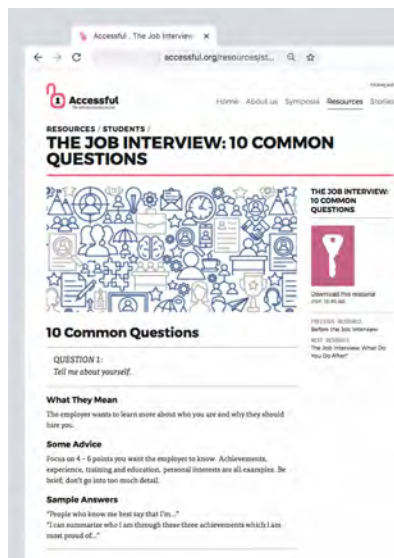
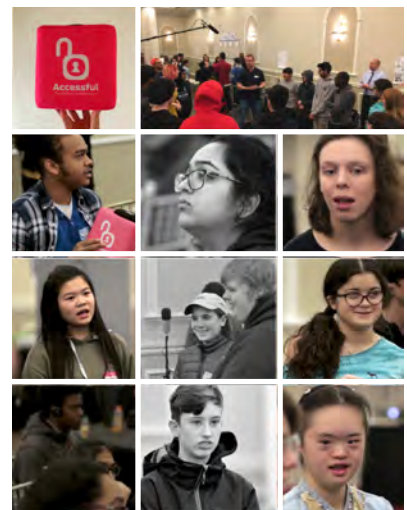




Accessful
The right start unlocks success

PROJECT ACCESSFUL FACILITATOR MANUAL for Ontario School Boards





FACILITATOR MANUAL

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FACILITATOR MANUAL

BACKGROUND

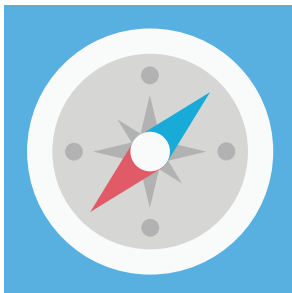


In Spring 2018, Clique Communications, on behalf of OSSTF, submitted a proposal to the Accessibility Directorate of Ontario called: *Reimagining Student Success through Accessibility*.

This proposal was approved for an Enabling Change Grant for a pilot project in Peel DSB in 2018-2019 and 2019-2020.

We developed this manual so other school boards can consider implementing their own Accessful project.

Context



In a *Toronto Star* article on January 30, 2018, education reporter Andrea Gordon told readers the biggest problem for kids with accessibility needs emerges in Grade 11 and 12 when they try to find summer employment. Research showed the gateway to adult success depended on getting a first summer job.*

At the time of the report, there were very few supports or programs to address the problem for Ontario high school students. The outgoing provincial government's *Access Talent – Ontario's Employment Strategy for People with Disabilities* was a vision for the future which included a “call to action” challenging every Ontario employer with 20 or more employees to hire at least one more person with a disability. The newly elected provincial government had just begun to establish its vision and mandate.

**Predictors of Postschool Employment Outcomes for Young Adults With Severe Disabilities*
Journal of Disability Policy Studies. Hammill Institute on Disabilities.
University of Wisconsin-Madison.

LINK: https://www.witig.org/wstidata/resources/journal-of-disability-policy-studies-2012-carter-50-63_1445367527.pdf

Overview



The Accessful project was, and is, a practical and effective program that helps students in Gr 10, 11 and 12 with accessibility needs get their first summer job by engaging five key audiences:

- Students (identified through IPRC)
- Educators
- Parents
- Employers and outside agencies

The Project “deliverables’ are: Symposia, In-School Programming, and access to a Website with robust Resources and Videos.

This manual will walk you through the process according to our experience in Peel DSB in 2018-2019 and 2019-2020.

We have included various Appendices that may help plan each step of your own Accessful project.

Deliverables



Symposia and In-school Programming

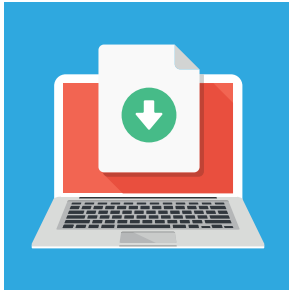
Informative, interactive Symposia drove Accessful's programming giving a voice to five stakeholders: students, parents, educators and employers/agencies.

In response to what we heard about barriers to employment, Accessful was able to create relevant resources for the OSSTF members who participated in the pilot school board.

Symposiums represented a key strategy for connecting students and prospective employers. With each group we collected meaningful data.

Go to: **Website: Symposia** for details.

Deliverables

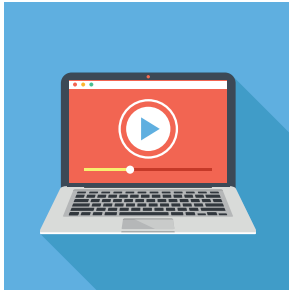


Website and Resources

The website expanded the program by sharing resources and creating a connection point for students and employers; teachers and other professional; the public.

Go to: **Website** for details.

Deliverables



Videos

From in-school programming to summer job placements in parks, day camps and retail food outlets, the videos associated with the 2018-2020 experience in Peel DSB tell a story of success. Through interviews with students, teachers and employers, the narrative, we believe, will reduce stigma and help the labour market embrace these students.

Go to: **Videos**

Legacy



Accessful's platform built a multi-year strategic plan to:

- Expand to other OSSTF Districts and school boards through the creation of a Facilitator Manual
- Recognize the critical issue of under-employment of youth with accessibility needs and see OSSTF as a champion for change.
- Accessful's innovative programming supported OSSTF members to nurture stronger employability skills for students with disabilities in Grade 10, 11 and 12 .

Statement of the problem and solution



Since 2005, the Accessibility for Ontarians with Disabilities Act builds a more equal and accessible province. It's worth noting that in Ontario, 1 in 7 people have a disability.*

* Estimate based on *Canadian Survey on Disability* (2012)

What's the gap?



The unemployment rate for persons with a disability is approximately 16%, significantly higher than the rate persons without disabilities.**

The unemployment rate for youth with disabilities in Ontario was reported to be about 30% in 2012. This almost 2x higher than that of youth without disabilities.

** This rate comes from the *Canadian Survey on Disability*, which was released in 2012. The current unemployment rate for Ontarians who do not report having disabilities was 5.8% as of April 2017. A new baseline rate of unemployment for people with disabilities will be set using the 2017 *Canadian Survey on Disability*, released in September 2019. <https://www150.statcan.gc.ca/n1/daily-quotidien/181128/dq181128a-eng.htm>

Goals & Outcomes: Accessful pilot



During 2018-2019, Accessful began to address the employment gap in the following ways:

- 1 Intervened** with students with disabilities earlier. Rather than wait for programs at the time of ODSP application support, Accessful programming helped to build stronger employability skills before leaving high school and potentially reduce the demand for support during early adulthood.
- 2 Improved** the community-connected experiential learning opportunities for youth with disabilities by expanding the number of employment opportunities and developing stronger relationships with future employers.
- 3 Enabled** small-to-medium sized businesses to recognize the available workforce of talented youth with disabilities. Employers learned various support strategies to meet the accessibility needs of their employees.
- 4 Shifted** overall attitudes about the value of employing people with disabilities.
- 5 Produced** accessible resources for participants in other school boards for subsequent years.

IMPLEMENTATION CONSIDERATIONS



Staffing

Accessful was staffed with trained educators, employment agency personnel and communication specialists. Specialized staff enabled the distribution of tasks: one-on-one or small group support for students; engaging employers, parents and other agencies.

Your school board may review the following options for implementation:

- Consider senior team members with Special Education, Secondary Schools, Student Success, Equity and Inclusion portfolios, Curriculum Leads, and Guidance and Special Education Department Heads.
- Existing partners for Co-Operative Education
- Retired teachers and volunteers



Specialized Roles

Symposia Facilitator will be familiar with the “Open Space Technology” format and is confident leading large group presentations.

See “**Appendix: Forms, Invitations, Consent, Surveys, etc**” which contains:

- Break-out Session Conversation Helpers
- Student Symposia Convenor & Event Organizer Tips

Symposia Convenor will be the individual responsible for managing all aspects of the event.



Location

Accessful began with 15 pilot secondary schools in a central district. Families of schools maximized symposium participation, reduced transportation costs, and leveraged local employers. Your school board can consider clusters or families of schools, regional employers, or public transportation to identify potential school communities. Your District OSSTF may also be interested in offering meeting space or other partnership ideas.



Engage with regional agencies

Many municipalities and regions in Ontario have community supports, employment agencies, and local programs such as:

- YMCA-YWCA Canada
- Community Living, Employment Training
- Professional Associations (e.g. Ontario Restaurant Hotel & Motel Association)
- Municipal & Regional Parks and Recreation
- Young Canada Works (Canada)
- Local Job Fairs
- Youth Job Connection: Summer (Ontario)
- Ontario Disability Support Programs: Employment Supports

Activating your region's specific agencies and community partners will be an essential piece to your school board's successful implementation.

For more info, refer to: **Appendix: Employment Resources**

PLANNING & TIMELINE OF EVENTS



How to implement Accessful step-by-step.

Typically, Accessful's pre-employment training program is executed in eight steps. Your process may vary.





Identify project lead at your board.

A variety of senior administrators with portfolios such as, but not limited to, Special Education, Equity and Inclusion, Student Success or School Effectiveness: Pathways and Planning may find this program compatible with local school board priorities or board improvement plans. Subcommittees or family of school teams can also be identified to implement program activities. It is highly recommended that your project lead be identified no later than the spring term prior to implementation in September of the subsequent academic year.

The project lead will need to address funding for the following items:

Costs associated with Symposia

- Student transportation
- Venue and equipment rental
- Lunch, snacks, refreshments
- Teacher release time/coverage
- Activity supplies



Recruit team members and community partners.

Guidance and Cooperative Education or Special Education Heads are eager to engage students in meaningful pre-employment training or support, especially as it compliments programming for mandatory Career Studies (GLE20), Cooperative Education courses, and various Guidance and Career Education courses.

Both the **Teacher Info Pkg** and **Agency and Employer Invites** appendices can be widely distributed to schools to determine interest levels and recruit staff, volunteers and community agencies or other partners.

It is highly recommended these bulletins be distributed no later than the spring term prior to implementation in September of the subsequent academic year.



Symposia and related activity planning.

Once the project lead has assembled team members and community partners, planning Symposia dates and locations should continue into September and conclude by the end of October. Also identify locations for your Symposia venues and the participants for each key stakeholder group by end of October.

Letters and forms (see Appendices) can be adjusted to include dates and locations.

Establish key personnel that will execute each Symposia. Each Symposium will require a Convener to book venues, distribute communications and collate data, an event facilitator familiar with the Open Space Technology format, discussion leaders and group recorders, AV technicians, and team members responsible for catering and set up/clean up.

Post-Symposia, make sure you've identified your team members responsible for In-school Programming.



Solicit participating schools.

The Principals should be introduced to the program either through memo or special presentation at a designated P/VP day. Details pertaining to program goals, teacher release time, coverage requirements, transportation funding, etc should be shared no later than the spring term prior to implementation in September of the subsequent academic year. Principals should then confirm interest and identify teacher contacts for future planning and coordination.

The **Teacher Info Pkg** (see Appendices) can be widely distributed to those secondary school staff once Principals have confirmed interest.

5

Begin communication strategy.

We suggest you create a communications plan early so your project earns the media attention it deserves.

The foundation of any communications plan is the “key message.” Accessful’s is: “The Right Start Unlocks Success”. In any conversation with local media, it is a useful reference since it frames success as employment that can remove barriers. For students with accessibility needs research shows much may depend on that first summer job.*

Reach out to radio and TV stations and print and online newspapers. Ideally, you and students who have secured a paid summer position, will consent to interviewed. If necessary, direct reporters to the videos we have created to add greater detail.

Boost your social media efforts by using our **Twitter Campaign** located in the Appendices section of this manual.

* According to StatsCanada Canadian Survey on Disability (2012) young adults with disabilities are less likely to finish high school also more likely to become unemployed as adults.
statcan.gc.ca/pub/75-006-x/2017001/article/14824-eng.pdf

- Approximately 1 in 7 people in Ontario have a disability.



Execute Symposia.

Student Symposia should begin by November and conclude prior to the Winter Holiday break in December. This will assist with local job fairs that usually begin in January and February.

All other stakeholder groups can have their symposia continue into the late winter, but conclude by March Break. Ongoing meetings with potential employers or agencies can continue as new participants are identified or indicate interest.



Implement In-School programming.

In-school programming with students should begin prior to the Winter Holiday break to ensure semester one students have begun any pre-employment training. New students can also be included when Semester Two begins for GLE, Co-Op, or Careers classes.

Allow significant time to work one-on-one or in small groups to complete drafting resumes and cover letters, complete online training or applications, and role play interview scenarios.

Be mindful of local job fairs or application due dates that may occur as early as January or February.

Some students may require additional support with Vulnerable Sector Screening/Police checks or WHIMIS. Other tasks can include ensuring students have a Social Insurance Number and bank account.

Helping Teens Manage Income, a Student resource, can direct participant to make online applications for a SIN account.

In-school programming can continue into the final semester, being mindful of examination schedules.



8

Job site follow-up.

It will be helpful to schedule job site visits within 2 weeks of the placement. Obtain permission from employers and parents to gain access to a location so you may observe the student and conduct a short interview with both employee and employer. Offer support or modification ideas if any area of job performance needs to be addressed.

FACILITATOR MANUAL/ WEBSITE: HOMEPAGE

INTRODUCTION

Accessful's website is mobile-friendly, and meets or exceeds WCAG 2.0 Level AA. All videos are closed captioned.

The home page has a short message about the status of the project and three short videos documenting the program's activities.




Everyone deserves to be Accessful.
An Important Message Concerning COVID-19

The Right Start.

The Right Start Unlocks Success

In-school programming.

Youth summer employment.

Presented by: [Logos: CESTP, FEESCO, Ontario]

Video 1

Video 2

Video 3

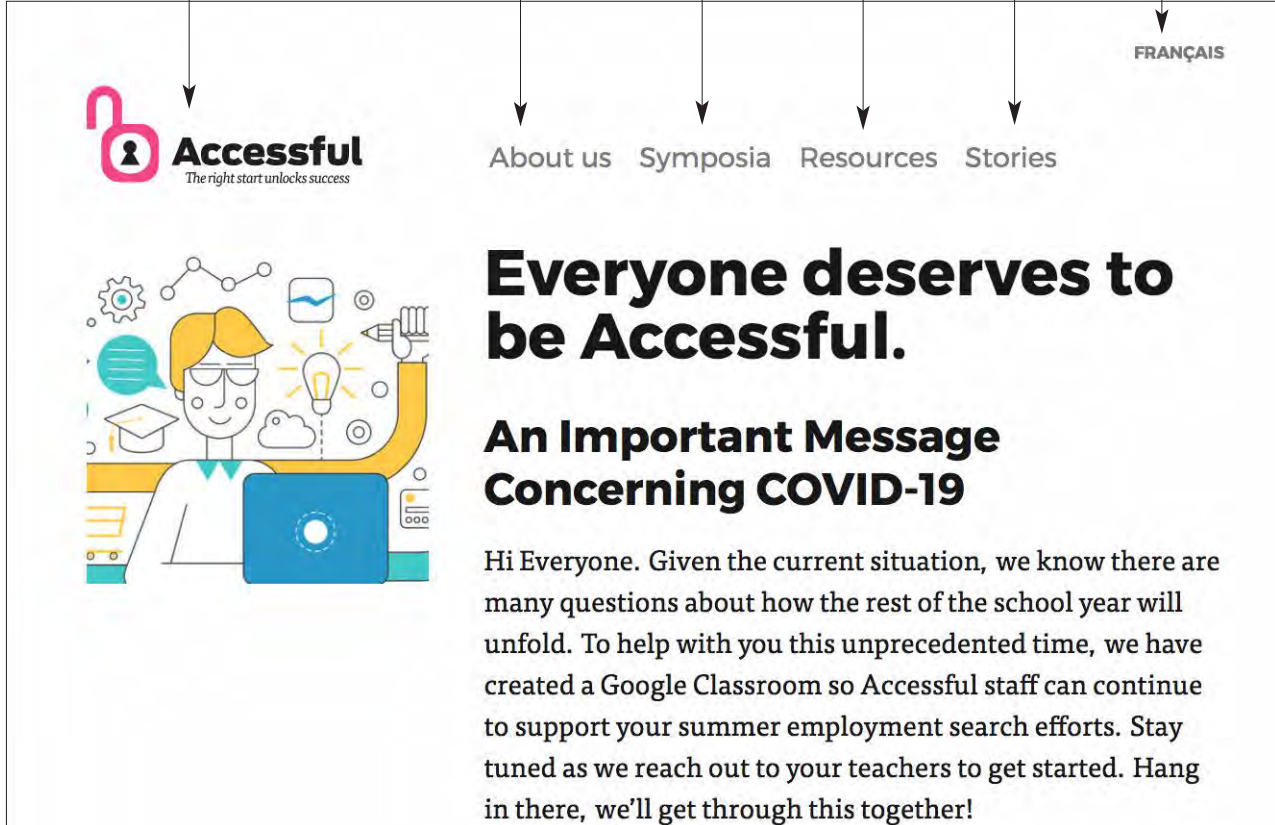
Click on logo
Home

About Us
Overview of the pilot, its goals and the people of OSSTF and District 19.

Symposia
During the pilot, this section posted Symposia dates. Currently, it is a FAQ hub.

Resources
Numerous tools to build support for student summer employment, organized by stakeholder.

Stories
Meet people who are making a difference in Ontario by watching several inspiring videos.



FRANÇAIS

Accessful
The right start unlocks success

About us Symposia Resources Stories

Everyone deserves to be Accessful.

An Important Message Concerning COVID-19

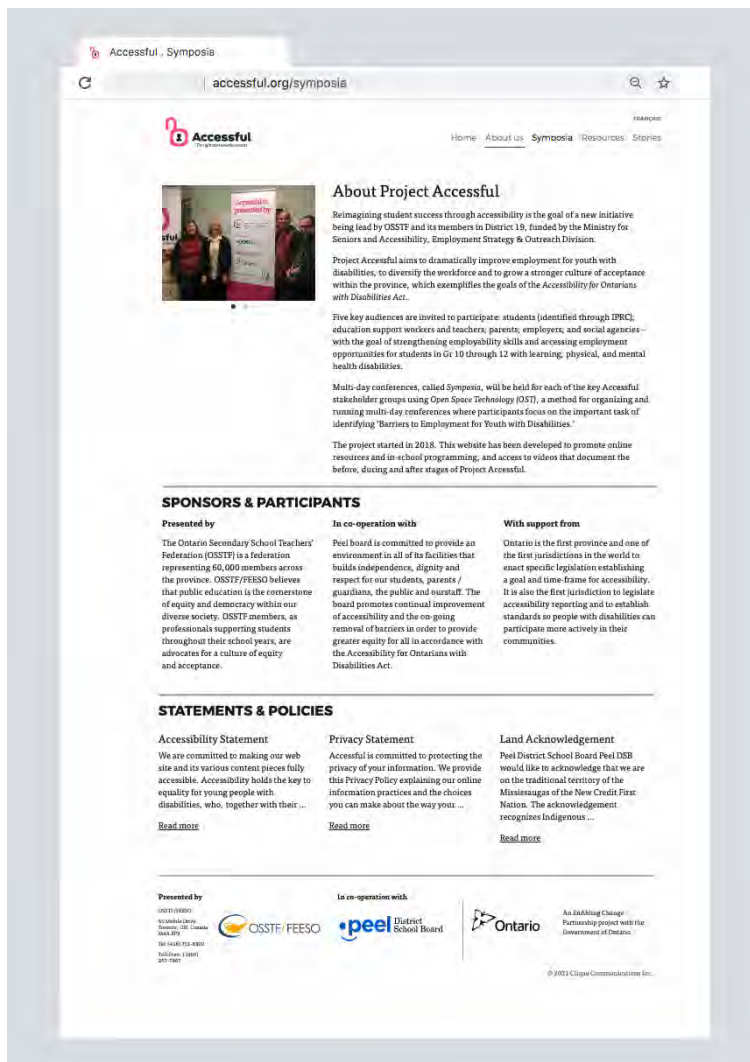
Hi Everyone. Given the current situation, we know there are many questions about how the rest of the school year will unfold. To help with you this unprecedented time, we have created a Google Classroom so Accessful staff can continue to support your summer employment search efforts. Stay tuned as we reach out to your teachers to get started. Hang in there, we'll get through this together!



