



# Enhancing Displaced Workers' Literacy and Essential Skills

## Interview and Focus Group Report

March 2020

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# TABLE OF CONTENTS

## INTRODUCTION 3

Outreach Team Leader Interviews	3
---------------------------------	---

Focus Groups	4
--------------	---

## FINDINGS 5

Community Characteristics	5
---------------------------	---

Major Employers	5
-----------------	---

Industry Impacted	6
-------------------	---

Characteristics of Displaced Workers	6
--------------------------------------	---

Needs of Displaced Workers	7
----------------------------	---

Gaps/Challenges in LES Programming	9
------------------------------------	---

Opportunities	11
---------------	----

What Works Well	14
-----------------	----

Examples of Innovative Programming	15
------------------------------------	----

## FEEDBACK FROM FOCUS GROUPS 16

## SURVEY OF DISPLACED WORKERS IN B.C. 17

Survey Development	17
--------------------	----

Survey Pilot	18
--------------	----

## CONCLUSIONS FROM INTERVIEWS, FOCUS GROUPS, AND SURVEY PILOT 18

## APPENDIX A: OUTREACH TEAM ORGANIZATIONAL CAPACITY & FOCUS GROUP DATES 19

## APPENDIX B: MOUNT WADDINGTON FAMILY LITERACY SOCIETY 21

## APPENDIX C: CAMPBELL RIVER LITERACY ASSOCIATION 22

<b>APPENDIX D:</b>	<b>SCHOOL DISTRICT 91 – NECHAKO LAKES</b>	<b>23</b>
<b>APPENDIX E:</b>	<b>FORT NELSON COMMUNITY LITERACY SOCIETY</b>	<b>24</b>
<b>APPENDIX F:</b>	<b>COLUMBIA BASIN ALLIANCE FOR LITERACY</b>	<b>26</b>
<b>APPENDIX G:</b>	<b>FORT ST. JOHN LITERACY SOCIETY</b>	<b>28</b>
<b>APPENDIX H:</b>	<b>EDWARD MILNE COMMUNITY SCHOOL SOCIETY (EMCS)</b>	<b>29</b>
<b>APPENDIX I:</b>	<b>LITERACY QUESNEL SOCIETY</b>	<b>30</b>
<b>APPENDIX J:</b>	<b>CAPILANO UNIVERSITY</b>	<b>31</b>
<b>APPENDIX K:</b>	<b>YELLOWHEAD COMMUNITY SERVICES</b>	<b>33</b>

## INTRODUCTION

The Enhancing Displaced Workers' Literacy and Essential Skills project is a collaborative project that is managed by Decoda Literacy Solutions and supported by the Social Research and Demonstration Corporation (SRDC). The overall goal of the project is to enhance knowledge and raise awareness of promising Literacy and Essential Skills (LES) interventions for displaced workers in Canada to improve their employability.

Today's labour market places significant emphasis on LES. Unfortunately, large segments of the available workforce do not have the necessary level of LES, which can intensify the impacts of job displacement for these workers. Data from the Programme for the International Assessment of Adult Competencies (PIAAC) indicates that 49 per cent of Canadians aged 16-65 do not have Level 3 literacy while 55 per cent do not have Level 3 math skills. These gaps are particularly evident in specific population groups. For example, nearly 60 per cent of Indigenous peoples in Canada have a literacy level less than level 3. As well, average literacy and numeracy levels are lower for older workers age 45 to 65 than for 16 to 44 year olds (Statistics Canada, 2013). With low LES and digital skills, workers face increasing challenges to re-integrate into the labour market. There is a clear need to support displaced workers to become re-employed in more secure positions and sectors.

As part of this project, SRDC is working with Decoda Literacy Solutions and project partners to evaluate promising LES training interventions for displaced workers in Canada. The following report provides an overview of the findings from interviews with ten B.C. Outreach Team Leaders and focus groups with key stakeholders in their communities. This report also includes an overview of the progress-to-date on the development and pilot testing of the Survey of Displaced Workers in B.C.

## OUTREACH TEAM LEADER INTERVIEWS

Interviews were conducted individually with ten Outreach Team Leaders, whose organizations were selected by Decoda Literacy Solutions to participate in this project. In order to select these Team Leaders, Decoda Literacy Solutions circulated a survey to all 100 of their Literacy Outreach Coordinators (LOC) across B.C. in June 2019. The B.C. LOC survey responses provided detailed information on the need identified in their communities related to displaced workers. Decoda

Literacy Solutions then used the survey responses to select the Outreach Team Leaders based on their expressed interest in the project and the needs of their communities.<sup>1</sup>

Outreach Team Leaders were contacted between August and September 2019, and were provided a list of questions ahead of the interview. Interviews were conducted in a semi-structured manner, lasting approximately one hour. The purpose of the interviews was to provide a greater understanding of each of the organizations as well as the overall context of their communities in relation to displaced workers. The interviews covered the topics of regional displacement events and displaced worker characteristics, existing interventions and supports, successes and gaps of current programming, and areas of innovation and promising practices.

## FOCUS GROUPS

Focus groups were conducted in each of the LOC's communities (for a total of 11 communities). The purpose of the focus groups was to capture a wide range of experiences in order to provide insights into the issues, challenges and successes in terms of each communities' support for displaced workers. The focus groups included a variety of participants, including service providers, community members, city council members, employers, etc. SRDC lead the planning and organization of the focus groups with each LOC, which involved developing the required research instruments (protocols and consent forms), co-facilitating the sessions, recording and capturing data, and analyzing the findings. Each of the LOCs played an instrumental role in organizing appropriate dates and venues for the focus groups, identifying, recruiting and hosting participants, and co-facilitating the sessions with the SRDC team.

Focus groups were conducted in 11 key communities across BC. The first round of focus groups were conducted in the October-November 2019 in Fort Nelson, Fort St. John, East Kootenays (Cranbrook), West Kootenays (Nelson), and Squamish. From January – March 2020, the remaining focus groups were conducted in Fraser Lake, Quesnel, Port McNeill, Campbell River, Clearwater, and Sooke.

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<sup>1</sup> In addition to the B.C. LOC survey, a similar survey was also recently completed at the national level. The survey was sent to contacts provided by members of the project's Canadian National Advisory Committee (CNAC). A total of 80 responses were received from the survey, representing seven provinces and one territory: BC-3; AB-15; SK-23; MB-2; ON-28; QC-1; NS-5; NT-3.

## FINDINGS

The following section provides a summary of the findings from the interviews and focus groups. For detailed information on each community, please see Appendix B-K.

### COMMUNITY CHARACTERISTICS

- All of the communities, excluding the work done by Capilano University in Metro Vancouver, are located in a rural setting and face challenging issues related to transportation. For example, a lack of public transportation, difficulties traveling in the winter, remote isolated communities (e.g., accessible only by boat or with heavy-duty vehicles via logging roads) and long commutes for both workers and their families.
- The majority of the communities include Indigenous communities/populations.
- Most communities have a significant new immigrant population; many community organizations provide ESL services.
- A number of communities have challenges related to high costs of living, particularly housing. This has led to gentrification issues in a number of communities.
- A number of the communities have high rates of poverty.
- High drug and alcohol use was noted in a few communities.

### MAJOR EMPLOYERS

- The communities are primarily resource-based economies (forestry, mining, fishing, oil and gas); however, many communities have experienced a transition away from traditional resource extraction, with some communities experiencing an entire or near collapse of the resource-based economy (e.g., Sooke, Campbell River, Fort Nelson).
- Some communities remain closely tied to the resource economy (Port Alice, Nechako Lakes, Fort St. John; Quesnel).
- There is a movement in some communities towards medical, home care and services to respond to retirees/aging population (Campbell River, Columbia Basin, Sooke).

- Tourism is an important industry in many communities (e.g. Port Alice, Campbell River, Fort Nelson, Sooke, Columbia Basin, Squamish, Clearwater).
- Local school districts, government services such as health authorities, and colleges are also important local employers.

## INDUSTRY IMPACTED

The industries impacted by job losses include:

- Forestry (all communities): a general decline in forestry was noted in all 11 communities. For example, 400 workers alone were affected in Port Alice and over 400 workers were affected in Clearwater.
- Oil and gas (2 communities): Fort Nelson has experienced a complete collapse of its oil and gas industry. Fort St. John has seen approximately 2,000 workers displaced since 2016.
- Tourism (6 communities): new Federal regulations related to the sport fishing industry have greatly impacted communities on Vancouver Island and the Sunshine Coast. The vandalism of the Sea to Sky gondola in Squamish displaced 75 seasonal workers in the tourism industry.
- Mining (3 communities): the community of Fraser Lake has been in a state of decline since its mine was reduced from 450 to 11 employees. Gibraltar mine near Quesnel has had a hiring freeze. The cycle of closure and reopening (with fewer jobs) at the Nyrstar mine in Campbell River created a cycle of job-loss and job insecurity affecting many workers with secondary impacts in other industries.
- Manufacturing (1 community); a factory shut down in Nelson led to 500 job losses.
- Retail as a secondary effect (7 communities). Most of the communities have experienced retail closures such as grocery stores, drug stores, and banks.

