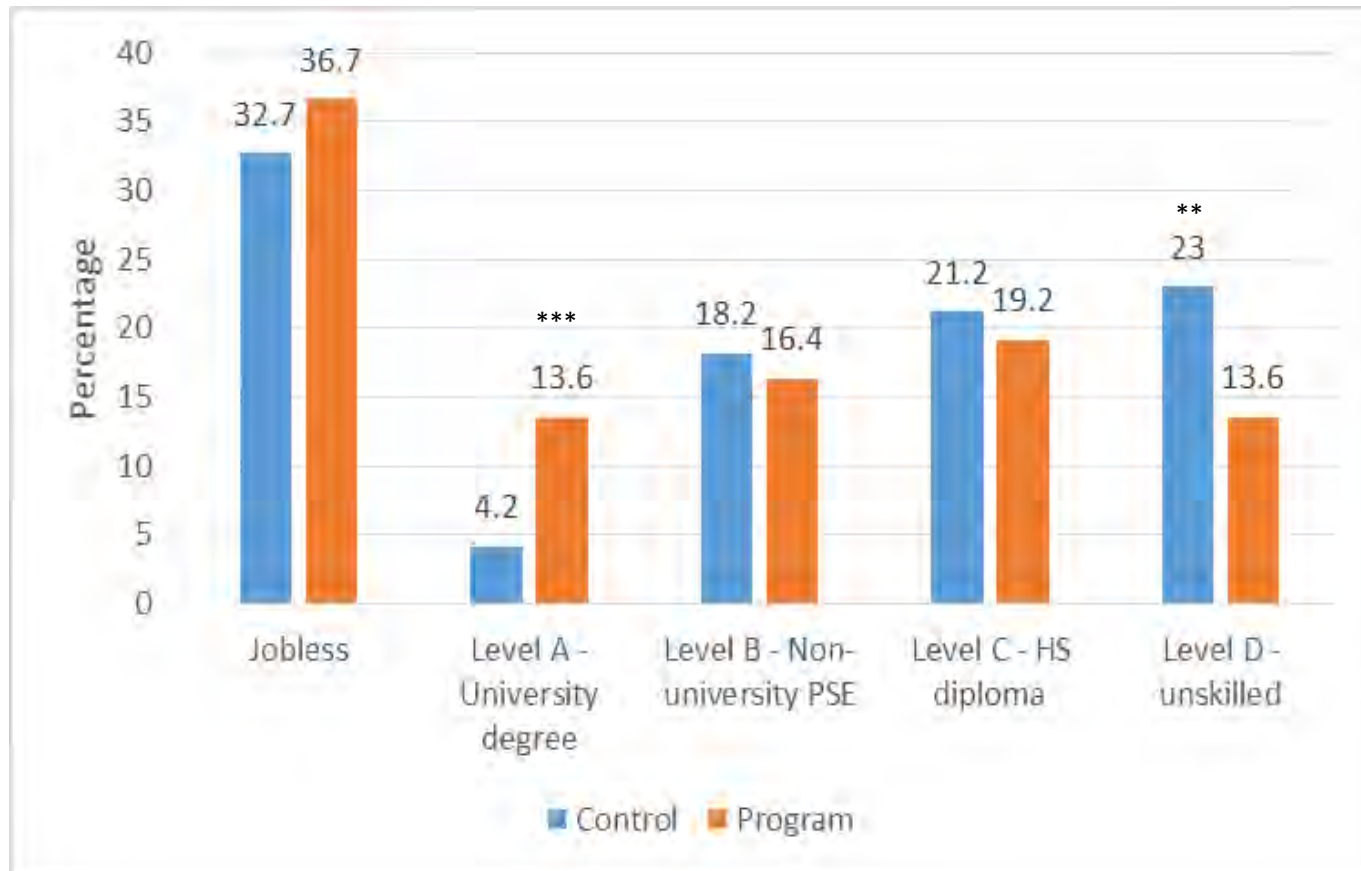


*** P < 0.01

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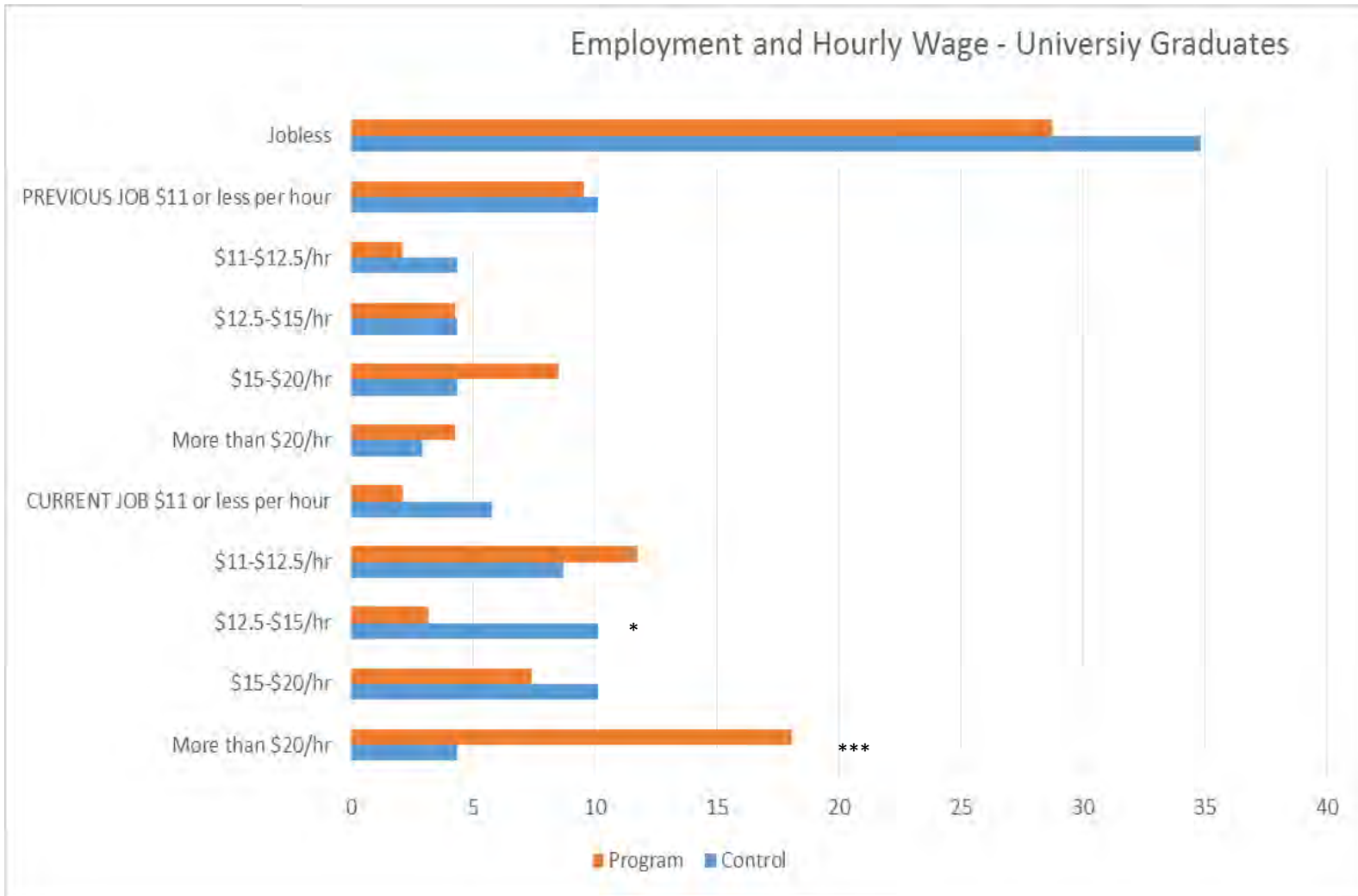
High occupational skill levels more likely for program group



Sub-group impacts – did the program work equally well for everyone?

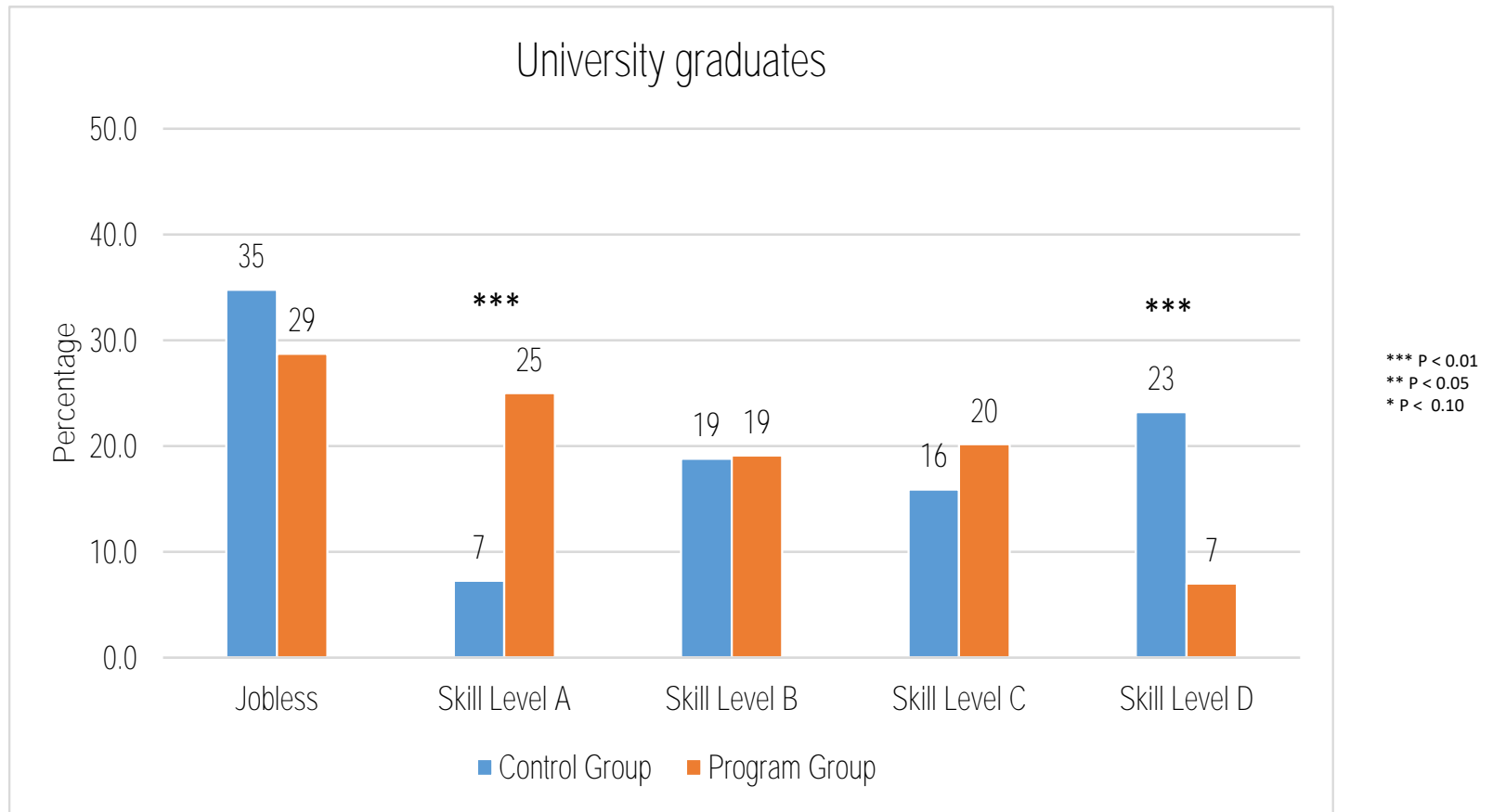
	Self-efficacy and employability impacts	Employment impacts
HS diploma or less (23% of sample) <ul style="list-style-type: none"> - 62% Canadian born - Below average Essential Skills - Limited work experience 	YES	NO
College Graduates (30% of sample) <ul style="list-style-type: none"> - 53% Canadian born - Below average Numeracy - Limited work experience 	YES	NO
University graduates (46% of sample) <ul style="list-style-type: none"> - 90% immigrant - Above average Essential Skills - Limited work experience 	YES	YES

