



WOODGREEN

Opportunity made here.



Enabling Employment and Broad Adoption of Skills for Success for Older Workers

SUMMARY REPORT

Table of Contents

ACKNOWLEDGEMENT	3
1. INTRODUCTION AND EXECUTIVE SUMMARY	4
2. FACTS AND HIGHLIGHTS	6
3. THE INTEGRATION OF THE SKILLS FOR SUCCESS MODEL	9
4. PROGRAM STRUCTURE AND THE PERFORMANCE MANAGEMENT SYSTEM	10
5. RESULTS	15

“This training provided the best thing... a community!”

– Program Participant



Thank You

WoodGreen Community Services expresses gratitude to Employment and Social Development Canada (ESDC) for their unwavering support and enduring partnership, which has been pivotal in the success of the Skills for Success for Experienced Workers (SSEW) program. Also, gratitude is sincerely offered to WoodGreen’s exceptional team members whose contributions were instrumental in bringing this effort to completion.

TERMINOLOGY

The journey begins with an exploration of the terminology used to describe the program’s participants, as stipulated in the contractual agreement with ESDC. While the official term is “Older Workers,” this report recognizes the significance of language and acknowledges the preference for “Mature Workers” and “Experienced Workers” as more empowering alternatives. This nuanced choice in terminology reflects WoodGreen’s commitment to combating ageist stereotypes and ensuring that participants feel valued and respected throughout their engagement with the SSEW program. Finally, any statistical data represents results from five consecutive cohorts out of six that were completed at the time of drafting this report.

ABOUT WOODGREEN

A United Way Anchor Agency, WoodGreen combines significant scale and a proven track record with an entrepreneurial mindset, continuously seeking and developing innovative solutions to critical social needs. With a rich history spanning more than 80 years, WoodGreen is one of the largest social services agencies in Toronto, serving nearly 40,000 people each year from over 40 locations. Together we provide a range of mental health supports, help people find safe affordable housing, seniors live independently, homeless and marginalized people get off the street, parents access childcare, children and youth access after-school programs and meaningful employment, newcomers settle into Canadian life and internationally trained professionals enter the job market.



1 Introduction and Executive Summary

In today's dynamic employment landscape, fostering inclusivity and addressing the evolving needs of a diverse workforce is crucial. This report delves into the intricacies of the "Skills for Success for Experienced Workers" (SSEW) program, a transformative initiative spearheaded by WoodGreen Community Services in partnership with Employment and Social Development Canada (ESDC).

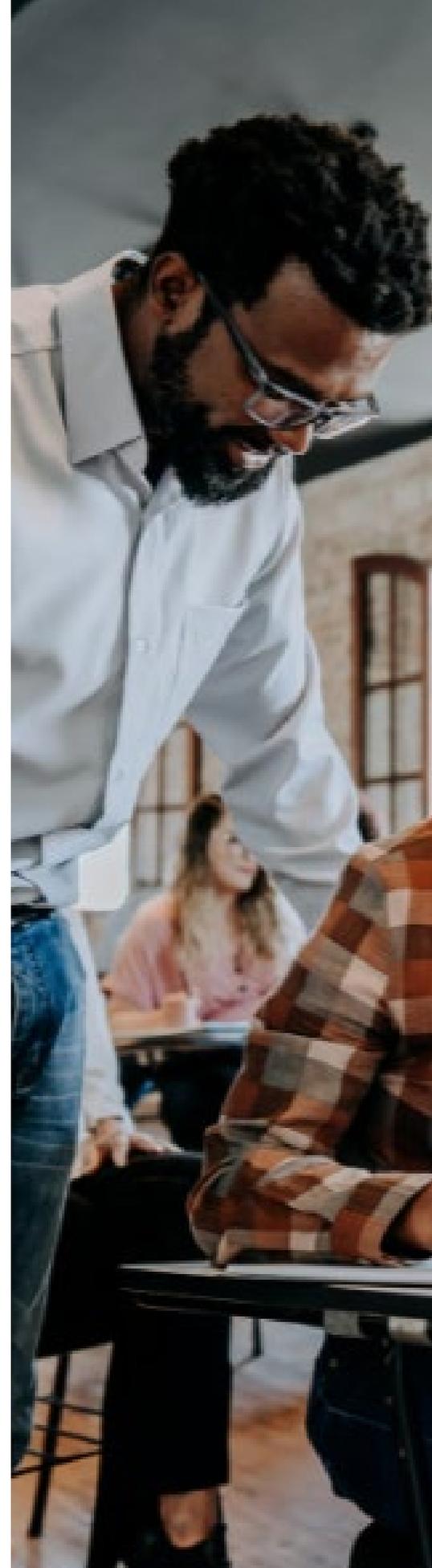
The SSEW program, thoroughly designed and executed by WoodGreen Community Services, has left an indelible mark on its participants. The overwhelming response, reflected in the high volume of applications received through online submissions and direct interactions with WoodGreen's Employment Case Counselors, attests to the program's relevance and resonance within the community.

The SSEW program has contributed to improving the application of well-being and wellness habits of SSEW participants. Furthermore, the strong social connections forged within the class, coupled with friendships, and heightened self-awareness empowered participants to carry positive energy from the classroom into their homes. This holistic approach to personal development has proven instrumental in fostering a sense of community and emotional support among participants.

This report offers a methodology-driven exploration of the program structure and design of the Skills for Success for

Experienced Workers initiative delivered through WoodGreen Community Services. Evidence-based analytics are presented, scrutinizing the program's implementation results. The report delves into various aspects, including the training's relevance to participants' needs, and the effectiveness and impact on professional growth and well-being. In a purposeful design, the report provides a descriptive overview of major findings, addressing questions on program impact and service delivery from both quantitative and qualitative perspectives. Key inquiries include how the program caters to participant needs, improves well-being, upgrades foundational and transferable skills, encourages further education, prepares participants for the job market, shapes their overall training experience, and fosters collaboration with other organizations and employers.

Woodgreen achieved 100%+ of the training participant target (108 trained versus a target of 106) with the course curriculum's topics being the anchor to attract interest.