FACILITATOR MANUAL

WEBSITE: ABOUT US

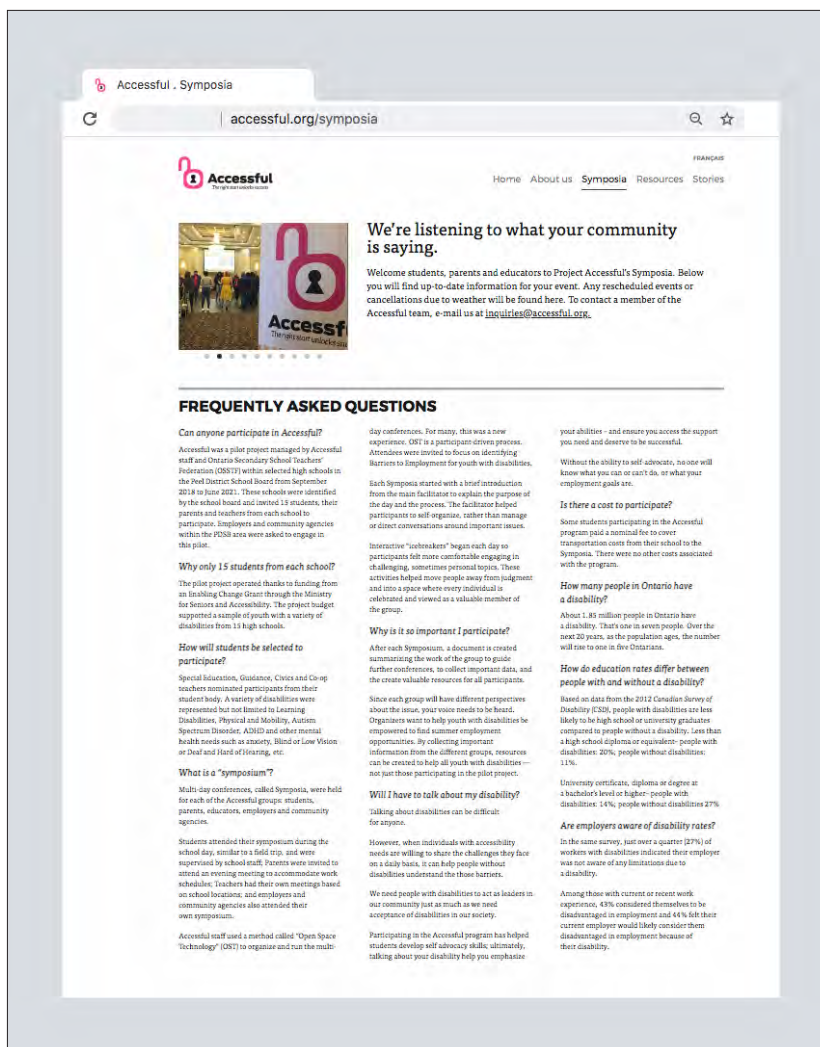
During the pilot in 2018-2019, this section described the involvement of OSSTF and District 19 members. This feature is no longer current but in the interest of identifying OSSTF and Peel DSB as the original partners, combined with statements of Accessibility, Privacy, Land Acknowledgement and the Ontario Enabling Change Grant, we have kept this section “as is.”



FACILITATOR MANUAL

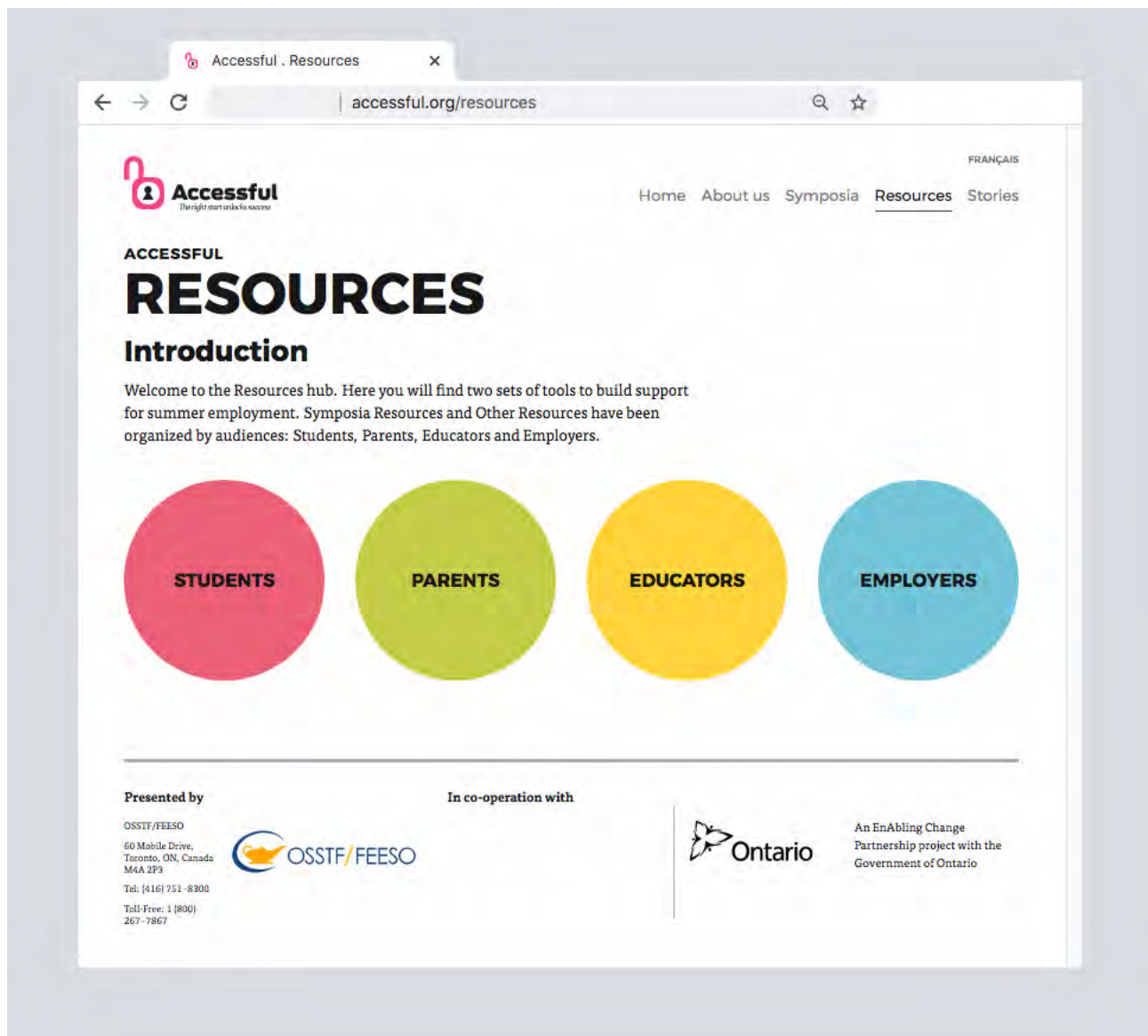
WEBSITE: SYMPOSIA

Welcome, students, parents and educators to Accessful's key event in 2018-2019 and 2019-2020. Day-long Symposia provided opportunities to give voice to all stakeholders. During the pilot in 2018-2019, this section posted Symposia dates by school and times. This feature is no longer applicable and has been removed. Instead, we retained this hub to present FAQs that visitors may find useful to support your Accessful project.



WEBSITE: RESOURCES: HOME

Numerous tools to build support for student summer employment are organized by stakeholder. When selecting a stakeholder group, icons display the content on screen, including a “pop-up’ link to download a PDF version.



The screenshot shows a web browser window with the URL accessful.org/resources. The page features the Accessful logo and navigation links for Home, About us, Symposia, Resources, and Stories. The main heading is "ACCESSFUL RESOURCES" with a sub-heading "Introduction". The introduction text reads: "Welcome to the Resources hub. Here you will find two sets of tools to build support for summer employment. Symposia Resources and Other Resources have been organized by audiences: Students, Parents, Educators and Employers." Below this text are four large, colored circles representing the stakeholder groups: STUDENTS (pink), PARENTS (green), EDUCATORS (yellow), and EMPLOYERS (blue). At the bottom, there is a footer section with contact information for OSSTF/FEESO and a logo for the Government of Ontario, indicating a partnership project.

Accessful . Resources x
accessful.org/resources

FRANÇAIS
Home About us Symposia Resources Stories

ACCESSFUL
RESOURCES
Introduction

Welcome to the Resources hub. Here you will find two sets of tools to build support for summer employment. Symposia Resources and Other Resources have been organized by audiences: Students, Parents, Educators and Employers.

STUDENTS **PARENTS** **EDUCATORS** **EMPLOYERS**

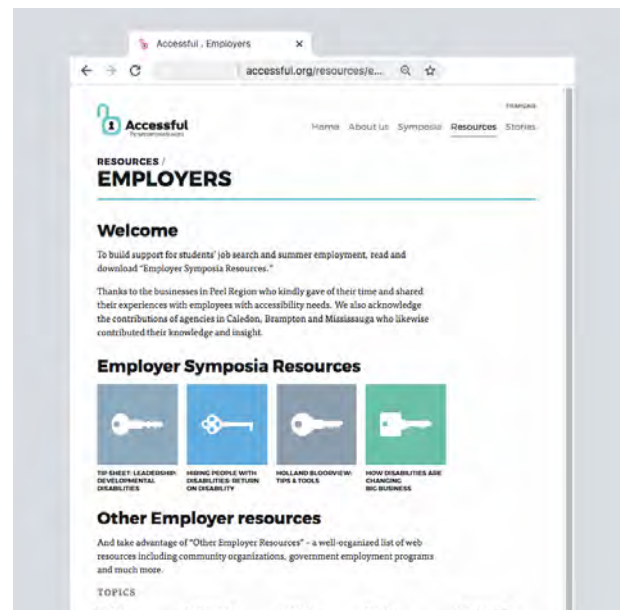
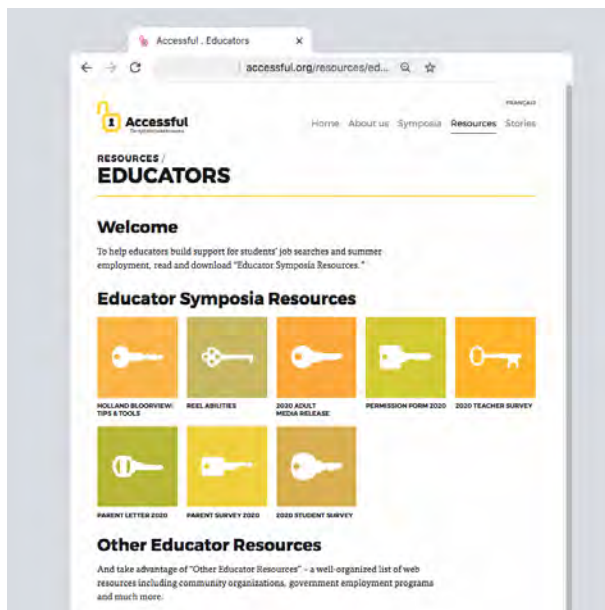
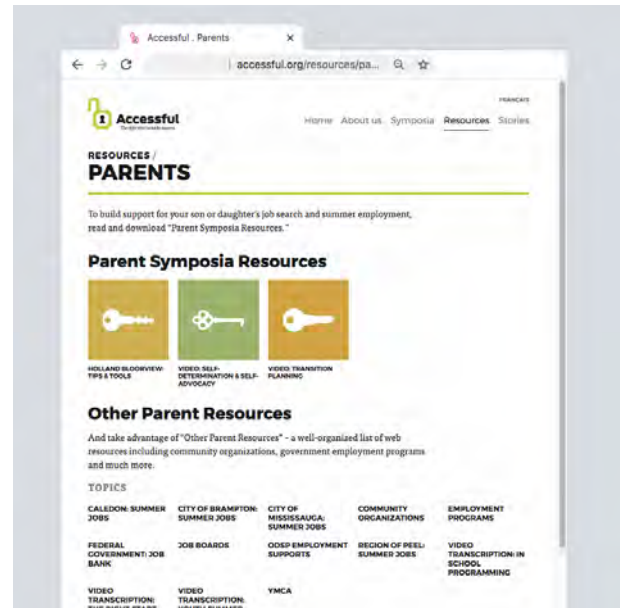
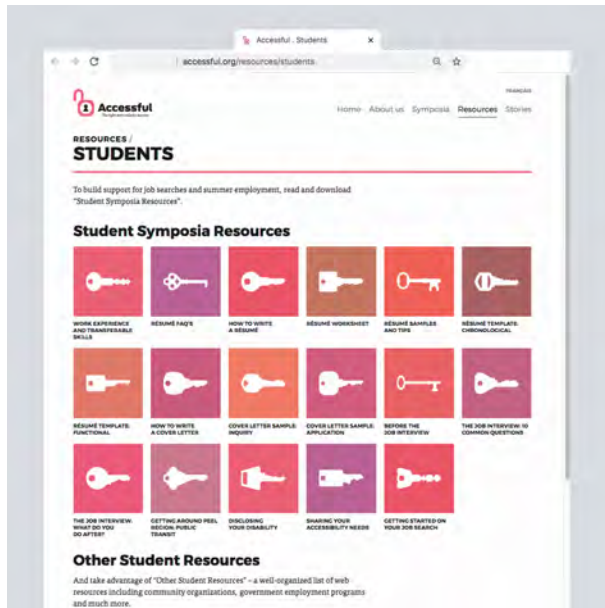
Presented by
OSSTF/FEESO
60 Mobile Drive,
Toronto, ON, Canada
M4A 2P9
Tel: (416) 751-8300
Toll-Free: 1 (800)
267-7867

In co-operation with
OSSTF/FEESO

Ontario
An EnAbling Change
Partnership project with the
Government of Ontario

FACILITATOR MANUAL

WEBSITE: RESOURCES: BY HUB



FACILITATOR MANUAL

WEBSITE: RESOURCES: STUDENTS

Many resources are provided to build support for skill development and to assist youth before and during employment. Resources are presented.

New resources on the **Students** hub were added in 2020-2021.



WORK EXPERIENCE AND TRANSFERABLE SKILLS



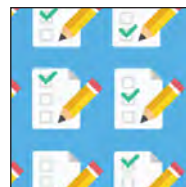
RÉSUMÉ FAQ'S



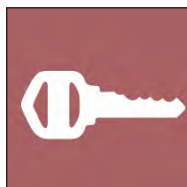
HOW TO WRITE A RÉSUMÉ



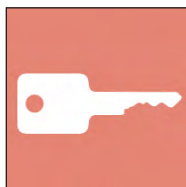
RÉSUMÉ WORKSHEET



RÉSUMÉ SAMPLES AND TIPS



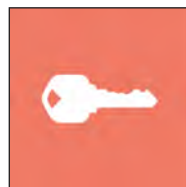
RÉSUMÉ TEMPLATE: CHRONOLOGICAL



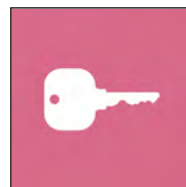
RÉSUMÉ TEMPLATE: FUNCTIONAL



HOW TO WRITE A COVER LETTER



COVER LETTER SAMPLE: INQUIRY



COVER LETTER SAMPLE: APPLICATION



BEFORE THE JOB INTERVIEW



THE JOB INTERVIEW: 10 COMMON QUESTIONS



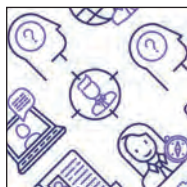
THE JOB INTERVIEW: WHAT DO YOU AFTER?



PUBLIC TRANSIT



DISCLOSING YOUR DISABILITY




SHARING YOUR ACCESSIBILITY NEEDS



GETTING STARTED ON YOUR JOB SEARCH

SAMPLE

THE JOB INTERVIEW: 10 COMMON QUESTIONS



The Job Interview: 10 Common Questions

Question #1
Tell me about yourself.

What They Mean.
The employer wants to learn more about who you are and why they should hire you.

Some Advice.
Focus on 4-6 points you want the employer to know. Achievements, experience, training and education, personal interests are all examples. Be brief, don't go into too much detail.

Sample Answer:
"People who know me best say that I'm..."
"I can summarize who I am through these achievements which I am most proud of..."

Question #2
What is your greatest weakness?

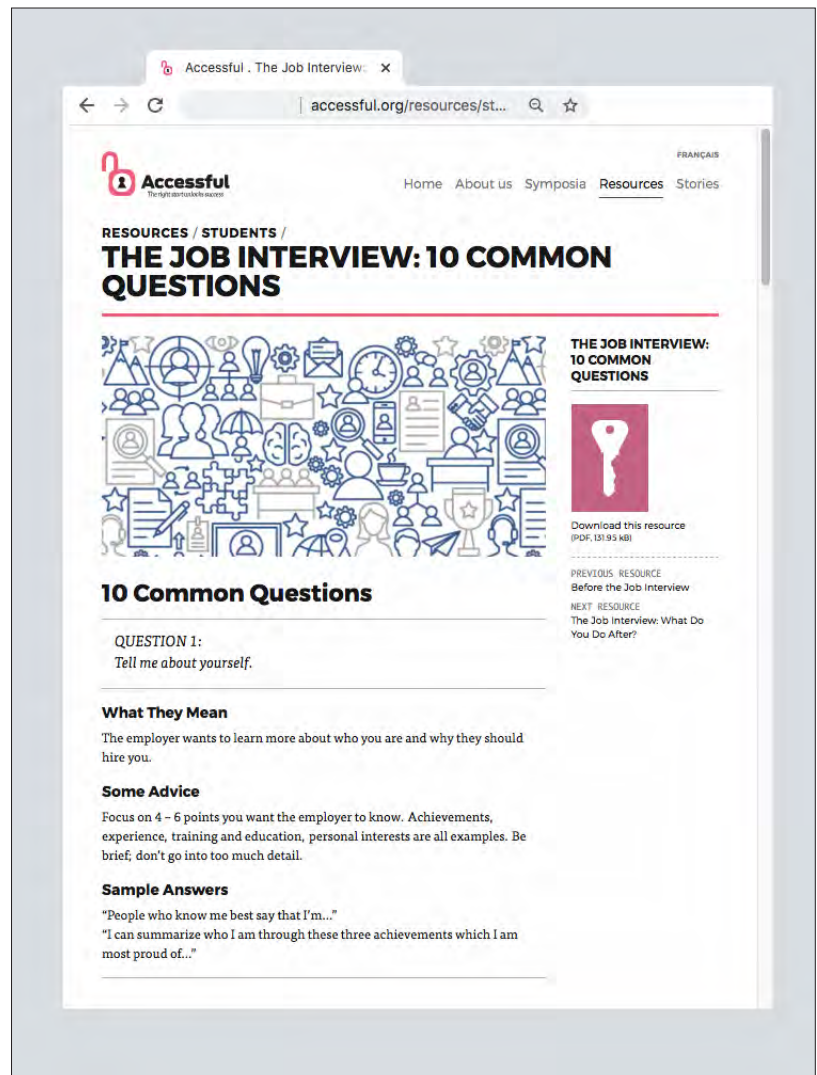
What They Mean.
Even though the question is about weaknesses, your answer should always be framed around positive aspects of your skills and abilities as an employee.

Some Advice.
A good idea is to focus on something that doesn't relate to the particular job you are applying for. You can also turn a negative into a positive by discussing how you overcame the weakness.

Sample Answer:
"Being organized wasn't my strongest point, but I implemented a time management system that really helped me stay on top of all my tasks. I use my phone to keep track of important dates and send me reminders."

BROWSE OR DOWNLOAD

All resources can be read online and/or downloaded.



Accessful . The Job Interview: x

accessful.org/resources/st...

Accessful
The right start unlocks success

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RESOURCES / STUDENTS /
THE JOB INTERVIEW: 10 COMMON QUESTIONS

THE JOB INTERVIEW: 10 COMMON QUESTIONS

Download this resource (PDF, 10.93 kb)

PREVIOUS RESOURCE
Before the Job Interview

NEXT RESOURCE
The Job Interview: What Do You Do After?

10 Common Questions

QUESTION 1:
Tell me about yourself.

What They Mean
The employer wants to learn more about who you are and why they should hire you.

Some Advice
Focus on 4 - 6 points you want the employer to know. Achievements, experience, training and education, personal interests are all examples. Be brief, don't go into too much detail.

Sample Answers
"People who know me best say that I'm..."
"I can summarize who I am through these three achievements which I am most proud of..."

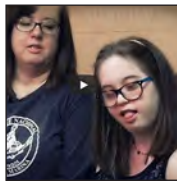
FACILITATOR MANUAL

WEBSITE: RESOURCES: PARENTS

We know parents are in full-time advocacy mode for their teen and have many questions about what it might take to help them find summer employment. How will they prepare for interviews? Can they manage public transportation? Resources on the **Parents** hub can answer those concerns and more . New resources were added in 2020-2021.



