Labour Market Partnership Project

Strategy #4: Assessment Information and Referral and Effective Outcomes

ESIRT-Essential Skills Identification and Referral Training

Screening Tool and Practitioner Training

Project READ Literacy Network

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Project Strategy

This project strategy sought to identify and implement supportive coordination strategies, including assessment and referral protocols and tools, to facilitate effective client pathways and outcomes using two clear objectives.

Objective 1

Create a quick, user-friendly screening tool to help EO/ES workers
- Recognize a client's readiness to discuss literacy
- Recognize a client's need for further literacy assessment
- Recognize a client's need for academic assessment/PLAR
- Capture educational information through conversation and observation
- Analyze that information
- Refer their client to appropriate literacy or educational services

Objective 2

Create training on the use of the tool and include information on how EO/ES workers can
- frame LBS upgrading in an employment context
- promote literacy services to the client
- be more aware of literacy supports

Project Partnerships

Building on the established relationship with Employment Services Providers and Ontario Works in Waterloo Region and Guelph-Wellington, Project READ partnered with these organizations to:

- coordinate and deliver training
- run focus groups
- pilot the screening tool

Project Activities

Background Research

An internet search was conducted to gather information and review a variety of current screening tools used in the LBS and Employment Services community. Additional screening tools used in healthcare and other service provision were also reviewed. Tools came from local, national and international sources.

These tools included

- Signals (Bow Valley College, 2012)

- OSP Check-in Tool (MEd, n/d)
- PRLN's current screening tool (PRLN, n/d)
- POW Quick Screen (Literacy Link Niagara, n/d)
- Newest Vital Signs (Pfizer, 2011)
- Delta Screener (2006)
- C-SIP: Cooper Screening of Information Processing (Cooper, 1992)
- Opening Doors: Literacy and Homelessness Information and Referral Protocol Screening Tool (Luce et al., 2002)
- Assessment and Training Referral Guide for Northwestern Ontario Employment Ontario Service Delivery Partners (Alers, 2012)
- DFES Screening and Assessment Good Practice Guide (DfES, 2005)

Key Informant Interviews

Key Informant interviews were conducted with

- Ginny Carnevale, Independent Literacy Assessor
- Cynthia Cartwright, ES Program Coordinator and Employment Advisor, Lutherwood
- Sue Damon, Program Coordinator & Assessor, The Literacy Group

These interviews gathered information about informal and formal screening processes, decision making and key indicators for literacy needs. Strengths and weakness in current screening protocols and tools were also discussed.

Findings

Current screening tools had significant shortcomings for use in an Employment Services initial meeting. Many tools integrated "assessment" questions or "skill testing" as part of the screening. It is not clear if these elements were included because the tools were designed for systems and pathways that did not include further literacy assessment or if the target group for which they were designed requested skills assessment features in the tool. Some tools were too long or complex for use in an initial meeting and for a quick determination of whether literacy supports would be needed. The short tools did not capture adequate information to create an appropriate client referral for literacy service. Tools for potentially low-literate clients need to be tempered with sensitivity training and need to be non-threatening or non-judgemental. Some of the current screening tools were considered to be too difficult to use with low-literate clients without considerable literacy and skills training or experience. In short, the existing tools lacked at least one critical element that is needed for literacy screening and referral arising from an initial interview or meeting with Employment Services.

The design of a screening tool clearly had to reflect

- the needs of the client

- the needs of the screener
- the environment in which it would be delivered
- the way screening would be integrated into other services or client pathways

Focus Groups and LBS Awareness Training

To determine the needs of clients, screeners and the way a screening tool needed to be integrated into pre-existing service-provision, two focus groups were held in June 2014. Key informants from Employment Services and Ontario Works in Waterloo Region used a case study and role-playing to demonstrate their current knowledge and practices to interview and refer the client in the case study to appropriate literacy service providers. The group debriefed and discussed strengths, concerns and gaps in their current process.

After the case study training on the following was provided:

- Adult Education Principles- adult motivation for upgrading and fear of school
- Essential Skills levels
- How to frame literacy skills in the context of employment attainment and retention
- How to promote or "sell" literacy services to ES clients
- LBS Service Providers and Programs in Waterloo Region
  - Class size
  - Delivery style
  - Flexibility in training times and availability
  - Boutique Programs
  - Common Referral form for all EO programs and Ontario Works

In addition to this training, ES workers were also given training on the use of the current Project READ Literacy Screening Tool.