The overall Program outcomes tracked 3 aspects:

A. Training *Relevance* to the targeted audience and Woodgreen's effort to accelerate goals' attainment.

B. Training *Effectiveness* in upgrading skills and encouraging knowledge adoption.

1. OUTREACH

- 18 Information sessions in total: 4 in-person, 12 online, 2 walk-in, and ongoing awareness video on the website and social media platforms)
- 114 outbound emails to partners.

- 1,615 views on SSEW page online
- 261 watched information session video, and 25 attended in person!
- 590 social media impressions.
- 300 interest applications received!

2. PROCESS

- 153 pre-enrollment screening consultation interviews through Employment Case Counsellors (ECCs).
- 225 hours were spent on a 1:1 counseling sessions between ECCs and participants.
- Financial allowance was provided to support marginalized participants.

- 79 laptops were distributed and 2,365 TTC tickets were provided to facilitate the training.
- 58 participants were referred for WoodGreen's Employment Services.

3. SKILLS UPGRADE

- Confidence in Foundational skills (Reading – Writing – Digital – Numeracy and Communication) improved by 33%
- Confidence in Transferable skills (Collaboration – Adaptability – Problem Solving – Creativity & Innovation) improved by 21%
- Overall confidence across all nine skills improved by 27%

4. PURSUIT OF EDUCATION

- 83% of participants confirmed their intention to upgrade their education to cope with the market knowledge demand.
- 17% of participants; after the training; changed their perception toward pursuing further education

C. Training *Impacts* on influencing participants' wellbeing habits.

5. WELLNESS

- A remarkable impact on participants' well-being practices, elevating the application of weekly habits from 16% to an impressive 31%.
- The daily well-being habits surged from 38% to 55%, reflecting a substantial 45% enhancement in participants' commitment to daily self-care.
- 97% improvement on the weekly frequency of applying wellbeing habits.



2 Facts and Highlights

1 Training Effectiveness in Upgrading Skills Across the Nine skills

Overall Confidence Improvement: Self-assessment surveys revealed a 27% improvement in overall confidence across all nine skills.

- **Foundational Skills Confidence:** Notable improvement of 33% in confidence for foundational skills (Reading, Writing, Digital Literacy, Numeracy, and Communication).
- **Transferable Skills Confidence:** A 21% improvement in confidence for transferable skills (Collaboration, Adaptability, Problem Solving, Creativity & Innovation).

2 Distinctive Ranked Bundles of Confidence Improvements:

- (Reading, Writing, Digital Literacy): A remarkable improvement of 39% is attributed to in-class digital dynamics.
- (Adaptability and Problem Solving): A notable 39% improvement credited to group assignments and participation.
- (Communication and Collaboration): Commendable 18% improvement linked to group participation.
- (Numeracy and Creativity): An average improvement of 11% reflects the need for specialized academic exercises.

FIGURE 1: IMPROVEMENT IN CONFIDENCE ACROSS SKILLS

Overall Program Effectiveness in Improving Confidence %	27%	Ranking
Foundational Skills	33%	
A. Core Literacy Skills		
Reading	49%	2
Writing	52%	1
Numeracy	14%	8
B. Non-Core Literacy Skills		
Communication	17%	7
Digital	39%	3
Transferable Skills		
Collaboration	20%	6
Adaptability	24%	5
Creativity	9%	9
Problem Solving	33%	4

FIGURE 2: TRAINING EFFECTIVENESS AND SKILLS UPGRADE

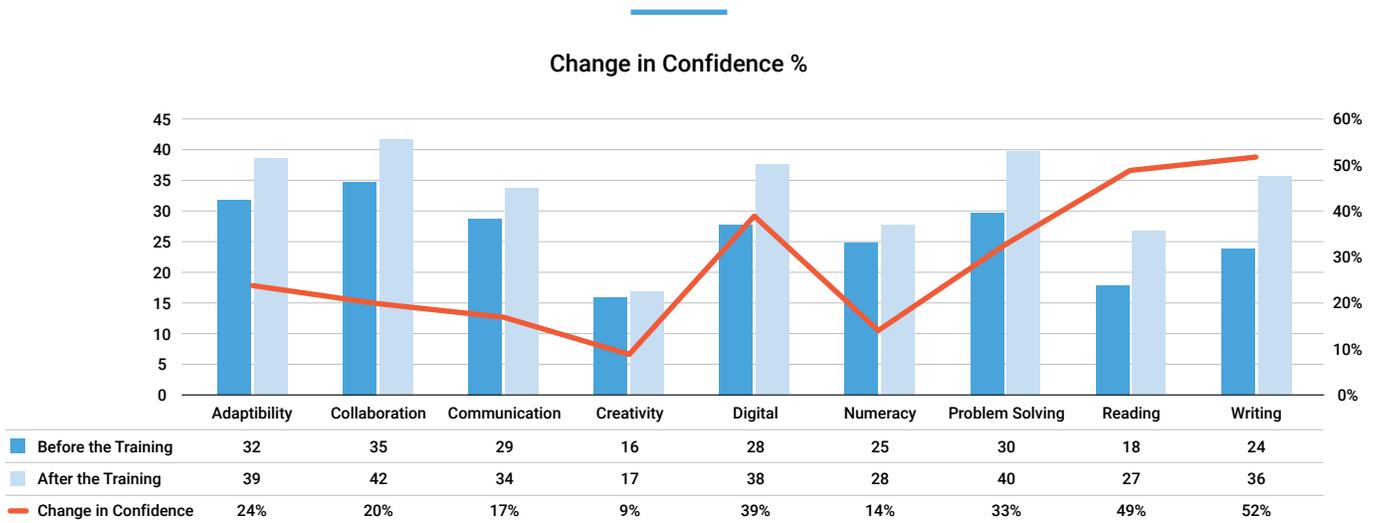
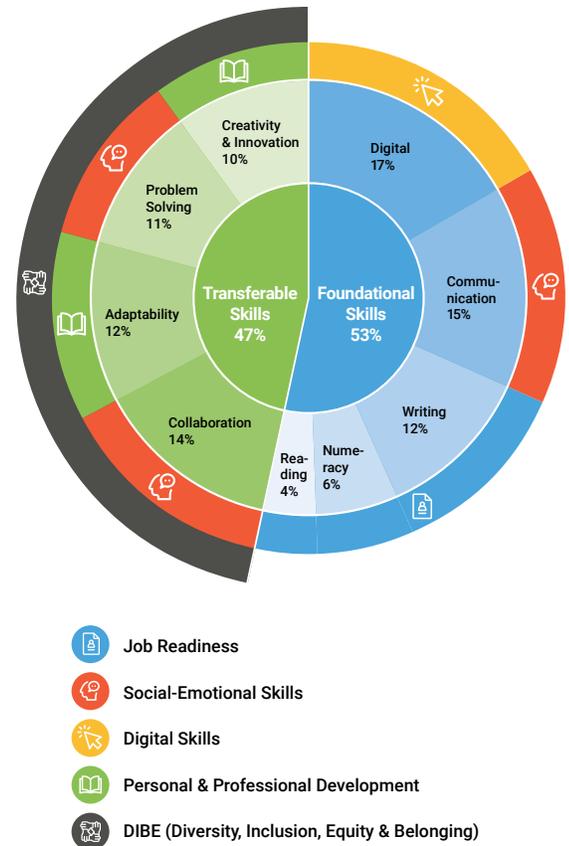