Among university graduates, high wage jobs four times more common for program group than control group

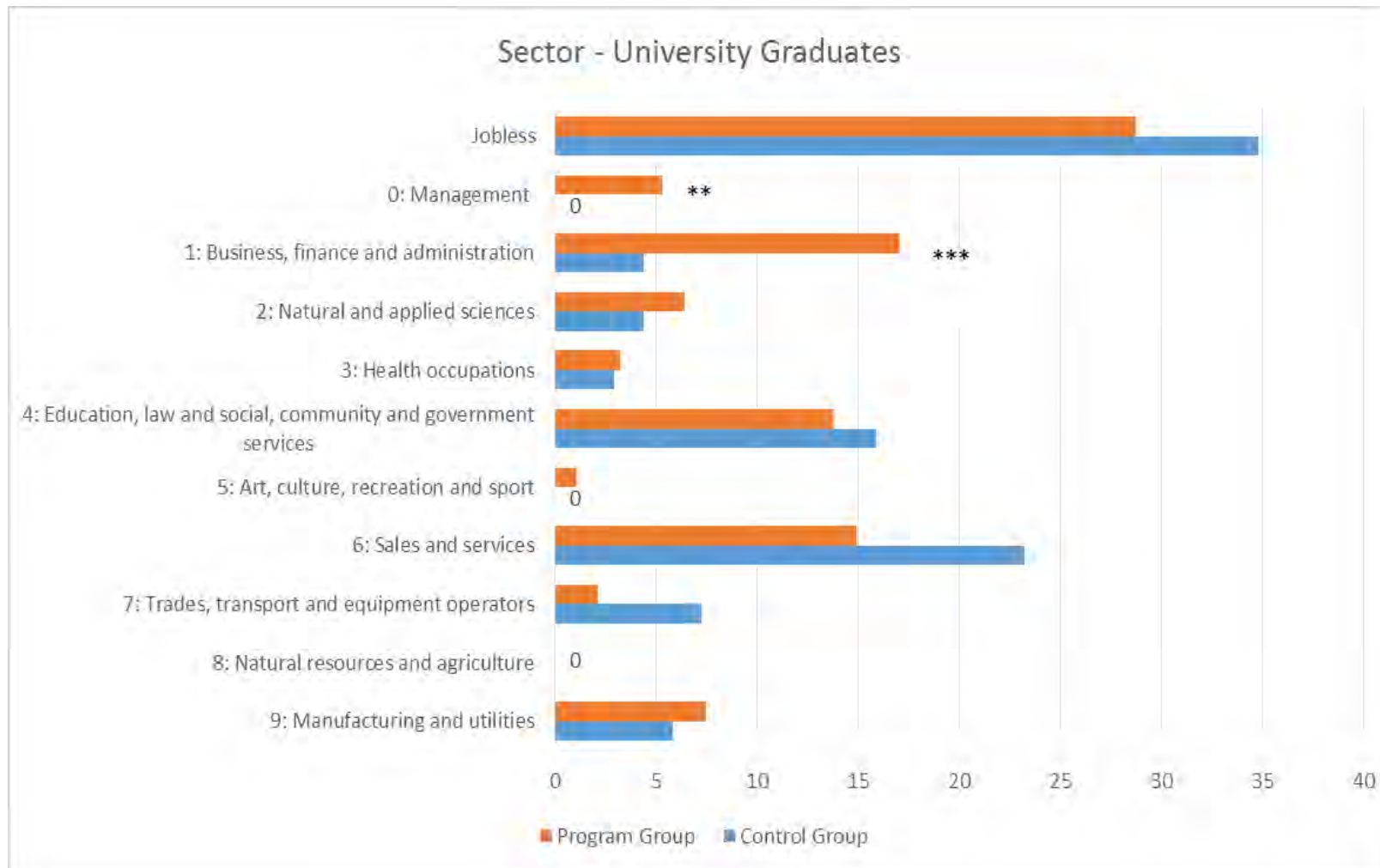


*** P < 0.01
 ** P < 0.05
 * P < 0.10

Among university graduates, high skill occupations three times more common for program group than control group



Among university graduates, program members move from the sales and service, trades and transport sectors into business, finance and management jobs



****** P < 0.01
***** P < 0.05
P < 0.10

Options for follow-up: Less-educated job seekers

Mixed results for those with less education

- Impacts on career adaptability, skill development, training participation, and well-being
- But few positive impacts on employment
- Longer time frame needed to observe employment impacts?

Likely need for more direct demand-side interventions to support employability gains

- Service delivery gaps, esp. for high-need groups
 - E.g. Refugees – settlement services for immediate needs, but few programs for longer term employment needs
 - Refugees far more at risk than other immigrants for prolonged dependency on social assistance
- Add demand-driven components (e.g. employer partnerships, technical training, job placements) to the existing Foundations model

Options for follow-up: University-educated immigrants

The Foundations program model was especially well suited for educated immigrants

- Large average wage and occupation impacts
 - A relatively low cost way to leverage existing human capital into skills commensurate occupations
 - A useful complement to models that target formal bridging programs or credential recognition for ITP's seeking regulated occupations
- But considerable variability in outcomes
 - Program reduced university graduates who were jobless or in low-skilled jobs from 74% to 56%
 - Can generate even bigger impacts with a) better targeting, and b) better alignment of program model with participant needs
- Potential 3-stage follow-up
 - Further analysis of existing data to identify and contrast university graduates who benefited most and least (targeting)
 - Follow-up interviews and focus groups to provide more detail on how the model helped, how it could be improved, etc. (alignment)
 - Evaluation of the impact of a “new-and improved” model on target group(s) whose needs it was designed to meet

MENTORSHIP TRAINING MODELS FOR THE CONSTRUCTION TRADES

Background

- In BC, **~39,500 workers** in the construction industry are **expected to retire** between 2016 and 2025.
- As a result, the number of **younger, less experienced workers** as a percentage of the workforce **is increasing**.
- This is placing significant pressure on the **training capacity** of various actors in the construction sector responsible for skills development
- Not simply a challenge for the apprenticeship system
- Employers and journeymen are under increasing pressure to support rapid skills development

Rationale

The challenge – skills development requires quality mentorship

- 85% of skills development happens on the job through mentorship
- However, employers report that the quality of mentorship varies dramatically – in its approach and its quality (Buildforce, 2012)
- Many tradesworkers and apprentices are simply not prepared for the mentoring relationship with gaps in essential skills – oral communication, working with others
- Furthermore, a traditional workplace essential skills training model will not work for this sector
- Few tools exist that effectively integrate LES in a mentoring context

Integrating LES training within mentorship

Develop a mentorship training model that integrates essential skills in a way that will not only makes better mentors – but is also fully aligned with the needs and context of construction sector trades and their employers

- **Requires an innovative approach to gathering sector Labour Market Information (LMI) – not only demand and supply but also gap analysis**
- Identify which skills and performance gaps are most critical to business
- Identify which gaps are likely to be most responsive to mentorship training
- Build training and assessment tools specifically targeting these areas

Integrating LES training within mentorship

Example: Sector LMI study for British Columbia's Electrical Trade

- Partnered with International Brotherhood of Electrical Workers (IBEW)'s Electrical Joint Training Committee (EJTC) and SkillPlan
- Support from the Sector Labour Market Partnerships (SLMP) program from the BC Ministry of Jobs Tourism and Skills Training
- Undertaking a comprehensive LMI study to understand the nature of skills and performance gaps within the **Electrical Trade**

Integrating LES training within mentorship

Methodology for a pre-design LMI study

- **Build a Performance framework**
 - Linking occupational standards to Essentials Skills
 - Linking occupational standards to Business Outcomes
 - Constructing suitable performance metrics
- **Sector needs analysis: employer consultations**
 - Validating the framework and performance metrics
 - Identifying most critical gaps to business
 - Identifying which are most responsive to mentorship
- **Province-wide survey of electrical contractors**
 - Validating the framework and metrics
 - Quantifying the gaps

CLUSTER TRAINING MODELS FOR VERY SMALL BUSINESSES

Background

- Small business drives private sector employment with nearly 70 per cent of all Canadian workers employed in small firms of less than 100
- A lesser known fact, is the importance of “very small” businesses – defined as firms with fewer than 20 employees
- These firms account for nearly 25 per cent of all Canadian employment
- Even more significant in some regions and sectors
- In Atlantic Canada, “small operators” account for over 80 per cent of all businesses and up to 45 per cent of all workers in sectors such as Tourism

Rationale

The challenge – workers in very small businesses have limited access to high quality well-aligned training

- Comparatively low rates of training among small businesses are well documented
- Very small businesses rely almost exclusively on informal methods
- Traditional workplace training is not an option due largely to constraints on capacity
 - Limited budgets
 - Lack of infrastructure to support on-site training
 - Inability to support group training options and get economies of scale
- The current alternatives for LES training?
 - Informal training, or short-term courses **lacking business alignment**

A cluster-based approach to training

Exploring cluster-based training models that “pool” training resources and trainees from across local businesses – yet aim to balance the need for alignment and customization to each business

- **Group-based learning environments:** Pooling learners across multiple businesses can address cost-related barriers, facilitate economies of scale and leverage peer-based learning and network effects;
- **Alignment through customization:** Customizing curricula to individual learner and businesses needs to achieve tight alignment will help maximize skills, performance, and business gains
- These features often involve competing goals – striking the right balance of homogeneity within a cluster while accommodating diverse needs
- Requires a different kind of model for assessment and training delivery

A cluster-based approach to training

Example: Cluster Training model for NB Tourism Small Businesses

- Support from the New Brunswick Government's Department of Post-secondary Education Training and Labour (PETL)
- Partnered with Tourism Industry Association of New Brunswick
- Objectives
 - Document existing approaches to Cluster-based training in other jurisdictions such as Nova Scotia and Manitoba
 - Develop new assessment tools to facilitate cluster-based delivery
 - Augment existing LES training curricula for the Tourism small business
 - Pilot the cluster-based approach with up to 15 businesses in New Brunswick