## CHARACTERISTICS OF DISPLACED WORKERS

- Across all communities, the majority of displaced workers were described as older and middle-aged workers, who had a long tenure in one industry and were displaced from well-paying jobs. Most were described as being highly skilled in a specialized area, but

with low transferable skills and low formal education or few certifications. Workers were predominantly men, with low digital skills and computer literacy.

- Many communities mentioned that while their workers were older, most displaced workers were unable to retire for financial reasons while others may have retired, but expect to return to work in the future. The BC government offers funding to workers displaced from the BC forestry industry through a 'Bridging to Retirement Program.' However, community members highlighted the reality that after this 18 month program, workers will not be financially stable enough to retire, and will return to the labour force in a new industry.
- Displaced workers represent a variety of demographics, including Indigenous Peoples, immigrants and newcomers, and also youth.
- Workers were described as facing many additional stressors or barriers, such as addiction, domestic issues, mental health challenges, resistance to change, stigma associated with low literacy skills and low digital skills (although somewhat less stigma surrounding low digital skills).
- Communities described pockets of displaced workers who are hard to reach, living in remote communities who don't want to or can't leave their community. Such remoteness is also associated with a lack of access to technology (internet and cell phone service), workers experiencing social isolation, a lack of support networks.
- Workers displaced from industry jobs were described as experiencing job loss as also a loss of identity and purpose.

## NEEDS OF DISPLACED WORKERS

Workers were described as having a wide variety of needs, including basic (such as shelter and clothing), mental health and well-being, training, social services, and family needs. Community members noted that if the displacement was very recent, workers may be in crisis mode. Some of these needs were identified as more urgent than others (e.g. basic needs like shelter), and may need to be addressed before any training needs can be met. Moreover, community members explained that all of the needs of a displaced worker must be taken into consideration in a holistic manner, in order to offer the best and most effective supports possible.

- Identified basic needs:
  - Affordable housing/shelter, clothing/personal grooming, (affordable) access to internet, access to financial services (due to bank closures).

- Mental health & well-being needs:
  - Building confidence, resilience, and hope;
  - Reducing stigma and fear of learning or trying something new;
  - Mental health/emotional supports;
  - Building trust with service providers/consistency;
  - Cultural understanding from employers; and
  - Managing expectations of salary for those expecting comparable wages to previous industry roles.
- Social Services needs:
  - Childcare and access to maternity supports and services;
  - Access to medical services;
  - More availability for social services, flexibility in services access; and
  - Transportation (support in obtaining a driver's license, access to public transportation, financial support to travel/access training in other communities).
- Training needs:
  - Essential skills: literacy, financial literacy, guidance/planning, communication (identifying and communicating transferable skills), digital/computer literacy; document use (accessing resources, filling out forms), problem-solving skills, continuous learning (knowing your learning style);
  - Job search skills and resume writing;
  - Certificate upgrading (Grade 12 diploma; Foodsafe, Serving it Right, First Aid);
  - Training for self-employment or small businesses;
  - Training on "how to learn" (e.g. preparing displaced workers to re-enter education or training after such a long period away from formal training);

- Financial support for training (difficulty attending longer/more intensive programs due to the difficult choice between training and short-term financial pressures); and
  - Awareness of programs and services, and possible career paths.
- Family needs:
    - Managing change in household dynamics: the transition from primary breadwinner to secondary breadwinners, or need to increase from single breadwinner to double incomes.

## GAPS/CHALLENGES IN LES PROGRAMMING

A wide range of gaps and challenges were discussed with regard to delivering LES training in the 11 communities. Challenges ranged from issues related to accessing services meant to support displaced workers (e.g. challenges participants face related to traveling to training, or even awareness of training opportunities), to challenges inherent in specific communities, and challenges related to LES programming. There were also noted challenges related to obtaining re-employment and organizational or bureaucratic barriers in delivering and maintaining programming for those who need it.

- Challenges accessing services:
  - Lack of visibility of services/program providers to community and navigation of services;
  - Indirect costs of going to training/school, such as transportation and child care; living allowance necessary to attend training;
  - Access to IT limited/unreliable in some communities; and
  - Bureaucracy can be burdensome for displaced workers (e.g. needing to fill out extensive forms/paperwork to access services; proof of job search is onerous).
- Programming challenges:
  - Finding and attracting displaced workers with literacy needs and getting them to attend classes; workers not willing to come forward due to stigma associated with LES needs.
  - Improving literacy is a long process, but programs tend to be short.

- Proven trust is necessary, but builds over time (but not all services can or are able to commit organizationally to take this time).
- Disparity between funding opportunities and need to offer place-based programming.
- Difficulty finding and retaining high-quality local educators.
- Employment challenges:
  - Underemployment: workers unable to re-train because they are working (multiple) jobs under their skill level, but which they cannot afford to leave.
  - Workers with low literacy skills can't find a new position without re-training;
  - Unrealistic salary expectations given local opportunities;
  - Older workers don't know that they need computer literacy;
  - Displaced workers not taking advantage of current training opportunities because of promise of new (short-term) jobs; and
  - Certification and systems that control certification – Grade 12 diploma is required by many employers though it is not always a meaningful objective for workers because it may not reflect actual skills.
- Organizational challenges:
  - Service organizations have less capacity (i.e. funding and other resources) and a greater demand for services.
  - Lack of clarity as to which ministry is responsible for adult literacy can create challenges (e.g. school districts do not have to provide adult literacy, meanwhile LES training is also not necessarily considered as post-secondary training).
  - Indigenous services do not always work together with other services, which makes collaboration difficult in terms of funding and navigation policies.
  - Lack of ability for local organizations to stay connected because there is no formal steering committee for the issue of displaced workers.
- Other challenges within the communities:

- No jobs or training available in community so have to leave;
- Losing workers to Alberta resource industry;
- Addictions, domestic issues, mental health;
- Greyhound busses leaving rural areas with no alternate transit options;
- Communities that are still resource dependent;
- Dramatic changes in housing market (up or down);
- BC pipeline tensions; and
- High cost of living, lack of (affordable) housing.

## OPPORTUNITIES

Discussions around opportunities focused on growth in the current labour market, strengths of community services and programming, building on organizational strengths, and identifying local solutions to local program gaps. In the focus groups, the discussions centered mostly on community collaboration and leveraging current community strengths. In some focus groups, communities went as far as discussing innovative and collaborative solutions to test in their communities. The following are some of the opportunities discussed.

- Current labour market opportunities:
  - Construction, pipeline, Site C;
  - Growing tech sector;
  - Tourism (in some areas);
  - Entrepreneurship;
  - Telecommuting;
  - Early Childhood Educators training; and
  - Job shadowing/mentoring.
- Community Strengths:

- Affordable/accessible infrastructure (internet/housing) (in some communities);
  - Complementary work opportunities to last through off season;
  - Social planning committees;
  - Growing First Nations Community;
  - Active volunteer groups (in some communities);
  - Community agency supports
  - Networking opportunities between local organizations; and
  - Service fairs (to raise awareness and visibility of local services).
- Organizational Strengths:
    - Key service providers (e.g. WorkBC, Literacy organizations, public libraries, local college/university campuses, ministry departments, community hubs)
    - Mechanisms for cross-referral and interagency collaboration;
    - Flexibility around service hours mobile/outreach services to meet needs of workers;
    - Customized programming;
    - Local coordinators for local programs;
    - Volunteer models for in person instruction; and
    - Accelerated credential assessment process to meet local needs.
  - Local program opportunities:
    - Marketing for existing services;
    - Deliver short-term and flexible programs
    - Create a resource safety net for displaced workers;
    - Create empowerment groups;

- Program topics:
  - Literacy related workshops;
  - Food education/community garden;
  - Computer/mental health program;
  - Mental health program and services;
  - Holistic program (mental health by stealth);
  - Entrepreneurship programs; and
  - Skills enhancement programs;
- Supports during programs:
  - Wage subsidy program;
  - Provide short-term housing for rural and remote learners; and
  - Offering an adult learning centre with childminding.