HOLLAND BLOORVIEW: TIPS AND TOOLS

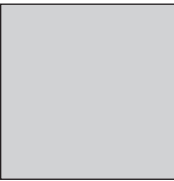


VIDEO: SELF-DETERMINATION AND SELF-ADVOCACY



VIDEO: TRANSITION PLANNING

OTHER PARENTS RESOURCES



MUNICIPAL AND REGIONAL SUMMER JOBS



COMMUNITY ORGANIZATIONS



ONTARIO SUMMER JOBS



CANADA SUMMER JOBS



JOB BOARDS



ACCESSIBILITY LEGISLATION: ONTARIO AND CANADA



ODSP EMPLOYMENT SUPPORTS



WEB RESOURCES



YMCA: ONTARIO

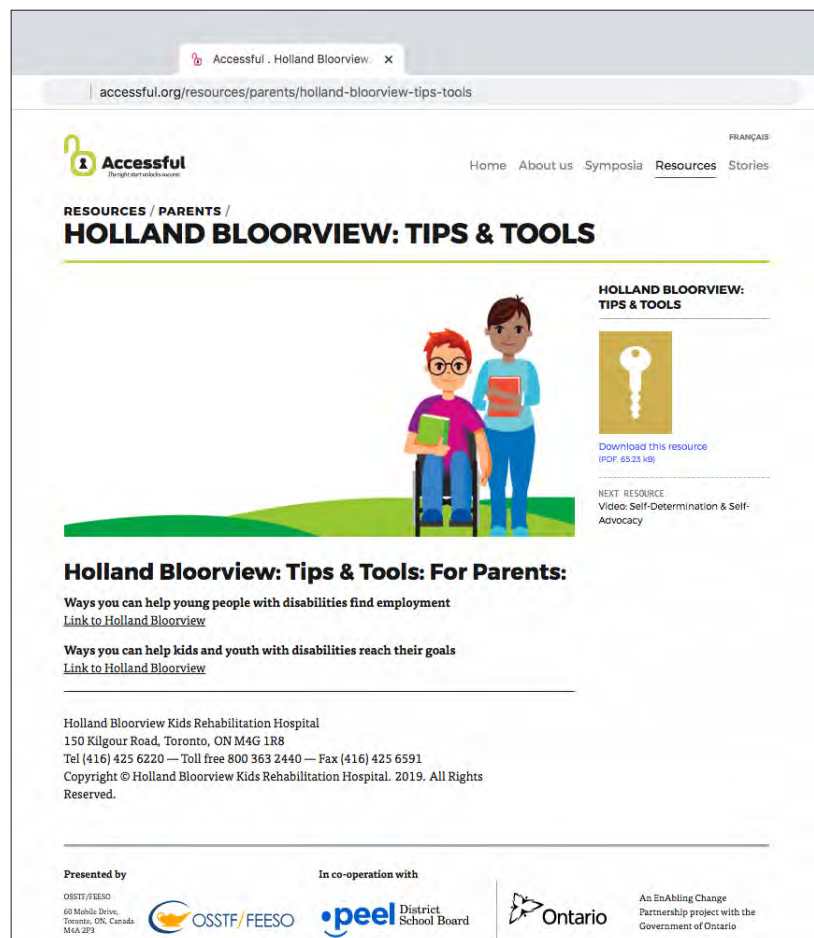
SAMPLE

HOLLAND BLOORVIEW: TIPS & TOOLS



BROWSE OR DOWNLOAD

All resources can be read online and/or downloaded.

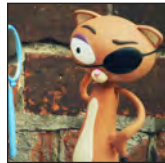


FACILITATOR MANUAL

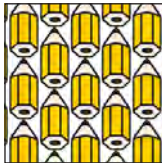
WEBSITE: RESOURCES: EDUCATORS

Educators work tirelessly to assist students on IEPs. Many of the resources can be used in Careers and Co-Op classes, or be used as part of symposia planning at schools.

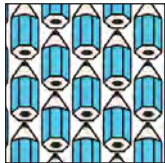
New resources on the **Educators** hub were added in 2020-2021.



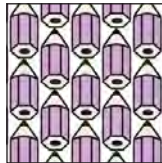
HOLLAND BLOORVIEW: REEL ABILITIES
TIPS AND TOOLS



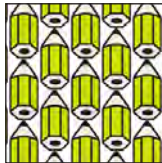
ADULT MEDIA
RELEASE



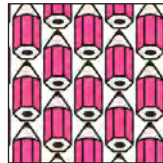
PERMISSION FORM



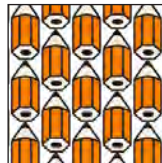
TEACHER SURVEY



PARENT LETTER



PARENT SURVEY



STUDENT SURVEY

OTHER EDUCATORS RESOURCES



COMMUNITY
ORGANIZATIONS



TECHNOLOGY



YMCA

SAMPLE
PERMISSION FORM



Accessful
The right start unlocks success

Participant Permission and Media Consent Release

Name: _____
(please print name of parent/guardian)

Student's Name: _____
(please print name of student)

I give my permission for my teen to participate in the Accessful program.
 I give permission for Special Education and school staff to share information about my teen with the Accessful team, to help support their success in this program.

Accessful programs will be documenting the program. Your child will not be identified by full name at any time. Images may be captured through photographs, audiotape, or videotape and will be used for promotional purposes only.

Footage of activities may be used in print material or on the Accessful website; may be posted on social media sites including but not limited to Facebook, Instagram, Twitter and/or for broadcasting on television or radio as determined by the Accessful staff.

I, _____, hereby,
(please print name of parent/guardian)

agree and give my permission OR do not agree and do not give my permission for Accessful to record, film, photograph, audiotape or videotape my teen.

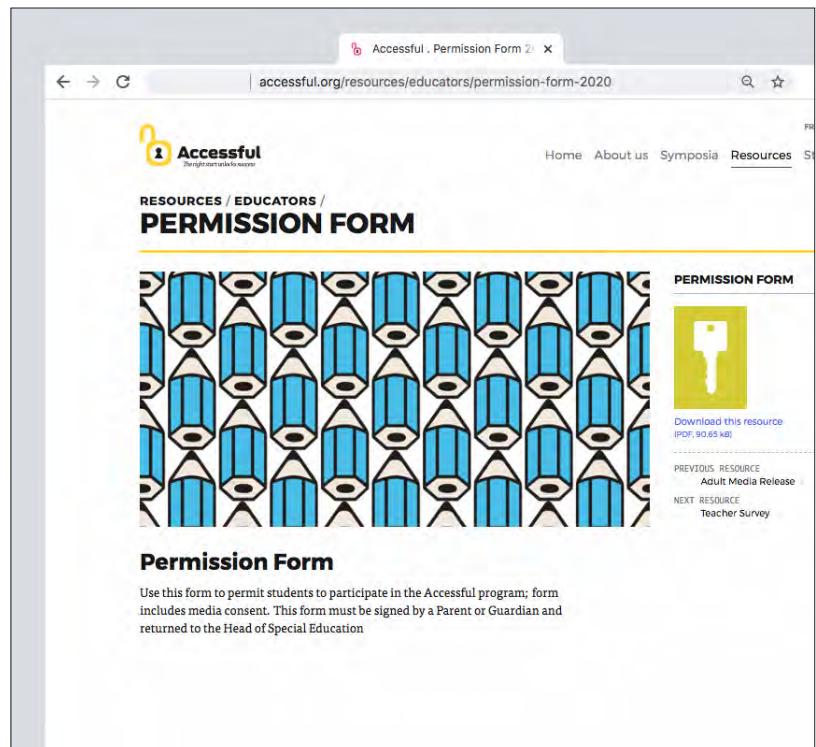
I hereby waive any rights to approve the use of these images now or in the future, whether the use is known to me or unknown, and I waive any right to any royalties related to the use of these images. I understand that images may appear in print or electronic form on the internet or in other publications outside of Accessful's control. I agree that I will not hold Accessful responsible for any harm that may arise from such unrestricted reproduction.

I have read this Media Release Consent and I fully understand the contents and meaning of this release. I understand that authorizing the release of such information, in no way releases any claim to the protection of personal privacy of my child, which is an entitlement under the provisions of the Municipal Freedom of Information and Protection of Privacy Act.

Parent/Guardian's Signature: _____

Date: _____

Please return this form to the Head of Special Education at your teen's school Friday, Feb. 21, 2020.



Accessful . Permission Form 2 x

accessful.org/resources/educators/permission-form-2020

Accessful
The right start unlocks success

Home About us Symposia **Resources** S

RESOURCES / EDUCATORS / PERMISSION FORM

PERMISSION FORM

Download this resource (PDF, 90.65 kB)

PREVIOUS RESOURCE
Adult Media Release

NEXT RESOURCE
Teacher Survey

Permission Form

Use this form to permit students to participate in the Accessful program; form includes media consent. This form must be signed by a Parent or Guardian and returned to the Head of Special Education

BROWSE OR DOWNLOAD

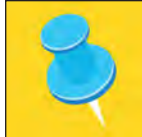
All resources can be read online and/or downloaded.

FACILITATOR MANUAL

WEBSITE: RESOURCES: EMPLOYERS

How is Accessful relevant to employers? Across Ontario, employers say they cannot find the workers they need to operate at peak efficiency. Meanwhile, thousands of Ontarians with disabilities are seeking employment. This is a significant untapped pool of workers. Additionally, people with disabilities comprise one of the largest, most diverse demographics in Ontario. Canadians with disabilities have a spending power of over \$55.5 billion a year. It makes sense to hire people with disabilities. Resources available for download in PDF format can help dispel misconceptions and present factual data, including false assumptions around accommodations for employees with disabilities are expensive.

Resources are presented . New resources on the **Employer** hub were added in 2020-2021.



TIP SHEET:
LEADERSHIP:
DEVELOPMENTAL
DISABILITIES



HIRING PEOPLE WITH
DISABILITIES: RETURN
ON DISABILITY



HOLLAND
BLOORVIEW:
TIPS AND TOOLS



HOW DISABILITIES
ARE CHANGING
BIG BUSINESS

OTHER EMPLOYER RESOURCES



MUNICIPAL
AND REGIONAL
SUMMER JOBS



COMMUNITY
ORGANIZATIONS



ONTARIO
SUMMER JOBS



CANADA
SUMMER JOBS



JOB BOARDS



ACCESSIBILITY
LEGISLATION:
ONTARIO AND
CANADA



ODSP
EMPLOYMENT
SUPPORTS



WEB RESOURCES



YMCA: ONTARIO

SAMPLE

TIP SHEET: LEADERSHIP: DEVELOPMENTAL DISABILITIES

Tip Sheet
Providing Leadership to Employees with Developmental Disabilities




- 1 Do not make assumptions** about what they know or that they understand instructions. Always give direction one step at a time—and ask an employee to repeat back the instructions.
- 2 Do not say “I already told you that.”** Give instructions again—but use simplified wording. Investigate the person’s learning style. Preparing a “task list” or making a picture to describe the goal can be effective instructional aids.
- 3 Give individuals time to answer your questions.** Respect their thought process.
- 4 Check in frequently.** Ask: “How are you doing?” Give feedback immediately. Offer praise for self-improvement, rather than perfection.
- 5 Offer a structured environment to support dependable routines.** If you’re planning to introduce a change, give advance warning. Remember that “task lists” will encourage success for out-of-routine jobs.
- 6 Introduce one new task at a time** and give that person time to learn and repeat the task several times before introducing a second one.
- 7 Use a “cue word” if employee is losing focus on task at hand.** “Focus” or “Track” will signal that you want to help them renew their attention. When or if appropriate, involve other co-workers in this “reset” technique.
- 8 Recognize that training may take longer.** However, if the job is a suitable match to the person’s capabilities and strengths—and once they are comfortable in their environment—they can be reliable, productive and amazing employees!

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BROWSE OR DOWNLOAD


All resources can be read online and/or downloaded.

Accessful . Tip Sheet: Leaders x



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RESOURCES / EMPLOYERS /
TIP SHEET: LEADERSHIP: DEVELOPMENTAL DISABILITIES



TIP SHEET: LEADERSHIP: DEVELOPMENTAL DISABILITIES

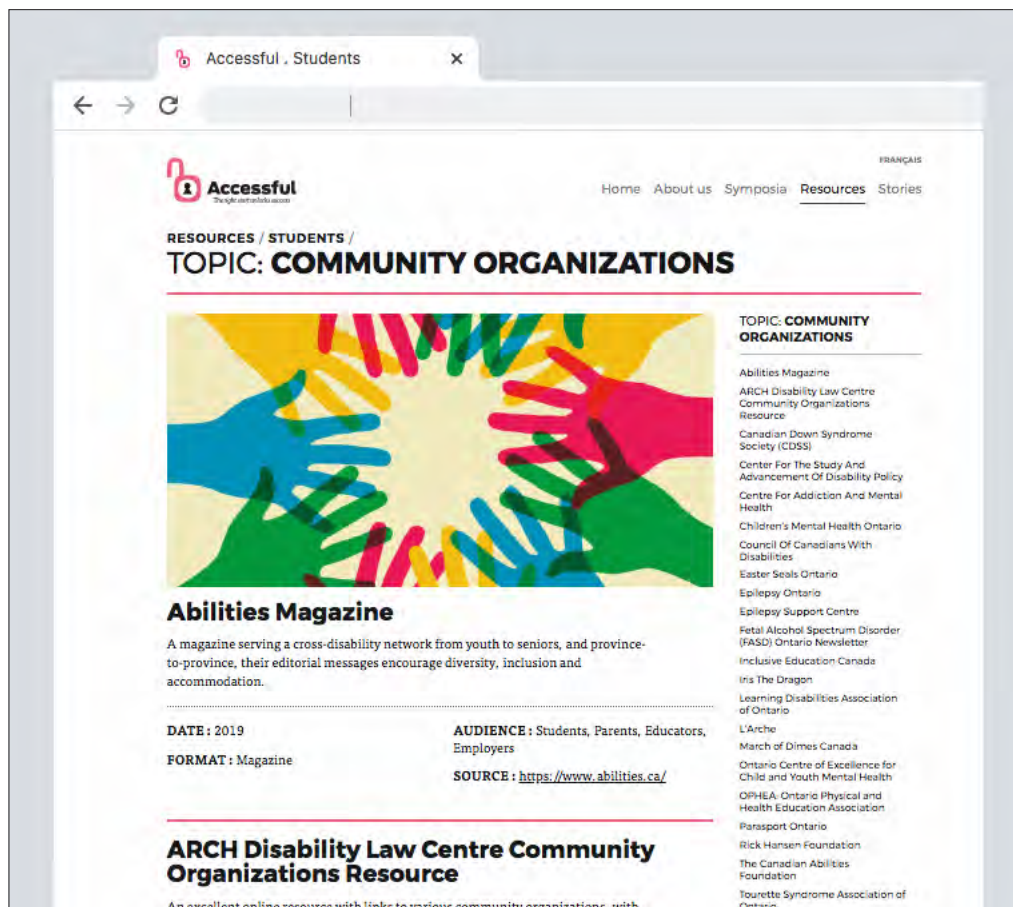
Download this resource (PDF: 4142 KB)

NEXT RESOURCE
Hiring People With Disabilities: Return on Disability

Tip Sheet for Employers
Providing Leadership to Employees with Developmental Disabilities

- 1. Do not make assumptions** about what they know OR that they understand instructions. Always give directions one step at a time and ask an employee to repeat back the instructions.
- 2. Do not say “I already told you that.”** Give instructions again – but use simplified wording. Use simple language. Investigate the person’s learning style. Preparing a “task list” or making a picture to describe the goal can be effective instructional aids.
- 3. Give individuals time to answer your questions.** Respect their thought process.
- 4. Check in frequently.** Ask: “How are you doing?” Give feedback immediately. Offer praise for self-improvement, rather than perfection.
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- 7. Use a “cue word” if employee is losing focus on a task at hand.** “Focus” or “Track” will signal that you want to help them renew their attention. When or if appropriate, involve other co-workers in this “reset” technique.
- 8. Recognize that training may take longer.** However, if the job is a suitable match to the person’s capabilities and strengths, once they are comfortable in their environment they can be reliable, productive and amazing employees!

There are approximately 50 “Other” or “Generic” resources within each of the four Resources hubs. As a matter of convenience, most can be accessed in two or more hubs. Topics include: Employment Programs; Job Boards; ODSP Employment Supports; Web Resources and Ontario Legislation. Generic Resources briefly describe content made available by a third party provider (e.g. Government of Ontario) and provide a link to the full article. During Accessful’s pilot phase, links to Peel Region, Brampton and Mississauga summer jobs were also included.




Accessful . Students

FRANÇAIS

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RESOURCES / STUDENTS /
TOPIC: COMMUNITY ORGANIZATIONS



TOPIC: COMMUNITY ORGANIZATIONS

- Abilities Magazine
- ARCH Disability Law Centre
- Community Organizations Resource
- Canadian Down Syndrome Society (CDSS)
- Center For The Study And Advancement Of Disability Policy
- Centre For Addiction And Mental Health
- Children's Mental Health Ontario
- Council Of Canadians With Disabilities
- Easter Seals Ontario
- Epilepsy Ontario
- Epilepsy Support Centre
- Fetal Alcohol Spectrum Disorder (FASD) Ontario Newsletter
- Inclusive Education Canada
- Iris The Dragon
- Learning Disabilities Association of Ontario
- L'Arche
- March of Dimes Canada
- Ontario Centre of Excellence for Child and Youth Mental Health
- OPHEA- Ontario Physical and Health Education Association
- Parasport Ontario
- Rick Hansen Foundation
- The Canadian Abilities Foundation
- Tourette Syndrome Association of Ontario

Abilities Magazine

A magazine serving a cross-disability network from youth to seniors, and province-to-province, their editorial messages encourage diversity, inclusion and accommodation.

DATE : 2019
FORMAT : Magazine

AUDIENCE : Students, Parents, Educators, Employers
SOURCE : <https://www.abilities.ca/>

ARCH Disability Law Centre Community Organizations Resource

An excellent online resource with links to various community organizations, with



FACILITATOR MANUAL

WEBSITE: RESOURCES: **GENERIC**

Generic Resources

Abilities Magazine

Accessibility Video Transcription 1

Accessibility Video Transcription 2

Accessibility Video Transcription 3

Accessibility: A Practical Handbook on Accessible Graphic Design

Accessible Workplaces in Ontario

ARCH Disability Law Centre Community Organizations resource

Assistive Technology

Canadian Down Syndrome Society (CDSS)
Centre for the Advancement of Disability Policy

Centre for Addiction and Mental Health

Children's Mental Health Ontario

City of Mississauga Summer Employment

Coalition for Persons with Disabilities

Community Living: Mississauga

Council of Canadians with Disabilities

Easter Seals Ontario

Epilepsy Ontario

Epilepsy Support Centre

Fetal Alcohol Spectrum Disorder (FASD)
Ontario Newsletter

Inclusive Education Canada

Indeed.ca

Iris the Dragon

Job-Applications Canada

Learning Disabilities Association of Ontario

L'Arche

Making Your Business Accessible for People with Disabilities

March of Dimes Canada

Ontario Accessibility Legislation

Ontario Centre of Excellence for Child and Youth Mental Health

Ontario Public Service Summer Jobs

OPHEA: Ontario Physical and Health Education Association

Parasport Ontario

Rick Hansen Foundation

Students Employees at City of Mississauga

Summer Company

Summer jobs at the City of Brampton

Summer jobs at the Region of Peel

Summer jobs at Town of Caledon

The Bennett Edge

The Canadian Abilities Foundation

The Job Bank

The Job Centre

Tourette Syndrome Association of Ontario

Working Together: The Code and the AODA

Workopolis

YMCA of Greater Toronto

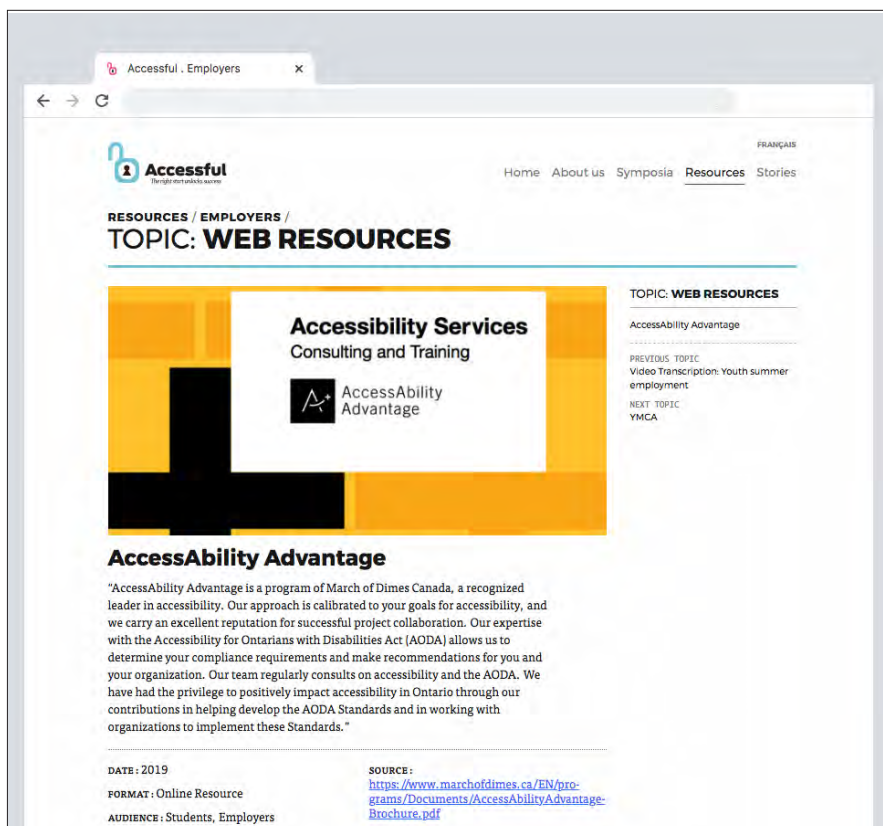
Youth Job Connection Summer

Youth Job Link

SAMPLE

Accessibility Advantage presented by: March of Dimes Canada

<https://www.marchofdimes.ca/en-ca/programs/am/adp/Documents/AccessAbilityAdvantage-Brochure.pdf>



The screenshot shows a web browser window with the URL 'Accessful - Employers'. The page content includes the Accessful logo, navigation links (Home, About us, Symposia, Resources, Stories), and a breadcrumb trail 'RESOURCES / EMPLOYERS / TOPIC: WEB RESOURCES'. The main content area features a yellow and black graphic with the text 'Accessibility Services Consulting and Training' and the 'AccessAbility Advantage' logo. Below this is a section titled 'AccessAbility Advantage' with a paragraph of text describing the program. At the bottom, there are metadata fields: DATE: 2019, FORMAT: Online Resource, AUDIENCE: Students, Employers, and SOURCE: <https://www.marchofdimes.ca/EN/programs/Documents/AccessAbilityAdvantage-Brochure.pdf>. A sidebar on the right lists 'TOPIC: WEB RESOURCES' with 'AccessAbility Advantage' as the current item, and 'PREVIOUS TOPIC: Video Transcription: youth summer employment' and 'NEXT TOPIC: YMCA'.