PAY FOR SUCCESS ESSENTIAL SKILLS PILOT PROJECTS: SOCIAL
IMPACT BOND, AND CONDITIONAL SUBSIDY MODELS

Two Essential Skills pilot projects

Essential skills training for lower-skilled Canadians:

1. Workforce preparation for unemployed
2. Workplace-based for employees

Investors receive reimbursement based on the “success outcome” of achieving a demonstrated skills gain:

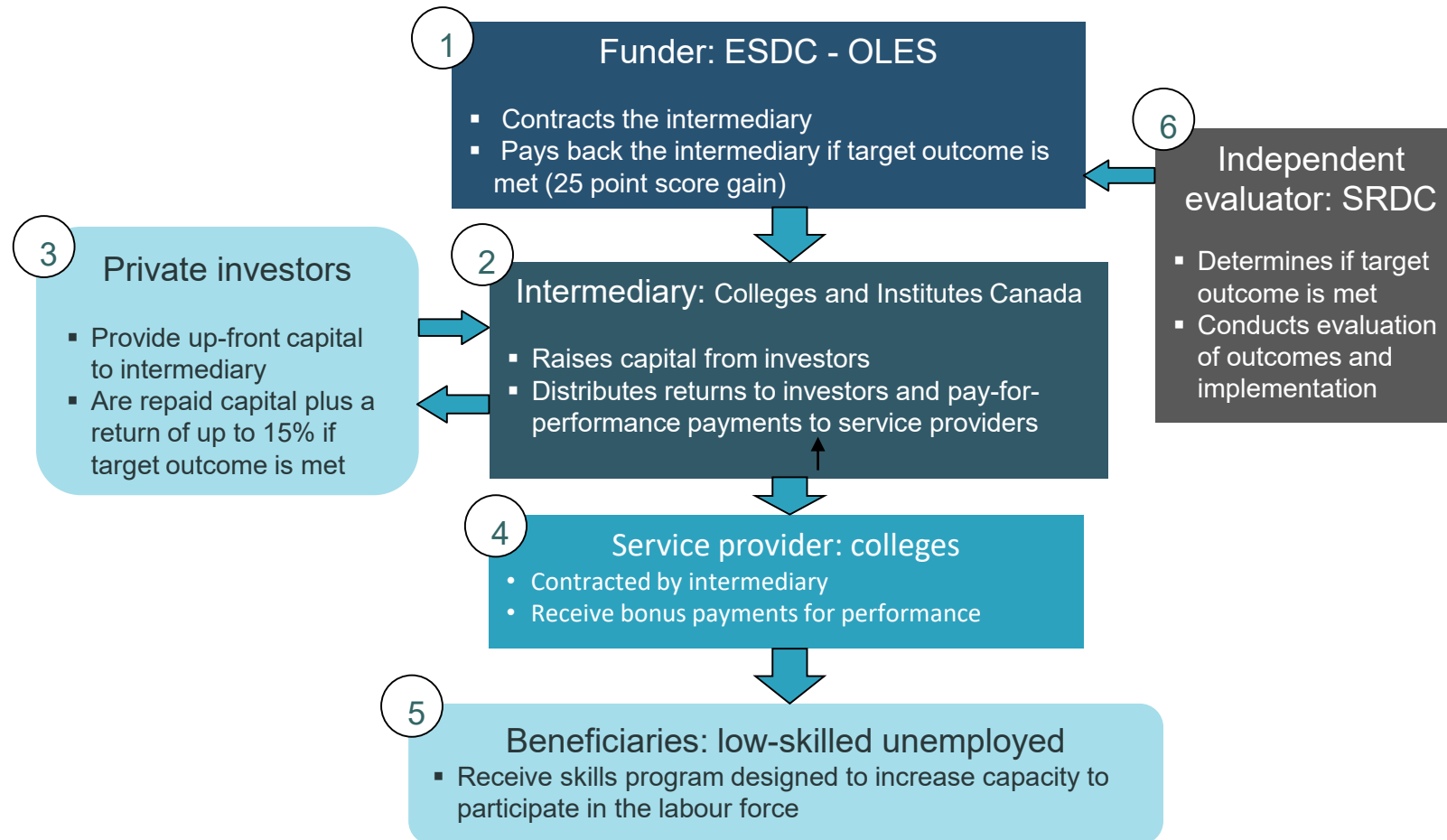
- 25-point gain on standard scale for the International Adult Literacy Survey (IALS)
- Participants are assessed at baseline, post-training, and 12 months following
- Investors are eligible for repayment at both points in time

Reimbursement formula is based on historical evidence of 25 point gains from adult essential skills training programs

- Investor reimbursement formula was agreed between investors and ESDC on the basis of statistical analyses prepared by SRDC

Graduated formula rewards higher levels of achievement, and allows for some payment even below benchmark level.

The CIGan Social Impact Bond (SIB) Model



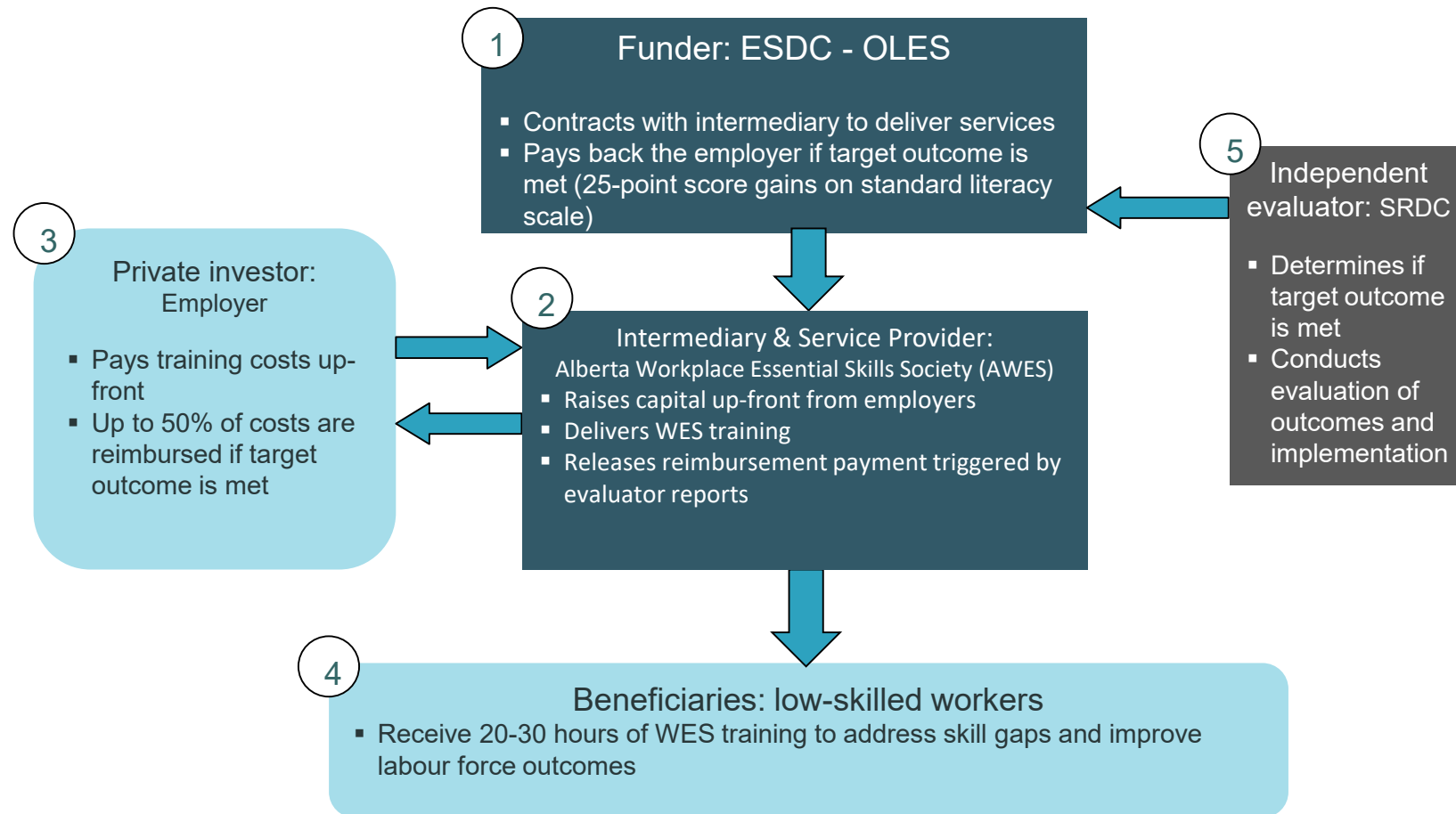
Reimbursement Formula (ESSF)

Tier	Median gain	Percentage with 25 point gain	Post-Test Payout		Post-Post-Test	Total Potential Payout
			Reimbursement	Return	Payout Return	
0	0-15 points	0-35%	0.0%	0.0%	0.0%	0.0%
1	16-17 points	36-39%	90.0%	0.0%	1.0%	91.0%
2	18-20 points	40-44%	96.0%	0.0%	1.0%	97.0%
3	21-24 points	45-49%	100.0%	3.5%	1.0%	104.5%
4	25 points or more	50-54%	100.0%	7.0%	1.0%	108.0%
5	25 points or more	55-59%	100.0%	10.5%	1.0%	111.5%
6	25 points or more	60% or greater	100.0%	14.0%	1.0%	115.0%

Examples:

- Tier 4 represents the historical outcome of *Foundations*
- Post-Test:
 - If only Tier 1 is achieved, investors receive 90% of their capital investment (i.e. median skill gain of 16 points and 36% of participants achieving a 25+ point gain)
 - If Tier 6 is achieved, investors are repaid their initial investment plus a 14% return
- Post-Post Test:
 - If Tier 1 results are observed, investors would still receive an additional 1% of their capital
 - If Tier 1 results were observed at Post-Test, but Tier 2 results are observed at Post-Post-Test, in addition to the 90% of capital repaid after Post-Test, investors would receive 1% of their capital plus 6% of their capital – the difference between the Tier 1 and Tier 2 Post-Test payments

The AWES Pay For Success Model



What are the features of Social Finance in the pilot projects?

Activity generates a social dividend and economic return to investor

- Social and economic benefits associated with a more skilled workforce
- Returns on training investment (*CICan* SIB)
- Increased productivity and profitability (*AWES* PFS)

Intervention addresses a social/environmental problem or goal

- Labour market vulnerability of low-skilled workers

Private investors pay up front, accepting financial risk

- If target outcomes are not achieved, private investors pay 100% of training costs

Government funding is tied to measurable results

- Reimbursement is made only if training achieves target outcome

Potential for government savings

- Increased employment/retention should lead to reduced EI and SA costs; higher earnings to tax revenue increases; higher skills should reduce WC costs

Success payments to service providers (*CICan* only)

- Bonus contingent on participation and literacy point gains

**Research and innovation Projects to
Strengthen the Delivery of
Employment Services and Programs**

“What Works” Centre

Mission-driven



Two business functions:

1. Research and Innovation
2. Practice and Knowledge Enhancement – Capacity Building

BC CENTRE FOR EMPLOYMENT EXCELLENCE

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The Centre's Monthly Webinar Series
Check out the full recordings of all our webinars here!