The case study exercise was repeated with a new client scenario and the ES workers were asked to use their new knowledge and skills with the PRLN screening tool to interview and refer the case study client to appropriate services. The group debriefed and completed a *Screening Tool Feedback Form*.

Notes from the debriefing and *Screening Tool Feedback Forms* were reviewed and integrated into the newly designed screening tool. ES workers also indicated the value of the information on how to promote literacy to their clients. This information was added to the screening tool as part of the *Screening Tool Guide* and is available as a supplementary PowerPoint presentation.

Screening Tool Pilot

The workshops were repeated with Employment Services and Ontario Works workers in September in Guelph and Fergus and served as a pilot for the new screening tool. The same case studies and training materials were used but the new *Screening Tool and Guide* replaced the PRLN Screening Tool.

Results

What participants say about the Screening Tool and Screening Tool Guide?

- Information and layout is easy to use
- Adaptable to most situations
- Formalizes the thought process in order to make a referral
- Questions and examples are concrete and specific
- 2-part format allows for observations to be recorded during non-threatening casual conversation and then more intense questions can be asked when the client is "ready"
- Next steps are easy to follow
- Would be a helpful tool for people looking at retraining
- Most likely to be used as a "private resource" by the EO/ES worker to collect and analyze information
- Could be used in front of select clients as a check-list
- Can be easily integrated with other pre-existing or mandated tools in a larger tool kit
- The matrix is an easy way to communicate gaps and next steps to the client
- Could be used in initial appointments but more likely to be used as rapport with client builds
- Could be used in one session but more likely to be used to capture small pieces of information from several meetings
- Information in "I Just Need a Job" training workshop PowerPoint very helpful

Final Products Developed

Pilot participants placed high value on the materials in the training workshop and in the Screening Tool and Guide. They also requested current, up-to-date contact information for all programs and front-line staff at LBS programs and Literacy Networks. In response to this request, instructions were provided so that the workshop and screening tool can be modified to reflect programs and service providers in different geographic locations. These instructions can be found in the Network Adaptation Guide.

Final Products created

- "I Just Need a Job" Training Workshop PPT
- Screening Tool and Guide
- Network Adaptation Guide

Lessons Learned

Screening Tool Use

Despite LBS and ES workers agreeing that trust and rapport need to be built with a client, some environments don't necessarily lend themselves to that philosophy. Sometimes ES workers and their clients have to contend with quick, intense initial meetings with mandated outcomes. The *Screening Tool and Guide* may have limited use during the initial interview in some contexts but could be used

- in addition to information learned in the training workshop
- to create ES worker awareness
- to help frame a conversation about literacy barriers
- to record information after a meeting.

Screening Tool Format

ES workers largely agreed that a paper version of this screening tool would be most convenient. An electronic version would only be used to print rather than fill in on screen with the client. Most ES workers agreed that the document would largely be used as a "private" document that would act as a resource for the worker rather than a document that would be gone through, line-by-line with the client. In addition to this paper preference by ES workers, it was revealed that some organizations would have difficulty getting authorization to download or install even simple applications onto their internal computer systems at branch offices. A digital version of this Screening Tool and Guide would not be authorized for use in some work environments.

The Larger Literacy Context

Workshop attendees placed very high value on the training that focussed on a review of Essential Skills; how to broach the topic of literacy barriers; how to promote literacy services to their clients and how to frame literacy skills in the context of employment attainment and retention. ES workers cited staff turn-over, time

constraints and varied experience among ES workers as barriers to their own awareness of their clients' literacy barriers. The "I Just Need a Job" training workshop PowerPoint presentation has also been made available in addition to the Screening Tool and Guide to support these ES worker needs.

Visibility of the Literacy Networks

Some ES workers reported having excellent relationships with individual LBS practitioners and LBS Programs. These workers advocate for their clients regularly by contacting programs directly and making referrals. Many frontline ES workers, however, did not know that the role of the Literacy Network is to be a centralized, impartial support organization that can assist with referrals, awareness, training and program information. For many frontline ES workers it came as a great surprise that they could call their local network and discuss specific clients, scenarios and generally "pick the brain" of network staff. This lack of knowledge may be present because contact between networks and ES organizations is often handled by administrators or a designated liaison. The depth and breadth of network support may not be passed on to frontline staff.