There were also a number of innovative ideas discussed by community stakeholders. For example:

- The creation of a “Job Club” facilitated by a work counsellor. This Job Club would create an ongoing support system and community of displaced workers, facilitated by multiple organizations and community stakeholders. It would organize and facilitate courses/workshops specifically on job re-employment possibilities.
- Affordable housing solutions: renting rooms to displaced workers at or below cost for homeowners (shared housing), creating non-profit/coop housing, or for those displaced workers who are homeowners (but have mortgages they can no longer afford) to rent rooms to others, as a form of income.
- Supporting employers to learn more about transportation issues and to create more home-based job opportunities that would solve many of the transportation issues.
- Opportunities for partnerships with WorkBC, local post-secondary institutions, and local First Nation to share facilities (such as classrooms) from one organization, and equipment (such as laptops) from another, to create community-based training opportunities.

- A few communities suggested creating a “pre-training” training program: prior to entering programs, train displaced workers on how to be prepared to learn (and support basic needs in the process).
- Multiple communities suggested that many older displaced workers may not face as much stigma in terms of asking for training in digital literacy. This is an opportunity to use digital literacy training as a gateway into other training areas.

## WHAT WORKS WELL

- Place-based approach – meeting clients and communities where they are; ensuring local leaders/existing knowledge or expertise is acknowledged and supported.
- Supports that are responsive to individual needs: establish relationships and trust, one-to-one delivery of services. Environment needs to be welcoming.
- Community driven to build trust. Collectively owned information so that people can connect. Training and services should be tied to real outcomes or else people won’t engage. Training should be local as people either can’t or won’t want to drive to another town.
- Target a specific industry so that it’s possible to get into the details of retraining workers with specific skill needs.
- Design training for the specific needs of workers. Some workers may need more time to observe, do more hands-on learning or time to address questions. Needs to be a model that would be better for someone who learns at a slower pace.
- Advocacy and mentorship support – connect someone who could mentor or advocate to someone who is unemployed; create a type of support group or network.
- Literacy programs built into company training activities, such as financial literacy. Partnership between college/service provider and company. Provide proactive supports prior to closures/layoffs; co-create workplace-based LES learning plan around specific job tasks if/when newly hired displaced workers struggle.
- Partnerships with employment organizations; there is currently a disconnect between LES and employment services such as WorkBC.
- Connect displaced workers with entrepreneurs and support them to work together or pursue entrepreneurship.

- “Literacy by stealth” in communities where it would be better received to have LES curriculum, learning goals, and/or activities embedded within broader goal of community leadership development.
- Opportunity to provide HR services to self-contractors, and to strengthen relationships with Indigenous service providers/align programs.

## EXAMPLES OF INNOVATIVE PROGRAMMING

### **Coordinated community-level response to abrupt displacement event in Squamish**

- Recent vandalism of Squamish gondola led to 75 seasonal gondola workers immediately out of work and layoffs across nearby restaurant workers.
- Chamber of Commerce immediately organized a hiring fair for gondola workers, where local businesses were encouraged to hire people, and gondola and restaurant employers offered references, resume help.

### **Columbia Basin Alliance for Literacy (CBAL)’s Community Literacy Planning Committees**

- Cross-sector community literacy planning committees established by CBAL in each of the 16 communities with LOCs, with representation from schools, municipal council, business owners and employers, local libraries, seniors’ groups, among others.
- These planning committees engage roughly 250 community-level/local LES stakeholders (from 2017-18 CBAL annual report) 3 times a year to identify the existing literacy landscape, community needs, and resources, and establish shared goals to enhance effective literacy programs and supports.

### **Fort Nelson Community Literacy Society’s Indigenous Adult Education Program**

- Indigenous adult education program with specific employment-related focus delivered on-site at Prophet River First Nations, a very remote community about one hour away from Fort Nelson.
- Services include resume building, job search support, interviewing skills, workplace communication, scholarships and post-secondary opportunities (basic education and upgrading), workplace training (H2S Alive; Occupational first aid level 1, Food Safe level 1, Driver’s license prep), technology/digital literacy (use own device or device provided), mental health awareness, financial literacy workshops.

### **North Island College's New Aw'i'nakola Land Based Learning Adult Education Program**

- Pilot program launched in 2017 in response to Truth and Reconciliation Commission's Calls to Action, allowing students in Mount Waddington region to study Kwak'wala while upgrading English and math and learning culture and language from local elders
- Learning outside of the classroom (e.g. in nature, to change the look of school because of residential school trauma) with Elder in residence who sits in class and offers support for students (trained counsellor).

### **Displaced Worker Needs Assessment and Certification Training in Clearwater**

- Surveyed displaced workers from forestry mill to assess education levels and needs/interest in training.
- Responding to these needs by offering: Heavy Equipment Operator certificate; Class 1 trucker's license; Chef certificate; community literacy program to help with high school diplomas.

## **FEEDBACK FROM FOCUS GROUPS**

Focus group participants were provided with feedback forms at the end of each session to evaluate the focus group, indicating what they found most rewarding and providing recommendations for improvement for future focus groups or engagement with this project.

Based on evaluation forms from the 11 focus groups, participants found the most rewarding part of the focus groups was the networking and ability to build community connections around the issue of displaced workers. Participants appreciated the general enthusiasm of community stakeholders to help displaced workers in their community, reinforcing the place-based, community driven aspect of the project, which resonated with participants. Participants found it valuable to discuss the community strengths and assets, and in many cases, participants learned of services or opportunities that were of immediate assistance in their work with displaced workers.

Overall, participants were satisfied with the focus groups and found them valuable for their organization to participate in discussions on displaced workers. Most participants indicated that they are interested in continuing their involvement in the project beyond the focus group, and many were interested in the forthcoming stages of the project.

In terms of suggestions for improvement, some focus group participants noted the lack of employer perspectives and participants recommended that future involvement with employers would be beneficial to the project. Many participants mentioned wanting to learn the results of the survey and to hear what other communities are doing to support displaced workers. Overall, participants reported being interested in continuing to be involved in this project, wanting to learn more about their role in the project, and being interested in the outcomes of the survey and next steps for their communities.

## SURVEY OF DISPLACED WORKERS IN B.C.

### SURVEY DEVELOPMENT

The objective of the displaced workers survey is to better understand the overall context and needs of displaced workers in B.C. who have low LES skills, including what types of interventions would be most useful to their needs. The survey has been developed in a collaborative manner between the LOCs and their community stakeholders, Decoda, SRDC, and CNAC.

The literature review and interviews with LOCs provided a starting point for developing the survey in terms of understanding some of the key needs in the communities as well as needs as identified in the literature. A more community-based needs assessment was then completed in the five communities through the focus groups with key stakeholders. In terms of the survey, these focus groups discussed the key information needs for each community.

Following these five focus groups, an initial rough draft of the survey was developed and circulated to project partners, primarily aiming to gain consensus around what are the key information needs for the communities and the project as a whole. The survey was then revised based on feedback, while at the same time adapted to ensure a plain language approach necessary for the target population. The remaining focus groups were then completed, providing the opportunity to further validate the survey questionnaire.

Once a final draft of the survey was complete, SRDC conducted a training session on the survey for the LOCs. The training involved going over the survey in detail to make sure each question is clear and that no further revisions were necessary. Following this training session, a few final revisions were made and a final survey was ready for testing as of March 2, 2020.

## SURVEY PILOT

The survey was then piloted in four communities: five surveys were completed in Fort Nelson, six in Fort St. John, ten in Quesnel, and four in Cranbrook. Overall, the pilot respondents indicated that the survey flowed well and that it took approximately 15 minutes to complete. All of the pilot surveys were completed as an interview style survey, i.e. project partners went through the survey with each respondent. However, in Quesnel the survey was done as a group in a classroom setting. Feedback from this approach highlighted that, although the surveys were completed and there were only minor problems, it would be better to do the survey one-on-one so that respondents have the individual support they need. Other feedback included that it was important to make sure that the interviewer is able to refer respondents to community support options if requested. The pilot led to some minor changes to the survey which were updated in both the print and online versions.

Following the survey pilot, the survey was officially launched on March 10, 2020 with a preliminary end date scheduled for May 15, 2020. However, due to the COVID-19 pandemic, the closing date of the survey will be extended due to challenges in securing sufficient response due to the need to provide in-person supports for survey completion.

## CONCLUSIONS FROM INTERVIEWS, FOCUS GROUPS, AND SURVEY PILOT

Based on the data collected through the interviews and focus groups, a few key themes were identified related to best practices for effective and innovative programming. It was made clear by participants the importance of a place-based and community driven approach to supporting displaced workers. Amongst the best-practices and innovative approaches were examples of programs that were community-based and focused on addressing immediate community needs. Communities with regular community stakeholder planning committees were in a good position to assess and adjust programs as needed. Programs that were flexible, in both location and duration, were best able to meet displaced workers where they were at and in a format that best suited the learner.