News

- FREE Online Mini-Symposium: Customized Employment Innovations - Application in Practice**
October 30th, 2014
Date/Time: Wednesday, November 26, 11:30am - 1:30pm PST
- FREE Webinar: Making Sense of Career Labour Market Information**
October 29th, 2014
Date/Time: Thursday, November 20, 12:00pm - 1:00pm PST Presenter: Denise Lloyd, Engaged HR
- FREE Webinar: Is Workplace Essentials Skills Training Worth the Investment?**
October 14th, 2014
Date/Time: Wednesday, October 22, 12:00pm - 1:00pm PST Presenter: David Gyarmati, Social Research and Demonstration Corporation

Events & Conferences

- PhC Vancouver Seminar and AGM, Community Engagement - Building Links and Plots the Kinks**
November 25, 2014
SFU Woodwards World Art Centre
108 West Hastings
Vancouver, BC
- Career Development Mini Forum**
December 5, 2014
Vancouver Island Conference Centre, Dodd
Nanaimo Rooms A & B
101 Gordon Street
Nanaimo, BC.

Learning, Training & Tech Assistance

Upcoming Opportunities:

- FREE Webinar: Hope-Centred Career Interventions**
Presented by: CERIC and Dr. Norman Amundson, University of British Columbia
November 19, 2014
9:00am to 10:00am PT
- FREE Webinar: Making Sense of Career Labour Market Information**
Presented by: BC Centre for Employment Excellence
November 20, 2014
12:00pm to 1:00pm PT

Latest Tweets

- The @BC_Centre awards \$2.9 million in service innovation grants to 16 community-based projects: <http://t.co/3a30d4u90j>
2 days ago
- RT @BC_Centre: Hear about the latest changes at @BC_Centre from CEO Gary Herman on Nov. 6! Register now at <http://t.co/3a30d4u90j>
5 days ago
- RT @BC_Centre: Our free anniversary #webinar series begins next Wed Nov 19 with Dr Norm Amundson from @BC_Centre <http://t.co/3a30d4u90j> #CERIC14
5 days ago

Centre's Research & Innovation Projects

Disability	Transitions to Work	Capacity Building
<ul style="list-style-type: none">▪ CalculatorBC (February 2016 – January 2019)▪ Employment Navigator (October 2015 – Sept. 2018)▪ BC Partners in Workforce Innovation Pilot Project (March 2015 – March 2018)▪ Sharing Positive Experience of Inclusive Employment (December 2013 – September 2015)	<ul style="list-style-type: none">▪ Youth Employment Social Enterprises (February 2016 – January 2019)▪ Making Change – Integrating Motivational Interviewing with Employment Services for BC Employment and Income Assistance recipients (April 2015 – May 2017)▪ Understanding Current Employment Programming and Services for BC Youth (November 2013 – September 2014)	<ul style="list-style-type: none">▪ Biz Hub: Business Process Improvement and Redesign (February 2016 – January 2019)▪ Mentoring Partnerships for BC Career Development Practitioners (December 2014 – May 2017)▪ Strengthening Business to Achieve Higher Performance – Process Improvements at Non-profit Agencies delivering Employment Services for Specialized Populations (October 2014 – June 2015)

Note: Continuing projects & completed projects.



BC PARTNERS in
**workforce
Innovation**

Connecting Employers to Talent

Connecting Employers to Talent

Partners: CLBC, Lower Mainland service providers & employers

Objective: Evaluate the role of a demand-based approach to encourage & facilitate employers hiring people with disabilities

Methodology: Developmental Evaluation

Demand-Based Recruitment



A new approach - connecting
employers to **career** seekers



Employer Partners



Focus Professional Services



British Columbia Construction Association



Service Partners



Dual Research Perspectives

1. A developmental evaluation

- **The development and implementation** of a model to create partnerships between employers and service agencies
- **The model's potential impact on:**
 - Meeting employers' HR needs
 - Improving employment outcomes of job seeker
 - Creating stronger partnerships between employers and service agencies

2. A collective impact initiative

- **To meet the Human Resources needs** of BC industries through a coordinated recruitment approach
- **Creating further employment outcomes** for people with disabilities
- **Transforming inclusive hiring practices** among partners and other stakeholders

Summary of Early Findings

High level of engagement from employer partners who are committed to recruiting from diverse talent pools

Finding employment-ready candidates who are committed to career opportunities is a challenge within current delivery system, requiring broader search strategies

Transforming inclusive employment practices requires dedication, commitment and communication from all partners

BC WiN is not operating in a vacuum, requiring transparency, communication and coordination with similar-focused initiatives to avoid duplication and to identify opportunities that can have greater impact

BC WiN appears to be serving as a catalyst for system-wide transformation

- By offering a supportive process for employers to hire diverse talent, it is creating opportunities for developing strong partnerships and promoting inclusive HR practices

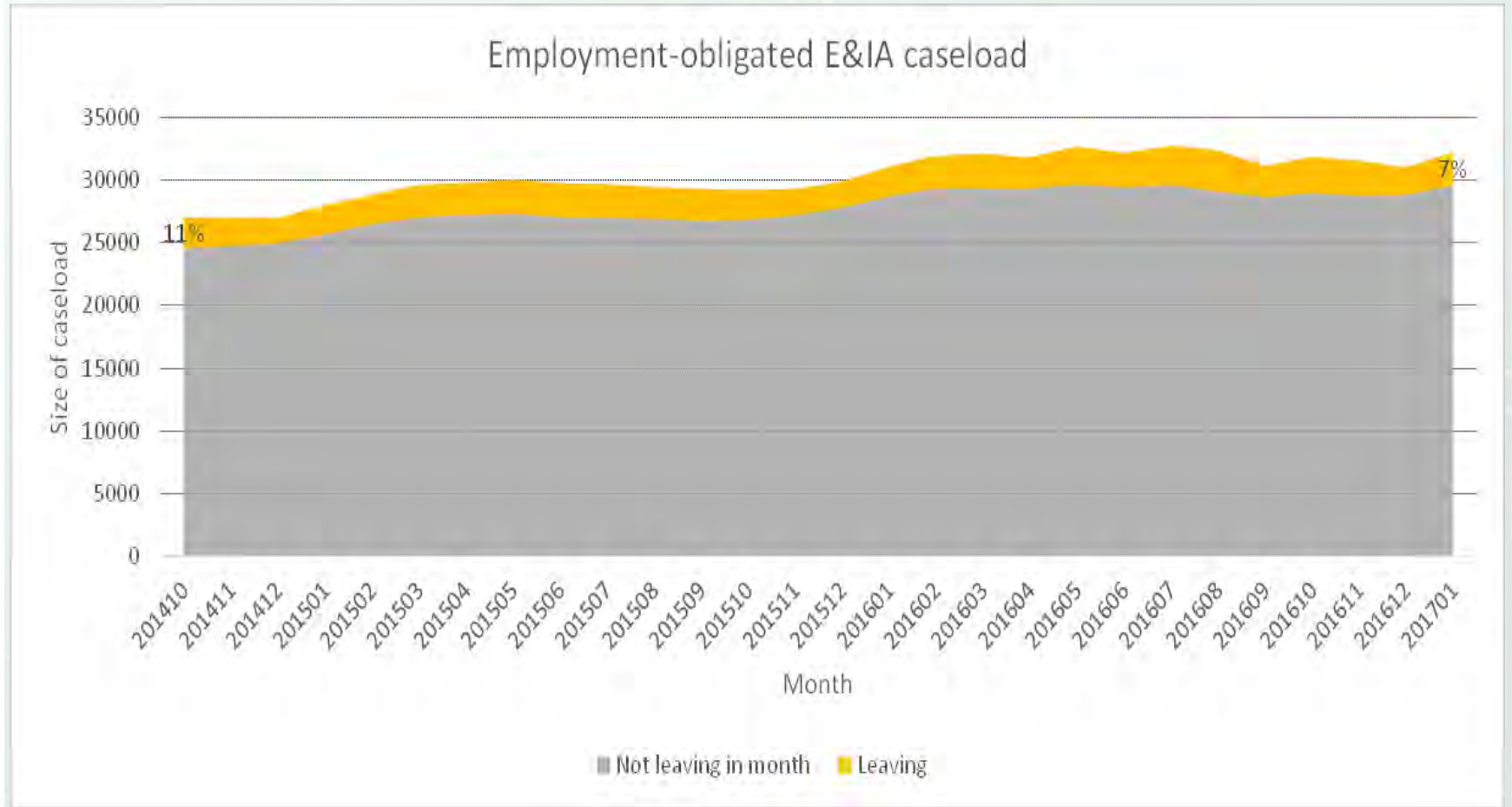
Integrating Motivational Interviewing within Employment Services for Income Assistance Recipients

Okay, I've got "ought"
and "must" and "should"
and "or else" down. Any
other motivational words
you'd suggest?



©dhayward

IA clients are finding it harder to leave benefit: caseloads are increasing:



What is Motivational Interviewing?

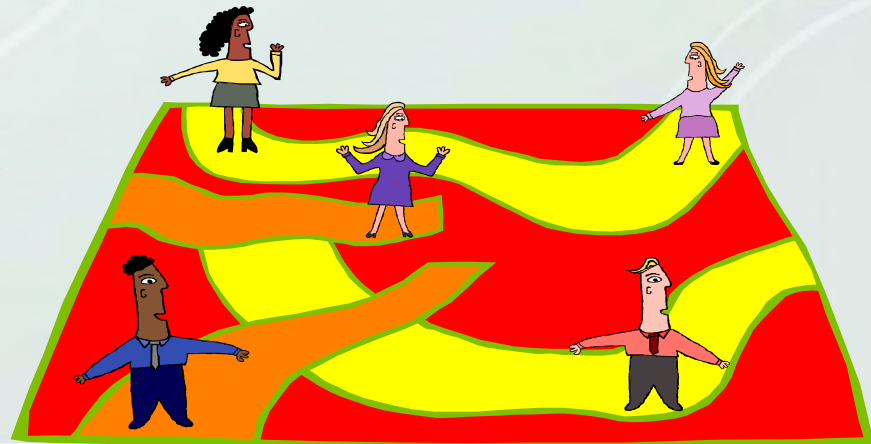
- Motivational Interviewing is a communication method intended to move a person toward change, focusing on exploring and resolving ambivalence as a key to eliciting that change.