BROWSE ONLY

Generic resources summaries can be read online; links are provided to the content providers' websites. Every effort is made to maintain the correct URL link.

WEBSITE: STORIES

Meet people who are making a difference in Ontario. Here are some of the accessibility superheroes who are advocating to make Ontario fully accessible by 2025.

Riya Karumanchi
Student who developed “SmartCane”

Maayan Ziv
Building accessibility information apps.

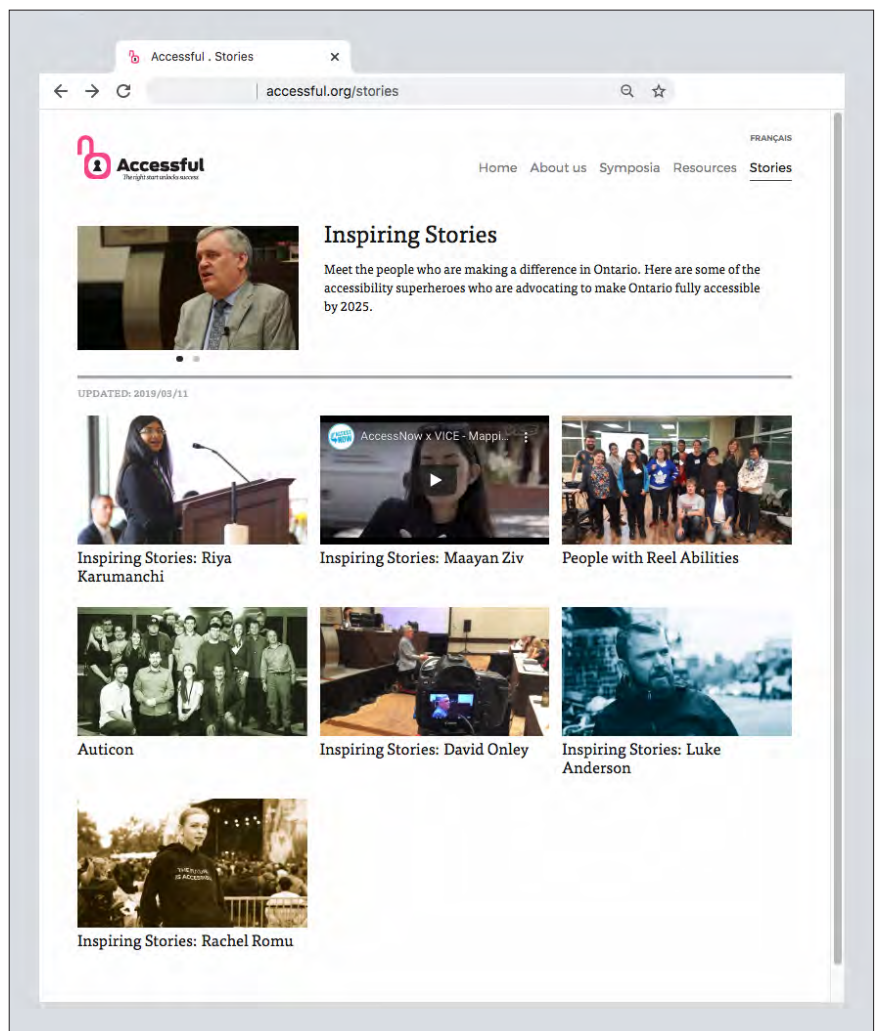
ReelAbilities
A Film Festival that embraces accessibility for all.

Auticon
Technology company that exclusively employs adults on the autism spectrum.

Hon. David Onley, OC
Advocate for accessibility and 28th Lieutenant Governor of Ontario.

Luke Anderson
Founder of StopGap, making more businesses accessible.

Rachel Romu
Opening up the fashion industry to accessibility.





FACILITATOR MANUAL

VIDEOS

The Right Start, In-School Programming and Youth Summer Employment

videos follow the students, educators, parents and employers who participated in 2018-2019.

Accessful is an exciting initiative to dramatically improve summer employment opportunities for students in Gr 10 to 12 with disabilities by changing the way disabilities are seen in communities.

The videos feature students with disabilities thriving in rewarding summer jobs.

Accessibility

The videos are accessibility-compliant, including Closed Captioning.

Transcripts with descriptive text are provided for visually-impaired persons.

The Right Start.

**In School
Programming.**

**Youth Summer
Employment.**

VIDEO 1: The Right Start



Scene 1: We see students entering a meeting room. Full screen titles say: “The unemployment rate for youth with disabilities in Ontario was reported to be about 30 per cent in 2012. This is almost two times higher than that of youth without disabilities. Source: Statistics Canada.”

Scene 2: More students enter the room. Full screen titles say: “Research indicates having one paid job in high school is the number one predictor of future employment for people with disabilities. Source: Hammill Institute on Disabilities. University of Wisconsin-Madison.”

Scene 3: Camera moves past signs that say: “Accessful. The Right Start Unlocks Success.” Teachers and students taking their place at tables and chairs. Full screen titles say: “Accessful is an exciting initiative to dramatically improve summer employment opportunities for students in grades ten to twelve with disabilities. Imagine students with disabilities thriving in rewarding summer jobs.”

Scene 4: Camera reveals the faces of the students in the meeting room. The host is a young woman who addresses students and teachers. In this scene individuals speak about their experience of the training session taking place in the meeting room.

Host: This is an event for you, led by you, but we’re here to listen to your ideas, build resources to support you. So you have a lot of power today, and please take advantage of it and use it.

Jody Landry: One thing that I did notice is that because of the activities and the games at first, it’s building their confidence.

Host: Three, two, one, go!

Kerry Somerset: For my students that are here today, I think it allows them to see that other people are in the same boat, that other people are struggling with these same barriers and what are the solutions around it.

Student 1: Social anxiety.
Student 2: Talking to people.
Student 3: Being LGBT.
Student 4: My insecurities get in the way.

Dragan Pausak: Students usually do not have opportunities like this, and it’s just a great time for them to get out to have their voices heard, which is also a big thing. Their voices and their opportunities are few and far between.

Rachel Chen: It’s a good thing that they can come out here and then to be heard and have their concerns heard, and feel like they’re getting some support.

Colin Wakefield: At some point, they’re going to have to take that next step, and the fact that this is such an open space and it’s welcoming, it allows those fears and concerns to be addressed. They can also go back to their parents and say, “Here’s what I’m thinking the next step will be.”

Rachel Chen: It’s nice to have that experience today, to be able to be in a big crowd and come out feeling pretty comfortable.

Kerry Somerset: A lot of students that we brought today are introverted and quiet, and yet here they’re sharing and they’re participating, and they feel engaged. That’s important.

Dragan Pausak: Sometimes we’re not the greatest as teachers about finding those barriers or listening to the students about these barriers. So it’s good to hear from our students and other students that attend this conference what things we need to work on as teachers to help engage our community and to help our community and our employment partners be aware that these are things that we all need to work on.

Scene 5 : Camera shows students exchanging comments while using a portable microphone. The microphone is a cube about the size of a toaster which is tossed from speaker to speaker. The students’ faces express comfort and enjoyment with the experience of being asked to describe what it’s like to have a physical, mental health or learning disability. This scene includes brief glimpses of group work and two teachers who record student comments onto large pads of “stickie notes” which are then transferred to a large paper sign on a wall in the meeting room.

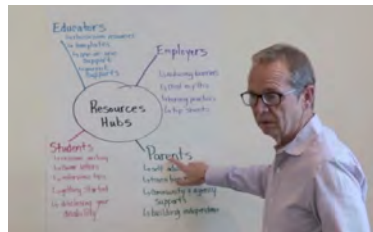
Scene 6: A series of slow dissolves feature the faces of the students as black and white style portraits. This scene concludes with full screen titles that say: “Everybody deserves to be Accessful.”

Scene 7: The video ends with logos associated with: Accessful, The Ontario Secondary School Teachers’ Federation and the Government of Ontario.

Production details

Duration: 3 min. 26 sec. Language: English and French; Closed captions; Open Captions; Transcripts. The transcript above for “The Right Start” can be found on the “Resources” hub of the website. People with vision loss can activate VoiceOver for Apple or Narrator for Windows.

VIDEO 2: In School Programming



Scene 1: High school students assemble in a large meeting room. They smile and talk. Camera shows students exchanging comments while using a portable microphone. The microphone is a cube about the size of a toaster which is tossed from speaker to speaker. The students' faces express comfort and enjoyment with the experience of being asked to describe what it's like to have a physical, mental health or learning disability.

Narrator says:
Accessful Symposia was like a springboard. It allowed the students to have a voice to discuss some of the barriers they face because of their disabilities, whether invisible or not, and maybe just as important, it allowed them to feel like they're not alone in this journey towards independence to learn we're going to be there to support them.

Scene 2: Teachers record students' comments notes on paper. They transfer "stickie notes" to a large chart is on a wall in the meeting room. Narrator says: During the breakout session, students were able to identify what they really needed in terms of helping them find employment, and as a result of these rich conversations, we created resources for all of the stakeholders.

Scene 3: The Accessful co-ordinator presenting to a co-worker in an office setting followed by close-ups of a computer screen and paper documents. Narrator says: This process guided the support our team provided based on individual needs.

Scene 4: The Accessful co-ordinator walking to the door of a high school followed by a several photos of student participants. We then see full screen titles that says:
"The unemployment rate for youth with disabilities in Ontario was reported to be about 30 per cent in 2012. This is almost two times higher than that of youth without disabilities. Source: Statistics Canada."

Narrator says: We know the unemployment rate for youth with disabilities in Ontario to be about 30%. That's almost two times higher than that of youth without disabilities. We want to empower these students to not only develop their pre-employment skills, but to help them

know how to advocate for their own particular needs and accommodations, and to build confidence so they see themselves being successful. So often students are quick to point out what they feel they can't do well rather than recognize the many talents and strengths they do have.

Scene 5: Full screen titles say: "Research indicates having one paid job in high school is the number one predictor of future employment for people with disabilities."

Scene 6: The Accessful co-ordinator sits in an office and appears to be speaking to someone off-camera. Speaker/Narrator: So when I walk into schools and see all the great lead-up work that's happening, I know they're going to be successful. In fact, I know they're going to be Accessful.

Scene 7: A series of slow dissolves feature the faces of the students as black and white style portraits. Their names are: Angel, Daniel, Japkirat, Isabella, Stephan and James.

Scene 8: Titles on screen say:
"Everyone deserves to be Accessful."

Scene 9: The video ends with logos associated with: Accessful, The Ontario Secondary School Teachers' Federation and the Government of Ontario.

Production details

Duration: 2 min. Language: English and French; Closed captions; Open Captions; Transcripts. The transcript above for "In-school programming" can be found on the "Resources" hub of the website. People with vision loss can activate *VoiceOver* for Apple or *Narrator* for Windows.

VIDEO 3: Youth Summer Employment



Scene 1: Exterior view of Mississauga City Centre. Time-lapse of people walking past the entrance to City Hall

Narrator says: Trying to find a job as a teen can be really tough. When you have a disability, it can feel even more challenging. Accessful's in-school programming helps students with disabilities overcome this challenge. It was an amazing experience to watch them grow as young adults and experience success in their first summer job. Telling an employer about a disability is a deeply personal decision. Some disabilities are visible, but there are so many identified disabilities like ADHD, anxiety or hearing loss that we wouldn't notice just by looking at the individual.

Scene 2: High school students assemble in a large meeting room.

Scene 3: High school students disembark a school bus.

Scene 4: Interior of a high school. A young woman, a male student and a middle-aged man in conversation walk together down a hallway.

Scene 5: A series of photographs of student participants

Scene 6: Exterior of David Suzuki High School in Brampton, Ontario

Scene 7: Close-up of a student names James James: My name is James, and I'm 17 years old. The disability I have is cerebral palsy. Specifically it is hemiplegia meaning that one side is affected. In this case, my right arm and right leg.

Scene 8: Full screen titles that say: "What would you say to an employer about hiring youth with disabilities?"

James: One thing I would say to an employer is that we're just like everyone else. We're just like everyone else. Even if we have like mobility issues. That doesn't mean that we're not who we are at heart. That shouldn't be the first thing that you see. We may need a few more accommodations, sure. But that doesn't mean that we can't do what we want to do.

Scene 9: Full screen titles that says: "When they start a job search, what do students with disabilities need to remember?"

Scene 10: Close-up of Sara Siddiqui, In school programming coach

Sara: That's I guess one thing that we really tapped on is that just be confident in whatever approach you take. Yes, there is limitations or barriers that you're facing, but at the same time you should focus on your accommodations and your abilities rather than the disability.

Scene 11: Exterior of city park. We see a large tree with children playing and then a close-up of Angel, a camp student leader. She helps a young child tie her shoelace. Angel is joined by Melissa, her supervisor. Angel and Melissa chat and laugh.

Angel: My name is Angel. I am 17.

Melissa: My name is Melissa. I work as the summer camp supervisor at Kinetics.

Scene 12: Full screen titles that say: "What is Angel like as an employee?"

Melissa: Really great at taking initiative. She's always smiling, always making jokes. She makes it really fun to work.

Scene 13: Full screen titles that say: "What would you say to other employers about hiring youth with disabilities?"

Melissa: It's a really good opportunity not only for us but for them. We really love here at Kinetics giving students and young youth an opportunity to gain experience, find out what they like, things that they want to do in the future. It's also a really great way to find new ways of thinking. We found that with all of the staff that we've hired, we've found new ways of doing things, new ways of thinking, new ways to approach situations, so they definitely give that to us as well.

Scene 14: Exterior of Cassie Campbell Community Centre in Brampton, Ontario.

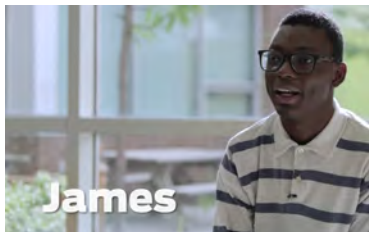
Scene 15: Interior of the same building. Justin, a supervisor and Daniel, a student employee, sit at a table in conversation. We also see outdoor scenes of Daniel going about his duties.

Daniel: My name is Daniel. Basically I work operations and maintenance at Cassie Campbell Community Centre. I maintain the building outside and inside and make sure everything's clean.



FACILITATOR MANUAL

VIDEO 3: Youth Summer Employment



They answer a series of on-screen questions.

“What is Daniel like as an employee?”

Justin: I’ve seen a lot of growth since his first day here to now. He’s shown an interest in obtaining a position with us in the future, so that’s good to see that he actually enjoys the work and being here and he’s fit in well with our team.

“Was Accessful a good program for your organization?”

Justin: It’s been successful this summer and we’ll definitely be looking at doing it for the future. I’ve heard the same from other facilities as well. So it seems like a great program, and we’ve been happy.

Scene 16: Interior of a school gym where we see Japkirat. We also see her helping younger students at a computer. She answers a series of on-screen questions.

Japkirat: My name is Japkirat, and I’m 16 years old.

“What were your feelings about working this summer?” I felt like, how would I get a summer job? Because with my learning disabilities, I thought that people would look at me differently and the chances of me getting a job would be very less.

“What skills did you learn to get a summer job?” I learned how to make a resume and a cover letter. I learned the skills that I need, like I have to be confident, like some social skills that’s important to work. I learned that you have to be on time.

“Describe your summer job experience.”

I really love working with kids. Also, the Accessful team helped me. My teachers in the school, Ms. Chen especially.

Scene 17: Interior of a school gym where we see Isabella. We see a picture of her at school. We also see her supervising younger students as part of her summer job duties. She answers a series of on-screen questions.

Isabella: My name is Isabella, and I’m 16 years old.

“What were your thoughts about working this summer?”

I really thought I couldn’t, for the summer job because it was ... I can’t really like speak to people that well or do quick math and deal with angry people if they didn’t get what they wanted and stuff. So that’s what I was like really worried about. But then when I realized that that’s how life is and I got people to support me, I was like maybe it wouldn’t be so bad and maybe I could do this.

“What helped you get a summer job?”

One thing that helped me was you guys. You guys helped me a lot for this because I never really thought I was going to get a summer job at all, but you guys helped me a lot to get this job and to put me on the right path on how to get it. Helped me with my resume. These other things that you guys do to help me with this.

“And how did your family react?”

Yeah, my family is really proud of me for getting a job. They’re like surprised and proud. They find it hilarious each time I say I’m going to work tomorrow.

Scene 18: Exterior of a school building. We see Stephan and his mother Maula standing together. We then see Stephan inside. He answers a series of on-screen questions. Later, three employers share impressions of Stephan. Finally, Maula, Stephan’s mother, talks about her son.

Stephan: My name is Stephan, and I am 16 years old.

“What were your feelings about working this summer?”

I was just thinking it might be hard because I was pretty much going through some tough stuff, so I wasn’t really sure about how I’d deal with working in a space with others. The anxiety was rising in me, so I wasn’t sure how I would do in a job.

“How’s the job going?”

I come in, I clock in. Then I basically just patrol around the gym, just walk around, watching the kids, making sure they’re not doing anything too crazy. That’s hard. It’s hard when they’re running around. You have to know where they are like 24/7. Well not 24/7, like eight hours a day.

“What is Stephan like as an employee?”

Brittany: It’s really endearing to see and watch the relationship that he’s built with his campers.

Brea: Stefan is so diligent, and he’s so hardworking. He is so keen and so attentive to his kids.

Lola: The kids love him. He has a presence about him that the kids run to him and go, “Stephan, Stephan, Stephan.”

“Tell us about Stephan.”

Maula: Had a lot of self doubt, and that’s one of the things I realized with youth such as my son, Stephan, that he struggles in identifying his strengths.

“What would you say to an employer about hiring youth with disabilities?”

Maula: What I would say, it’s an investment in our children and especially children who are vulnerable, who may have some challenges in life. They need to see that they can be successful and they have the skills and know how to be successful.

Scene 19: Exterior street. Stephan exits his mother’s car on his way to work.

Scene 20: Exterior Soccer park at twilight. The Accessful co-ordinator walks with his dog towards a treeline where, in the middle distance, we can see a net.

Man: I think ultimately there needs to be confidence and understanding both with the employee and the employer so that these students can have the same chances as everyone else. They’ll prove they’re worthy of that chance. We all want to feel we have something to contribute, that we have purpose. I think we help students find their voice so employers see them for who they are and what they can offer.

Scene 21: A Black & White portrait in of James, smiling.

James (Voice-Over): All we’re looking for is a level playing field.

Scene 22: The video ends with logos associated with: Accessful, The Ontario Secondary School Teachers’ Federation and the Government of Ontario.

Production details

Duration: 8 min. 8 sec. Language: English and French; Closed captions; Open Captions; Transcripts. The transcript above for “Youth Summer Employment” can be found on the “Resources” hub of the website. People with vision loss can activate *VoiceOver* for Apple or *Narrator* for Windows.



FACILITATOR MANUAL GALLERY

Here is a sample of photos representing the Accessful pilot. You may want to “Tweet” what participants are doing as your project advances.





FACILITATOR MANUAL

APPENDICES

1 **Appendix 1:** Forms

Over 25 forms to support project implementation
Includes Accessful logos

2 **Appendix 2:** Employment Resources

ODSP Employment Supports
OPSC Summer Jobs
YMCA in Ontario
Youth Job Connection

3 **Appendix 3:** Twitter Campaign

Generic images for social media campaigns

APPENDIX: Forms, Invitations, Consent, Surveys, etc.

The following forms are suggested to support implementation. You can download them individually as PDF's from the EDUCATORS resources section of the Accessful website.