FIGURE 3: CURRICULUM FOCUS: A STRATEGIC DISTRIBUTION OF TOPICS FOR SKILLS IN SSEW TRAINING



FIGURE 4: CURRICULUM FOCUS: A STRATEGIC DISTRIBUTION OF TOPICS FOR SKILLS IN SSEW TRAINING



3 SSEW Curriculum Design and Topics:

Going forward, and in the retrospective analysis of the SSEW curriculum, it is evident that 53% of the topics were strategically designed to enhance foundational skills, while the remaining 47% were dedicated to bolstering transferable skills.

Curriculum Topics & Materials Coverage:

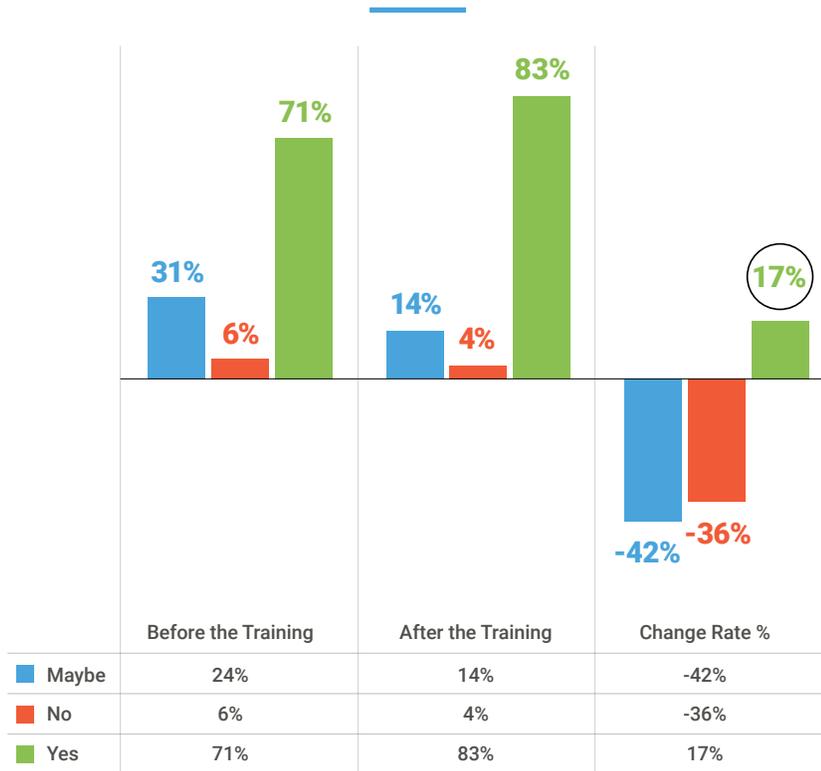
The curriculum encompasses a comprehensive array of training modules, each designed to address specific facets of professional development. A breakdown of these modules and the topics covered is as follows:

- Job Readiness: resume, cover letter, interview skills, LinkedIn, networking, business communication, employer engagement, online job search, workplace success strategies.
- Digital Skills: computer basics, Internet, Microsoft Word, Excel, email basics, Outlook, OneDrive, Teams, web browser, LinkedIn Learning.
- Social-emotional Skills: communication, collaboration, problem-solving, social awareness, confidence, leadership, conflict management, relationship building, stress management, emotional intelligence.
- DIBE (Diversity, Inclusion, Equity & Belonging): building spaces of trust and acceptance, inclusive language, respect for others, intersectional identities, systemic chatter and counter strategies, cultural competencies, creating a culture of equity and inclusion.
- Personal and Professional Development: leadership, mentorship, networking skill, time management, adaptability (growth mindset, goal setting, resilience), self-care (physical and mental well-being), creativity and innovation, self-reflection, mindfulness.

4 Training Effectiveness in Encouraging Further Education:

- 83% of participants confirmed their intention to upgrade education post-training, reflecting a mindset shift of 17% compared to pre-training.

FIGURE 5: CHANGE IN WILLINGNESS TO PURSUE EDUCATIONAL UPGRADE



5 Training Effectiveness in Encouraging Well-being Habits:

- **Weekly Habits Improvement:** Marked increase from 16% to an impressive 31%, indicating a substantial 97% improvement.
- **Daily Habits Enhancement:** Significant rise from 38% to 55%, showcasing a 45% improvement in participants' commitment to daily self-care.
- **Multifaceted Influence:** 26% of practices directed towards self-education and self-awareness, highlighting the program's holistic impact on participants' development.
- **These outcomes underscore the SSEW program's success in enhancing skills, fostering educational aspirations, and positively influencing participants' well-being habits.**

6 Program Delivery Results:

- **Outreach Effectiveness:**
The outreach strategy showcased clear effectiveness, comprising 18 information sessions across cohorts 1 to 5. This included 4 in-person, 12 online, and 2 drop-in sessions, with ongoing recorded sessions on the WoodGreen website. A total of 106 participants engaged, with 25 attending in-person sessions and 261 watching recorded sessions. Online presence was strong, with 1,615 webpage views and 590 impressions on Facebook and LinkedIn. Additionally, 114 emails were sent to external agencies promoting the SSEW program.