A subtle but critical change in practice

- *“Goal-oriented style of communication with particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person’s own reasons for change within an atmosphere of acceptance and compassion”*

~ Miller & Rollnick, 2011



MIESP worked with 7 Work BC Centres

- BC CfEE worked with Back in Motion (Avia Employment Services), Empowering Change (MI Trainers) and MSDSI to:
 - assess the impact of integrating MI into employment services for different groups of E&IA clients
 - explore integrating MI into case managers' practice with E&IA clients



Motivation to Work: How to Support Your Clients to Get Unstuck and Get Working

Webinar leader: Roxanne Sawatzky

When *they* Choose Change

A Four Step Process to Guiding People through Change



21st Century Organizations

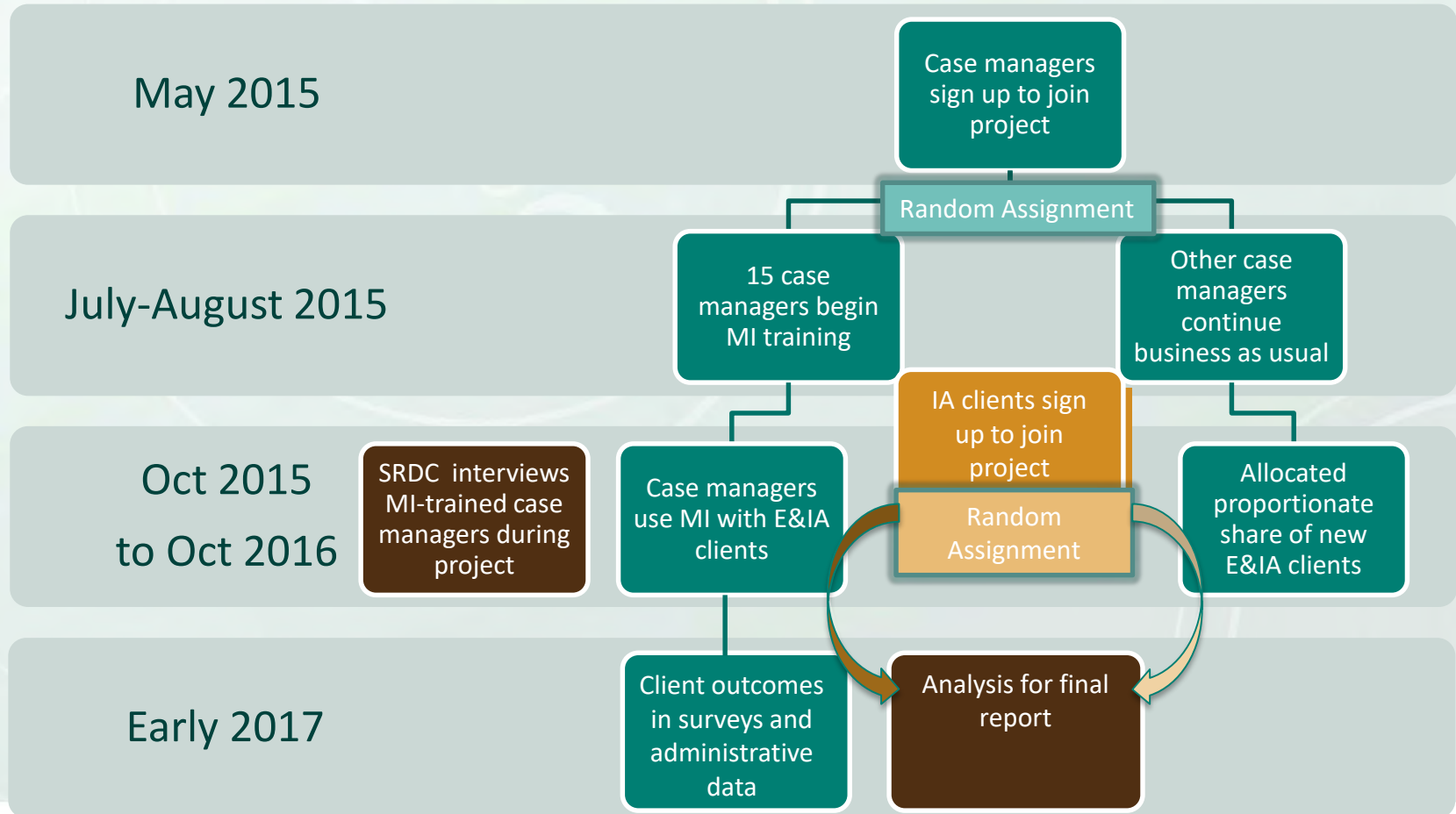
HOW TO MEET THE 21ST CENTURY SKILLS GAP

ROXANNE SAWATZKY



BACK in MOTION

MIESP project plan



The evidence on MI's impact

Study	Who was trained to use MI?	E&IA/EIA participants	↑ employment?	
			MI stream	Non-MI
<i>Stages of Change</i> (Opportunities for Employment, 2010)	Opportunities for Employment counsellors	65	27%	17%
			employed 6 months after enrolment	
<i>Motivational Interviewing Pilot Project</i> (SRDC, 2014)	E&IA EP workers and WorkBC case managers	154	9%	2%
			employed 3 months after enrolment	
<i>Motivational Interviewing Evaluation Project</i> (SRDC, 2016)	Case coordinators/ counsellors	1,114	28%	21%
			exiting the EIA caseload 9 to 12 months after enrolment	
Integrating Motivational Interviewing (BC CfEE, 2017)	WorkBC case managers	154	9%	5%
			employed full-time 3 months after enrolment	

MIESP case manager reflections

- Case managers valued the MI training greatly
- MI is a potentially useful tool for employment counselling for clients who are
 - ambivalent with respect to making a change in their lives
 - ambivalent yet already motivated to make a change
- MI helped clients
 - to move toward greater clarity with respect to decision-making
 - to achieve intermediate goals which could help with their eventual transition to the labour market

Lessons for BC



Connecting Opportunity Youth to Work Placements in Employment Social Enterprises

The Project

Three-year demonstration project examining the role that **Employment Social Enterprises** can play in supporting youth who face barriers to transitioning into the labour market (Opportunity Youth)

Project Dates: February 2016-January 2019

Funder: BC Ministry of Social Development and Social Innovation

Partner: Community Social Planning Council of Greater Victoria
(CSPC)

What is an Employment Social Enterprise?

A type of social enterprise whose primary purpose includes an expressed intention to train, develop the capacity of, and employ people facing barriers to employment.

- Employment can be both temporary – as a foothold for entering the labour market – or permanent

Youth Employment Social Enterprises

Key Research Questions

- How can employment service providers, employers, community groups, social entrepreneurs and others identify and/or establish ESE placements for vulnerable and/or multi-barriered youth?
- Do transitional placements in ESEs lead to improved outcomes for youth compared to conventional service delivery and referral options available through WorkBC employment service centres?

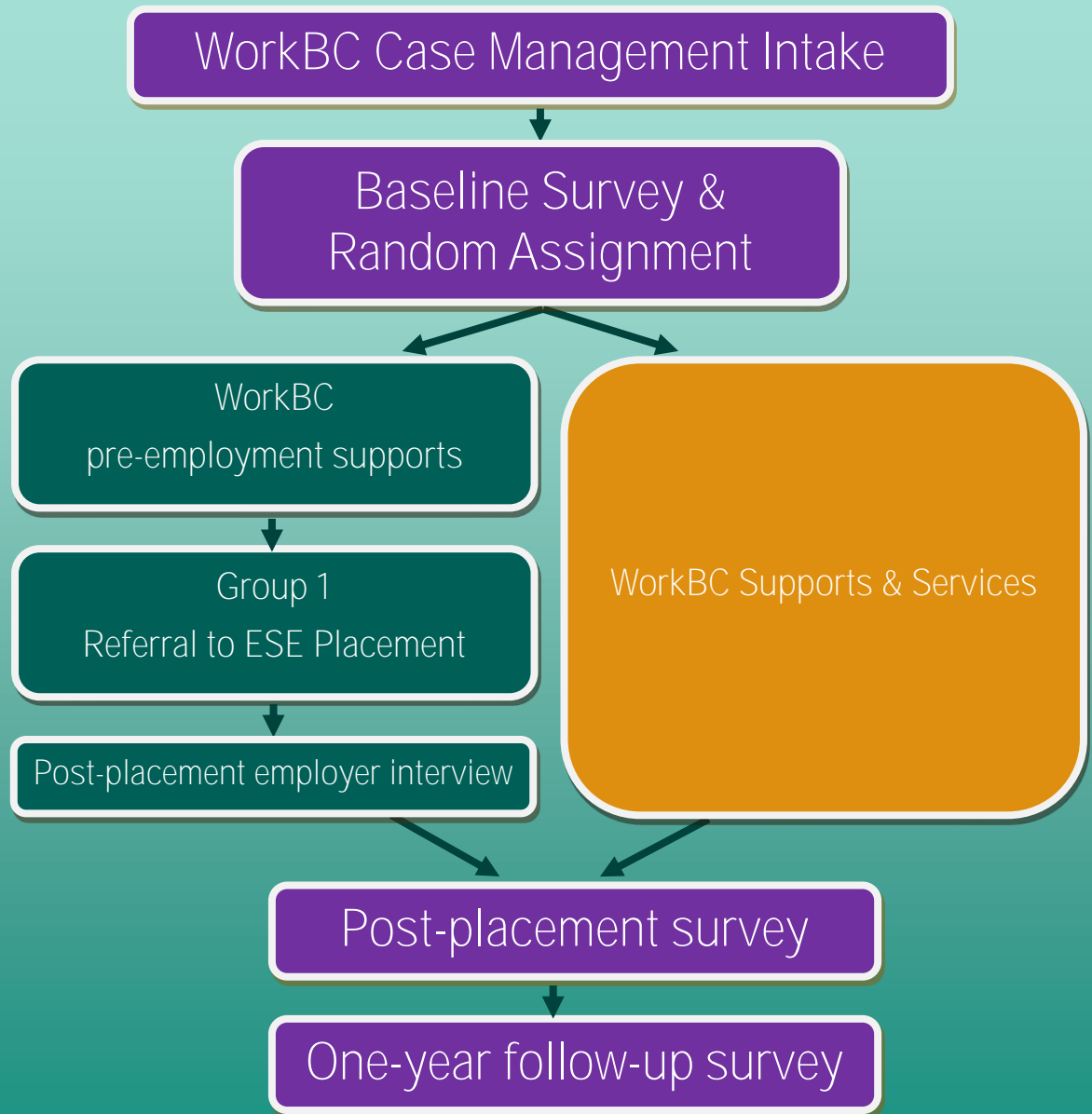
The model

- Recruit youth participants (16-30) for a six-month placement in an ESE
- Placements are augmented by additional training and supports
- Connect youth to mainstream employment opportunities post-placement

Social Enterprise Partners

- Café and Catering
- Cleaning/Junk removal
- Construction/Renovation
- Warehouse/manufacturing