List of PDF documents



- Adult Media Consent Release
- Agency Invite
- Agency Survey
- Break-out Conversation Helpers
- Employer Invite
- Employer Letter
- Employer Survey
- Employer Symposium Exit Ticket
- On-the-job Visit Letter
- Parent Intro Letter
- Parent In-School Permission Letter
- Parent Survey
- Parent Symposia Invite
- Parent Symposia Reminder
- Participant Permission and Media Consent Release
- Student Flyer: "Employment and You"
- Student Interview Feedback
- Student Survey 2021
- Student Symposia PPT
- Student Symposium Agenda
- Student Symposium Convener and Event Organizer Tips
- Symposium Exit Ticket
- Teacher Info Pkg
- Teacher Survey 2021
- Youth Summer Job Notice
- Accessful Logos for Educators



Adult Media Consent Release

Name: _____
(please print name)

Accessful organizers will be documenting the program. You and/or your organization may be identified by full name at any time. Images may be captured through photographs, audiotape, or videotape and will be used for promotional purposes only.

Footage of activities may be used in print material or on the *Accessful* website; may be posted on social media sites (including but not limited to Facebook, Instagram, Twitter) and/or for broadcasting on television or radio as determined by the *Accessful* staff.

agree and give my permission OR do not agree and do not give my permission

for *Accessful* to record, film, photograph, audiotape or videotape me.

I hereby waive any right to approve the use of these images now or in the future, whether the use is known to me or unknown, and I waive any right to any royalties related to the use of these images. I understand that images may appear in print or electronic form on the Internet or in other publications outside of *Accessful's* control. I agree that I will not hold *Accessful* responsible for any harm that may arise from such unauthorized reproduction.

I have read this **Media Release Consent** and I fully understand the contents and meaning of this release. I understand that in authorizing the release of such information, I am releasing any claim to the protection of personal privacy of my child, which I am entitled to under the provisions of the *Municipal Freedom of Information and Protection of Privacy Act*.

Signature: _____

Date: _____

Please return this form to Accessful staff at your symposium.



You are cordially invited to the Accessful Agency Symposium.

We hope you'll join us as we engage in meaningful conversation about your workplace requirements. You may send up to 3 representatives from your organization.

9:00 - 9:30 am	Arrival, nametags, refreshments
9:30 - 9:45 am	Welcome, Land Acknowledgement
9:45 - 11:15 am	Discussion: Employment Barriers for Youth with Disabilities
11:15 - 11:30 am	Review and wrap up

OSSTF District 19 Education Centre
6435 Edwards Blvd, Mississauga L5T 2P7
905-564-7255

Please select a date below based on your availability.

Tuesday, October 30, 2018 Thursday, November 1, 2018

RSVP to Richard Clewes at email address: inquiries@accessful.org no later than Monday, October 22, 2018. Please identify the names of attendees and the date of your choice.



Agency Survey

Name of Organization/Agency: _____

Address: _____

Your name: _____

Role: _____

Email address and contact number: _____

1. What is the best method to contact you?

email phone other _____

2. What geographic area does your agency serve? _____

3. How many clients does your agency assist? _____

4. What is the approximate percentage of your clients aged 14-19 years? _____

5. Describe the support your agency provides? _____

6. Please describe any specific programs aimed at assisting youth with disabilities find employment. _____

7. For clients aged 14-19, what are the 3 most common barriers to employment?

6. How can your agency assist employers to learn more about your client's ability to be a valuable employee? _____

8. What are the **top three employability skills** you see youth with disabilities needing?

- a)
- b)
- c)

9. Is there any other information you feel we should know about supporting youth with disabilities find employment? _____

Thank you for completing this survey.



Accessful is an Enabling Change Partnership project

Break-Out Session Conversation Helpers

If students are having a difficult time starting to address the focus question, consider some of these conversation starter scripts or role playing scenarios:

Conversation Starter Script

When considering what are some of the barriers to gaining employment, let's think about it in categories:

1. For me: My specific disability or circumstances can make (what activity or skill) challenging.
2. For my parents: Are they nervous about me having a job? Or using transit all by myself? Do they think it is too dangerous? Let's think about it from their perspective and how that might be an obstacle for you.
3. For employers; Do they know how to speak to me about my disability? What things should they know? How could I help them dispel some of the ideas they might have about me being able to do the job.
4. Do I know how to explain my disability? Would it help if there was some way to practice answering questions? Or for an interview?

Role playing scenarios

Scenario A)

You are a student with anxiety and ADHD. You usually rely on your parents to help you get places or to organize your appointments. Mom and Dad share one vehicle and work shifts, so it's hard to have a consistent time of day to drive you places. They are also nervous about you going by yourself on the transit.

Two casts: Character 1 - student, character 2 - mom, character 3 - dad.

Have those two groups brainstorm a response and short skit. Present each and see the different ideas that come up.

Scenario B)

You are a student with hearing loss and wear hearing aids. You work at a pizza place and take orders on the phone but your hearing aids have been sent in for repair and they won't be back for two weeks.

How do you tell your boss? What could happen instead of you taking orders from the phone. You're afraid you might be fired.

Two casts: Character 1 - employee with hearing loss, Character 2 - other employee, Character 3 - boss/manager. Have those two groups brainstorm a response and short skit. Present each and see the different ideas that come up.

Scenario C)

You are a student with a learning disability. Visual supports for reminders about a task is one helpful strategy you use to be successful. A help-wanted ad is posted at the local Zehrs grocery store for stocking shelves and receiving deliveries for all dairy products. You have applied for the job and have an interview in 2 weeks.

Mrs. Smith will be interviewing you. She has sent a few questions ahead of time to prepare.

1) How do you handle multiple requests for tasks to be completed during a shift? 2) How do you monitor how quickly tasks are being completed? 3) How will you make sure everything gets done on your shift?

Two Casts:

Character 1 - Student waiting for the interview, Character 2 - friend from school. Have those two groups brainstorm a response and short skit. Present each and see the different ideas that come up.



You are cordially invited to the Accessful Employer Symposium.

We hope you'll join us as we engage in meaningful conversation about your workplace requirements. You may send up to 3 representatives from your organization.

1:00 - 1:30 pm	Arrival, nametags, refreshments
1:30 - 1:45 pm	Welcome, Land Acknowledgement
1:45 - 3:15 pm	Discussion: Employment Barriers for Youth with Disabilities
3:15 - 3:30 pm	Review and wrap up

OSSTF District 19 Education Centre
6435 Edwards Blvd, Mississauga L5T 2P7
905-564-7255

Please select a date below based on your availability.

- Tuesday, October 30, 2018 Thursday, November 1, 2018

RSVP to Richard Clewes at email address: inquiries@accessful.org no later than Monday, October 22, 2018. Please identify the names of attendees and the date of your choice.



October 2018

Dear Employer,

Your organization is invited to take part in Accessful, an exciting initiative to dramatically improve employment for youth with disabilities, to diversify the workforce and to grow a stronger culture of acceptance within the province, which exemplifies the goals of the Accessibility for Ontarians with Disabilities Act. This pilot program is funded by an EnAbling Change grant through the Accessibility Directorate of Ontario and is supported by OSSTF and the Peel District School Board.

Accessful brings together five key audiences: students; education support workers and teachers; parents; **employers; and outside agencies**—with the goal of strengthening employability skills and accessing employment opportunities for students in Gr 10 to 12 with disabilities. **Your role is key.** Students need to develop the skills you are looking for and to learn how to advocate for their accessibility needs confidently. Of course, as employers, you too want to feel comfortable and confident about meeting these needs.

As of January 1, 2017, all organizations and businesses with more than one employee in Ontario were required to make their employment practices accessible to job applicants and staff with disabilities according to the Accessible Employment Standard. This can feel like an overwhelming practice for many employers without adequate resources and HR support.

The project gets underway in September 2018. A website is being developed to promote the project's activities which include symposia with all key stakeholders including **local social agencies and prospective employers in your area**. In addition to online resources and in-school programming for students and teachers, **we also want to create resources for you.**

Three videos will be produced to document the before, during and after stages of Accessful's progress and to celebrate how local businesses are actively shifting the landscape of our workforce while addressing growing job vacancy rates.

Imagine, in our very own region, people with disabilities are thriving in rewarding jobs and careers, and—**together, with employers like you**—are contributing to the province's overall prosperity and economic growth.

Our Employer/Community Agency Symposia will be held on **Tuesday, Oct. 30th and Thursday, Nov. 1st in Mississauga**. Please RSVP on the separate invitation attached.

We look forward to engaging the business community in this exciting program.

Richard Clewes
Accessful Coordinator

A few facts

New data from the Canadian Federation of Independent Business (CFIB) shows that the country doesn't have enough workers for all the jobs available. There were almost 400,000 vacant jobs in Canada in the fourth quarter of 2017, an increase of 38,000 vacancies, or 10.5 per cent, in just three months.

Job vacancy rates has Ontario in the top 3 provinces in Canada, and according to the BMO Labour Market Report Card 2017.

The CFIB report broke down job vacancies by broad occupational categories, and found that personal service workers and construction workers are in highest demand.

Handy work, general manufacturing labour, cleaning and loading tasks, will make general labourers the most sought-after employees in 2018.

Ontario was the first province in Canada to pass legislation that set out a clear goal and timeframe for accessibility. The landmark Accessibility for Ontarians with Disabilities Act (AODA), has set an ambitious aim for the province—accessibility by 2025.

The unemployment rate for youth with disabilities in Ontario was reported to be about 30% in 2012. This is almost 2x higher than that of youth without disabilities.

Research indicates that having one paid job in high school is the number one predictor of future employment for people with disabilities. *

**Predictors of Postschool Employment Outcomes for Young Adults With Severe Disabilities.* Journal of Disability Policy Studies. Hammill Institute on Disabilities. University of Wisconsin-Madison.

Tencer, Daniel. (2018, March.) *Canada's Labour Shortage Intensifies, With Nearly 400,000 Vacant Jobs* Retrieved from https://www.huffingtonpost.ca/2018/03/13/labour-shortage-canada-job-vacancies_a_23384818/



Employer Survey

Name of Organization: _____

Address: _____

Your name: _____

Role: _____

Email address and contact number: _____

1. What is the best method to contact you?
 email phone other _____

2. How many full-time staff do you employ? _____

3. How many part time staff do you employ? _____

4. Does your organization have any seasonal job roles? If so, what are they and how many positions are available from time-to-time.

5. Have you had high school students work for you in the past?
 regularly often sometimes rarely

6. Have you had students with accessibility needs work for you? (i.e. mobility, hearing or blind/low vision, ADHD or other mental health, Autism Spectrum Disorder, etc.)
 yes no uncertain

7. Do you have hiring, training, feedback systems in place? If so, please briefly describe.

8. How do you make sure your practices are inclusive? _____

9. What type of accommodations have you implemented for staff? (Special equipment, modified work space, reduced/flexible hours, access to programs, etc.)

10. Please list any barriers or difficulties you may have faced when employing students.

11. What are the **top three employability skills** you see students needing?

- a)
- b)
- c)

Please bring this completed survey to your employer symposium.



Symposium Exit Ticket

Thank you for participating in today's symposium. Your insight is valuable and we appreciate your interest in this project. ***Please take a few minutes before leaving to make a few remarks about today's meeting.***

Name of Organization: _____

Your name: _____

1. Did you find this symposium helpful and/or informative?

- yes somewhat other (please comment)

2. Would you like us to follow-up with your organization when students prepare looking for employment?

- yes no

3. What feedback would you give to youth with disabilities to help them become more employable?

4. What feedback would you give Accessful organizers to assist all stakeholders?



Accessful is an Enabling Change Partnership project

June 2019

Dear Parents/Guardians,

As the school year is quickly wrapping up, we wanted to give you an update. We have enjoyed working with your teen during our in-school programming sessions. Everyone has been so keen to obtain summer employment or work experience.

We'd like to visit your teen to see how things are going and to photograph or video them at their place of employment during July.

This footage will be used to celebrate the good news of youth with disabilities gaining employment. We know our kids are equally worthy of being employed and we want to continue to promote this employment standard.

Naturally, you likely don't have a work schedule for your teen at this point. As a result, we'd like to communicate through email or telephone to coordinate this on-job visit date. We will contact you no later than the first week of July.

If you are interested in having us touch base with your teen to offer any on-the-job support, please complete the form below. The job visit is optional and you can decline in the space provided.

I agree to a job visit during July

OR

I decline to participate

Name of student (please print)

Employer

Name of parent/guardian (please print)

email address

Home telephone number

Cell/mobile number

Please return this form to the Head of Special Education at your son or daughter's school no later than Monday, June 17th.

Richard Clewes
Accessful Coordinator
inquiries@accessful.org



Accessful is an Enabling Change Partnership project

February 2019

Dear Parents/Guardians,

Your teen attended one of three Accessful Student Symposiums in December at the Red Rose Convention Centre. Teacher and Parent Symposiums were held on February 14th and featured information about the Accessful website, the many resources available for all stakeholder groups, including parents, and plans for the upcoming in-school programming for your teen.

Staff from The Bennett Edge Employment Agency will be visiting schools to meet with individual students, look over résumés and offer advice as students prepare to obtain summer employment. In order to prepare for this special one-on-one time, students will need a printed copy of their résumé.

In order to help you and your teen prepare for this component of the project, copies of various resources have been included with this letter. Please start by working with your teen to fill-in the '**Résumé Worksheet**' with as much detail as possible. The resource titled, '**Work Experience and Transferable Skills**' may help identify a number of positive assets.

Once your teen has completed the worksheet, they will be ready to create an impressive résumé that will gain an employer's attention. '**Résumé Sample and Tips**' will help them get started, along with the templates available online. These additional resources are located under the Student Resources hub.

We encourage parents to visit accessful.org to view the video from the Student Symposium and to browse through the various resources.

Please indicate permission for your teen to participate in the in-school programming with The Bennett Edge Employment Agency and return the form to the Special Education Head at your teen's school **by Wednesday, February 27, 2019**.

Please remember, your teen must have their printed résumé at school for the scheduled visit date noted on the permission form.

Once again, we look forward to working with you and your teen on their employment journey.

Richard Clewes
Accessful Coordinator
Accessful.org

In-School Programming Permission

Please indicate if your teen is interested in getting helpful advice as they look for summer employment.

The Bennett Edge Employment Agency will be visiting our school on the following date:
March _____, 2019.

- My teen has permission to participate in the one-on-one interview. **He/She/They will have their printed résumé at school for the date noted above.**
- My teen has **does not** have permission to participate in the one-on-one interview.

Please print name of parent/guardian(s)

My teen's name: _____
Please print name of student

Teens' High school: _____

Please return this page to the Special Education Head at your teen's school **by Wednesday, February 27, 2019.**

Résumés can be turned in for safekeeping and kept on file for the interview date.



Accessful is an EnAbling Change Partnership project

November 2018

Dear Parents/Guardians,

Your teen has been selected to take part in a program called Accessful. This pilot program is funded by an EnAbling Change grant through the Accessibility Directorate of Ontario and is supported by OSSTF and the Peel District School Board. Together, we are working to support students with disabilities (learning, physical, or mental health) to find summer employment in 2019.

Over the course of the *Accessful* activities during this school year, your teen will gain a better understanding of their employment readiness. Activities will include:

1. Completion of a survey
2. A full day field trip (see dates below) where students share their thoughts and concerns
3. Semester Two: Programming related to employment readiness and self-advocacy

Only a nominal transportation fee for the field trip is required to participate. (Collected by the school.)

Research indicates having one paid job in high school is the number one predictor of future employment for people with disabilities.*

School Group 1

Chinguacousy SS
Louise Arbour SS
Sandalwood SS
Castlebrooke SS

Student and Parent date:
Monday, Dec. 10, 2018

School Group 2

Brampton Centennial SS
David Suzuki SS
John Fraser SS
Applewood School

Student and Parent date:
Wednesday, Dec. 12, 2018

School Group 3

Applewood Heights SS
T.L. Kennedy SS
Rick Hansen SS
West Credit SS

Student and Parent date:
Friday, Dec. 14, 2018

Each Student Symposia will be a full-day, field trip event. Location to be determined. Parent Evening Symposia will be held from 6-8 pm at a host school. Details will be sent home soon.

Accessful is also meant to support parents. There is a survey where you can share thoughts related to your teen's future summer employment. We will be hosting an informational meeting so you can ask questions and provide insight into the needs of your teen.

Some of your teen's teachers and Special Education resource staff will be participating in their own *Accessful* programming. School personnel will be collecting permission forms and will ensure safe and confidential storage of student information. Student information will only be shared with *Accessful* staff for programming purposes and will not be released for any other purpose.

Part of our mandate is to change the way disabilities are seen in our community. We want employers to know *all* Ontarians deserve employment, regardless of any barriers they may face. We will work with **employers** and **agencies that support individuals with disabilities** to shift attitudes and improve employment opportunities.

Please complete all forms and surveys if you would like your teen to participate in this exciting program. They can be returned to the Special Education Head at your teen's school **by Monday, November 26, 2018.**

We look forward to working with you, your teen and members of the school community.



Richard Clewes
Accessful Coordinator

* Source: *Predictors of Postschool Employment Outcomes for Young Adults With Severe Disabilities*. Journal of Disability Policy Studies. Hammill Institute on Disabilities. University of Wisconsin-Madison.

For more info, please visit Accessful.org

SAMPLE



Parent Survey

Parent name(s) : _____

Email address: _____

Teen's name: _____

Age: _____ Grade: _____ School: _____

Teen's disability or areas of need:

What are your teen's strengths?

How do you feel about your teen gaining employment in their high school years?

What is your teen's attitude to gaining employment? Do they want to work?

Transportation

What modes of transportation does your teen use now? Circle any that apply:

Bike Walking Drives a vehicle Driven by others Bus route Wheel trans

What mode of transportation could your teen use to get to a job? _____

My teen lives near a bus route.....	Yes	No	Don't know
My teen knows how to use the bus system.....	Yes	No	A little
My teen would benefit from learning more about the bus system.....	Yes	No	
My teen would be willing to get on a bus.....	Yes	No	Maybe

Your Teen's Skills

What skills does your teen have that will help gain employment? Please indicate how you feel about the level of skill in the following areas:

	Weak			Strong	
Conversation	1	2	3	4	5
Writing	1	2	3	4	5
Reading	1	2	3	4	5
Listening	1	2	3	4	5
Math	1	2	3	4	5
Telephone conversation	1	2	3	4	5
Technology	1	2	3	4	5
Organization	1	2	3	4	5
Memory	1	2	3	4	5
Problem solving	1	2	3	4	5
Time management	1	2	3	4	5
Managing emotions	1	2	3	4	5
Self-advocacy (asking for help)	1	2	3	4	5
Attendance	1	2	3	4	5
Personal care	1	2	3	4	5

Other information

What would be helpful to know about your son/daughter as we support them in this program?

- I am interested in attending the parent informational meeting (Date TBA.) Number of adults attending _____.

Please return form to the Head of Special Education at your teen's school no later than Friday, Jan. 24, 2020



Accessful is an Enabling Change Partnership project

December 2018

Dear Parents/Guardians,

Your teen attended one of three Accessful Student Symposiums earlier this month at the Red Rose Convention Centre. The day was filled with fun icebreaker activities that helped students feel comfortable discussing some of the barriers to employment in small discussion groups.

Five key audiences are invited to participate in separate Accessful Symposiums; students, teachers, employers, social agencies, and of course, parents/guardians. We have already hosted several meetings with employers and social agencies to strengthen connections to generate employment opportunities.

We will be hosting an informational meeting so you can ask questions and provide insight into the needs of your teen. Since each of the key audiences will have different perspectives about the issue, your voice needs to be heard. **The Parent/Guardian Symposium will be held on February 14th from 6-8 pm at the Ontario Secondary School Teachers' Federation (OSSTF) office.**

Many of you have already submitted your Parent Survey. We hope you'll join us for this special evening just for parents. You will hear from Accessful staff, learn about the goals of the program and how your teen can be supported to find summer employment in 2019.

Research indicates having one paid job in high school is the number one predictor of future employment for people with disabilities. *

Parent Symposium will be held:

**February 14, 2019 from 6-8 pm
OSSTF District 19 Office
6435 Edwards Blvd.
Mississauga, ON L5T 2P7**

Please RSVP by returning the second page of this letter to the Special Education Head at your teen's school **by Monday, February 4, 2019.**

We look forward to working with you, your teen and members of the school community.

Richard Clewes
Accessful Coordinator
Accessful.org

* Source: *Predictors of Postschool Employment Outcomes for Young Adults With Severe Disabilities*. Journal of Disability Policy Studies. Hammill Institute on Disabilities. University of Wisconsin-Madison.

RSVP PAGE

- I will be attending the Parent Symposium at the OSSTF District 19 office on **February 14th from 6-8 pm.**
- I will not be able to attend.

Please print name of parent/guardian(s)

My teen's name: _____

School Name: _____

Please return this page to the Special Education Head at your teen's school **by Monday, February 4, 2019.**

Parent Meeting Location:
OSSTF District 19 Office
6435 Edwards BLVD.
Mississauga, ON L5T 2P7

Accessful.org



Accessful is an Enabling Change Partnership project

January 2019

Dear Parents/Guardians,

This is a friendly reminder about the Accessful Parent Symposium being held on February 14th. Your voice is very important! Accessful staff are eager to create resources for all stakeholder groups to support youth with disabilities find summer employment.

We hope you'll join us for this special evening just for parents. With your help, we can change the way disabilities are seen in our community and show that *all* youth deserve employment, regardless of any barriers they may face.