Knowledge Transfer

Knowledge was transferred throughout this project. Employment Services and Ontario Works staff in Waterloo Region and Guelph-Wellington gained knowledge during the development of the tools through the training workshops in June and the pilot workshops in September. A summary of the project and products developed was presented at a webinar in November, 2014. This webinar was recorded and will be made available online. All project products will be available through Project READ Literacy Network and can be downloaded from www.projectreadliteracy.webs.com.

Significance of Strategy to Employment Ontario Vision and Mission

The vision of Employment Ontario is to build and support a highly skilled and educated workforce in the province by offering a comprehensive, coordinated service to all Ontarians to meet their employment and training needs. Services are available to support both the demand side (the employer) and supply side (the job seeker) of employment. Client satisfaction and service excellence are cornerstones of all EO programs ensuring staff are knowledgeable and competent and providing consistent, high quality services and programs that are accessible, individualized, focussed on client need, and offered in a timely manner. The results for customers are that they get effective, relevant skills training, employment and career planning services, where and when they need them. The Employment Ontario Service Promise is:

- To ensure the highest quality of service and support to help individuals and employers meet career or hiring goals
- To provide opportunities to make it easier for individuals to improve their skills through education and training
- To ensure that no matter which EO office an individual enters, he or she will get the help required and
- To work with employers and communities to build the highly skilled, highly educated workforce

Ontario needs to be competitive (MTCU, 2013)

This project and the products created during the project serve to shore up Employment Ontario's vision and mission by providing resources to ES workers that

- respect clients
- serve clients' literacy needs
- ensure best fit for program referrals for clients
- enhance a client's pathway to employment goals

Conclusion

The Screening Tool and Guide, "I Just Need a Job" workshop and the Network Adaptation Guide serve as support resources that can assist Employment Services staff to provide their clients with effective pathways to training and employment. The tools can be used in a variety of settings to help practitioners and clients recognize a client's

- Readiness to discuss literacy and literacy barriers
- Need for literacy assessment
- Clear path to appropriate literacy programming

Use of these tools will foster greater service coordination between LBS and ES and will facilitate positive client employment outcomes.

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Appendices

1. Screening Tool and Guide

2. Network Adaptation Guide

3. Common Referral Form

Project READ Literacy Network Waterloo-Wellington

Literacy Screening Tool and Guide
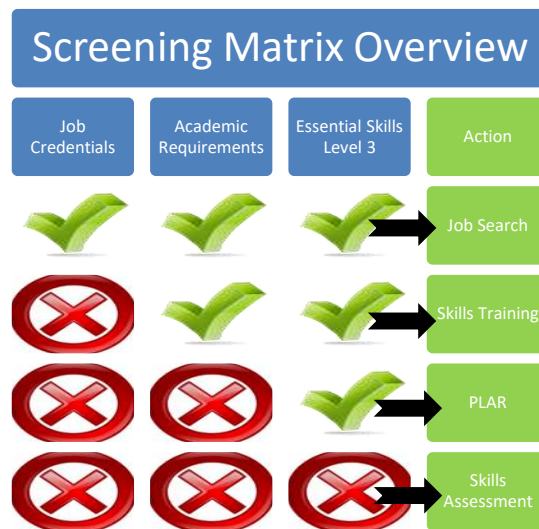
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Selling Adult Upgrading and Literacy Assessment to your Client

Is the client ready to discuss skills and education?

It is not always the right time to talk about upgrading skills and education. It is important that a conversation about adult upgrading be handled with sensitivity and after trust has been established between the client and the service provider.

Your client may have more pressing needs than returning to a classroom. Other high priority factors that affect the chance of success in the classroom include but are not limited to

- Housing issues
- Financial security
- Health—illness, needs glasses, hearing aids etc…
- Family concerns
- Transport issues
- Childcare availability
- Stress
- Willingness

If your client is struggling with high priority needs like these, it may not be appropriate to discuss literacy or skills upgrading at this time.

Don't say Literacy!