Conceptual Workflow





INNOVATION IN MB EMPLOYMENT TRAINING AND SERVICES:
MANITOBA WORKS AND EMPLOYMENT TRAINING ASSESSMENT

Background

- Manitoba initiated a strategic review of employment and training programs to:
 - Ensure alignment with current priorities and labour market context
 - Maximize funding to achieve best possible outcomes for jobseekers and employers
- SRDC was engaged to conduct the review of 6 programs across 4 departments
- In addition, SRDC conducted evaluations of specific pilots:
 - **Manitoba Works** – innovative welfare-to-work program with a demand-informed approach
 - **Motivational Interviewing** – A collaborative approach to case management for social assistance recipients
 - **Employment and Training Assessment (ETA)** – A validated data-driven tool to segment clients according to need

Manitoba Works program model

Pre-employment training

- Full-time classroom training for 1.5 to 4 months
- Training focuses on essential skills, life skills, job search training/assistance
- Tailored to individual needs and interests, integrated with placement search

Placements

- Six-month employment placement, with wages subsidized
- Jobseekers matched to jobs aligning with skills and interests
- Only existing jobs eligible for subsidy

Retention supports

- Service providers deliver ongoing retention supports
- Placements and employers resolve issues as they emerge

Innovative features

These features distinguish Manitoba Works from EAS programming:

- Dual customer approach: employer needs are assessed and they become partners in labour market success of participants
- Service intensity based on need, no more or less
- Job readiness preparation, as opposed to focus on job search
- Work experience in quality jobs in the competitive labour market
- Employer financial incentives
- Post-placement retention support:
 - Existing employee matched to a placement worker
 - Participants return weekly to SP for professional development, based on employer feedback

Program implementation

- Participants on EIA were recruited by 3 Winnipeg-based service providers:
 - **OFE** – Serves wide range of jobseekers (N=220)
 - **Momentum** – Specializes in serving Indigenous youth ages 18-30 (N=55)
 - **REES** – Specializes in serving individuals with physical disabilities (N=28)
- Participants randomly assigned to program or control group
- Control group invited to participate in existing employment services, such as job search assistance, light-touch employability training, and non-subsidized job matching and placements
- Social assistance usage was tracked for program and control groups over time
- Both groups were surveyed at baseline and at end of training period

Provider-specific variations

OFE (generalist)

- 4 months of pre-employment, relative to 1.5 for other providers
- Substantial portion of pre-employment was focused on developing document use and numeracy skills relative to other providers

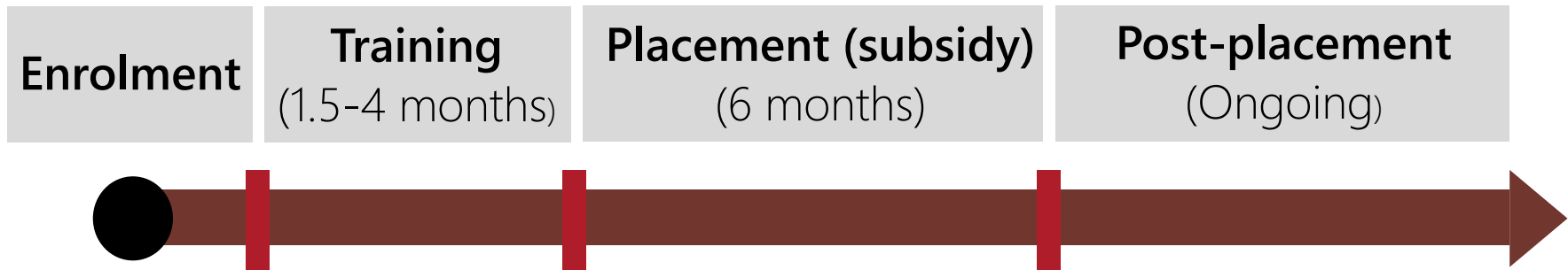
Momentum (Indigenous youth specialist)

- Ongoing in-class sessions during placement period to support retention
- Greater focus on life skills development in pre-employment

REES (specialist in serving individuals with disabilities)

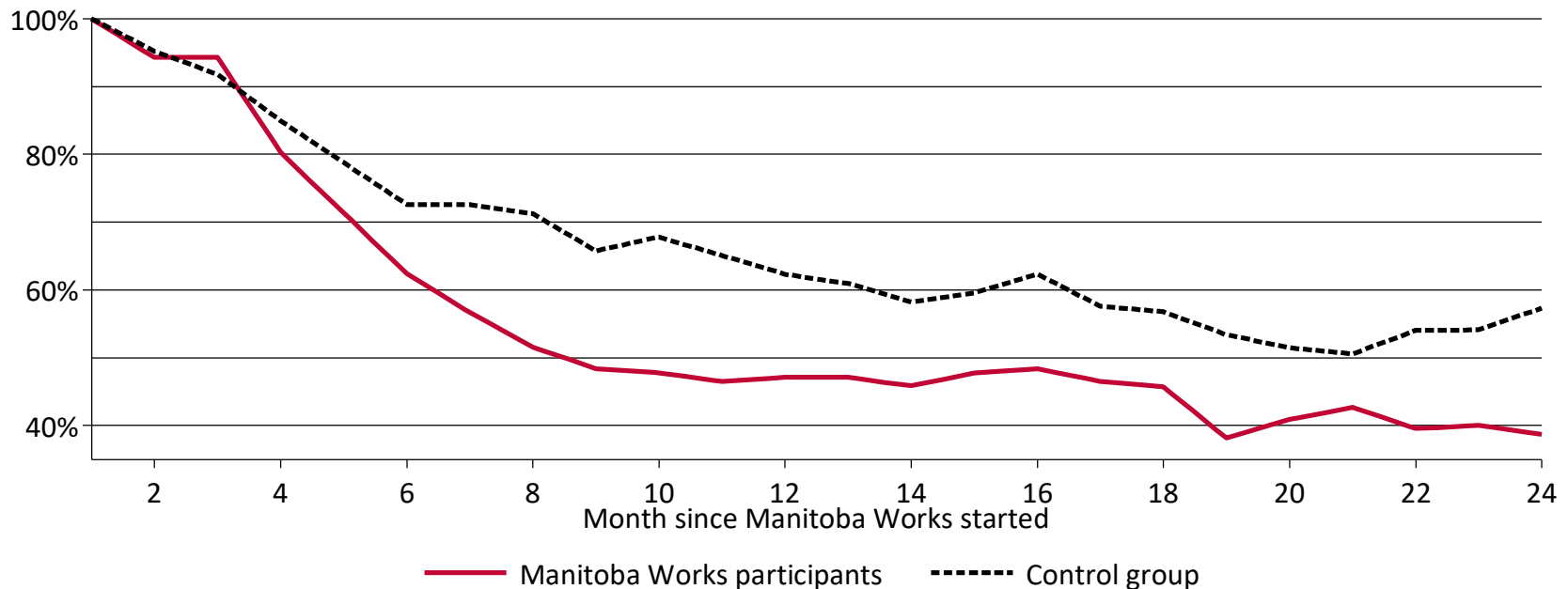
- Greatest staff-to-participant ratio of any service provider
- Emphasis on building participant job search skills, and supporting self-directed job search activities to find placements

Data collection



Provincial administrative data used to measure short- and long-term social assistance usage outcomes up to 24 months after enrolment

Impact on social assistance exit



- Red, solid line is percentage of all clients randomly assigned to program group who are still receiving social assistance
- Black, dashed line is percentage of all clients randomly assigned to control group receiving social assistance
- Social assistance use decreases among both groups, but much more so among group who received MB works programming
- Impact estimate: Manitoba Works caused an additional 13% of clients to exit social assistance as of 2 years after starting, compared to alternate services

Other positive impacts of Manitoba Works

Surveys of program and control group reveal positive impacts for Manitoba Works:

- Self-assessed measures of characteristics associated with employability
 - Career decision-making self-efficacy, e.g. more confidence in their ability to determine the steps they need to take to successfully achieve career goals
 - Job search self-efficacy, e.g. more confidence in ability to find out where job openings exist, and how to search for and find good job opportunities
 - Social supports, e.g. availability of people to provide help with job or career
- Program ratings, e.g. more likely to agree that *“The program helped me understand and communicate my skills”, or “I will be able to use what I learned to help find the job I want”*
- Modest gains in literacy and numeracy

Engaging employers as customers

- To engage employers, service providers:
 - Leveraged existing relationships
 - Presented business case for reductions in staff turnover, cost savings for training
 - Corporate responsibility and need to upskill workers to meet future labour market demands
 - Acted as HR consultants
 - Targeted those more likely to accept
 - Built a pool of employers
- Employer feedback reflects successful engagement
 - *“The program has been extremely helpful in placing clients that normally would not be hired, mainly because of lack of good references on recent work experiences, etc.”*
 - *“The employee is fitting in well and has excelled. Our industry is so specialized it is hard to find people who fit in with the right skills.”*

Concluding points

- Manitoba Works produces substantial impacts on social assistance exit, which are sustained over time
- Savings in IA will recoup program delivery costs in about 5 years
- The model is cost-intensive, primarily due to wage subsidies
- A comprehensive cost-benefit analysis should be conducted incorporating benefits beyond IA exits, to include employment and social and health benefits
- Replications/adaptations should consider ways to include key features while lowering delivery cost

EMPLOYMENT TRAINING ASSESSMENT (ETA)

Employment Training Assessments

- As part of the program review, SRDC combined administrative data sets including monthly EIA receipt, client demographics, employment and training services accessed, language and literacy training
- Comprehensive analytical file was used to examine patterns of services accessed, costs, and length of EIA receipt
- Analysis file utilized to support a review of the Employment Training Assessment (ETA):
 - Can an EIA client's ETA responses be used to predict the likelihood of long-term unemployment?
 - Can the existing ETA tool be streamlined without losing accuracy in predicting long-term unemployment?
 - Can a streamlined version of the tool be used to improve the match between client needs and services?
- Series of tests of items and outcomes with new and existing clients led to development of revised ETA tool and establishment of a new metric: Distance to the Labour Market (DLM)

Four stage process for using administrative data to improve outcomes

Descriptive analytics

What happened: What are the characteristics of existing clients and what are their EIA outcomes?

Diagnostic analytics

Why did it happen: Is there a relationship between client characteristics and their EIA outcomes?

Predictive analytics

What will happen: Can information about these relationships be used to predict the EIA outcomes of new clients?

Prescriptive analytics

Can we improve what happens: Can we use these predictions to improve outcomes of new clients?