The Parent/Guardian Symposium will be held on February 14th from 6-8 pm at the Ontario Secondary School Teachers' Federation (OSSTF) office located at:

**OSSTF District 19 Office
6435 Edwards Blvd.
Mississauga, ON L5T 2P7**

Please RSVP by returning the bottom portion of this letter to the Special Education Head at your teen's school **by Monday, February 4, 2019.**

We look forward to working with you.

Richard Clewes
Accessful Coordinator
Accessful.org



-
- I will be attending the Parent Symposium at the OSSTF District 19 office on **February 14th from 6-8 pm.**
- I will not be able to attend.

Please print name of parent/guardian(s)

My son/daughter's name: _____

Teens' High school: _____

Returning this bottom portion to the Special Education Head at your teen's school **by Monday, February 4, 2019.**



Accessful is an Enabling Change Partnership project

Participant Permission and Media Consent Release

Name: _____
(please print name of parent/guardian)

Student's Name: _____
(please print name of student)

- I give my permission for my teen to participate in the *Accessful* program.
- I give permission for Special Education and school staff to share information about my teen with the *Accessful* team to help support their success in this program.

Accessful organizers will be documenting the program. Your child will not be identified by full name at any time. Images may be captured through photographs, audiotape, or videotape and will be used for promotional purposes only.

Footage of activities may be used in print material or on the *Accessful* website; may be posted on social media sites (including but not limited to Facebook, Instagram, Twitter) and/or for broadcasting on television or radio as determined by the *Accessful* staff.

I, _____
hereby,
(please print name of parent/guardian)

- agree and give my permission
- OR
- do not agree and do not give my permission

for *Accessful* to record, film, photograph, audiotape or videotape my teen.

I hereby waive any right to approve the use of these images now or in the future, whether the use is known to me or unknown, and I waive any right to any royalties related to the use of these images. I understand that images may appear in print or electronic form on the Internet or in other publications outside of *Accessful's* control. I agree that I will not hold *Accessful* responsible for any harm that may arise from such unauthorized reproduction. I have read this **Media Release Consent** and I fully understand the contents and meaning of this release. I understand that in authorizing the release of such information, I am releasing any claim to the protection of personal privacy of my child, which I am entitled to under the provisions of the *Municipal Freedom of Information and Protection of Privacy Act*.

Parent's/Guardian's Signature: _____

Date: _____

Please return this form to the Head of Special Education at your teen's school Friday, Feb. 21, 2020.



Employment and You

Advocating for your needs to secure a summer job



Trying to find a job as a teen can be really tough. When you have a disability, it can feel even more challenging. Did you know that the unemployment rate for youth with disabilities in Ontario is almost 30%? That's almost 2 times higher than youth without disabilities.

Do you tell a potential employer about your disability? At least 10 identified types of disabilities are not even visible! How can you identify what accessibility needs you will require doing the job? Will they want to hire you?

Well, Accessful is an exciting new project to help with these difficult questions.

We are hosting conferences with students, teachers, parents and employers to help change the way disabilities are seen in our community and to show that *all* youth deserve employment, regardless of any barriers they may face.

Help us shift attitudes and improve employment opportunities for youth with a variety of disabilities - visible or not, by attending our Student Symposium.

Student Symposium School Field Trip



What does the day look like?

Teachers from your school will bring 15 students to a conference, called a Symposium, with 3-4 other participating schools in your area. We have some fun activities to start the day, allowing everyone to feel a little more comfortable talking about barriers to employment.

Come and see how other youth share many of the same thoughts and concerns about finding a summer job. Don't worry - lunch and treats are available!

Student Surveys

A student survey should be filled out before you come to the Symposium. Your teacher can help you fill this out. Accessful organizers are looking to know about some of your beliefs, your strengths and areas to grow to become more employable.

No disability, whether it is a learning disability, anxiety, ADHD, vision or hearing, or any other type of disability should prevent you from obtaining a rewarding summer job.

Join us at Accessful - Where the Right Start Unlocks Success.



Employment and You

Advocating for your needs to secure a summer job



Trying to find a job as a teen can be really tough. When you have a disability, it can feel even more challenging. Did you know that the unemployment rate for youth with disabilities in Ontario is almost 30%? That's almost 2 times higher than youth without disabilities.

Do you tell a potential employer about your disability? At least 10 identified types of disabilities are not even visible! How can you identify what accessibility needs you will require doing the job? Will they want to hire you?

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Come and see how other youth share many of the same thoughts and concerns about finding a summer job. Don't worry - lunch and treats are available!

Student Surveys

A student survey should be filled out before you come to the Symposium. Your teacher can help you fill this out. Accessful organizers are looking to know about some of your beliefs, your strengths and areas to grow to become more employable.

No disability, whether it is a learning disability, anxiety, ADHD, vision or hearing, or any other type of disability should prevent you from obtaining a rewarding summer job.

Join us at Accessful - Where the Right Start Unlocks Success.

Interview Feedback

Thank you for participating in Accessful's in-school programming. It was great to look over your resume and discuss your skills. Before you leave I'd like to give you two stars and two wishes.

Stars are strengths noticed during your interview.
Wishes are ideas to strengthen your employability skills.



The first star is _____



The second star is _____



The first wish is _____



The second wish is _____

Interview completed by: _____

Any additional comments:



Accessful is an Enabling Change Partnership project

Student Survey

Name: _____

Age: _____ Grade: _____ School: _____

Your Employment History

What is your employment history (paid and volunteer)?

Job	Dates	Paid? Volunteer?	Skills used

Your Skills

What skills do you have that will help you gain employment? Please indicate how you feel about your skill levels in the following areas:

	Weak			Strong	
Conversation	1	2	3	4	5
Writing	1	2	3	4	5
Reading	1	2	3	4	5
Listening	1	2	3	4	5
Math	1	2	3	4	5
Telephone conversation	1	2	3	4	5
Technology	1	2	3	4	5
Organization	1	2	3	4	5
Memory	1	2	3	4	5
Problem solving	1	2	3	4	5
Time management	1	2	3	4	5
Managing my emotions	1	2	3	4	5
Self-advocacy (asking for things I need)	1	2	3	4	5
Attendance	1	2	3	4	5
Personal care	1	2	3	4	5

What are your strengths? _____

What are your weaknesses? _____

What skills do you think you need to work on to gain employment? _____

Attitudes/beliefs about employment. Please rank the following statements:

	NO					YES				
I want to find a part-time or summer job.	1	2	3	4	5					
I have the skills to be successful in a job.	1	2	3	4	5					
I will enjoy working part-time or during the summer.	1	2	3	4	5					
It will be easy for me to find a job.	1	2	3	4	5					

Accommodations

What accommodations in school do you find helpful (devices, strategies, scribing, etc.)?

What are the challenges/barriers that you have encountered or you may encounter as you look for employment given your learning profile?

Transportation

What modes of transportation do you use now? Circle any that apply:

bike walking driven by others bus route drive myself Wheel trans

What mode of transportation could you use to get to a job? _____

Additional information:

- I live near a bus route..... Yes No Don't know
- I know how to use the bus system.....Yes No A little
- I would like to learn more about the bus system..... Yes No I feel confident now
- I would be willing to get on a bus..... Yes No Maybe



Accessful
The right start unlocks success



An EnAbling Change Partnership Project with the Government of Ontario

STUDENT SYMPOSIUM

Welcome Everyone! We're glad you're here.

Please make sure you get a name tag and help yourself to a treat.

Find a spot in the circle. We'll get started at 9:30 am.



I'll Be Your Host

HAYLEY KELLETT has spent most of her life celebrating two things: Ontario peaches and the joys of improv. Naturally she was filled with pride to be nominated for a Canadian Comedy Award: Best Female Improviser (2015) as well as NOW Magazine's Best Female Improviser (2015). She is honoured to be recognized as a Woman of Distinction (2018), Guelph's Top 40 Under 40 (2016) and is a Rhyze Academy Mentor. Hayley has a long history with the world renowned Second City, has taught and performed across the globe and has kissed Colin Mochrie on the mouth. Twice.

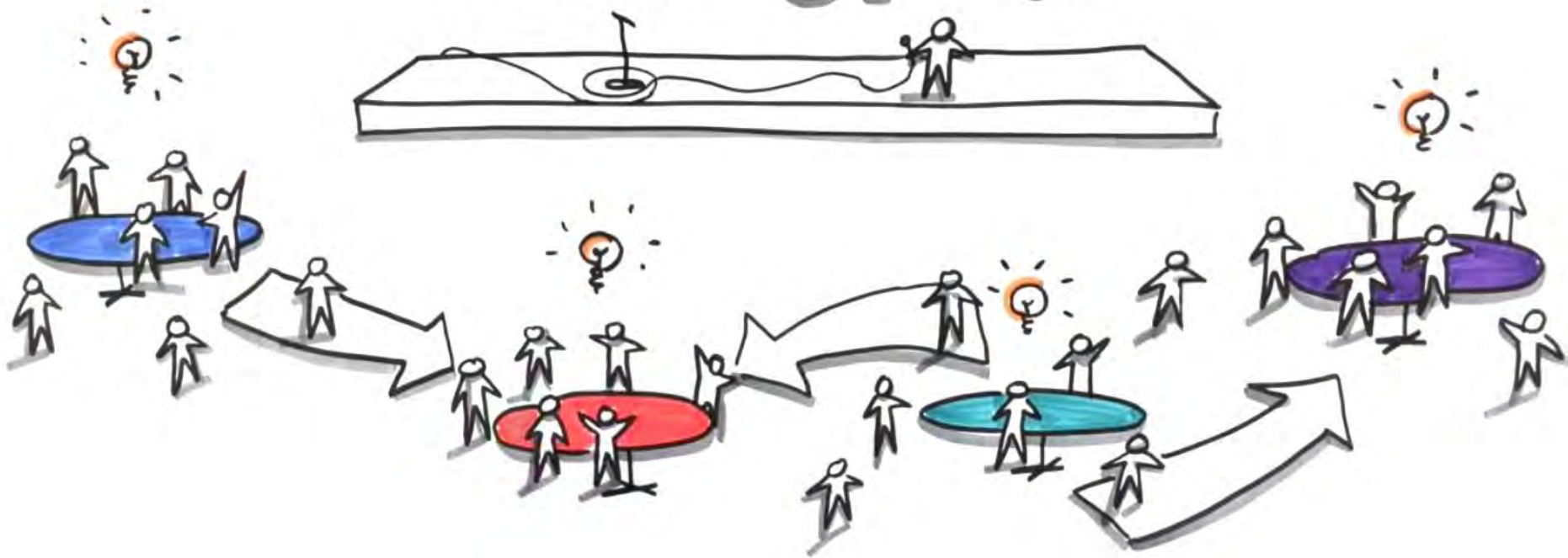


Warm-Up Activity

Let's have
some fun!



OPEN SPACE



Today's Focus Statement

**Overcoming barriers
to employment:**



What are they? Finding Solutions.

Marketplace

Look at the topics posted on the Agenda Wall.

Can you find your idea? Join the group to participate in the discussion.

Join different conversations for the other session.



Sessions 1 & 2

Session 1:
11:20 to 11:55 am
(approximately)

Session 2:
11:55 to 12:30 pm
(approximately)

LUNCH: 12:30 pm



Lunch Break

We'll have a 30 minute lunch break and start at 1:00 pm back in the circle.

Please tidy you table after eating.



Feedback Wall

Can the “Recorder” from each group please briefly share the main ideas from your conversation.

The whole group would like to know the important points.



Disability Visibility Story



RACHEL ROMU: A SPOTLIGHT ON DISABILITY

<https://tvo.org/video/programs/the-agenda-with-steve-paikin/rachel-romu-a-spotlight-on-disability>

Wrap Up

How was your day?

Thoughts to share?

Exit Tickets to fill out.

Final remarks from Richard
Clewes of Accessful.



Final Remarks

Thank you for coming.

Look for resources to help with job searches. We'll let your teachers know when they're available.



Exit Ticket please before you leave.



Student Symposium - Open Space Agenda

- 9:00 - 9:30 am Arrival, Name Tags, Refreshments (Slide 1)
- 9:30 - 9:45 am Welcome, Land Acknowledgement, Introduce Haley. (Slide 2)
- 9:45 - 10:30 am Ice Breaker/Activities (Slide 3)
- 10:30 - 10:45 am Open Space explained and launched (Slide 4)
- 10:45 - 11:00 am Students write ideas and share in circle, Teacher Convener takes post-it and places on Agenda Wall (Slide 5)
- 11:00 - 11:10 am Teacher Convener arranges Agenda Wall into 8-10 "Threads" (Slide 5)
- 11:10 - 11:20 am "MARKETPLACE": Students look at Agenda Wall and determine discussion group for each Session. (Slide 6)

- 11:20 - 12:30 Open Space Sessions (Slide 7) see below

SESSION 1 11:20 - 11:55 am	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
SESSION 2 11:55 - 12:30 pm	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
12:30 - 1:00 pm	Lunch Break (Slide 8)				
1:00 - 1:30 pm	Feedback Wall sharing (Slide 9)				

- 1:35 - 1:45 pm Video screening (Slide 10)
 - 1:45 - 2:15 pm Wrap up - toss mic-cube around for final remarks, Participant evaluation and feedback (exit tickets) (Slide 11)
 - 2:15 - 2:30 pm Thanks to facility, etc. (Slide 12)
- Explain resources are being created and organizers will let schools know when they are available so students can begin preparing for their job search.



Student Symposium Convener and Event Organizer Tips

Preparing for Student Symposia: Watch videos to become familiar with Open Space technology format.

https://www.youtube.com/watch?v=M_jhcvCYBbg

https://www.youtube.com/watch?time_continue=345&v=WQj12jmLGr4

1. Execution of Student Symposia:

Before Event

- Work with the Accessful Coordinator to prepare for events (catering, email/telephone confirmations, etc.) as directed.
- Arrive at venue 1.5 hr. prior assisting event set-up.
- Determine if the venue has an adequate number of chairs and tables? Rental needed? Linens?
- Confirm access to sound equipment, projector, screen, speakers at the venue. Rental needed?
- Acquire all materials: chart paper, Post-It notes, pens, tape, name tags, pens, etc. Have all supplies in a bin (work with the Accessful Coordinator.)
- Arrange pick up of refreshments and treats (work with the Accessful Coordinator.)
- Visit venue to determine set up/staging spaces
- Work with the Accessful Coordinator to prepare for events (catering, email/telephone confirmations, etc.) as directed.
- Arrange pick up of refreshments/treats (work with Accessful Coordinator.)
- Participate in planning/preparation meetings via conference call and emails.
- Review documents for symposia (shared on Google Drive)

Morning of Event

- Access and set up/assist with any sound or computer technology (projectors, screens, speakers, microphones, etc.) at the venue as required.
- Arrange chairs in concentric circles for numbers attending, ensure wheelchair accessible entry points.
- Check table arrangement for lunch break.
- Ensure all charts, and signs are posted in visible locations.
- Establish spaces for the 4-5 break out discussion areas, with large chart paper and markers.
- Set up refreshment/food table, name tags at arrival area.

- Organize materials such as post-it notes, pens, chart paper for sessions.
- Assist staff for Warm-Up/Icebreaker activities, troubleshoot during day
- Help initiate discussion topics if students are reluctant. (Ideally need at least 4-5 topics to discuss for each session, better to have at least 4-5 students with similar ideas so they can be grouped together to avoid one student having to lead discussion alone.) The more students writing Post-It Notes, the better - just group them by theme or topic.
- Take Post-It notes from students after offering to the circle and place on Agenda Wall
- Manage Agenda Wall into common 'threads' for breakout groups (4-5 topics/session)
- Assist students during 'Marketplace' time to locate their topic 'sticky note', understand where/when they need to be to participate in the session, help participants choose other breakout talks when their 'topic' is not active.
- Circulate and monitor breakout discussions, ensure supervising teachers are recording discussion for Feedback Wall, and assist students to generate discussion if required.
- Ensure chart papers are posted on Feedback Wall from teachers (scribing) after each session.
- Problem-solve issues as they come up during the day, either identified by event staff, supervising teachers, students, or Accessful staff.
- Assist with collecting 'Exit Tickets/Feedback forms' at the end of day.
- Assist students and teachers at dismissal if required.

End of Event

- Clean up the venue (chairs, tables etc.) Prepare any rentals for pick up.
- Collect all materials (pens, Post-It notes, etc.) back in the bin, note replacement supplies needed for Day 2 or 3.
- Collect charts to be re-used for subsequent Student Symposia dates.
- Collect and photo Feedback Wall chart paper.
- Check-in with the Accessful Coordinator before leaving.

Post Event

- Work with Accessful Coordinator to deliver in-school programming to participating students and teachers in Feb-March.
- Contact Spec Ed Heads to arrange time and space for in-school programming after the Accessful Coordinator has made initial arrangements.
- Small group lessons with students, meetings with Spec. Ed. Head at schools. (One 75-minute period/school for students, plus 30-60 min meeting with Spec Ed Head/school.)
- Report to the Accessful Coordinator after each school session.



Accessful is an Enabling Change Partnership project

Symposium Exit Ticket

Thank you for participating today. Before you leave we'd like to get two stars and a wish from you.

The stars describe 2 things you really enjoyed today or thought were helpful. A wish is something you think we could do better next time.



My first star about the day is _____



My second star about the day is _____



My one wish would be _____

Completed by:

a student

a teacher

Any additional comments:



November 2018

Dear Teachers,

Reimagining student success through accessibility is the goal of a new initiative being led by OSSTF and its members in District 19 funded by the Accessibility Directorate of Ontario.

Accessful is an initiative to dramatically improve employment for youth with disabilities, to diversify the workforce and to grow a stronger culture of acceptance within the province, which exemplifies the goals of the Accessibility for Ontarians with Disabilities Act.

Five key audiences are invited to participate: students (identified through IPRC); education support workers and teachers; parents; employers; and social agencies—with the goal of strengthening employability skills and accessing employment opportunities for students in Gr 10 through 12 with learning, physical, and mental health disabilities.

Multi-day conferences, called Symposia, will be held for each of the key Accessful stakeholder groups and will focus on the important task of identifying ‘Barriers to Employment for Youth with Disabilities.’

We need your help to nominate student participants. You may be thinking, “How will I decide which 15 students to invite from my school?” We have provided some guiding questions so you can choose students best suited for this pilot program (see attached guidelines.)

Once you have decided which students to approach, you can explain Accessful by sharing the Student Flyer. Please send the parent information package home for their consideration and begin collecting all required forms. **All collected forms and surveys can be sent to Dan Earle at OSSTF District 19 office by Friday, Nov. 30, 2018.**

Your principal is aware of the Teacher Symposia component and will make arrangements for a supply teacher to provide release time. This involves attending a ‘working lunch’ plus a 75-minute period conference. Your Teacher Survey should be completed and submitted via email by the date noted.

School Group 1

Chinguacousy SS
Louise Arbour SS
Sandalwood SS
Castlebrooke SS

School Group 2

Brampton Centennial SS
David Suzuki SS
John Fraser SS
Applewood School

School Group 3

Applewood Heights SS
T.L. Kennedy SS
Rick Hansen SS
West Credit SS

Student and Parent date:
Monday, Dec. 10, 2018

Student and Parent date:
Wednesday, Dec. 12, 2018

Student and Parent date:
Friday, Dec. 14, 2018

Transportation must be arranged by the supervising teacher(s) with a nominal fee applied to students. We recommend coordinating with neighbouring schools to share bussing costs. Event location to be confirmed.



Teacher Symposia date:
Wednesday, Jan. 9, 2019

Teacher Symposia date:
Thursday, Jan. 10, 2019

Teacher Symposia date:
Friday, Jan. 11, 2019

Each Student Symposia will be a full-day field trip event.
Parent Evening Symposia will be held from 6-8 pm at a host school.

We are currently securing a venue for each symposia and will notify schools directly within a few weeks.
You will then be able to book a school bus for your Student Symposium field trip.

We thank you for participating in this exciting pilot project and appreciate the time you are offering to help empower your students. Accessful staff will contact you to answer any questions.

Regards,

Richard Clewes
Accessful Coordinator



Student Nomination Information

Special Education, Guidance and civics/co-op teachers can use these guidelines to identify 15 student candidates for the Accessful pilot project.

Remember this is a sample of the school population for the pilot project. Other students can benefit from the resources at a later time.

Participating students may have been formally identified through the IPRC process or have an IEP.

A variety of disabilities should be represented but not limited to LD, ASD, ADHD and other mental health needs, BLV or DHH, etc.

Consider students possibly struggling with gaining employment or have indicated interest in getting a job.

Would this student likely engage in the experience when accompanied by familiar staff?

Have parents advocated for support around employment?

Would parents be motivated to attend their own symposia to support their teen?

Would this family benefit from becoming better advocates?

Is the family able to support the teen's employment? (i.e. driving to work, freeing up summer holiday schedules, etc.)

You may not be able to answer these questions. They are only to assist in the identification of 15 possible candidates that would benefit from the program.



Teacher Survey

Name: _____

Email address: _____

School: _____

Role: _____

Name(s) of course(s) and grade(s) teaching: _____

Total school population: _____

Number of students on IEP: _____

1. What programs and explicit teaching happen at your school around employment?

2. Are there any programs or explicit teaching geared solely toward students on an IEP regarding employment? If so, please describe.