- **Training Relevance to Participants' Needs:**
Demonstrating its relevance, the program received around 300 applications from older jobseekers before and after information sessions.
- **Efficient Process Rollout:**
Efficiency marked the process rollout, including 153 screening consultation interviews, 49 eligible participants on the waiting list, and proactive weekly enrollment outreach. Noteworthy distributions included 79 laptops, 2365 TTC tickets, and a \$119,784 allowance to support marginalized participants. The 1:1 counseling sessions totaled 225 hours, resulting in 90 participants enrolled across 5 cohorts with an impressive 95% attendance rate. Only one participant dropped out.
- **Employment Readiness Indicators:**
Indicators measuring employment readiness involved the referral of 58 participants from four cohorts to the Employment Services (ES) department, highlighting the program's impact on facilitating employment opportunities.

3 The Integration of the Skills for Success Model



35%

of the City of Toronto's population belongs to the mature experienced workers age group.

Skills for Success (SFS) Model Overview

The Skills for Success program, funded by Employment and Social Development Canada (ESDC), aligns with Canada's mission to enhance the standard of living. ESDC supports jobs, training, and social development, enabling organizations like WoodGreen to craft comprehensive training programs. The program focuses on nine critical skills, categorized under foundational and transferable skill sets. These skills include reading, writing, numeracy, digital proficiency, collaboration, adaptability, creativity & innovation, problem-solving, and communication. The program defines these skills systematically with predetermined components and proficiency criteria, ensuring a well-structured approach to skill elevation.

ESDC champions the Skills for Success (SFS) Program, consisting of two streams: Research and Innovation, and Training & Tools. This funding empowers organizations to develop comprehensive training programs. The nine identified skills are systematically defined, emphasizing both foundational and transferable skills.

Previous Sector Contribution to SFS Model

The SFS Program's expansive reach includes 38 funded projects, emphasizing skills development and social inclusion. Projects cater to diverse audiences, spanning apprentices, employers, youth, job seekers, newcomers, and minority communities. With durations ranging from weeks to five years, the program commits to sustained and impactful interventions. Inclusive and varied, the projects inform the overarching goals of the SFS Program by addressing the unique challenges faced by different demographic segments.

Insightful Synthesis: Exploring Labor Market Dynamics through Research

In Canada, the senior population is growing rapidly, with seniors aged 65 and older increasing six times faster than children aged 0-14. The City of Toronto reflects this trend, with 35% of its population belonging to the mature experienced workers age group. Ageism and stereotypes pose challenges for this group, impacting health, adaptability, competence, and work-life balance at individual, organizational, and societal levels. Recognizing the economic and social contributions of mature experienced workers and creating inclusive employment opportunities becomes crucial. Toronto's Seniors Strategy recommends expanding employment support services for older workers, emphasizing the need for inclusive work environments. The Skills for Success for Experienced Workers program at WoodGreen Community Services is recognized as a vital employment support program for the 45+ age group not covered by other initiatives, addressing the overlooked needs of this demographic.

Integration of the Older Worker Initiative (OWI) with SFS Model

The Skills for Success program's needs assessment originated from the Stemming the Gray Tide 2018 report, informing WoodGreen's Older Workers Initiative program (OWI). The program targeted mature workers, aligning with the 2018 report's emphasis on tailored employment training. The integration of OWI's design frameworks and the Skills for Success (SFS) model enhanced the program's effectiveness in addressing participant needs.

4 Program Structure & Performance Management System

PROGRAM PROFILE

Need for the Program & the Alignment with Government Priorities

The modern workplace's rapid evolution demands workers, especially those above 45, to enhance their core literacy skills, socio-emotional skills, and soft communication, collaboration and problem-solving skills. Experienced Workers confirm the need to upgrade their proficiency, addressing critical needs for both employers and the workforce.

WoodGreen aligned with government priorities, embracing the Training and Tools Stream objectives. The organization diligently designed programs to empower individuals, emphasizing foundational and transferable skills. Lessons from the Older Workers Initiative (OWI) program and alignment with participant needs contribute to the program's strategic design.

WoodGreen Trainings' & Tools' Stream in line with the Categorization of Skills

WoodGreen adhered to the funding agreement's mandate, conducting the Skills for Success training program tailored for the senior racialized population. The program integrated strategic outreach, continuous engagement, and guest speaker sessions, emphasizing a dynamic and impactful experience. A phased approach underscored WoodGreen's commitment to continuous improvement.

WoodGreen strategically classified skills into:

- Foundational Skills (core literacy: "reading, writing, numeracy", communication, digital) and;
- Transferable Skills (collaboration, adaptability, creativity & innovation, problem-solving).

This categorization allowed targeted interventions and efforts to enhance

participants' capabilities and employability.

WoodGreen Research, Evaluation & Learning Stream

WoodGreen integrated research and analysis for program evaluation and quality assurance, aligning with a commitment to comprehensive understanding and continuous improvement. The organization involved evidence-based insights, surveys, and established frameworks for methodologically sound evaluation.

Advisory Committees, including Employer Advisory, Organization Advisory, and Experienced Workers' Advisory, played a vital *Participation* role. Quarterly meetings, surveys, interviews, and focus groups involved committee members, providing valuable feedback. Guest speaking sessions, partnerships, and collaboration efforts enhanced the program's impact and effectiveness.

AUDIENCE, STAKEHOLDERS AND PARTNERSHIP MANAGEMENT

Target Population: Focused Empowerment

WoodGreen's program targeted Canadian citizens, permanent residents, or convention refugees above 45 years old, emphasizing racialized older job seekers in Toronto. The stringent criteria aimed at understanding and addressing the unique challenges faced by this demographic in entering or re-entering the job market.

Stakeholder Synergy

WoodGreen's program thrived on a broad network of internal and external stakeholders. Internally, participants, staff, and various WoodGreen departments collaborated seamlessly. External partnerships with entities like the Retail Council of Canada and Paragon Security and committees like the Employer Advisory Committee enriched the program, ensuring diverse perspectives and continuous improvement.





Program Components

This section outlines details related to the program’s outreach plan, the implementation process, the course curriculum, and training delivery, ensuring a holistic understanding of the program structure and components.