The term "literacy" has started to take on negative connotations. Clients see the word "literacy" and think it means they cannot read anything at all. Even the term "Essential Skills" can make a client think of "life skills".

Clients prefer words or terms like

- Upgrading
- Skills upgrading
- Employment preparation
- Employment readiness training
- Adult Learning
- Adult Education
- Adult Upgrading
- GED preparation

This screening tool uses the term "Skills Assessment" instead of "Literacy Assessment".

What to say if your client says, "I'm not going back to school!"

School may not have been a good experience for the client. Clients need to know that adult upgrading is different. It focuses on how adults learn and what adults want. Adult upgrading takes these factors into account.

Adults

- Are internally motivated and self-directed
- Bring life experiences and knowledge to new learning experiences
- Want learning to match their goals
- Want learning to be relevant to them
- Are practical
- Like to be respected

What to say if your client says "I just want a job!"

Clients often do not know that they can take part in upgrading

- At various times and locations
- as little as 2 hours per week
- part-time or full-time
- during the summer
- in a private one-to-one setting
- online
- outside regular 9-5 office hours
- While working
- While collecting EI
- While collecting other benefits

What if your client asks "Why do I have to do upgrading?"

Upgrading can

- Help a client work toward their GED or Grade 12 Diploma
- Help a client work toward an employment training course

In addition to the obvious benefits of going back to school, adult upgrading can also

- Help a client with specific and authentic job tasks to prepare for work
- Provide a current resume reference
- Help improve chances of moving up in a current job
- Help improve job security
- Help increase earning potential
- Provide a support network
- Provide transport and childcare supports

The Screening Tool

This is NOT a test or assessment. Your client will NOT do reading and math activities. You will not do any marking. The screening tool will not reveal what "level" skills the client has.

This tool will help you

- Recognize a client's need for further literacy assessment
- Recognize a client's need for academic assessment/PLAR
- Capture educational information through conversation and observation
- Analyze that information
- Refer your client to appropriate literacy or educational services

This tool is designed to be used during or after a one-to-one interview or meeting with your client. You can show the tool to the client or you can use it privately as a resource for yourself. The screening tool is divided into two parts. Part 1 captures information based on your observations. Part 2 captures information based on direct questions posed to the client. You can use Part 1, Part 2 or both parts together. The screening tool can be used to record information gathered from a single meeting or over several meetings. It can be used in conjunction with other tools or resources.

Screening Tool Part 1 Observation Only

Recognizing Literacy or Educational Needs by Observation

Do you notice that your client	YES	NO
• Fills in forms inaccurately or incompletely	☐	☐
• Rarely follows up on written or printed instructions	☐	☐
• Shows poor confidence or skills when using automated telephones and voice mail systems	☐	☐
• Asks very few questions about printed information—or ignores the material and say they will "look at it later" or that they "didn't bring their eye glasses"	☐	☐
• Asks an excessive amount of questions about printed material that would be obvious to a reader	☐	☐
• Appears to have had someone else fill in their forms	☐	☐
• Appears restless or distracted during meetings that involve writing and reading printed materials	☐	☐
• Consistently misses or avoids meetings that involve writing and reading printed materials	☐	☐
• Shows up very early, very late or not at all for appointments	☐	☐
• Does not appear to write appointments in a calendar	☐	☐
• Has a child who is doing poorly in school, struggling with literacy development or who has been diagnosed with a learning disability and the client is unwilling to discuss the child's needs with the school	☐	☐
Total Score		
If you check "YES" **three or more (3+)** times, your client may be struggling with literacy issues or gaps in their literacy skills.		

Level 3 Essential Skills

What does "Level 3" mean?
Level 3 skills are considered the benchmark needed for employment in today's labour market. Use this list of sample level 3 tasks to determine if your client has level ES level 3 skills. If the client tells you or you observe the client struggling in any of these areas refer the client for a skills assessment. If the client reports not using these skills in prior employment or in their home life, refer the client for a skills assessment.