However, most communities mentioned that a major barrier to program implementation is a lack of visibility and general awareness of available community programs. This points to the need to ensure that communications efforts to increase program visibility and recognition is given priority during the planning and implementation of the DWLES pilots.

## APPENDIX A: OUTREACH TEAM ORGANIZATIONAL CAPACITY & FOCUS GROUP DATES

Organization	Region	Capacity	Focus Group
Literacy Quesnel Society	Quesnel Region	Established since 2008. Prior, group of people meeting since 2005 informally.	January 31, 2020
Yellowhead Community Services	Thompson-Nicola, Clearwater	Largest social service provider in region. Work with infants to seniors, including displaced workers.	March 10, 2020
Capilano University (Community Development and Outreach Dept)	Metro Vancouver (11 communities)	Programs: adult upgrading (fundamental, intermediate level); Five LOCs are Capilano department members.	November 4, 2020
Mount Waddington Family Literacy Society	North Vancouver Island, Mount Waddington	Started in 2008; children reading tutor programs; not a lot to do with adult literacy.	March 4, 2020
Campbell River Literacy Association	North Vancouver Island, Strathcona	In operation since 2000. Programs include: Adult literacy; Family literacy; Indigenous employment program. 100 adults served per year.	March 5, 2020
School District 91 – Nechako Lakes	Cariboo, Bulkley-Nechako	Currently meet with task groups a few times a year – no programs being offered due to fund allocation.	January 30, 2020
Fort Nelson Community Literacy Society	North, Northern Rockies	Free programs for newcomers to Canada, Indigenous, adult and family literacy.	October 23, 2019
Columbia Basin Alliance for Literacy	Kootenay, Columbia Basin	Serve 77 communities and have 16 LOCs: language classes for newcomers; ES 1-1 tutoring; resume writing, soft skills, workplace preparation workshops; technology training for seniors.	October 24, 2019 (Cranbrook); October 25, 2019 (Nelson)

Fort St. John Literacy Society	North, Peace River	20 literacy partners delivering in all sectors  3 full-time employees; 40 regular clients and also one-off clients (workshops)	October 21, 2019
Edward Milne Community School Society	South Vancouver Island, Capital	Operates a number of programs, including literacy: books for breakfast - families with toddlers, host reading and families go home with books; book bin program. Trying to develop a program in Renfrew. No program for adults.	March 13, 2020

## APPENDIX B: MOUNT WADDINGTON FAMILY LITERACY SOCIETY

Organization/ Community Characteristics	Major employers/ Industries Impacted	Characteristics/Needs of Displaced Workers	General Services	Supports that Serve Displaced Workers	Gaps/Challenges in LES Programming	What Works Well or is Innovative
<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>Started in 2008; children reading tutor programs; not a lot to do with LES or adult literacy</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>18,000 people live in region but spread out</li> <li>Distance between Port Hardy and Port Alice is 45 minutes but in the winter there are lots of road closures, landslides and flooding</li> <li>There is a public bus that covers a lot of communities in region but not Port Alice</li> <li>27% First Nations in region, but Port Alice only 1%</li> <li>Unemployment 10.3%</li> <li>9,000 low income households (2nd or 3rd highest poverty rate in BC)</li> <li>High drug and alcohol use</li> </ul>	<ul style="list-style-type: none"> <li>Forestry in general (Western Forest Products)</li> <li>Marine Harvest (fish plant)</li> <li>Orca Sand and Gravel (gravel pit operation)</li> <li>High population of Filipino workers. North Island Immigrant Society provided ESL training</li> <li>Younger people more mobile for work so there is an older population in general</li> <li>Younger men going away to camps to work (under 50), so the community changes, moms and children left behind - Impacts the employment options of moms/partners since they are taking care of children full-time</li> <li>Mill closure impacts on children: mental health struggles (depression, behavioral issues), trickle down family stress to kids</li> <li>Reading could be a challenge but it's hard to identify people - Hard to find people who can't read because they don't come forward</li> </ul>	<ul style="list-style-type: none"> <li>people at the mill are older, in their 50s and 60s, haven't graduated high school; thought they'd work at the mill their whole lives</li> <li>Students are 48% First Nations; also lots of vacancies, hiring people who are underqualified</li> <li>Tourism</li> <li>Port Alice mill closed in 2016 (400 workers affected). Was also closed in 2006 for a few years</li> <li>Western forest product train closed a year and a half ago (40 or 50 people impacted)</li> <li>Trickle down impacts from large closures: restaurants and other retail</li> <li>Sport fishing (commercial regulation changes)</li> </ul>	<ul style="list-style-type: none"> <li>Crisis and Counselling centre (outreach to Port Alice)</li> <li>Port Alice has a hospital</li> <li>Roundtables working towards collective action (education/health/wellness)</li> <li>There was a big train accident that led to trauma/suicides in the community - A group came together to offer mental health support</li> <li>Seniors and elders committee</li> <li>Mill union (UNIFOR)</li> <li>Local government</li> <li>Port Hardy has a community college, two employment agencies (NVIATS – Indigenous focus, Serving it Right, Food Safe; and NIEFS – job readiness, resumes, partnered with WorkBC)</li> <li>Health network, which advocates for social determinants of health – food security, access to hospitals</li> </ul>	<ul style="list-style-type: none"> <li>Just North Island College</li> <li>Adult basic education program: <ul style="list-style-type: none"> <li>Also has an Indigenous focus (Learning on the Land);</li> <li>learning outside of the classroom (e.g. in nature)</li> <li>also have an Elder in residence</li> </ul> </li> <li>Pre-employment courses for long term users of social assistance/underskilled workers <ul style="list-style-type: none"> <li>intro to carpentry, aquaculture, certifications for child care or personal care attendant, education assistant diploma, university transfer programs, distance courses from other colleges/universities via video conference</li> </ul> </li> <li>Many of those occupations are in demand in the community (education assistant, personal care attendants) – get practicums in community or get hired before the course is done</li> <li>Distance education options available</li> </ul>	<ul style="list-style-type: none"> <li>Even if training is available and free, how can people afford to go to school without an income?</li> <li>Need transportation and child care</li> <li>Digital literacy could be a big gap for older men</li> <li>Finding displaced workers is also a challenge</li> <li>Mental health – emotional toll and self-esteem impacts from layoffs. Counselling component needed - people need to have confidence just to access training</li> <li>Retraining classes that need people to quit their jobs and don't give them time to set up support – there is a high dropout rate</li> <li>Access to IT <ul style="list-style-type: none"> <li>- Fibre optics not available in but it is available in Port Hardy and Port McNeil</li> <li>- Cost of Internet high and limited (i.e. for streaming)</li> <li>- Lots of wind storms and power outages; Potential to work with libraries</li> <li>supports are centralised in urban centres</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Local training – people don't want to drive to another town</li> <li>It's difficult because not all small communities can offer services</li> <li>Not everyone can drive (people carpool or have lost their licenses)</li> <li>Community can feel exhausted from being surveyed and researched – building trust can take a long time</li> <li>Needs to be a community-driven project</li> <li>Collectively owned information so that people can connect with it</li> <li>Tied to real outcomes for people; otherwise people won't come to meetings</li> <li>Programs coordinated in remote communities by locals</li> <li></li> </ul>