1 Outreach Plans
Tailored Information Sessions to encourage enrollment.

Communication & Outreach Strategy: Tailored Messaging for Success

WoodGreen’s deliberate communication strategy tailored every element for clarity and relevance. The outreach coordinator’s role in pinpointing local communities, developing assets, and utilizing diverse platforms ensured inclusive outreach. Social media, in-person sessions, and outreach analytics played key roles in measuring outreach effectiveness, reflected in high information session attendance and web page views. Collaborative efforts across teams and platforms enhanced program awareness, setting the stage for successful participant engagement. The diverse outreach approaches collectively contributed to the program’s visibility, evident in significant webpage views, social media impressions, and direct engagement through information sessions, all leading to the delivery of 18 information sessions: (4 in-person, 12 online, 2 drop-in) for cohorts 1 to 5, 106 potential participants attended (25 in-person, 261 recorded info session viewers), and 114 emails sent to external agencies promoting the SSEW program. That resulted in 1,615 webpage views, 303 Facebook impressions and 287 LinkedIn impressions.

2 Holistic Curriculum
Balanced topics and hands-on exercises.

Holistic Learning Journey: WoodGreen’s Skills for Success (SFS) Curriculum

WoodGreen’s curriculum stands as a testament to holistic learning, balancing topics and hands-on exercises. The design and development process involves mapping outcomes between the Older Workers Initiative (OWI) program and Skills for Success (SFS) models. Our course curriculum demonstrates a deliberate allocation, with foundational skills comprising 53% and transferable skills encompassing 47% of the content. Focused on job readiness, digital skills, social-emotional skills, DIBE, and personal-professional development, the curriculum ensures a comprehensive learning experience. Stakeholder involvement and adherence to funder attributes drive continuous improvement. Implementation includes dual provision—digital and physical binders—ensuring accessibility and accommodating diverse learning preferences with tangible resources.

3

Seamless
Enrollment Process

Pre, Mid & Post-engagement
and employment support.

Seamless Program Process: Success Unveiled

WoodGreen's program delivery unfolded in three phases - Pre, Mid, and Post, embodying a holistic commitment to participant success. The Pre-Program phase saw streamlined interest tracking, meticulous screening, and efficient registration. The Mid-Program phase ensured a supportive class structure, logistical aid, and a blended teaching approach. Post-program activities involved meticulous CRM updates, one-on-one check-ins, and comprehensive stats tracking. WoodGreen's systematic approach, from initial interest to post-program stability, ensured an empowering journey, reflected in carefully monitored statistics and tangible participant progress.

4

Dynamic Training
Facilitation

Creating a safe space for
diverse learning styles.

Dynamic Training Facilitation at WoodGreen Classes

WoodGreen's training program featured tailored facilitation, creating a safe space for diverse learning styles. Facilitators embraced a learner-centered pedagogy, acknowledging various learning modes and fostering an inclusive environment. The curriculum incorporated engaging lectures, guest speakers, and diverse teaching methods—active learning, group discussions, and technology integration. Regular assessments ensured learner satisfaction and reflective understanding. Recognizing diverse student needs, WoodGreen cultivated an environment where participants co-created their learning experience, ensuring a positive, adaptive, and inclusive atmosphere throughout the Skills for Success program.

5

Monitoring &
Evaluation

Evidence & Methodology
based approach of performance
management.

PERFORMANCE MANAGEMENT SYSTEM

WoodGreen was unwavering in its commitment to evaluation credibility, following the Treasury Board of Canada Secretariat's Guide to Developing Performance Measurement Strategies. This guide, mandated by the Policy on Evaluation, serves as WoodGreen's comprehensive reference, aligning the evaluation efforts with recognized best practices. By embracing key terms and definitions outlined by the Secretariat. The program OKRs (Objective Key Results) were defined as per the glossary section of the Secretariat guide which informs WoodGreen's decision making processes throughout the program.

Narrative Structure of the Logic Model

The SSEW program at WoodGreen followed a clear narrative, aligning needs, actions, and outcomes for participants and employers. Activities encompassed outreach, informational sessions, screening, and blended learning. Immediate outputs measured activity success, while midterm outcomes focused on enhancing participant confidence and skills. Envisioned long-term impact saw participants thriving in personal and professional aspects. The program aimed to serve as both a participant resource and an asset for employers, in harmony with WoodGreen's overarching mission.

Frameworks for Managing Performance

WoodGreen's performance management integrated external and internal frameworks. Externally, methodologies included best practices, secondary research, and participatory discussions. Internally, observations and appreciative inquiry contributed to a comprehensive understanding and participant engagement. The system emphasized continuous improvement, adapting to evolving needs. The client journey framework tracked outputs from recruitment to program completion, providing valuable insights into participant progress.

“It was a very
comprehensive
curriculum.
Lots of learning,
teaching, and
hands on learning
opportunities.”