Information
Hindsight

Insight

Optimization
Foresight

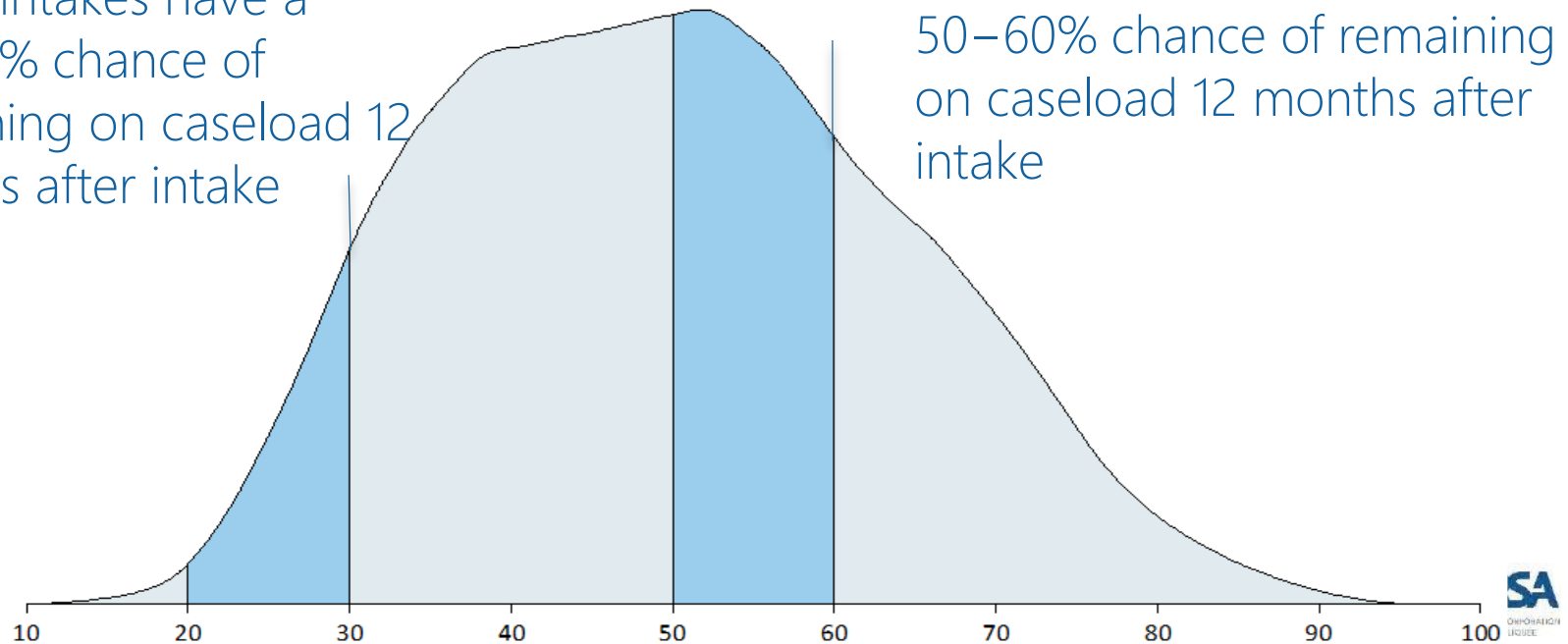
Distance to the Labour Market (DLM)

- Distance to Labour Market (DLM) is operationalized using data on client characteristics and outcomes
- Overall distribution can be used for service planning and resource allocation

Distribution of probability that clients will remain on caseload 12 months after intake

7% of intakes have a 20–30% chance of remaining on caseload 12 months after intake

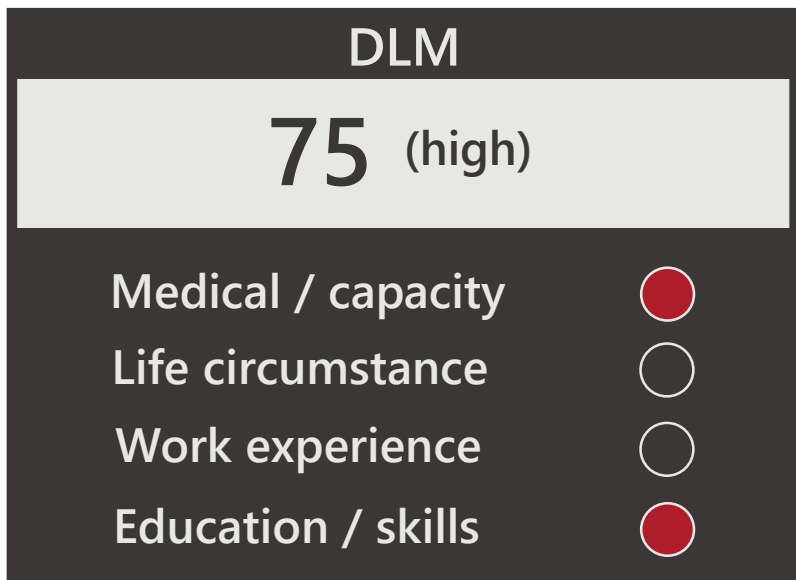
23% of intakes have a 50–60% chance of remaining on caseload 12 months after intake



Use of DLM

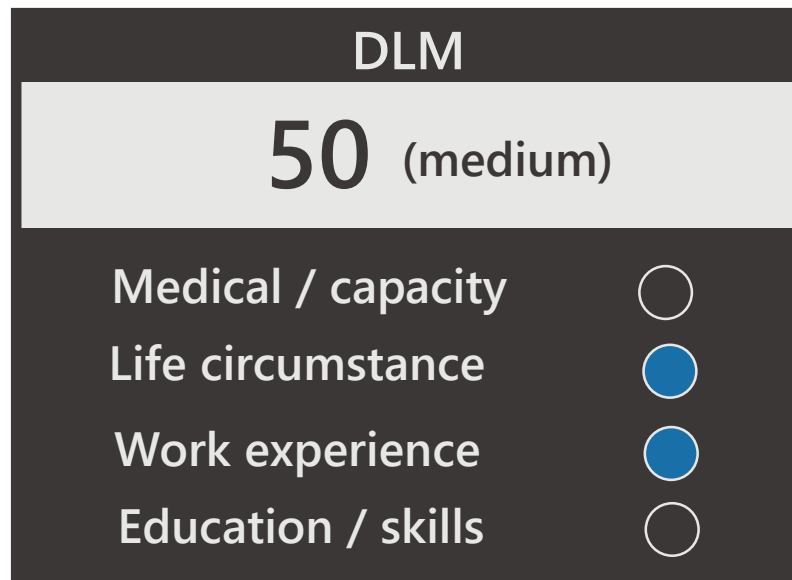
The Employment Training Assessment (ETA) is used to assign clients a DLM score which can be used for service determination

CLIENT A



CLIENT A has a high DLM, largely related to medical/work capacity and skills barriers

CLIENT B



CLIENT B has a medium DLM, largely related to work experience and life-circumstance barriers

Questions?

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PAY FOR SUCCESS: AN INNOVATIVE APPROACH TO FUNDING ESSENTIAL SKILLS DELIVERY

Promoting Innovation in Labour Market Programming

Broad project objectives

- Employment and Social Development Canada (ESDC) seeking to stimulate innovation in Essential Skills training
 - Emphasis on rigorous evaluation of promising approaches, to build a stronger marketplace of organizations with evidence of impact
- As part of this initiative, ESDC partnered with Workplace Education Manitoba and SRDC to:
 - Launch the Pay for Success demonstration project with government and service delivery partners in Manitoba and Nova Scotia
 - Both provinces seek to develop more direct pathways to employment, with demand-led programs
- First Canadian test of a pay-for-performance model for Essential Skills delivery
 - Goal is to incentivize providers to develop innovative practices to connect individuals with lower skills to sustainable employment.

Research objectives

1. **Design the model:** Describe key features of the model, and how they differed across providers and provinces
2. **Describe implementation:** Track model operationalization and adaptation over time
3. **Proof of concept/feasibility:** Track service provider response to incentives - innovative practices, operational challenges
4. **Track participant outcomes:** Identify possible 'tipping points' (intermediate outcomes as drivers of longer-term success)

Designing the Pay for Success model

- Pay-for-success models are prone to ‘gaming’ and other strategic behaviour when they narrowly focus on a single performance target
 - Performance target is often unconnected to either a) provider day-to-day practice, or b) ultimate policy goals
- Our recommendation: avoid performance targets, instead use a ***milestone-based pathways approach***
 - Use a *collaborative theory-of-change (co-design)* approach to:
 - i) Identify key transition points in the service delivery pathway where clients falter;
 - ii) Describe what success would look like at each of these points;
 - iii) Develop measures for each indicator of success (milestones);
 - iv) Confirm that providers have the capacity to develop practices around each indicator.
 - Clients at different levels of need can start at different points along the pathway
 - Providers receive an incentive payment each time a client reaches a milestone

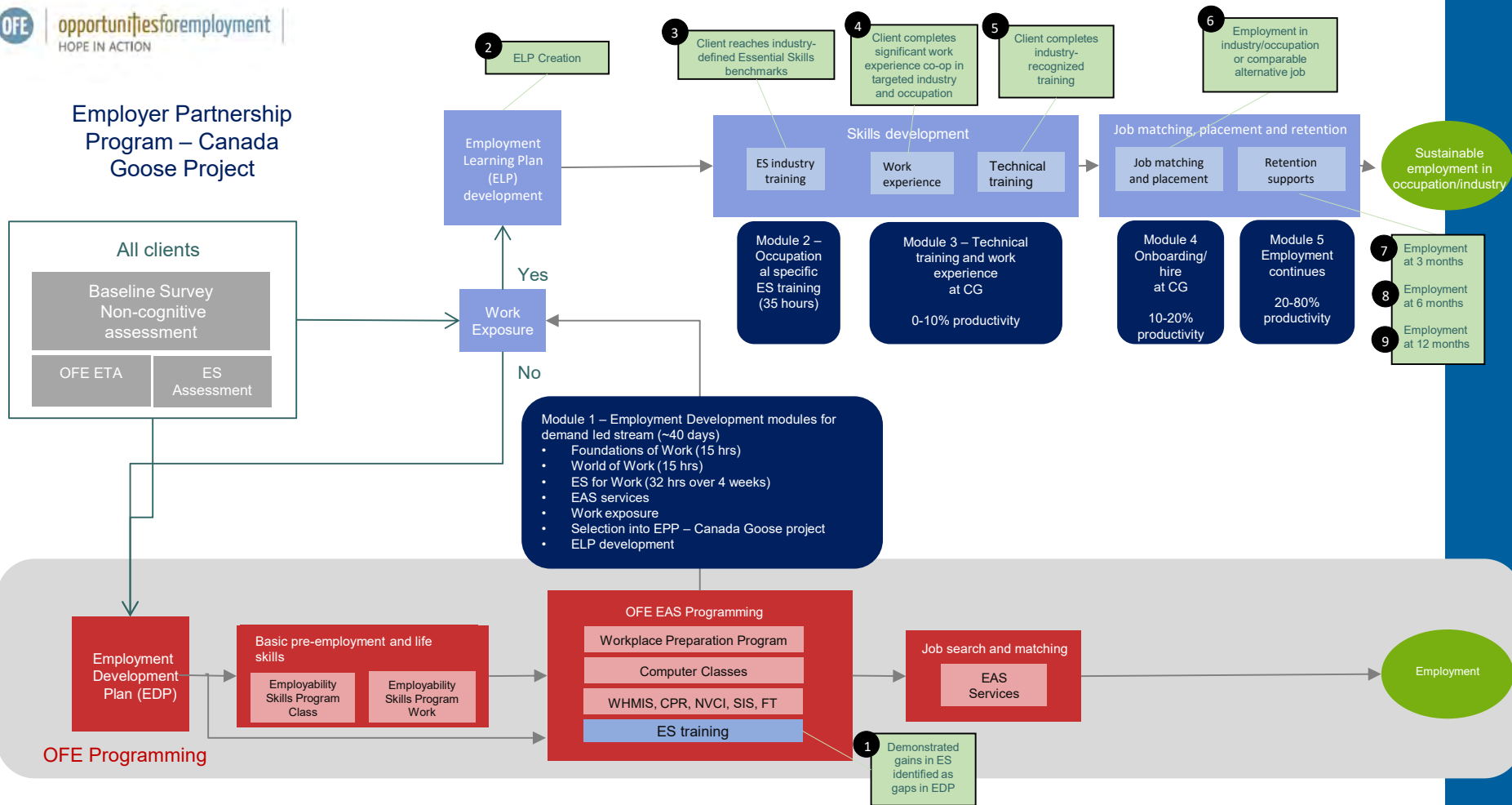
Basic model components

- Needs assessment and service planning for all job seekers
 - Determine starting point (Essential Skills, employability skills, work readiness), and subsequent milestones to be attained
- Employment preparation
 - 'Ready to learn' programming (basic literacy, life stabilization, career pathfinding) to prepare those more distant from the labour market for subsequent training
 - Industry-specific Essential Skills, work exposure, technical training for those who are more work ready
- Job placement and retention
 - Onboarding, early work experience, on the job training → leading to hiring, and job retention at 3, 6, and 12 months