## APPENDIX C: CAMPBELL RIVER LITERACY ASSOCIATION

Organization	Community Characteristics	Major employers/ Industries Impacted	Characteristics of Displaced Workers	General Services	Gaps/Challenges in LES Programming	What Works Well or is Innovative
<ul style="list-style-type: none"> <li>In operation since 2000</li> <li>Programs include:</li> <li>Adult literacy, funded through Ministry of Advance Education; learner centered approach; support Adults in whatever life goals; adults who need a social connection</li> <li>Family literacy program: parents of young children, reconnection for education and employment</li> <li>Indigenous employment program: placed-based program for adults, start in village and then try to move in to a more formalized system.</li> <li># of clients served: 100 adults per year. Of this, 50% are ESL. 15% 20-24 year old range who didn't find success in high school. 5-10% are seniors. Rest are displaced workers (approx. 35%).</li> <li>There are 6 other LOCs north of Campbell River: Sayward, Port McNeill, Mount Waddington, Gold River, Quadra and Cortez Islands.</li> </ul>	<ul style="list-style-type: none"> <li>Remote, isolated, many communities only accessible by boat.</li> <li>42,000 people, provides service regionally.</li> <li>Stopping off point for people traveling south.</li> <li>People come for services: groceries, but also social services.</li> <li>Port McNeil and Port Hardy are main communities north</li> <li>North Island is its own ecosystem for employment, resources and supports.</li> <li>High living costs in general and housing is a major issue (cannot rent a room for less than \$800).</li> <li>Boom and bust community</li> </ul>	<ul style="list-style-type: none"> <li>Movement away from a resource based economy (forestry, mining and fishing) Forestry industry has collapsed.</li> <li>Changes to medical and home care as more retirees. These types of jobs don't pay as well. Have to work 2-4 jobs.</li> <li>Tourism numbers have dropped a lot because of federal regulations that don't allow people to keep fish.</li> <li>Travel and tourism jobs are flexible and quick and allow people to work multiple jobs.</li> <li>Demographic is shifting from blue collar to retirees.</li> <li>Receiving more adults who started jobs young (grade 10) but are now displaced and need re-training in literacy as they don't have basic skills.</li> </ul> <p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>Support services for retired folks is the primary one.</li> <li>Marine ticketing program - Workers have a lot of experience in the marine trade, but can't pass the accreditation due to literacy.</li> </ul>	<ul style="list-style-type: none"> <li>50+ workers who don't have technology and literacy skills.</li> <li>Industry work (forestry, mining, fishing) is very physical and difficult when older.</li> <li>Transient indigenous youth; large homeless population.</li> <li>A lot of recently landed immigrants having hard time getting employment.</li> <li>Shift in employment among youth who don't want to do hard labor jobs.</li> <li>70 year olds at Walmart (once they become displaced) don't have the literacy skills to do higher level employment.</li> <li>Pockets of workers are hard to reach: north communities - 2 hour drive away.</li> <li>Indigenous communities - not traditionally had many services because of isolation; real need</li> <li>Don't have information on displaced workers in remote indigenous communities, but hope to be able to get more of this context. Marine and finishing industries have a large impact on these communities.</li> </ul>	<ul style="list-style-type: none"> <li>Work BC site</li> <li>NVIATS</li> <li>Some Bands have their own employment services</li> <li>Laichwiltach Family Life Society</li> <li>Blade Runners, program for youth</li> <li>John Howard Society, youth, employability skills</li> <li>School district continuing education dept.</li> <li>North Island College; City of Campbell River</li> <li>SRDC services about a 5th of the island</li> <li>North Island Employment Foundation.</li> <li>Evergreen certificate - grade 12 equivalent for people with exceptional needs, would still need to upgrade to go to college</li> <li>Technology courses (basic); couple of private colleges - not a fan, don't do assessment, if you pay your in.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy is a long re-building process. Employment programs are often quick, wanting to get people back to work as soon as possible; kind of a fee for services, that they can bill for. People are not given enough time to learn the skills they need to succeed.</li> <li>It is hard to get people through the door: people ask what's in it for me. There has to be reward in order to hook people. If your normal has always been poverty, you don't know how it can be better.</li> <li>What would help: attendance, more active professional development in the field, online programs, but the attendance, if people attended any practitioner could find ways to help people.</li> <li>Better coordination and communication.</li> <li>Funding; we're all try to offer similar services, but it's underfunded.</li> <li>People working in travel and tourism often lack literacy skills.</li> <li>Low on Maslow's hierarchy of needs (people are in crisis)</li> </ul>	<ul style="list-style-type: none"> <li>Placed-based approach; meet clients where they're at.</li> <li>Targeted to a specific industry in order to be able to measure it.</li> <li>Potential pilot - Maritime training: <ul style="list-style-type: none"> <li>Require accreditation to work on a boat.</li> <li>Workers can't afford to go back to school</li> <li>Extend the education component of the certification to include ES, it could then give them enough ES to work in a side industry.</li> <li>Indigenous communities want to start up tours, but can't find accredited workers.</li> <li>North Island College contacted me about this</li> <li>Curriculum needs to be approved by the Ministry, which makes trainers not want to change the curriculum.</li> <li>These workers are coming out of displacement and haven't opened a book in 20 years; learning literacy skills is a long-term process.</li> </ul> </li> </ul>

## APPENDIX D: SCHOOL DISTRICT 91 – NECHAKO LAKES

Organization	Community Characteristics	Major employers/ Industries Impacted	Characteristics of Displaced Workers	General Services	Gaps/Challenges in LES Programming	What Works Well or is Innovative
<ul style="list-style-type: none"> <li>Position is with School District #91: Literacy Outreach Coordinator; contract position with objectives to establish and increase literacy services around our community. It is a supportive role to make better linkages between formal and informal education programs and services in the community.</li> <li>Our task group members responded in large numbers to the original questionnaire about DW in our area.</li> <li>This is the first project related to displaced workers for the organization.</li> <li>No longer a budget to host events or programs. Have been able to sponsor purchase of books for classrooms, and financially support a Mom's &amp; Dads Group in Vanderhoof.</li> <li>Task group meetings are an opportunity to discuss partnerships and how to bridge the gaps between literacy, education and the community.</li> </ul>	<ul style="list-style-type: none"> <li>Fraser Lake village has a population of approx. 1000 with a service area of 3000. There are no government services available in town.</li> <li>Vanderhoof - ½ hr east 6-7000 people with government supports, hosp, college, Burns Lake ¾ hr west 5-6000 with gov supports, hosp, college</li> <li>Cold climate, two hours west of Prince George, centre of B.C.</li> <li>Small, rural community: sometimes very small number of people seeking services, but very important for a small community.</li> <li>Hard to compete for funding when pitted against larger centers for the same dollars. Always very underfunded in all aspects because our numbers are low. Rural is not always given priority.</li> <li>Must travel to access government services - not always easy due to winter road conditions. We have a bus service and a local bus in our community. But it's not public transit as in a centre. These buses travel one way from 8am and then back at 5pm, not daily. You are not going to go to training or get a job using transit. Need a car. Cost of travel is difficult for someone struggling financially.</li> </ul>	<ul style="list-style-type: none"> <li>Resource based - forestry and mining; predominantly male employment</li> <li>High School &amp; Elementary school employ more women. Overall difficult for women to have a career and stay in town.</li> <li>Biggest employers In Vanderhoof are hospital, schools</li> <li>With the closure of the mine, Fraser Lake has been in a state of shrinkage. Mine went from 450 to 11 employees.</li> <li>Forestry downsizing in general. Babine forest product explosion-Burns Lake layoffs.</li> <li>In 2017, F.L. lost grocery, drug store and bank closed in 2019. Today we have a small pharmacy, and 2 grocery stores &amp; Fields.</li> <li><b>Opportunities:</b> LNG - 6.2 billion project, hiring camp workers up to 700. On edge of town. First nation is opening a treatment centre, gym facility, restaurant and other services. In planning stages.</li> </ul>	<ul style="list-style-type: none"> <li>Displaced mine workers: 40% went to Fort St. James Mount Milligan Mine - same company owns both mines 10% work at fly-in camps elsewhere in the country, 10% retired, 10% are unemployable, on welfare. Those under 50 do fly in camps.</li> <li>West Fraser Sawmill - 40-60 workers displaced; younger workers get bumped because of union seniority issues. A lot of uncertainty in forestry industry in BC.</li> <li>Due to wildfires in 2018, 40% of allowable timber supply was lost</li> <li>Most in need of support: younger families, single parent families. Keep the families in your community and you can keep the community supports around (schools, recreation, etc.). Individuals have more flexibility.</li> <li>Literacy needs: need simple upgrading.</li> </ul>	<ul style="list-style-type: none"> <li>CNC in Vanderhoof runs some courses; costs and travel would be a factor for people in our community.</li> <li>For vocational training would have to go to Kelowna or lower mainland.</li> <li>For teacher training would have to go to university. Would require a commitment to live away.</li> <li>6 week Gail online courses - If you are a FL Library member you can sign up for these courses no charge, otherwise \$100-\$200 - good way to upgrade at home using computer. Good starting point.</li> <li>Progressive Employment Vanderhoof comes to Fraser Lake every Thursday to assist with resumes and job searches.</li> <li>We type resumes (by donation) at Autumn Services Centre.</li> </ul>	<ul style="list-style-type: none"> <li>60% of people in the community have either dial-up or no Internet. Even if you are motivated, you don't have access to the Internet. Computer literacy is a major stumbling block.</li> <li>Traditionally those employed in the resource sector jobs have lower literacy skills; don't have the capacity to learn a new position without significant training. People don't know what is available. We have low level learners with low confidence.</li> <li>Need to offer upgrading and courses in a safe space or they won't come; easier to stay on welfare.</li> <li>Addictions can be an issue - manageable when employed but with job loss comes lack of esteem and motivation.</li> <li>Mostly English speaking population, so don't have ESL language issues - this is an advantage.</li> <li>Lack of job diversity</li> <li>Entrepreneurship program</li> <li>Lack of strong community connections; need for regional networking</li> </ul>	<ul style="list-style-type: none"> <li>With downturns in local jobs, more men are working away.</li> <li>Men are more likely to work with their hands in jobs where more hard labour is required. It should be considered that upgrading be more 'shoulder to shoulder' - men work under that model.</li> <li>Advocacy and mentorships supports - someone who could mentor or advocate for someone who is unemployed - a support group. The AA for learning; support you through that new role. We are working on that for our seniors centre: Advocate for doctor apts., for example.</li> <li>Need a familial setting that is representative of the job type training. Learners need to be supported, so that they don't feel shamed or wronged.</li> <li>The mine is a huge empty space- it would be great to have a mine training course there. It has all the prerequisites and equipment needed to train drivers and many of the equipment operators.</li> </ul>