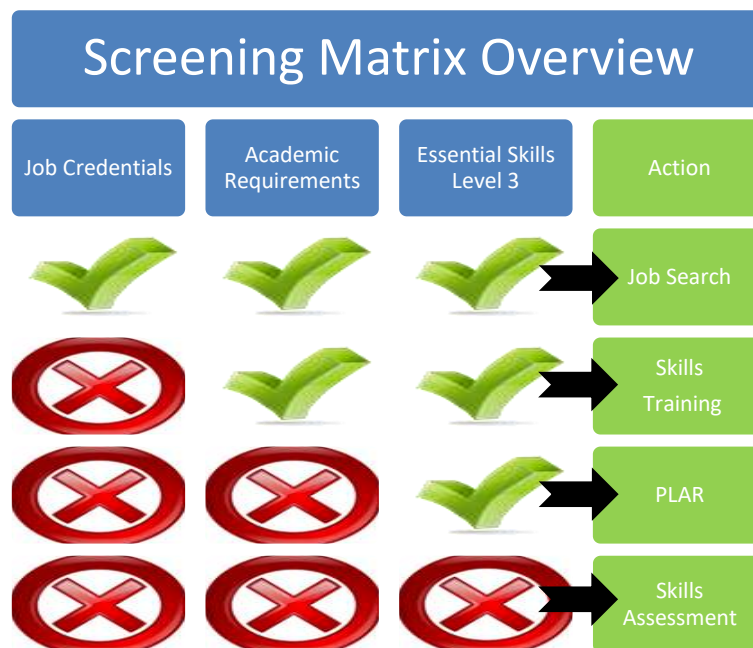| Essential Skills	Sample Tasks at Level 3		
Reading Text	• Refer to equipment manuals to find and read relevant information when solving machine or equipment problems. • Read books or articles in newspapers, magazines and websites to gain background knowledge on a specific topic		
Client struggles with ES level 3 reading text		**YES ☐**	**NO ☐**
Document Use	• Use flow charts and diagnostic tables in equipment manuals to troubleshoot equipment problems and to choose repair options • Refer to graphs to compare data such as the amount of water processed in a day. • Complete a multi-page application form (for a job, pension or health insurance) • Interpret sewing patterns or deck plans to cut the correct shape/size of materials • Read and understand assembly diagrams and follow instructions to assemble a new sun shelter or patio furniture		
Client struggles with ES level 3 document use		**YES ☐**	**NO ☐**
Writing	• Write a 500-word paragraph documenting a meeting, accident or other event. • Write a cover letter to apply for a job. Address the requirements in the job and describe why you are a good candidate for the position. • Write a letter to the newspaper editor or create a blog expressing your opinion about a specific issue.		
Client struggles with ES level 3writing		**YES ☐**	**NO ☐**
Numeracy	• Calculate the total cost of a purchase, including discounts and taxes. • Calculate number of rolls of wallpaper required using wall surface area and coverage rates • Review and analyze quality control data or customer survey responses to identify patterns, possible improvements or to make adjustments • Estimate the material and labour costs associated with making repairs to a vehicle		
Client struggles with ES level 3 numeracy		**YES ☐**	**NO ☐**
Digital Technology	Note: ES Level 2 skills required for most jobs unless working in a technology field. All other applications are job-specific and need to be assessed individually. • E-mail • Texting • Internet search or research • Basic word processing to write a letter • Social media • Online banking		
Client struggles with ES level 2 digital technology		**YES ☐**	**NO ☐**
If you checked the "yes" box for any of these areas, refer the client for a skills assessment.			

Screening Tool Part 2—Direct Questions-- Guide

Once the client is comfortable discussing upgrading or "going back to school", even if it is for only two hours per week, how do you know which program or what path offers the best chance of success for your client?

Part 2 of the screening tool will help you and your client explore the client's current educational status and next steps. Some clients will be able to begin programming immediately. Others may need to be referred for Prior Learning Assessment and Recognition (PLAR) or for a Skills Assessment. Depending on the client's comfort level, you can use the educational check list on page 7 directly with the client or you can use it as a private document to record information for your own reference. Some questions are of a sensitive nature. Asking clients if they failed grades may provoke a negative response. You may need to employ a more conversational tone to get answers to some of these questions and still maintain rapport with the client. The educational check list can be used in conjunction with other tools and resources.

How to use the Screening Matrix

To obtain employment, most clients need a combination of job credentials, academic requirements and level 3 Essential Skills. If one or more of these components are missing, further assessment or supports may be required. The Screening Matrix on page 8 is an easy way to visualize and communicate to your client any missing components and next steps.