Model adaptations: Large Provider (Manitoba)



Employer Partnership Program – Canada Goose Project



Model adaptations

- Large employment services provider (MB):
 - Emphasis on developing demand-led programming
 - Integrating Essential Skills with pre-employment work experience and technical training, with the ultimate goal of job placement and retention
 - Led to a sector-focused, dual-customer model
- Small employment services provider (MB):
 - Many clients with complex and severe barriers to employment, not ready for work exposure or industry-focused training
 - Emphasis on building a 'gateway' program between existing life skills and job search services; emphasis on literacy, employability, and continuous learning
- Adult education provider (NS):
 - Outreach model, building partnerships with underrepresented groups (incl. First Nations) and employers
 - Essential Skills, academic upgrading, sector-based training (incl. work co-op) with certification → transition to further PSE and/or employment

Building milestones: Large provider (MB)

Milestone	Service delivery focus	Measures
1. Demonstrated gains in Essential Skills, for clients with lower skills	Work exposure and selection into the program. Assessment of skills gaps, and steps required to meet industry benchmarks. Employability and Essential Skills development.	Essential Skills gains ELP
2. Completion of occupation-targeted Employment and Learning Plan (ELP)		
3. Reaching industry-defined Essential Skills benchmarks	Occupation-specific essential skills training	Occupation-specific Essential Skills assessment (co-design with employer)
4. Participation in significant work experience in targeted industry/occupation	Onsite visits and coaching for trainees. Supports for workplace trainers.	Achievement of 10% and 20% productivity (employer assessed)
5. Completion of technical training		
6. Placement in employment in targeted industry and occupation	Continued supports as required while on-the-job training continues	Placed on production floor
7. Retention at 3 months	Retention supports	Continued full-time employment
8. Retention at 6 months		
9. Retention at 12 months		

Implementation

- All providers were able to translate the model into a set of concrete services, but development and implementation took time, and required technical assistance and support
- Customization for specific sub-populations
 - Large provider (MB): 86% new immigrants, 7% Indigenous
 - Small provider (MB): 65% Indigenous clientele
 - NS provider: Dedicated stream for those without HS diplomas (in partnership with construction industry association); dedicated stream for Indigenous clientele (in partnership with First Nation Learning Centre)
- Overall recruitment target (500 participants) attained and exceeded (N=572), but challenges for some providers
- Over \$275,000 in incentive payments earned by providers

Innovations in service delivery and employer practices

Changes in provider understanding of what they need to do to create success

1) Employer engagement:

- More intentional approach to delivering services as a pathway to employment
- More demand-led thinking and responsiveness around employer needs and processes
- Ongoing collaboration with employers – core curriculum customized to both technical and ‘soft skills’ job requirements
 - Employer involvement in setting milestones relevant to them leads to greater commitment

2) Responsiveness to client need:

- Integration of Essential Skills assessment and training into regular services → less ‘one-size-fits-all’ training, more targeted supports for job seekers with a range of needs
- Better intake and screening - early assessment of client fit to job
- Better supports for transition from classroom to workplace (onsite employment coach)

Innovations in employer hiring, training, and human resource practices

- Development of new recruitment, training, and hiring channels
- Ability to train and hire a broader range of candidates at different skill levels
- Development of new performance review processes (based on measures developed to monitor trainee progress)
- Additional human resource support and management training to improve trainee retention

Value of milestones and incentive payments

3) Clearer measurement and monitoring of outcomes:

- Intermediate outcomes – monitoring own success, and making timely adjustments if necessary
- Long-term outcomes – greater focus on staying in contact with clients once they have entered the workplace
 - Re-engagement of those who need retention supports

4) Reinvestment of incentives:

- Incentives allow providers to self-fund service improvements or student bursaries rather than going through a lengthy application process

Challenges

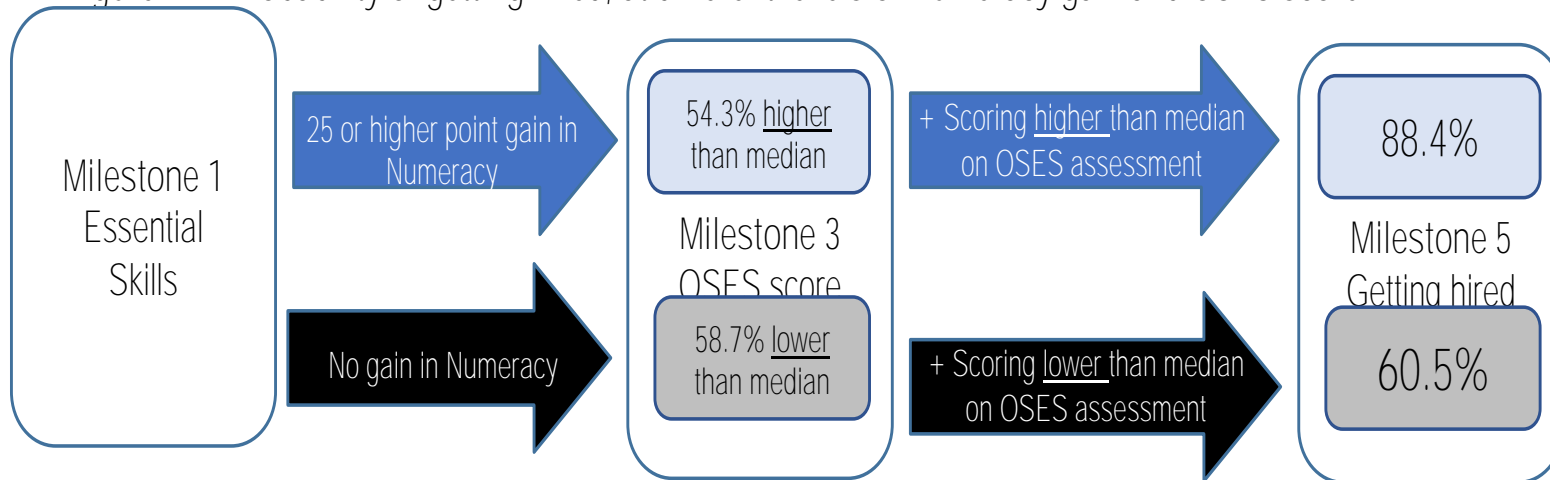
- Recruiting suitable candidates
 - Ongoing mismatch between job seeker needs and goals, and program and job requirements (esp. for sector-based programs)
- Difficulty tracking longer-term outcomes
 - Lack of dedicated data collection and outcome tracking resources
 - Need to better understand and build capacity
- Competing goals/mandates
 - Investment in participants vs. responsibilities to employers/business needs
 - Disagreements in course design and delivery
 - Pushback from employers; limited access to participants esp. for retention supports

Job seeker outcomes

- Significant gains across a broad range of outcomes
 - Essential Skills gains
 - Gains in career adaptability, attitudes towards learning, social support, self-esteem, self-care, and overall life satisfaction
 - Transitions to sustained employment for a substantial proportion (where outcomes were tracked)
- Links between achievement of early milestones and later employment success
 - Tipping point milestones: numeracy and occupation-specific ES
 - But not all milestones were tipping points, and there was some redundancy in milestones
 - Some tipping points were not milestones (e.g. attitudes towards learning)

'Tipping point' milestones at large MB provider

Figure 1 Probability of getting hired, at different levels of Numeracy gain and OSES score

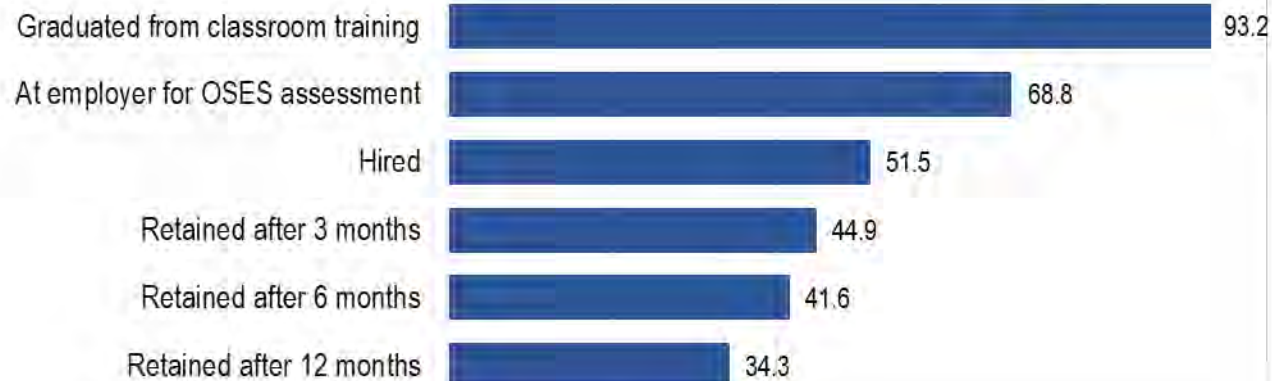


Next steps – understanding feasibility of implementing in varying contexts and at larger scale

- Given the data challenges and requirements associated with a milestone-based model, need to streamline the number of performance indicators
 - Focus on in-program tipping points associated with harder-to-measure post-program employment outcomes
- Need to better understand the conditions under which a milestone-based model may lead to success for a broad range of participants
 - Smaller providers less able to track long-term outcomes, difficult to establish evidence for tipping point milestones
 - Large provider: Identify potential alternative pathways taken by participants who left the sector-focused pathway? What are their tipping points?

Client progression through milestones at large MB provider

Among those who started OFE training and received Employment Learning Plan (%)





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