## APPENDIX E: FORT NELSON COMMUNITY LITERACY SOCIETY

Organization/ Community Characteristics	Major employers/ Industries Impacted	Characteristics/Needs of Displaced Workers	General Services	Supports that Serve Displaced Workers	Gaps/Challenges in LES Programming	Regional Strengths, Assets	What Works Well/Opportunities
<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>•Free programs to newcomers to Canada, Indigenous, adult and family literacy</li> <li>•Adult and Indigenous programs serving displaced workers</li> <li>•Indigenous program helps access employment through training, workshops, 1-1</li> <li>•Adult learning: job search, EI, bridging to post-secondary, literacy tutoring, technology tutoring, advocacy</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>•Small and rural, hard to reach; 4-hour drive from nearest centre; Profit River First Nation one hour away;</li> <li>•Population has decreased by 40% in the last 10 years</li> <li>•Health care is a big issue</li> <li>•No Service Canada</li> <li>•Transportation is limited (no more Greyhound);</li> </ul>	<ul style="list-style-type: none"> <li>•Not a lot in the community right now except odd jobs</li> <li>•Service industry jobs but people are used to making a certain amount of money; makes more sense for them to be on EI</li> <li>•<b>Displacement events:</b> OSB 2007-08; Oil industry 2009-2015; Tackama 2008-ongoing; Businesses shut down; tourism decrease; Greyhound cancelation; Forestry</li> <li>•Oil and gas decline gradual (small then large companies)</li> <li>•Some people can find temporary/seasonal work in hospitality (cleaners, maintenance) to work up their hours long enough to get on EI</li> <li>•Community forest with annual allowable cut. If it's another mill, supervising, machinery, to lower skilled labour. Municipality working on attracting investors</li> <li>•Tourism is developing but difficult transition for oil/gas worker; may not be realistic</li> <li>•Local municipality prioritized filling summer maintenance positions with displaced workers</li> </ul>	<ul style="list-style-type: none"> <li>•From OSB: 400 main with lower LES, lower computer skills, lower job security</li> <li>•From Oil Industry: 2000 lower LES, lower technology and communication skills</li> <li>•Aging population, predominantly men – near retirement age, but not prepared financially</li> <li>•Dealing with ill health; require healthcare services</li> <li>•Little to no computer literacy and need to navigate EI.</li> <li>•Communicating with Service Canada (advocacy work)</li> <li>•Also need resume and job search help</li> <li>•Indigenous (primarily men) <ul style="list-style-type: none"> <li>•Facing multiple barriers (e.g. addiction, domestic issues)</li> <li>•Addictions have become worse since unemployed</li> </ul> </li> <li><b>Needs</b> <ul style="list-style-type: none"> <li>•Mental health supports</li> <li>•Computer skills</li> <li>•Childcare</li> <li>•Financial literacy</li> <li>•Transportation</li> <li>•Medical services</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•Work BC: job boards, job placements. Eligibility application tricky and can test people's patience (a lot of paperwork)</li> <li>•Fort Nelson Friendship Centre: job placements, job search; legal advocate; applying for income assistance, disability; Men's hostel; Women's shelter; Stop the violence counsellor; Women's support group</li> <li>•Northern Lights College: only offer Adult Basic Education; used to offer Applied Business and Technology but no longer being offered</li> <li>•Northern Health: free counselling for addictions and mental health;</li> <li>•The Club House: support for people with developmental delays, mental health challenges; drop-in facility for professional help and socializing</li> <li>•Fort nelson family development society: people</li> </ul>	<ul style="list-style-type: none"> <li>•Adult advocacy program: secure income (like EI or IA), find housing, find work; drop-in 1-1 services; financial literacy workshops; a lot of observation and building idea of needs of learners over a couple of sessions, rather than making them do a test –</li> <li>•Report on CALB but don't do a lot of follow up if people don't come back</li> <li>•Indigenous adult education program: on-site at Prophet River First Nations (very remote, 1 hour away from Fort Nelson); drop-in 1-1 resume building, job search; technology workshops; financial literacy; workplace communication; mental health awareness; resume building and interview skills; scholarships and post-secondary opportunities (basic education and upgrading); workplace training (H2S Alive); Occupational first aid level 1;</li> </ul>	<ul style="list-style-type: none"> <li>•Their learner base went up 300% in a few years in adult programs</li> <li>•Group computer course would be helpful (basics: set up email, look at Work BC job board) – have done this before but don't have capacity to deliver often.</li> <li>•Help people access work opportunities/job postings</li> <li>•Missing piece is that not a lot of formal education; cannot retrain in the community, have to leave. Northern Lights College has faced many cuts in last few years. Bringing in one-day courses (entrepreneurship, communications)</li> <li>•Literacy Society supposed to be a bridge for people to enter formal education, but no formal education in community (Fort St. John is 4 hours away; Or could do a distance course)</li> <li>•Could help people who weren't eligible for WorkBC</li> </ul>	<p><b>People assets:</b></p> <ul style="list-style-type: none"> <li>•good foundation; lifestyle; resiliency; cultural diversity; First Nations Cultural Commerce; accessible leaders; essential services</li> </ul> <p><b>Programs/supports</b></p> <ul style="list-style-type: none"> <li>•ministerial programs</li> <li>•mental health supports</li> <li>•community dinners</li> <li>•non-profit sector</li> <li>•work BC</li> <li>•rec centre all year</li> <li>•doctors &amp; med staff</li> <li>•leisure programs</li> <li>•foodbank</li> <li>•literacy society</li> <li>•friendship centre</li> <li>•family D</li> <li>•NRAWS</li> <li>•Shelter (M&amp;W)</li> <li>•North Lights College</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>•Low rent</li> <li>•Thrift store</li> <li>•Small close community</li> <li>•Seniors programming</li> <li>•Location, necessary services</li> </ul>	<ul style="list-style-type: none"> <li>•Need to be responsive to individual needs: 1-1, establishes relationship and trust; WorkBC bureaucracy, lack of relationship building</li> <li>•Environment needs to be welcoming. Better retention rate, especially with vulnerable</li> <li>•If hiring 3rd party contractors, making sure they have background to work with literacy and language learners</li> <li>•If don't offer the service, don't send people away, find another organization</li> <li>•Northern Lights College has teleconference courses.</li> <li>•Literacy programs built into company training activities, financial literacy. Partnership between college/service providers with companies. Financial literacy training into mandatory job training</li> <li>•Wrap around support for employment and literacy. People go to multiple</li> </ul>

<p>airport but flights are expensive; no one can go to other areas for work</p> <ul style="list-style-type: none"> <li>• Major sectors and industries are tourism (that's all that's left) – smaller industry</li> <li>• Collapse of housing market</li> </ul>	<ul style="list-style-type: none"> <li>• Maternity supports &amp; services</li> </ul>	<p>going through system can go to family/parenting programs</p>	<p>Food Safe level 1; Driver's license</p>	<ul style="list-style-type: none"> <li>• Stress, anxiety, PTSD</li> <li>• Salary expectations</li> <li>• Greyhound leaving</li> <li>• Computer literacy for older workers</li> <li>• Reaching people and getting buy-in</li> </ul>	<ul style="list-style-type: none"> <li>• Affordable housing</li> <li>• Utilities infrastructure</li> <li>• Volunteering experience</li> </ul>	<p>service providers and get lost. Already host roundtable with all service providers but have room to develop more collaboration</p> <p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Affordable housing</li> <li>• Site C</li> <li>• Food education/community garden</li> <li>• Computer/mental health program</li> <li>• Early childhood training</li> <li>• Wage subsidy program</li> <li>• Literacy related workshops</li> <li>• Mental Health Programs and services</li> <li>• Still Standing</li> </ul>
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## APPENDIX F: COLUMBIA BASIN ALLIANCE FOR LITERACY