Screening Matrix Overview

Job Credentials	Academic Requirements	Essential Skills Level 3	Action
✓	✓	✓	Job Search
✗	✓	✓	Skills Training
✗	✗	✓	PLAR
✗	✗	✗	Skills Assessment

Screening Tool Part 2—Educational Check List

Requirements			Next Steps
Job Credentials			
Does the client have the certification to start searching for a job in their chosen field?	YES	☐	Client can begin job search immediately
	NO	☐	Client may need to begin specific employment skills training
	Unsure	☐	Further certification verification required
Academic Requirements--Includes University Degrees, College Diplomas and Certification, Trade Certifications and High School Diplomas and Credits			
Does the client have the academic requirements to enter a Skills Training program?	YES	☐	Client can begin skills training immediately
	NO	☐	Client may need to upgrade or obtain specific academic requirements
	Unsure	☐	Client may need PLAR
WARNING: Not all "Grade 12 Diplomas" are created equal. Not all educators accept all "Grade 12" or equivalents. Is the client's "Grade 12 Diploma" …			
• At the "basic", "essential" or "workplace" level?	YES or Unsure	☐	Refer client for PLAR or skills assessment
• A GED (General Education Diploma)?	YES or Unsure	☐	Client may need PLAR or to verify requirements
• An ACE (Academic and Career Entrance) Equivalent?	YES or Unsure	☐	Client may need PLAR or to verify requirements
• From another province or country?	YES or Unsure	☐	Refer client for PLAR
• From more than 6 years ago?	YES or Unsure	☐	Refer client for PLAR
Does the client have ANY of the following			
• An IEP (Individualized Education Plan) • Special Education • Vocational, Basic or Life Skills Education • Failed grades • Testing for Learning disability • Prolonged absence from school • Extra help at school or tutors • Difficulty in on-the-job training at previous jobs	YES or Unsure	☐	Refer client for PLAR or for skills assessment
Essential Skills Level 3—OALCF Level 3			
Has the client been assessed for Essential Skills, OALCF, LBS Levels in Reading Text, Document Use, Writing, Numeracy and Digital Technology	YES	☐	Obtain results from assessment and consult with assessor or Literacy Network regarding referral and next steps
	NO	☐	Refer client for skills assessment
	Unsure	☐	Refer client for skills assessment
Using your observations in Part 1 of the screening tool			
Is the client comfortable performing level 3 tasks in reading, document use, writing and numeracy? Are they comfortable performing level 2 tasks in digital technology?	YES	☐	Refer client to appropriate upgrading program or contact Literacy Network for advice
	NO	☐	Refer client for skills assessment
	Unsure	☐	Refer client for skills assessment

Screening Matrix Overview

Job Credentials	Academic Requirements	Essential Skills Level 3	Action
✅	✅	✅	Job Search
❌	✅	✅	Skills Training
❌	❌	✅	PLAR
❌	❌	❌	Skills Assessment

Literacy Screening Tool and Guide

Network Adaptation Guide

Project READ Literacy Network Waterloo-Wellington

Lisa McArthur 2014

The Screening Tool

This screening tool was developed for Employment Ontario/Employment Services (EO/ES) workers to use with their clients or candidates who are looking for work. It is NOT a test or assessment. The client will NOT do reading and math activities. The screener will not do any marking. The screening tool will not reveal what "level" skills the client has.

This tool will help am EO/ES worker

- Recognize a client's need for further literacy assessment
- Recognize a client's need for academic assessment/PLAR
- Capture educational information through conversation and observation
- Analyze that information
- Refer a client to appropriate literacy or educational services

This tool is designed to be used during or after a one-to-one interview or meeting with a client. The screener can show the tool to the client or can use it privately as a resource for themselves. The screening tool is divided into two parts. Part 1 captures information based on the screener's observations. Part 2 captures information based on direct questions posed to the client. The screener can use Part 1, Part 2 or both parts together. The screening tool can be used to record information gathered from a single meeting or over several meetings. It can be used in conjunction with other tools or resources and in various settings.

Modifying the Screening Tool

The tool can be modified so it can be used in various jurisdictions. Names and contact information for service providers have been omitted so that each Regional Network can customize this screening tool for their region.