– Committee Member

FIGURE 6: SOURCES OF DATA AND INFORMATION

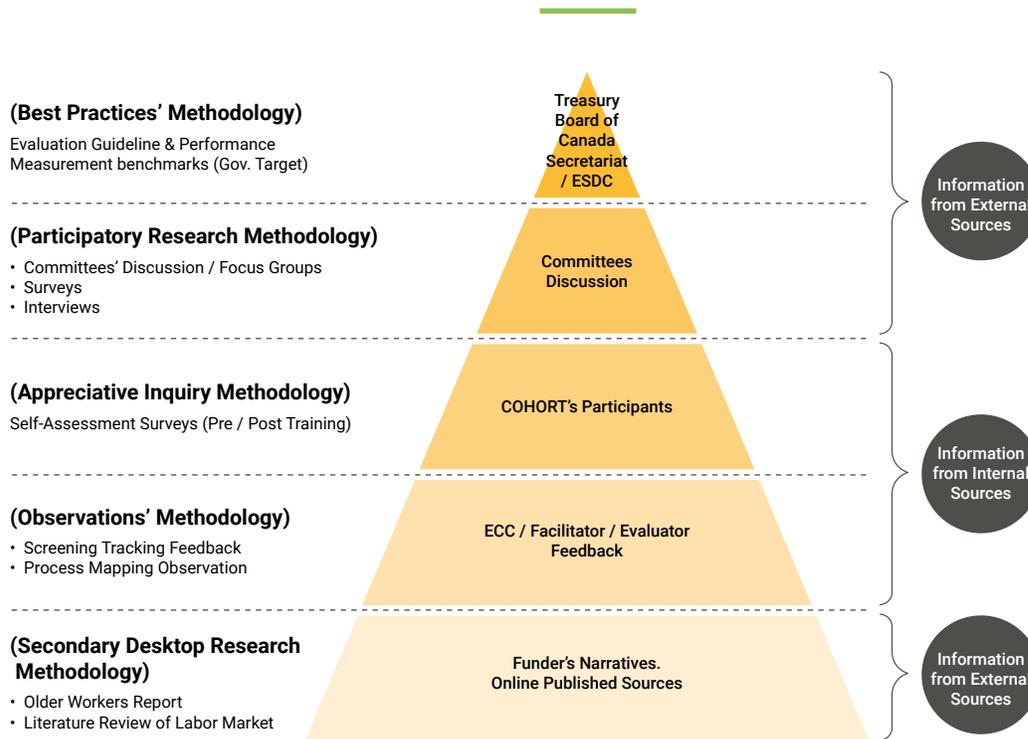


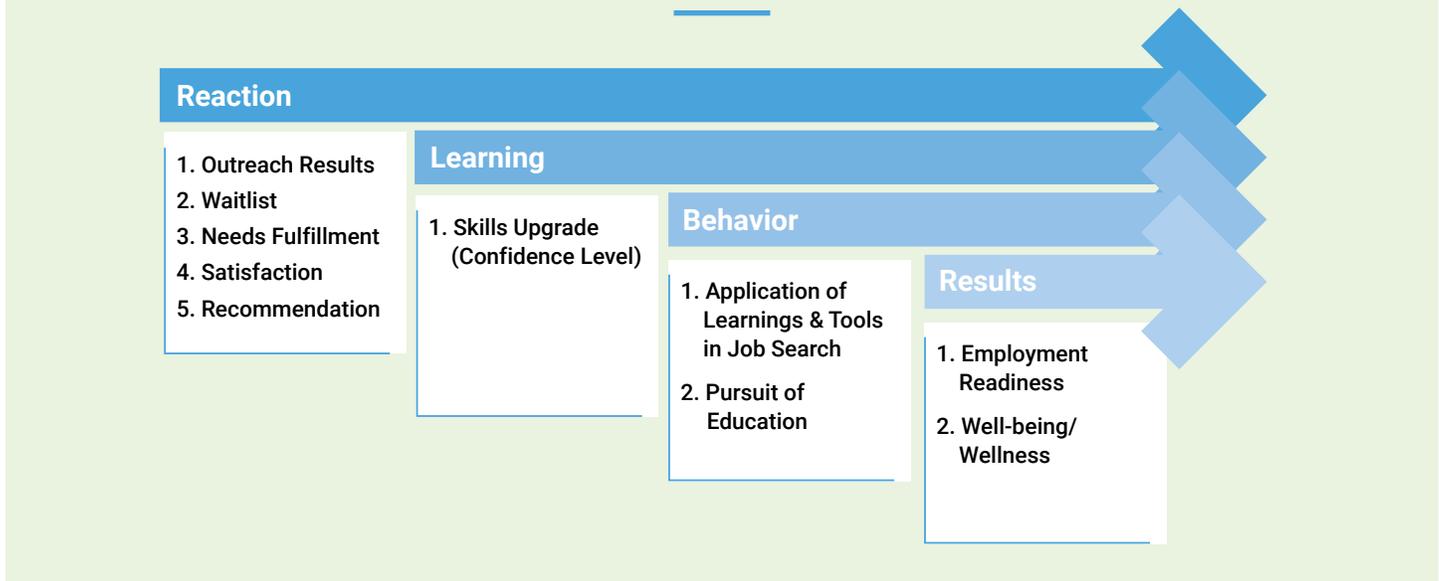
FIGURE 7: PROGRAM'S EVALUATION DIMENSIONS

Monitoring and Evaluation Approach

WoodGreen's evaluation strategy, following the Treasury Board's guide, utilized Key Performance Indicators (KPIs) such as relevance, effectiveness, efficiency, and economy. The OKR framework ensured alignment with program goals. The client journey framework illustrated daily and weekly tasks contributing to program outcomes. The Kirkpatrick Training Evaluation Model assessed impact through four levels, aligning with specific program objectives. KPIs showcased WoodGreen's commitment to credibility, with a focus on continuous improvement and participant satisfaction.

Relevance KPIs	The participants' reaction to the program before / after enrolment & participation.
	<ul style="list-style-type: none"> • Program Demand – As a result of outreach activities. • Eligible Waitlist – Number of participants passed the screening process & are in the waitlist. • Need Fulfillment % – Realized benefits after the training using the Post-Program Survey.
Effectiveness KPIs	The participants' learning and change in behavior during and after the program.
	<ul style="list-style-type: none"> • Skills Upgrade – Manifested through the improvement rate of participants' confidence rate. • Educational Upgrade – Manifested through participants' willingness to pursue further education. • Employment Readiness – Manifested through the application of employment tools (goals, resume, etc.). • Wellbeing – Manifested through the application of wellness habits.
Efficiency KPIs	The reaction to the quality of the training delivery after the program.
	<ul style="list-style-type: none"> • Satisfaction Rate – Shown through qualitative feedback and quantitative satisfaction rate to the program implementation. • Recommendation Rate – Realized by the clients' willingness to recommend the program to their social network.
Economy KPIs	The use of resources & cost throughout the program to achieve the program targets.
	<ul style="list-style-type: none"> • The achievement of the program numerical targets. • The compliance to the approved budget.

FIGURE 8: EVALUATION MODEL KPIS



Evaluation Outcomes Using the Kirkpatrick Training Model

The Kirkpatrick Model's four levels provided a comprehensive framework for evaluating Skills for Success training. WoodGreen aligned program objectives with Kirkpatrick levels, demonstrating the impact on participants' foundational and transferable skills, education pursuits, wellness, and organizational resources. The model evaluated the effectiveness of training delivery, ensuring participant satisfaction,

fulfillment of needs, and program advocacy within social networks.

Data Collection, storage, Processing, and Management System

WoodGreen used quantitative and qualitative indicators to gauge program impact. Periodic surveys, feedback loops, and open-ended questions captured participants' needs and nuanced shifts. Data was collected through participant assessments, observation reports, surveys, and collaboration logs.