3. How often do you have students talk to you about employment?

- often
- sometimes
- rarely

4. How often do you counsel students on employability skills?

- often
- sometimes
- rarely

5. What are the top three employability skills you see students needing?

- a)
- b)
- c)

6. **If you are now to think about students at your school who have an IEP, what employability skills do you see these students need?**

7. **What do you see as your students' attitudes to gaining employment?
Do students want to work? *(If unaware of these attitudes, please state in response.)***

8. **What supports could be useful for you or your students around employment readiness?**

Please return this completed survey to inquiries@accessful.org



Accessful is an Enabling Change Partnership project

May 17, 2017

Dear Accessful Participants,

I'd like to share some information about a summer employment opportunity. As the deadline to apply is June 14th, I am happy to return to your school and help you complete your application. Please be sure you have made any revisions to your resume as discussed in previous sessions.

Youth Summer Job Challenge is a program designed to place youth who face barriers to employment in summer jobs with government and community agencies. In Peel Region, the Centre for Education and Training administers the program. Accessful participants living in Brampton, Caledon or Mississauga are qualified to apply.

Apply online: <https://www.tcet.com/youth-summer-job-challenge>

Application deadline is June 14th.

Employment Dates: July 2–August 23 (for most positions)

Eligibility: Peel youth 16-24

Participants earn: \$14/hour for 35 hours/week

Do You Need Help?

Ask your teacher to make an appointment for me to come to your school **no later than Monday, May 27, 2019.**

Further information:

Youth Summer Job Challenge
Centre for Education and Training
7700 Hurontario St., Unit 601, Suite 100
Brampton, ON L6Y 4M3

905-457-4747 extensions 3015, 2222

Mobile: 647-548-5179

E-mail: youthsjc@tcet.com

Website: www.tcet.com

Richard Clewes
Accessful Coordinator



FACILITATOR MANUAL

LOGOS

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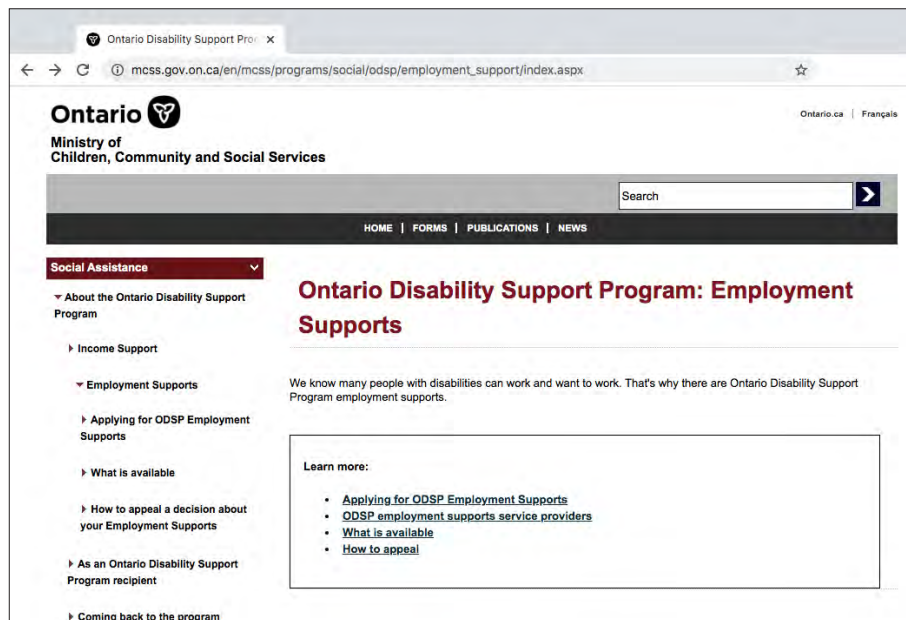
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FACILITATOR MANUAL

APPENDIX: Ontario Disability Support Program (ODSP)



APPLYING FOR ODSP EMPLOYMENT SUPPORTS

[The following has been edited from Ontario Ministry of Children, Community and Social Services website]

ODSP employment supports can help you find and keep a job, or advance your career. Community-based service providers across Ontario deliver ODSP employment supports.

ELIGIBILITY

To qualify for ODSP employment supports, you must:

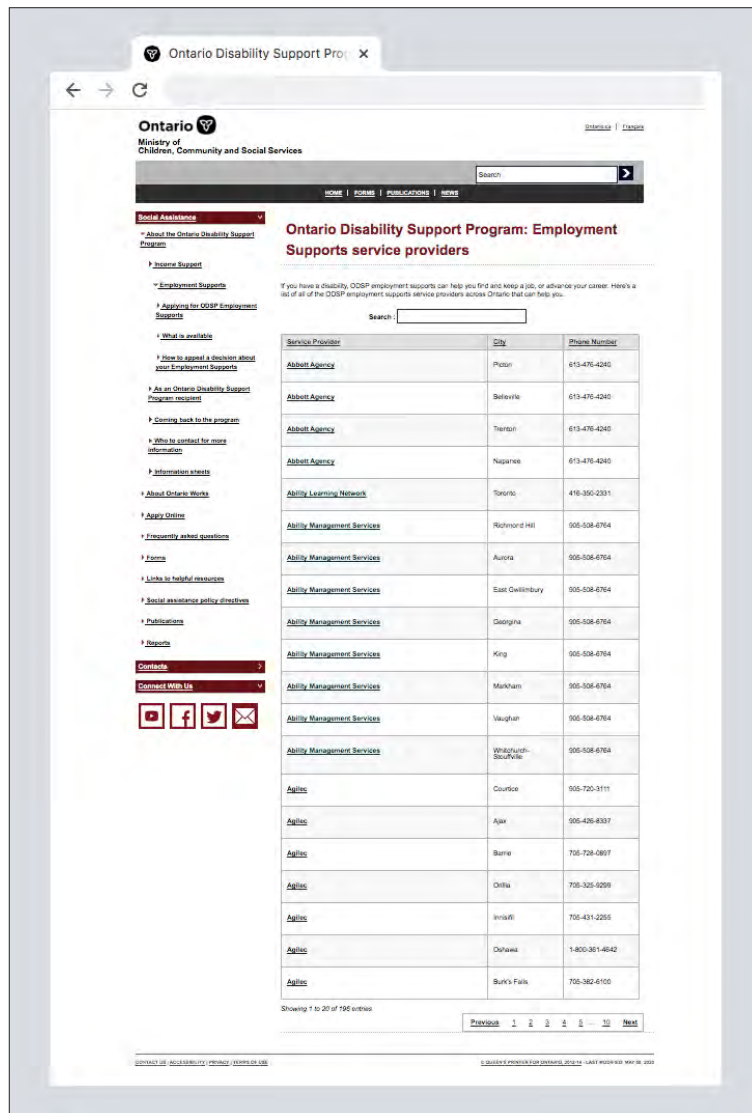
- be at least 16 years old
- be an Ontario resident
- be legally allowed to work in Canada
- have a substantial physical or mental disability that is expected to last a year or more, and makes it hard for you to find or keep a job. You don't have to be receiving income support from ODSP to be eligible for employment supports.

LINK

https://www.mcsc.gov.on.ca/en/mcsc/programs/social/odsp/employment_support/index.aspx

FACILITATOR MANUAL

APPENDIX: Ontario Disability Support Program (ODSP)



Ontario Disability Support Program: Employment Supports service providers

If you have a disability, ODSP employment supports can help you find and keep a job, or advance your career. Here's a list of all of the ODSP employment supports service providers across Ontario that can help you.

Search:

Service Provider	City	Phone Number
Ability Agency	Pictou	613-476-4240
Ability Agency	Belleville	613-476-4240
Ability Agency	Timber	613-476-4240
Ability Agency	Napanee	613-476-4240
Ability Learning Network	Toronto	416-350-2311
Ability Management Services	Richmond Hill	905-508-6764
Ability Management Services	Aurora	905-508-6764
Ability Management Services	East Gwillimbury	905-508-6764
Ability Management Services	Georgina	905-508-6764
Ability Management Services	King	905-508-6764
Ability Management Services	Markham	905-508-6764
Ability Management Services	Vaughan	905-508-6764
Ability Management Services	Whitby/Whitby	905-508-6764
Ability	Courville	505-720-3111
Ability	Alton	905-436-8337
Ability	Barnes	705-728-0897
Ability	Orillia	705-325-9299
Ability	Innisfil	705-431-2255
Ability	Orillia	1-800-361-4642
Ability	Burk's Falls	705-382-6100

Showing 1 to 20 of 196 entries

Previous 1 2 3 4 5 Next

FINDING AN ODSP EMPLOYMENT SUPPORTS SERVICE PROVIDER

[Edited from Ontario Ministry of Children, Community and Social Services website]

LINK

https://www.mcscs.gov.on.ca/en/mcs/s/programs/social/odsp/employment_support/EmploymentServiceProviders.aspx

FACILITATOR MANUAL

APPENDIX: Ontario Public Service Careers (OPSC)

NEW AND YOUTH PROFESSIONALS

[Edited from OPSC website]

Summer youth jobs are available each year through the Ontario Public Service Careers hub on the Ontario Government website.

Job descriptions are usually posted on the first week of the new year. Closing dates vary, depending on the job type. In 2021, the first closing date is January 19, 2021, with closing dates staggered two weeks apart until April 6, 2021.

Applications are accepted online only.

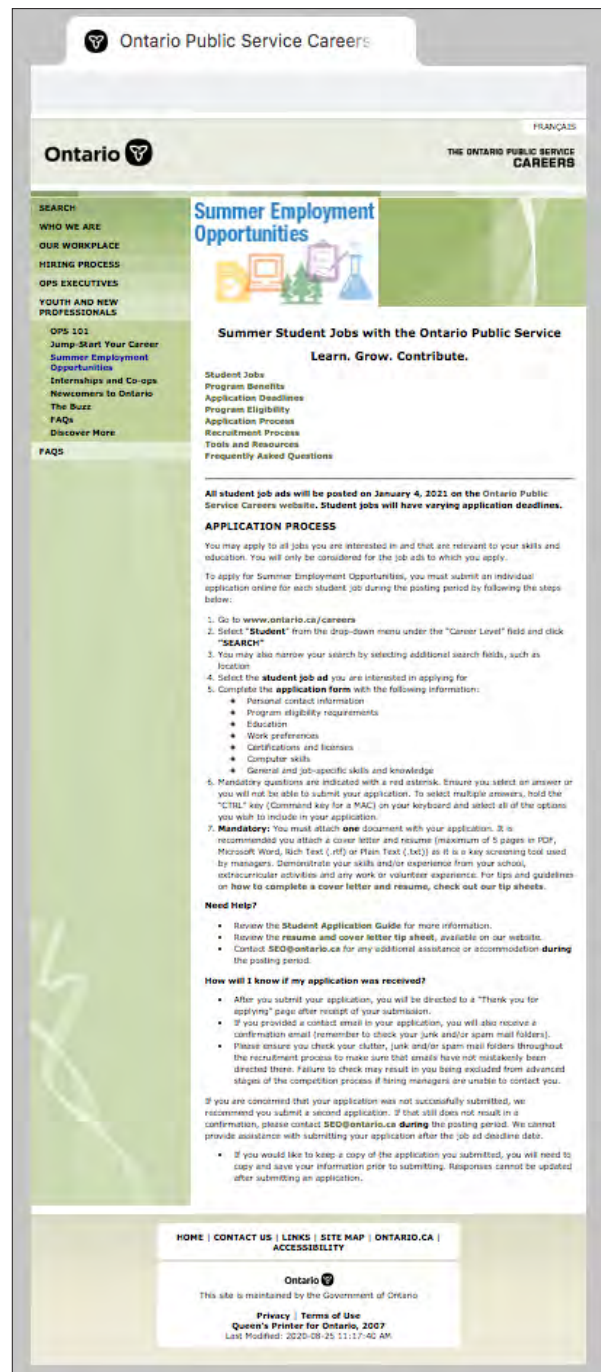
Students must apply directly to job ads on the Ontario Public Service Careers website to be considered for the jobs advertised.

For more information on how to complete an application, including submitting a cover letter and resume, refer to the Student Application Tip Sheet.

The application screening process is lengthy; calls for interviews begin approximately 4 - 12 weeks following the closing of the job ad. Please note, due to the high volume of applications, only applicants shortlisted for an interview will be contacted by phone and/or email.

STUDENT APPLICATION TipSheet

<https://www.gojobs.gov.on.ca/Pages/SEO-HowDoIApply.aspx>



Ontario Public Service Careers

FRANÇAIS

Ontario THE ONTARIO PUBLIC SERVICE CAREERS

SEARCH

WHO WE ARE

OUR WORKPLACE

HIRING PROCESS

OPS EXECUTIVES

YOUTH AND NEW PROFESSIONALS

OPS 101

Jump Start Your Career

Summer Employment Opportunities

Internships and Co-ops

Newcomers to Ontario

The Buzz

FAQs

Discover More

FAQS

Summer Employment Opportunities

Summer Student Jobs with the Ontario Public Service

Learn. Grow. Contribute.

Student Jobs
Program Benefits
Application Deadlines
Program Eligibility
Application Process
Recruitment Process
Tools and Resources
Frequently Asked Questions

All student job ads will be posted on January 4, 2021 on the Ontario Public Service Careers website. Student jobs will have varying application deadlines.

APPLICATION PROCESS

You may apply to all jobs you are interested in and that are relevant to your skills and education. You will only be considered for the job ads to which you apply.

To apply for Summer Employment Opportunities, you must submit an individual application online for each student job during the posting period by following the steps below:

- Go to www.ontario.ca/careers
- Select "Student" from the drop-down menu under the "Career Level" field and click "SEARCH"
- You may also narrow your search by selecting additional search fields, such as location
- Select the **student job ad** you are interested in applying for
- Complete the **application form** with the following information:
 - Personal contact information
 - Program eligibility requirements
 - Education
 - Work preferences
 - Certifications and licenses
 - Computer skills
 - General and job-specific skills and knowledge
- Mandatory questions are indicated with a red asterisk. Ensure you select an answer or you will not be able to submit your application. To select multiple answers, hold the "CTRL" key (Command key for a MAC) on your keyboard and select all of the options you wish to include in your application.
- Mandatory:** You must attach **one** document with your application. It is recommended you attach a cover letter and resume (maximum of 5 pages in PDF, Microsoft Word, Rich Text (.rtf) or Plain Text (.txt)) as it is a key screening tool used by managers. Demonstrate your skills and/or experience from your school, extracurricular activities and any work or volunteer experience. For tips and guidelines on how to complete a cover letter and resume, check out our tip sheets.

Need Help?

- Review the **Student Application Guide** for more information.
- Review the **resume and cover letter tip sheet**, available on our website.
- Contact SEO@ontario.ca for any additional assistance or accommodation **during** the posting period.

How will I know if my application was received?

- After you submit your application, you will be directed to a "Thank you for applying" page after receipt of your submission.
- If you provided a contact email in your application, you will also receive a confirmation email (remember to check your junk and/or spam mail folders).
- Please ensure you check your clutter, junk and/or spam mail folders throughout the recruitment process to make sure that emails have not mistakenly been directed there. Failure to check may result in you being excluded from advanced stages of the competition process if hiring managers are unable to contact you.

If you are concerned that your application was not successfully submitted, we recommend you submit a second application. If that still does not result in a confirmation, please contact SEO@ontario.ca during the posting period. We cannot provide assistance with submitting your application after the job ad deadline date.

- If you would like to keep a copy of the application you submitted, you will need to copy and save your information prior to submitting. Responses cannot be updated after submitting an application.

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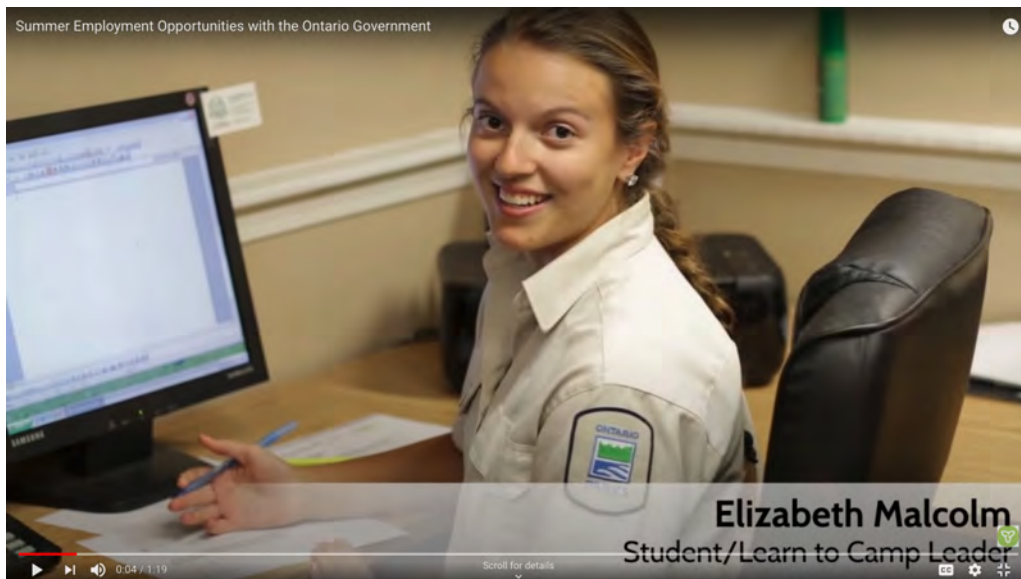
FACILITATOR MANUAL

APPENDIX: Ontario Public Service Careers (OPSC)

OPSC Video

<https://www.youtube.com/watch?v=kjRM8McFNGs&feature=youtu.be>

- Transcript available on YouTube in English
- Closed Captions available on YouTube



APPENDIX: Ontario Public Service Careers (OPSC)

The screenshot shows the Ontario Student Application Guide for Summer Employment Opportunities. It features the Ontario logo and a yellow callout box with application tips. Below this is a section titled 'Before You Apply' with a document icon, followed by a numbered list of requirements: 1. Confirm You Are Eligible. This section includes four criteria: Student Status (enrollment or graduation within six months), Age (minimum 15 years, with some positions requiring 18), Residency (Ontario), and Work Status (legally entitled to work in Canada with a SIN). The URL www.ontario.ca/SummerStudents is provided at the bottom.

Ontario 

Student Application Guide
Summer Employment Opportunities

This guide highlights information to keep in mind when applying for a Summer Employment Opportunities job with the Ontario Public Service.

Want more detailed information? Visit [Summer Employment Opportunities](#) or check out the job advertisements at www.ontario.ca/careers.

 **Before You Apply**

1. Confirm You Are Eligible

You must meet four requirements on the first day of employment (see [FAQs](#) for more information)

 **Student Status:** You must be enrolled in a secondary or post-secondary institution currently or for the fall semester, or have graduated within six months by your first day of employment.

 **Age:** You must be a minimum of 15 years of age. Certain positions require you to be at least 18 years old. There is no maximum age limit for applying to summer student positions. Age parameters will be provided on the job advertisements and you must meet all age requirements by May 1st.

 **Residency:** You must be a resident of Ontario during the term of employment.

 **Work Status:** You must be legally entitled to work in Canada and have a valid Social Insurance Number (SIN).

 www.ontario.ca/SummerStudents

HOW TO APPLY:

[Edited from OPSC website]
The application must be submitted online

LINK TO APPLICATION FORM

<https://www.gojobs.gov.on.ca/Pages/SEOHowDoIApply.aspx>

IF A STUDENT REQUIRES ACCOMMODATION IN ORDER TO COMPLETE THE APPLICATION

Contact:

SEO@ontario.ca
in advance of the posting deadline.