The screening tool provides next steps that include referrals to Job Search, Skills Training, PLAR and Skills Assessment. EO/ES workers have mechanisms in place to refer clients to Job Search and Skills Training service providers. They need current information for referrals to PLAR, Skills Assessments and Literacy Service Providers and Networks.

Fill in the table below with current contact information for service providers in your area. Where possible, include the names of first contact individuals. Create additional rows for programs or service providers where necessary.

Copy and paste this table to the end of the screening tool and save the document as a PDF. The file can be added to network websites as a downloadable file or can be e-mailed directly to EO partners.

Referrals

If you have a client who needs	Refer to
Prior Learning Assessment and Recognition (PLAR)	*(Insert service provider contact information here)*
Skills Assessment	*(Insert service provider contact information here)*
If you are not sure where to refer your client If you have questions about adult upgrading and literacy service providers in your area If you your client has "unusual" training/upgrading requirements or "barriers" to upgrading call your local literacy network	
(Insert network contact information here)	

"I Just Need a Job" Training Workshop

During the pilot of the screening tool, Employment Ontario/Employment Services (EO/ES) in Waterloo-Wellington reported that the training information contained in the workshop was of great value to them. As such, the workshop PowerPoint is available as a supplement to the screening tool. The workshop can be modified to suit local training needs and to represent programs and services in each network area.

Modifying the Workshop

There are 56 slides in the PowerPoint deck. Not all slides need to be used.

To Present	Use Slides
Full training workshop	1-53
Training on Screening Tool and "How to Promote Literacy Services"	1-6, 11-49, 51-53
Training on Screening Tool	1-6, 11-28, 37-49, 51-53

Please credit Project READ Literacy Network by keeping copyright information on each slide and writing credits on the first slide.

Slide 1

- Add presenter names and logos

Slide 50

- Add program and service provider names into the bulleted list
- Add program slides

Slide 53

- Add additional or contact information and thank you to closing slide

Supplementary Workshop Resources

1. Group Work Resources—Page 6

On slides 4 and 51, workshop participants will be asked to form groups of 3 or 4 and role-play a client scenario. Each **group** will need a copy of

- Client/Candidate Scenario 1
- Client Candidate Scenario 2

2. The Screening Tool

Each workshop participant should receive a copy of the Screening Tool with current and local service provider contact information provided

Client/Candidate Scenario 1

Client/Candidate – male or female, middle-aged 35 to 45

"I really need to get a job. I was laid off from my last job and I can't be without a job because my family depends on me. I have a mortgage."

Other Info (if asked)

- I don't have Grade 12;
- my skills never held me back in my job;
- avoid any need to upgrade unless you hear something that really makes you think about education (and jot that down)

Client/Candidate Scenario 2

Client/Candidate – male or female, middle-aged 35 to 45

"I just need to get a job. I've been laid off from my last 3 jobs and I need to get a job that pays decently and doesn't leave me stressed and worried about being laid off again. I'm a really good worker. I have had disagreements with my previous team leads, but that's because they've been idiots."

Other Info (if asked):

- I have my Grade 12 – basic
- When I've been laid off and others haven't it's because of the boss or the situation, not about my skills or teamwork/communication ability
- Really hated school, but stayed there because promised his/her grandmother, but barely passed and HATED math

Client Information Form: Referral to Community Partner

For Use by any Community Service Agency in Waterloo and Wellington

Client Information:

Client's Name:	Email:
Address:	Telephone:

Date of Referral:	
❑ Client has given their permission to share their contact information. ❑ Client has given their permission to share other personal information attached.	
Reason for Referral:	

Referring To:

Name of Organization and Program:	
Contact Name:	Email:
Agency Address:	Telephone:

Referring from:

Name of Organization:	
Contact Name:	Email:
Address:	Telephone:

Client consent to share contact and/or personal information:

I, _____(client name)_____, hereby agree to and give permission to__(referring agency)____ to share my information with ___(agency referred to)_____ .
This information will be kept private and strictly confidential.
Client Signature: _____ Date: _____

Witness Signature:_____

Follow-up Requested by Referring Agency:
❑ Please let me know when the Client makes contact.
❑ Please send me written results from your formal assessment
❑ Please contact me with the actions taken as a result of the referral, e.g. assessment completed, registered in an LBS program.
❑ No need for follow-up contact.