WoodGreen's data management system ensured secure and organized storage. Regular updates and a comparative analysis against predefined targets tracked progress, and roles and responsibilities were defined in WoodGreen's data governance system. The agile performance management approach allowed for continuous learning and adaptation, fostering an environment of dynamic improvements for ongoing and future program iterations.

“I found out about this program from a community worker. The new skills I learned were networking, computer skills and writing an effective resume. I believe my skills improved significantly, and I feel more confident and efficient in these areas. Currently, I'm employed with TDSB (Toronto District School Board) as a lunchroom supervisor, and I'm also enrolled in a course. SSEW program has contributed a lot on my resume writing skills.”

– Cohort 4 Participant



“I learned the STAR interview technique to convey my story, mastered public speaking, honed my resume and cover letter writing skills, collaborated effectively with classmates, and embraced both fixed and growth mindsets, among other valuable lessons.”

– A Program Participant.

5 Results

Achievements, Insights, and Evolution: Skills for Success for Experienced Workers (SSEW) Program

Success Stories, Program Satisfaction, and High-Level Achievements

The SSEW program, a transformative journey for participants, nurtured a supportive community fostering not only knowledge but a sense of belonging. Testimonials echo its impact, with participants expressing newfound courage and connections. Satisfaction assessments delved into multifaceted criteria, revealing a 96% positive reception. Specific highlights included 72% “Excellent” rating and strong endorsements for borrowed laptops, financial support, and hospitality.

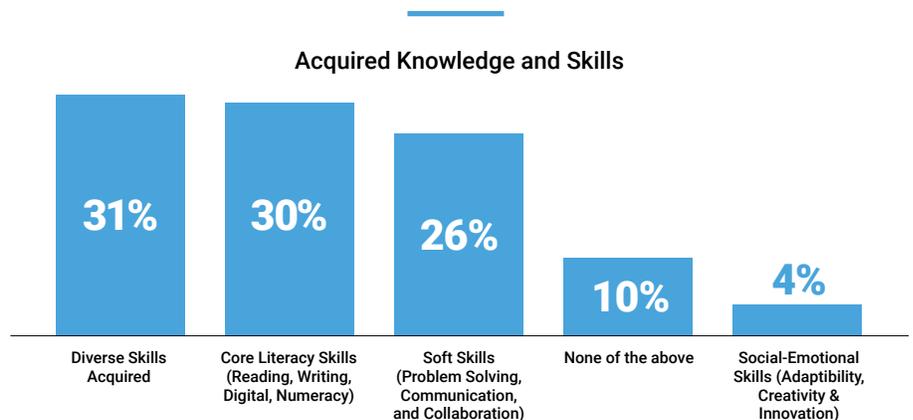
Evaluated through the Kirkpatrick Model, SSEW showcased success in foundational and transferable skills, workplace readiness, and overall effectiveness. High-level targets surpassed expectations, emphasizing WoodGreen’s commitment. Notable achievements included exceeding participation targets, racialized representation, and extremely high program completion rates. Collaboration with employers and organizations, along with public reports and curriculum availability, further solidified success.

Participants’ Reactions and Learning Outcomes

Participants’ reactions to the Skills for Success (SSEW) training were best encapsulated through five key performance indicators (KPIs), each offering a unique perspective on their experience:

- 1 The demand rate, marked by the influx of 289 applications, reflected the program’s popularity and its perceived value within the community.
- 2 The waitlist: Over a year, WoodGreen targeted 106 trainees for its 4-week training program. There was limited capacity due to high demand. WoodGreen reserved 49 extra applications, representing 46% of the target. This indicates the program’s responsiveness to community needs.
- 3 Finally, the SSEW training surpassed participants’ needs and expectations, with 31% confirmed acquiring a diverse skill set beneficial for their careers, while 30% and 26% specifically highlighted their fulfillment in gaining proficiency in core literacy skills and essential soft skills, respectively.

FIGURE 9: SKILLS RELEVANCE TO PARTICIPANTS POST-TRAINING



On the other hand, the participants' satisfaction with the Skills for Success for Experienced Workers (SSEW) delivery in class was compressed through two key performance indicators (KPIs):

- 4 Overall training delivery satisfaction levels with participants was 96%, which expressed contentment with various aspects such as guest speakers, topics covered, venue, hospitality services, stipend, and financial allowance.
- 5 The recommendation rate (93%) underscores the program's success, with participants expressing a willingness to endorse SSEW to their peers, affirming the positive impact of the training.

Long-Term Well-being Indicators

Well-being assessments revealed participants' dedication to daily and weekly well-being practices, with a substantial post-training increase. Shifts in mindset towards stress relief strategies and prioritizing

educational upgrades were notable. Participants' application of well-being tactics, coupled with sustained social interaction, illustrated holistic lifestyle changes.

In analyzing the participants' application of well-being tactics during the first phase (cohorts 1, 2, 3), a noteworthy finding revealed that 83% of the frequency revolved around daily, weekly, and monthly practices. This was further broken down into 47% for daily tactics, 24% for weekly routines, and 11% for monthly strategies. The emphasis on these short-term tactics underscored the importance participants placed on integrating wellness practices into their regular routines.