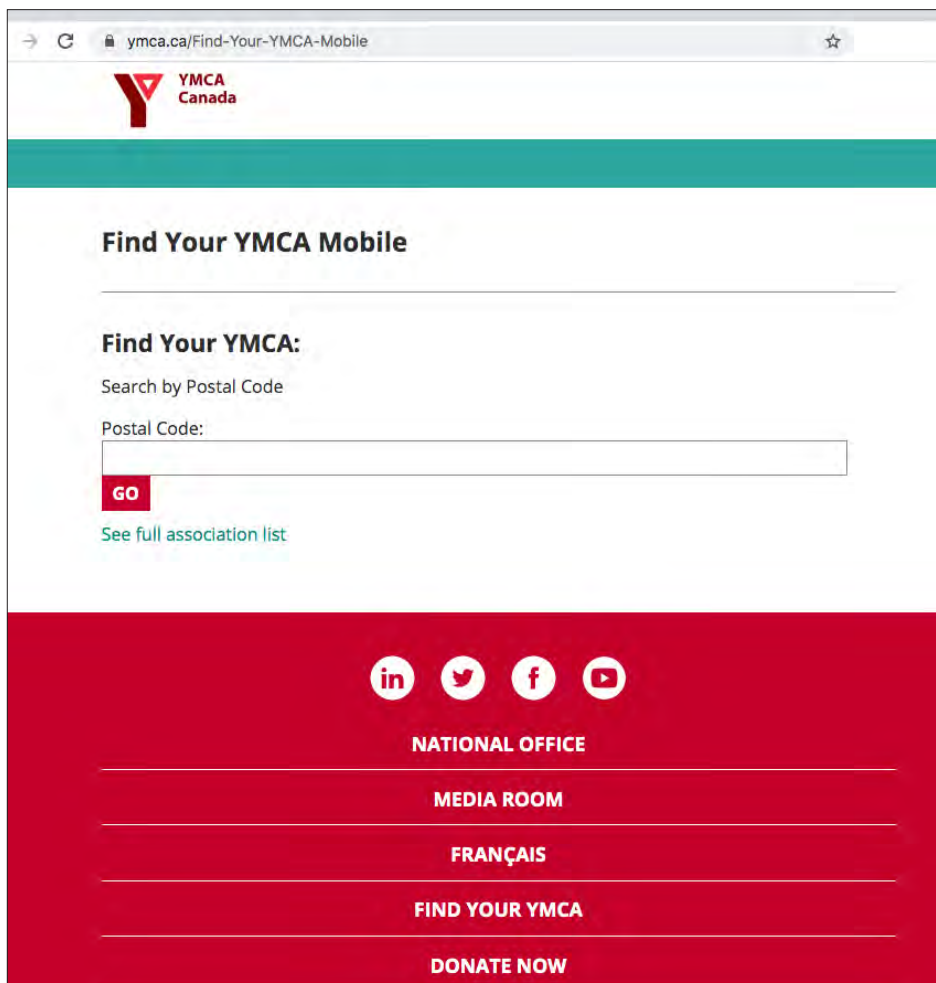


FACILITATOR MANUAL

APPENDIX: YMCA PRE-EMPLOYMENT SERVICES

YMCA's in Ontario

There are 12 YMCA serving communities throughout the province. Some, but not all, offer “Employment and Immigrant” services. Those that do, generally offer “Employment Ontario” employment programs.



SEARCH FOR THE YMCA CLOSEST TO YOUR BOARD OR SCHOOL

<https://ymca.ca/Find-Your-YMCA-Mobile>

FACILITATOR MANUAL

APPENDIX: YMCA PRE-EMPLOYMENT SERVICES

ONTARIO YMCA CONTACT LIST

Be sure to contact your local YMCA in order to confirm the availability of pre-employment training programs or Employment Ontario programs.

YMCA of Central East Ontario*

ymcaofceo.ca
123 Aylmer Street South, Peterborough, ON
(705) 748-9622

433 Victoria Avenue, Belleville, ON
K8N 2G1 (613) 966-9622

City of Quinte West branch
50 Monogram Place, Trenton, ON
K8V 5P8 (613) 394-9622

YMCA of Greater Toronto

ymcagta.org/employment-and-immigrant-services
For information about youth summer job services in the GTA, including Peel Region, call 416-928-9622 or 1-800-223-8024.

YMCA of Hamilton/Burlington/Brantford

www.ymcahbb.ca

Employment, Education and Training Services
For information about youth summer job services in Hamilton and surrounding area, call the branches indicated below:

Hamilton YMCA careerworx!
(905) 540-9679
yesjobs@mcahbb.ca
23 Main Street east
Hamilton, ON L8N 1E7

Waterdown branch
(905) 690-9927
yesjobs@mcahbb.ca
427 Dundas Street East, Unit 1
Waterdown, ON L8B1B9

East Hamilton branch
(905) 662-9400
211 Centennial Parkway North
Hamilton, ON L8E 1H8

Burlington branch
(905) 681-1140
yesjobs@mcahbb.ca
500 Drury Lane Street East, Unit 1
Burlington, ON L7R 2X2

YMCA of Niagara

ymcaofniagara.org
Offers: Youth Job Connection: Summer; Youth Job Link in throughout Niagara Region.

285 Bunting Road, St. Catharines, ON L2M 7T9
(905) 684-3500

8123 Lundy's Lane, Niagara Falls, ON L2H 1H1
(289) 296-8400

9 Pine Street North, Thorold, ON L2V 4J6
(905) 397-8390

* No information about pre-employment training is available as of January 2021.

FACILITATOR MANUAL

APPENDIX: YMCA PRE-EMPLOYMENT SERVICES

YMCA of Northeastern Ontario

ymcaneo.ca

Offers Employment & Immigrant Services including Youth Job Connection: Summer; Youth Job Link in Sudbury and North Bay.

Employment & Immigrant Services office
10 Elm Street, Suite 132, Rainbow Mall
Sudbury, ON P3C 5N3 (705) 674-2324

186 Chippewa Street West
North Bay, ON P1B 6G2 (705) 497-9622

YMCA of Northumberland*

ymcanrt.org

170 Main Street Brighton, ON K0K 1H0
(613) 475-2887

339 Elgin Street West Cobourg, ON K9A 4X5
(905) 372-0161

YMCA of Oakville*

ymcaofoakville.org

410 Rebecca Street Oakville, ON L6K 1K7
(905) 845-3417

YMCA of Owen Sound Grey Bruce

ymcaowensound.on.ca

Offers: Youth Job Connection; Employment Resource Centres; Computer tutorials and certificate workshop related to job search.

Employment Services
945 3rd Avenue east, Suite 23
Owen Sound, ON N4K 6W2
(519) 371-9222

YMCA of Sault Ste. Marie

Offers: Starting Transitions toward Employment (STTEP)
235 McNabb Street
Sault Sainte Marie, ON P6B 1Y3
(705) 945-5178 ext. 309

YMCA of Simcoe Muskoka

ymcaofsimcoemuskoa.ca

Offers Youth Job Connection: Summer in its larger branches.

YMCA Youth Services 49 High Street, Suite 101
Barrie, ON L4N 5J4 (705) 726-5572

Barrie YMCA 22 Grove Street West,
Barrie, ON L4N 1M7 (705) 726-6421

Collingwood YMCA 200 Hume Street,
Collingwood, ON L9Y 4E8 (705) 445-5705
Gravenhurst YMCA 1-101 Centennial Drive
Gravenhurst, ON P1P 1B9 (705) 687-6535

Midland Employment Service
334 King Street, Unit 1 Midland, ON
L4R 3M8 (705) 528-0845

Wasaga Beach YMCA
1-1724 Mosley Street
Wasaga Beach, ON L9Z 1Z7
(705) 429-9622

Parry Sound Employment & Learning
60 James St., Third Floor
(705) 746- 8480

* No information about pre-employment training is available as of January 2021.

FACILITATOR MANUAL

APPENDIX: YMCA PRE-EMPLOYMENT SERVICES

YMCA of Southwestern Ontario

ymcaswo.ca/programs/education-enrichment/employment-services

Offers: Y Works (London, Windsor) and Y Opportunities (Windsor), an employment program that assists people with diagnosed or self-identified disabilities overcome their barriers to employment.

YMCA London 165 Elmwood Avenue East
London, ON N6C 0A8
(519) 667-3300 ext. 2037

YMCA Windsor 500 Victoria Avenue
Windsor, ON N9A 4M8
(519) 258-9622 ext. 271

YMCA of Three Rivers

ymcacambridgekw.ca

250 Hespeler Road, Second Floor
Cambridge, ON N1R 3H3
(519) 621-1621 ext. 6203

800 King Street West, Third Floor
Kitchener, ON N2G 1E8
(519) 579-9622 ext. 244

Guelph branch*

130 Woodland Glen Drive
Guelph, ON N1G 4M3
guelphy.org (519) 824-5150

Stratford branch* 204 Downie Street
Stratford, ON N5A 1X4
ymcastratfordperth.ca
(519) 271-0480

YMCA of Timmins*

timminsymca.org
376 Poplar Avenue
Timmins, ON P4N 4S4
(705) 360-4381

YMCA-YWCA of the National Capital Region

ymcaywca.ca

Offers Employment Ontario
Employment services.

Central location
150 Isabella Street, Suite 201
Ottawa, ON
(613) 788-5001
eac.argyle@ymcaywca.ca

West Location
Merivale Mall 1642 Merivale Road
2nd floor
Ottawa, ON
(613) 688-2150
eac.merivale@ymcaywca.ca

* No information about pre-employment training is available as of January 2021.

APPENDIX: Youth Job Connection: Summer (YJC)

INTRODUCTION

The Youth Job Connection program serves youth aged 15 to 29 who experience multiple and/or complex barriers to employment by providing more intensive supports beyond traditional job search and placement opportunities.

Supports include:

Paid pre-employment training to promote job-readiness; Job matching and paid job placements, with placement supports for participants and hiring incentives for employers; Mentorship services; and Education and work transitions supports.

Youth Job Connection has two components

A year-round component, which provides intensive employment supports for youth aged 15 to 29 who are not in employment, education or training and who experience multiple barriers to employment.

Youth Job Connection: Summer

This component provides summer, part-time and after-school job opportunities to high school students, aged 15 to 18, who are facing challenging life circumstances and may need support transitioning between school and work.

Eligible Individuals must be:

- 15 to 18 years old at time of registration;
- a resident of Ontario;
- eligible to work in Canada;
- High school students* intending to stay in, or return to high school or access postsecondary education after the job placement

Important notice:

After participating in the program during the summer months, school-aged youth are expected to return to high school.

During the school year, individuals who are under 18 years of age may participate in the program part-time or during school holidays, so as not to interfere with schooling. Parttime program participation must not exceed 10 hours per week.

While the program is open to all eligible youth, the intention is to help youth who have a lower likelihood of finding a summer job by themselves, with a focus on those who are at risk of experiencing poor transitions between education and work, compared to other groups of youth (e.g., youth who have made successful transitions to post-secondary education are not the target of this program).

Youth may be racialized, lesbian, gay, bisexual, transgender, two-spirit, and queer (LGBTQQ), Indigenous, living with disabilities and mental health issues, or recent immigrants. In addition, youth may be facing some combination of other challenging life circumstances, including experiencing difficulties at school, living in poverty, low levels of education and literacy, in conflict with the law, or low motivation.

Contact Info

For more information, or to apply for Youth Job Connection or Youth Job Connection Summer, you can contact Employment Ontario at:

(416) 326-5656

1-800-387-5656

TTY: 1-866-533-6339

contactEO@ontario.ca

Note: Current as of January 2021.

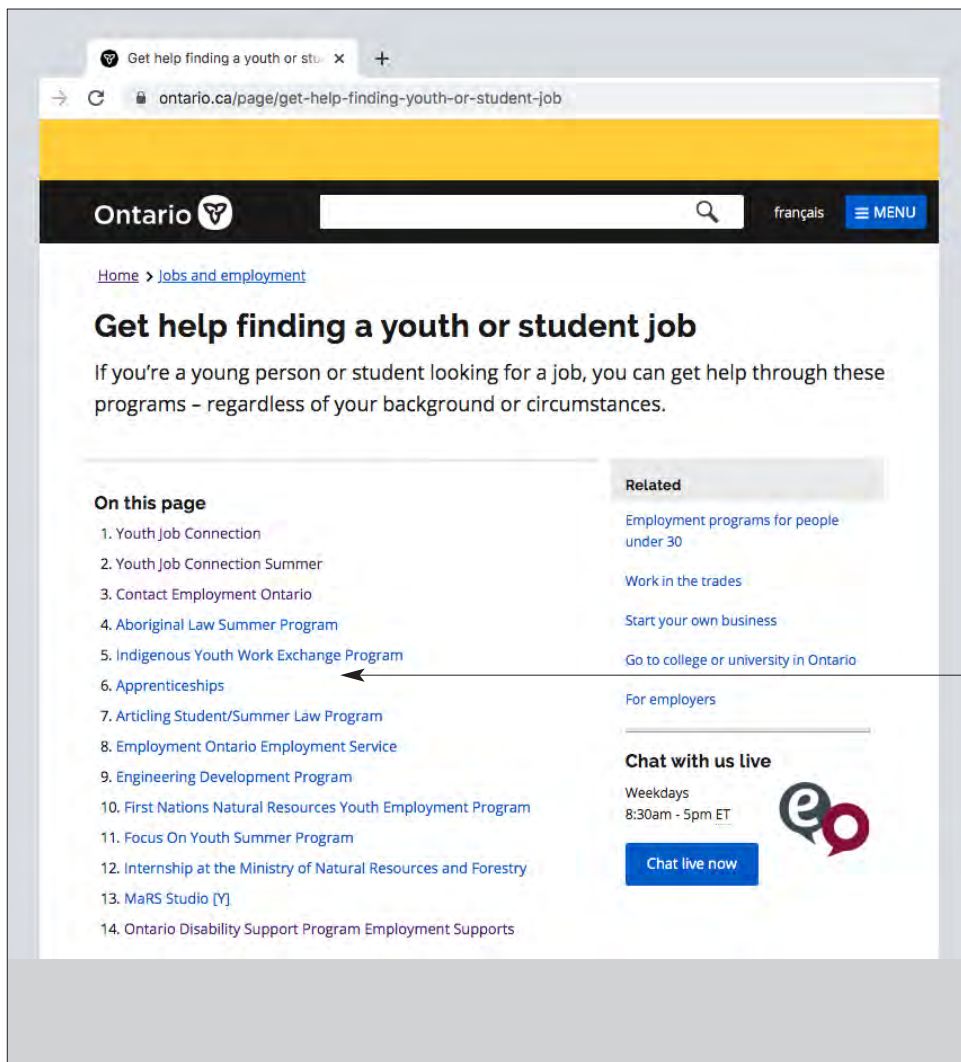
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APPENDIX: Youth Job Connection: Summer (YJC)

GETTING STARTED AT THE WEBSITE




<https://www.ontario.ca/page/get-help-finding-youth-or-student-job#section-1>

Note: Current as of January 2021.



Get help finding a youth or stu... x +

→ C [ontario.ca/page/get-help-finding-youth-or-student-job](https://www.ontario.ca/page/get-help-finding-youth-or-student-job)

Ontario   français  MENU

[Home](#) > [Jobs and employment](#)

Get help finding a youth or student job

If you're a young person or student looking for a job, you can get help through these programs – regardless of your background or circumstances.

On this page


- [Youth Job Connection](#)
- [Youth Job Connection Summer](#)
- [Contact Employment Ontario](#)
- [Aboriginal Law Summer Program](#)
- [Indigenous Youth Work Exchange Program](#)
- [Apprenticeships](#)
- [Articling Student/Summer Law Program](#)
- [Employment Ontario Employment Service](#)
- [Engineering Development Program](#)
- [First Nations Natural Resources Youth Employment Program](#)
- [Focus On Youth Summer Program](#)
- [Internship at the Ministry of Natural Resources and Forestry](#)
- [MaRS Studio \[Y\]](#)
- [Ontario Disability Support Program Employment Supports](#)

Related

- [Employment programs for people under 30](#)
- [Work in the trades](#)
- [Start your own business](#)
- [Go to college or university in Ontario](#)
- [For employers](#)

Chat with us live

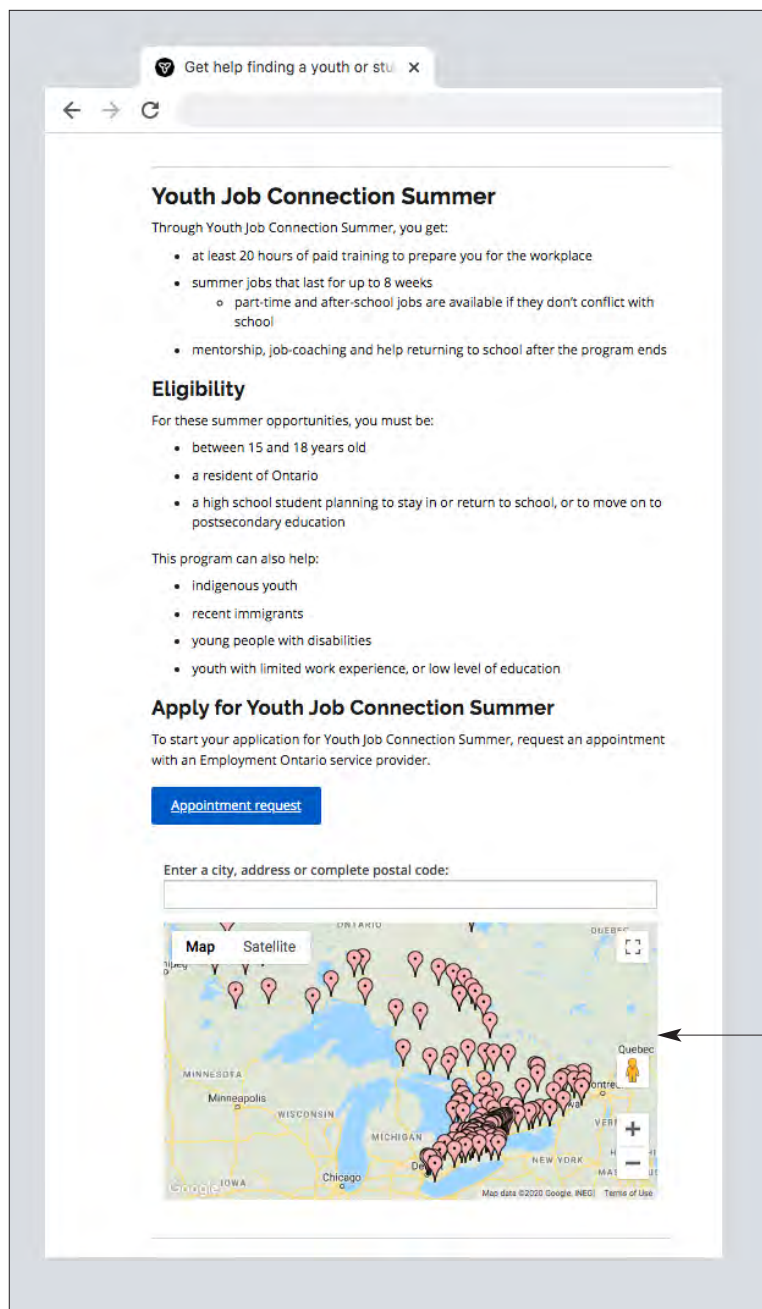
Weekdays
8:30am - 5pm ET

 [Chat live now](#)

Link to
YJC
Summer

FACILITATOR MANUAL

APPENDIX: Youth Job Connection: Summer (YJC)



Get help finding a youth or stu x

← → ↻

Youth Job Connection Summer

Through Youth Job Connection Summer, you get:

- at least 20 hours of paid training to prepare you for the workplace
- summer jobs that last for up to 8 weeks
 - part-time and after-school jobs are available if they don't conflict with school
- mentorship, job-coaching and help returning to school after the program ends

Eligibility

For these summer opportunities, you must be:

- between 15 and 18 years old
- a resident of Ontario
- a high school student planning to stay in or return to school, or to move on to postsecondary education

This program can also help:

- indigenous youth
- recent immigrants
- young people with disabilities
- youth with limited work experience, or low level of education

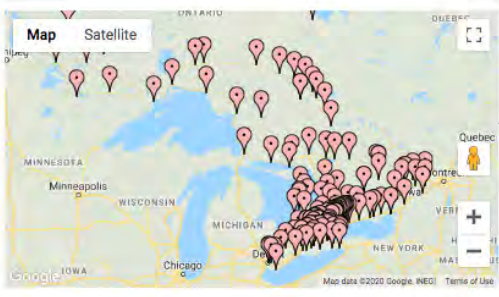
Apply for Youth Job Connection Summer

To start your application for Youth Job Connection Summer, request an appointment with an Employment Ontario service provider.

[Appointment request](#)

Enter a city, address or complete postal code:

Map Satellite



Quebec

Map data ©2020 Google, INEGI Terms of Use

SUMMARY OF YJC SUMMER PROGRAM

[Edited from Ontario Ministry of Labour, Training and Skills Development website]

YJC Summer offers at least 20 hours of paid training.

Employment is 8 weeks

Must be 15 - 18 years of age

The YJC Summer program is administered by 70 different agencies throughout the province.

Note: Current as of January 2021.

Search for a Provider

FACILITATOR MANUAL

APPENDIX: Youth Job Connection: Summer (YJC)



SEARCH FOR LOCAL PROVIDERS OF YJC SUMMER PROGRAM

[Edited from Ontario Ministry of Labour, Training and Skills Development website]

To identify the location and contact information for a YJC Summer program provider (e.g. YMCA and employment agencies) click on any location marker.

Note: Current as of January 2021.

FACILITATOR MANUAL

APPENDIX: TWITTER CAMPAIGN

As an Ontario school board or OSSTF District registered as an authorized Accessful project provider you will receive up to eight (8). jpg files suitable for posts on your school or district Twitter account to promote awareness of your project.

Important: The .jpg artwork is emailed. Please do not alter digital files in any way.



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File name: T_Accessful_2020_generic2.jpg



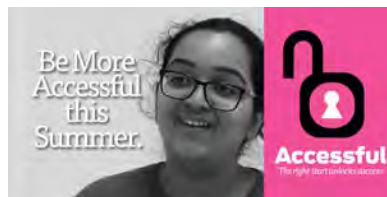
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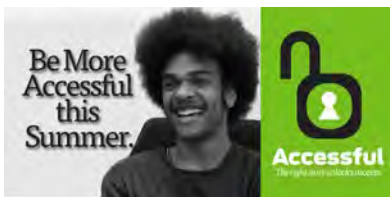
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