Organization	Community Characteristics	Major employers/ Industries Impacted	Characteristics/Needs of Displaced Workers	General Services	Gaps/Challenges in LES Programming	What Works Well/Opportunities
<ul style="list-style-type: none"> <li>Serve East Kootenays, West Kootenays, Boundary Regional Area where Columbia river runs (Columbia Basin)</li> <li>Goal is to work within community with community</li> <li>Serve 77 communities and have 16 LOCs</li> <li>Have ongoing funding from Columbia Basin Trust and Decoda, and other sources of funding (federal government, grants, fundraising)</li> <li>Deliver programs directly:</li> <li>Language classes for newcomers (various levels);</li> <li>ES 1-1 tutoring</li> <li>Work with employment organizations to offer resume writing, soft skills, workplace preparation workshops</li> <li>Technology training for seniors</li> <li>Meet learner where they're at as opposed to having a set curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• 80-100,000 people in region (but small towns/cities, max 20,000); Growing region</li> <li>• People are attracted to lifestyle – access to recreation</li> <li>• Cost of housing has gone up, people used to be able to get by with part-time work but now need more work</li> <li>• In tourism, service sector is quite strong</li> <li>• There have been mill/mine closures, but one mine closes and another opens; involves lots of travel/relocation</li> <li>• No transit, need vehicle</li> <li>• Major sectors: mills/forestry, mines (Teck), tourism/service, Interior Health, school districts, agriculture, construction</li> <li>• A lot of seniors/retirees, homeowners from Calgary, second home; a surge in young families moving to the area;</li> <li>• Diversity in region: Indigenous, South Asian, Eastern European, French Canadians/Quebecois</li> </ul>	<ul style="list-style-type: none"> <li>• Forest fires over the past 5 summers (3 of 5 have impacted jobs). Affect tourism, recreation, attract less tourists</li> <li>• A factory shut down outside of Nelson a year and a half ago and 500 people lost their jobs</li> <li>• Men working up North are coming back and trying to find jobs</li> <li>• Mill closures and rotating shutdowns (including Canal Flats)</li> <li>• A new technology company has moved in and promised new jobs but nothing yet</li> <li>• Training was offered through College of the Rockies for displaced workers from mill but most of them had no education and were leaning towards retirement age. Some took the training but maybe only 25% of workers, lots of people moved</li> </ul>	<ul style="list-style-type: none"> <li>• Thinks the majority are men, between ages 25 and 55. Many only had high school or less and into workforce right away</li> <li>• Men going into trades at later age for retraining (only if they had the means as it was held in Cranbrook or Castlegar).</li> <li>• Construction workers – fluctuates with highs and lows of economy</li> <li>• Younger demographic with families accessing CBAL services, dealing with housing shortage, one parent away/travelling for work</li> </ul> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• Financial literacy particularly among parents of young families: debt management, budgeting, understanding credit, understanding banks, credit cards. People not prepared for cost of housing going up as it has</li> </ul> <p><b>Want to learn:</b> whether people can access training if they want to and how do reach displaced workers who aren't already coming in to access services.</p>	<p><u>Local partners:</u></p> <ul style="list-style-type: none"> <li>• College of the Rockies (six locations); WorkBC (partner with CBAL on workshops); Kootenay employment services; Kootenay development society Public library</li> <li>• Planning committees in 16 communities with LOCs</li> <li>• people from different sectors, meet 3 times a year with CBAL coordinator (library, principals, city council, seniors' groups, business owners; 6-10 members x 16 communities)</li> </ul> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• Identify what is already being done in literacy landscape and what the needs are in communities</li> <li>• CBAL is the facilitator</li> <li>• In communities where there are early years tables, LOCs also sit on those tables so they are aware of needs of families</li> </ul> <p><b>East Kootenays</b></p> <ul style="list-style-type: none"> <li>• Drop in learning place CBAL</li> <li>• CMHA</li> <li>• Work BC in every community</li> </ul>	<ul style="list-style-type: none"> <li>• Geographic access to programs (very rural)</li> <li>• Childcare needs – would like to access childcare</li> <li>• Advanced option for learners</li> <li>• They would not travel to a different community to access programs</li> <li>• More advanced financial literacy</li> <li>• Want more enhanced programming - train facilitators to offer it</li> </ul> <p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Tech sector (Revelstoke, Rossland, Canal Flats) - Entrepreneurs attracted to region because of advancements in community with fibre optics/high speed internet</li> <li>• Construction/trades because community is growing</li> <li>• Health care assistants for aging population/assisted living (6 month certificate); Daycare workers (10 month certificate) - a lot of older workers retraining for daycare and health care</li> </ul>	<ul style="list-style-type: none"> <li>• Partnership with employment organizations</li> <li>• Community literacy audits with school districts and municipalities</li> <li>• Opportunities to work with College of the Rockies</li> <li>• Have a lot of creative people living in region, entrepreneurs</li> <li>• Partner with creative people/artists</li> <li>• Getting people to participate in arts</li> <li>• Seeing it as a sector and support people moving into the sector</li> <li>• New program in Cranbrook combining nature walks, photography, sketching, writing. Boost confidence and increase access/capacity for creative opportunities</li> <li>• Connect displaced workers with entrepreneurs and support them to work together or enter entrepreneurship</li> <li>• Some young women opening businesses who may have been displaced (jewelry, book stores, health food markets)</li> </ul>

		<ul style="list-style-type: none"> <li>• Target store also closed in 2015           <ul style="list-style-type: none"> <li>- College offered exploration in trades (15 week program)</li> </ul> </li> </ul> <p><b>East Kootenays</b></p> <ul style="list-style-type: none"> <li>• Fires – 600-800 due to tourism</li> <li>• Canal Mills 2015 (160+)</li> <li>• Galloway Mill 2018 (20)</li> <li>• Radium/Elko (100)</li> <li>• Teck</li> <li>• Target 2015 (200)</li> <li>• Finning in Sparwood 2014 (200 mining)</li> <li>• Decline of Oil and Gas Alberta</li> </ul> <p><b>West Kootenays</b></p> <ul style="list-style-type: none"> <li>• Softwood lumber (20 years)</li> <li>• Diminishing resource sector</li> <li>• Politics</li> <li>• Floods/forest fires</li> </ul>	<p><b>East Kootenays</b></p> <ul style="list-style-type: none"> <li>• Confidence</li> <li>• Literacy</li> <li>• Digital skills</li> <li>• Low income (need stipend)</li> <li>• Job search and resume skills</li> <li>• Lack of hope</li> <li>• Transportation</li> <li>• Childcare</li> <li>• Respect</li> <li>• No credit for cell phone</li> <li>• Access to technology</li> <li>• Mental health supports</li> <li>• Clothing/personal grooming</li> <li>• Financial mind shift/expectations</li> <li>• Housing and shelter</li> </ul> <p><b>West Kootenays</b></p> <ul style="list-style-type: none"> <li>• Transportation</li> <li>• Stigma</li> <li>• Emotional support/workplace community/networks/identity</li> <li>• Housing</li> <li>• Access to technology</li> <li>• Lack of resilience/confidence</li> <li>• Guidance/planning, identifying skills</li> <li>• Childcare</li> <li>• Lack of certification/skill</li> </ul> <p>Distance from labour market</p>	<ul style="list-style-type: none"> <li>• Youth training – Aspire</li> <li>• College of the Rockies – Older worker encore</li> <li>• Selkirk College</li> <li>• Public libraries</li> <li>• One-to-one tutors CBAL</li> <li>• EK addictions society</li> <li>• Salvation Army</li> <li>• Foodbanks</li> <li>• Kootenay learning campus</li> <li>• Women's centres</li> <li>• Community Connections</li> </ul> <p><b>West Kootenays</b></p> <ul style="list-style-type: none"> <li>• Literacy organization</li> <li>• Colleges</li> <li>• Columbia basin trust</li> <li>• Employee service – WorkBC/Skills Centre</li> <li>• Poverty programming</li> <li>• Family services</li> <li>• Community Futures</li> <li>• Foodbank</li> <li>• Legal assistance</li> <li>• Service BC</li> <li>• KAST Nelson Innovation Centre</li> <li>• Technology Access Centre</li> <li>• Libraries</li> <li>• Export navigation program</li> </ul>	<p><b>East Kootenays</b></p> <ul style="list-style-type: none"> <li>• Lack of affordable childcare</li> <li>• Funding during training</li> <li>• Confidentiality</li> <li>• Mental health support, especially for males</li> <li>• People don't know what's available</li> <li>• Access for free tech/computers/printers</li> </ul> <p><b>West Kootenays</b></p> <ul style="list-style-type: none"> <li>• Limited transportation</li> <li>• Limited mid-level jobs</li> <li>• Poverty/working poor</li> <li>• Lack of navigation of services/guidance in small communities</li> <li>• Lack of information about cycle of re-employment</li> <li>• Qualifications/skills not fit in a box</li> <li>• Access to technology in some communities</li> <li>• Isolation</li> <li>• Limited accommodation</li> <li>• </li> </ul>	<p><b>East Kootenays</b></p> <ul style="list-style-type: none"> <li>• Central hub</li> <li>• Elk valley: confidentiality shared form</li> <li>• Mechanism for cross-referral</li> <li>• Networking organizations</li> <li>• Cranbrook social planning committee</li> <li>• Services fair</li> <li>• Facilitated "Job Club" by a work counsellor.</li> </ul> <p><b>West Kootenays</b></p> <ul style="list-style-type: none"> <li>• Growing tech sector</li> <li>• Tourism</li> <li>• Entrepreneurship</li> <li>• Customized programming</li> <li>• Affordable/accessible infrastructure</li> <li>• Childcare</li> <li>• Mobile/outreach services</li> <li>• Address motivation to work</li> </ul>
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## APPENDIX G: FORT ST. JOHN LITERACY SOCIETY