Learnings and Recommendations for Continuous Improvement

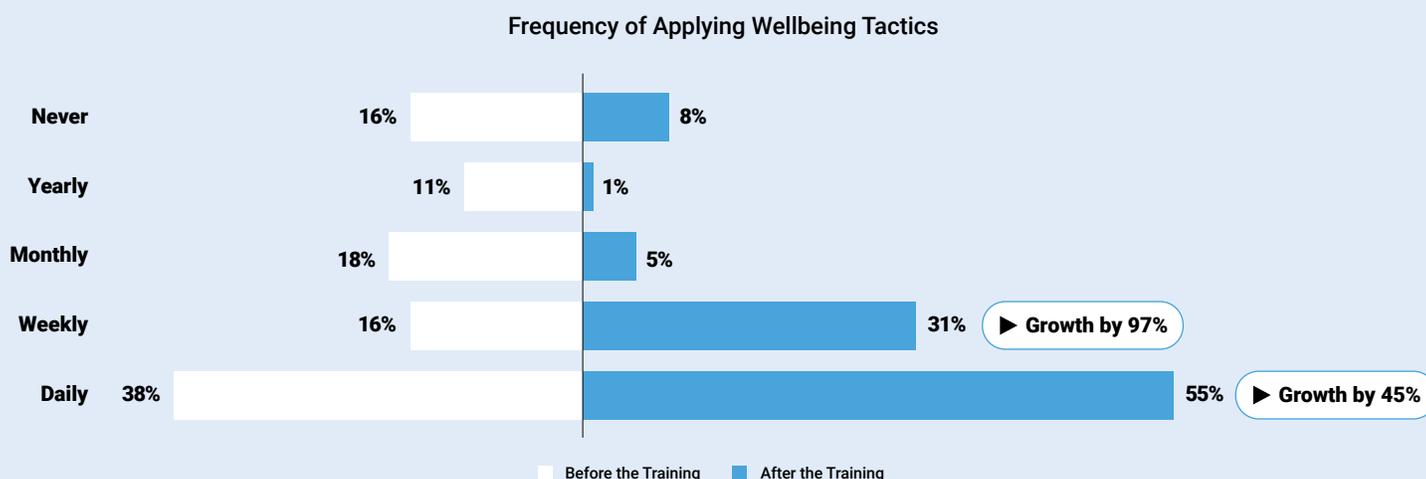
Insights from participants and oversight committees shaped recommendations for program refinement. Participant feedback emphasized focused topics, logistical improvements, and extended

duration. Committees influenced program name change, lifelong learning emphasis, and alumni engagement. Implemented recommendations showcased WoodGreen's commitment, while pending suggestions include extended program duration and curriculum enhancements.

CONCLUSION: A HOLISTIC APPROACH TO SUCCESS

The SSEW program's success laid in its holistic approach, combining skill enhancement, well-being outcomes, and a positive learning environment. WoodGreen's commitment to continuous improvement, participant engagement, and collaborative learning underpinned the program's achievements. Recommendations for future enhancements ensured SSEW remained adaptive and impactful, embodying WoodGreen's dedication to community and individual growth.

FIGURE 10: WELL-BEING BEHAVIORAL CHANGE - COHORTS 1, 2 AND 3





Informational

1. What are your main responsibilities in your current position?
2. What was your entry position into this field/industry?
3. In your experience, what are the most important skills to be successful in this industry?
4. What is your favourite part of your position and why?
5. No job is perfect, could you please describe your least preferred part of your position?
6. How would you describe the culture in your department?
7. What type of software do you use in your job? What software systems should you be familiar with?
8. Is there any additional training that I may need in order to get a position in your field?
9. Can you recommend any associations or committees I could get involved in that might help to advance a position in the field? Such as, _____ or _____
10. What are the most effective strategies for getting a position in this field?
11. What current trends and issues are there in the field that I should be aware of?
12. What would you like to see change in the field? How can we do better? Or what do you think is working well?
13. What advice could you give for someone who is entering the field?
14. The interviewer is asking, thank you very much. If there is anything else you would like to say, please say it now.

Handwritten signature in orange ink.

References

- Canada, E. a. S. D. (2023, October 11). *Government of Canada creating more skills training opportunities for Canadians*. Canada.ca. <https://www.canada.ca/en/employment-social-development/news/2023/10/government-of-canada-creating-more-skills-training-opportunities-for-canadians0.html>
- Service Canada. (2021, May 18). *The new Skills for Success model*. Canada.ca. <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/new-model.html>
- Service Canada. (2023, June 2). *Skill components and proficiency levels*. Canada.ca. <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/learning-steps.html>
- Canada, E. a. S. D. (2023a, October 11). *Backgrounder - Government of Canada creating more skills training opportunities for Canadians*. Canada.ca. <https://www.canada.ca/en/employment-social-development/news/2023/10/government-of-canada-creating-more-skills-training-opportunities-for-canadians.html>
- Canada, E. a. S. D. (2022, March 9). *Apply for funding for the Skills for Success Program – Training and Tools Stream*. Canada.ca. <https://www.canada.ca/en/employment-social-development/services/funding/skills-success-training-tools-stream.html>
- Canada, E. a. S. D. (2023a, June 2). *Skills and Competencies Taxonomy*. Canada.ca. <https://noc.esdc.gc.ca/SkillsTaxonomy/SkillsTaxonomyWelcome?GoCTemplateCulture=en-CA>
- Canada, E. a. S. D. (2023b, June 2). *View category - Skills*. Canada.ca. <https://noc.esdc.gc.ca/SkillsTaxonomy/ViewTaxonomyCategory?objectid=MYgCNtv4nrBUP6U79Nyu6w%3D%3D>
- Service Canada. (2023a, April 17). *Skills for Success – Assessment and training tools*. Canada.ca. <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/tools.html?category=Individual&type=Assessment>
- Service Canada. (2023b, April 17). *Skills for Success – Assessment and training tools*. Canada.ca. <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/tools.html?category=Individual&type=Training>
- Secretariat, T. B. O. C. (2010, September 29). *Supporting Effective Evaluations: A guide to developing performance measurement strategies*. Canada.ca. <https://www.canada.ca/en/treasury-board-secretariat/services/audit-evaluation/guide-developing-performance-measurement-strategies.html>
- Ziegler, A., & Stiles, M. (2022, July). *Getting Started with Monitoring, Evaluation and Learning (MEL)*. Inuit Tapiriit Kanatami. <https://www.itk.ca/wp-content/uploads/2022/07/FORMATTED-English-MEL-Toolkit-FINAL.pdf>
- Kurt, S. (2018, September 6). *KirkPatrick Model: Four levels of Learning Evaluation - Educational Technology*. Educational Technology. <https://educationaltechnology.net/kirkpatrick-model-four-levels-learning-evaluation/>
- Service Canada. (2023c, June 2). *Projects funded through the Office of Skills for Success*. Canada.ca. <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/projects.html>
- Toronto Workforce Innovation Group. (2018). *Stemming the Gray Tide*. Workforce Innovation. https://workforceinnovation.ca/wp-content/uploads/dlm_uploads/2021/01/Stemming-the-Gray-Tide-2018.pdf



815 Danforth Ave., Suite 402,
Toronto, ON, M4J 1L2

woodgreen.org