Organization/ Community Characteristics	Major employers/ Industries Impacted	Characteristics of Displaced Workers	General Services	Supports that Serve Displaced Workers	Gaps/Challenges in LES Programming	Regional Strengths/ Assets/What Works Well
<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• 20 literacy partners delivering in all sectors</li> <li>• 3 fulltime employees; 40 regular clients, one-off clients</li> <li>• Programs open to individuals in surrounding areas, as far as 45 min drive</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• 22K people (over 30K when things were booming)</li> <li>• Very resource driven - oil and gas, forestry, farming</li> <li>• limited mobility between communities - public transit only within the city of FSJ</li> <li>• Poverty growing at 12% per year but also millionaires</li> <li>• Up until 2014, education not necessary for well-paying job.</li> <li>• Many did not finish high school; work in farming or trucking.</li> <li>• Many workers had long tenure without high school</li> <li>• Becoming more diverse. High expectations, but many end up in shelters/social services; Some pushback from community in response to diversity</li> </ul>	<ul style="list-style-type: none"> <li>• OSB mill: 200 workers displaced.           <ul style="list-style-type: none"> <li>• Labour positions displaced</li> <li>• Engineers probably quicker to be re-employed</li> </ul> </li> <li>• Oil and gas took a huge hit in 2015.           <ul style="list-style-type: none"> <li>• One or two oil and gas companies shutting down every month (15-30 people per company every month)</li> <li>• Many organizations closing or already closed</li> <li>• Local small businesses closing due to technology</li> <li>• Online purchases affecting mom and pop shops</li> <li>• Estimated a couple thousand people displaced since 2016</li> <li>• Still seeing house foreclosures from that</li> <li>• Canfor (layoffs/shift reductions); general forestry</li> <li>• Exploration occupations being displaced (maintenance occupations doing okay): Building roads, leases, drilling, oil sites/gas plants, truck drivers           <ul style="list-style-type: none"> <li>• Anything to do with creating/finding a new site</li> </ul> </li> </ul> </li> </ul>	<p>• 1000-2000 displaced workers in the last few years</p> <ul style="list-style-type: none"> <li>• long-tenured workers, seniors, youth, middle aged men, independent contractors, immigrants, low-skilled, older workers (can't retire)</li> <li>• 50%-60% would have low LES skills and need re-training</li> </ul> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• Operating technology/computers; for seniors, workplace communication, correspondence, forms</li> <li>• Childcare needs; housing; double income households needed; more social services and fewer to provide, don't want to leave FSJ; low skilled workers seeking comparable wages</li> </ul> <p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Site C is being built right now           <ul style="list-style-type: none"> <li>• Recent approval of LNG, oil and gas-related positions</li> <li>• Someone who hasn't completed high school wouldn't be considered;</li> <li>• would also need WHMIS, First Aid, Safety</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• WorkBC: workshops (resume, cover letter, interview prep, labour market, disclosing disability, staying employed) and employment counselling</li> <li>• Employment agency: interviews and cost shares workers for probation period</li> <li>• Northern Lights College for training, but financial barrier unless have a subsidy.</li> <li>• FSJ literacy provides tutoring to help people achieve their high school credential (which they could obtain from Northern Lights College)</li> <li>• GED program free at Northern Lights College other than materials</li> <li>• SUCCESS: settlement organization for new immigrants</li> <li>• Trades: direct people to steps involved in obtaining trades related occupations</li> <li>• There is a job fair specifically for former mill employees this month</li> <li>• There is a provincial program that is also trying to help former mill employees</li> </ul>	<ul style="list-style-type: none"> <li>• 1-1 tutors (English conversation, math, workplace safety, basic computer skills targeted towards seniors)</li> <li>• Biggest piece for displaced workers</li> <li>• Based on learner's goals and outcomes; determine their own timeline; short term and long term goals</li> <li>• Intake interview (learning objectives, availability, education level, preference for tutors)</li> <li>• Ministry of Advanced Education, Skills &amp; Training determine levels based on client abilities</li> <li>• Subsequent interview to identify additional goals or if goals have been achieved</li> <li>• Clients timeline usually around 6 months</li> <li>• Outcome measurement around increasing language skills for employment advancement or educational attainment</li> <li>• Financial literacy workshops (managing finances)</li> <li>• ESL classes</li> </ul>	<ul style="list-style-type: none"> <li>• No transportation or don't want to drive in winter conditions</li> <li>• Educational piece missing, e.g. training for digital skills.</li> <li>• Programs during regular business hours do not work well; evening workshops in the summer also do not work</li> <li>• Breaking down stigma of asking for help</li> <li>• sense of pride, would rather sit in shelter and not work than take job for less than \$100K/year</li> <li>• New immigrants face barriers to employment in oil/gas as they need to use radio</li> <li>• Indigenous services don't work together with other services</li> <li>• Business support for self-contractors who are out of work</li> <li>• Lack funding for support services</li> <li>• Lack of retention/atraction for employees outside of oil &amp; gas</li> <li>• Lack of visibility of services/program providers</li> <li>• Lack of ability to stay connected, no formal steering committee</li> <li>• Losing employees to Alberta</li> </ul> <p><b>Areas of Innovation:</b></p> <ul style="list-style-type: none"> <li>• Lots of requests for life skills which makes an employee more sustainable</li> <li>• Opportunity to provide HR services to self-contractors, and to strengthen relationships with Indigenous service providers/align programs</li> </ul>	

## APPENDIX H: EDWARD MILNE COMMUNITY SCHOOL SOCIETY (EMCS)

Organization	Community Characteristics	Major employers/ Industries Impacted	Characteristics/Needs of Displaced Workers	General Services	Gaps/Challenges in LES Programming	What Works Well or is Innovative
<ul style="list-style-type: none"> <li>• WorkLink responded to Decoda's survey and noted the closure of sport fishing.</li> <li>• Decoda is parent organization/funding source through the EMCS society (EMCS is local high school). The Society is a non-profit based out of the school.</li> <li>• Society operates a number of programs, including literacy: books for breakfast - families with toddlers, host reading and families go home with books; book bin program. Trying to develop a program in Renfrew.</li> <li>• The literacy work is very broad - Decoda leaves it to LOCs to develop local solutions.</li> <li>• Programs primarily targeted to children and youth. Don't at all work right now with displaced workers.</li> <li>• Region: Sooke Region, Shirley, Otter Point, Port Renfrew, Jordan River.</li> <li>• Main interest in the project is potential to benefit community as Sooke is underserved. Develop program for adults.</li> <li>• Team Lead: contract for 5-12 hours weekly. This project is additional. New to job, but has lived in region for 20 years.</li> </ul>	<ul style="list-style-type: none"> <li>• Sooke is primarily a bedroom community for Victoria. People can afford a bigger house, have a bit more breathing room.</li> <li>• 50/50 split between middle class and lower middle class.</li> <li>• Huge migration from the mainland to the island.</li> <li>• Resource based economy turned into a retirement, tourism based economy over last 20 years; employment in Victoria.</li> <li>• 20 years ago commercial fishing was just ending. Sooke Band does still fish.</li> <li>• In the last two years sport fishing has closed.</li> <li>• Lots of Airbnb. Adventure tourism industry.</li> <li>• Don't know lots about Renfrew.</li> <li>• Jordan River has a log sort that is operated by the Band.</li> </ul>	<ul style="list-style-type: none"> <li>• Sport fishing has been affected</li> <li>• Has been told that other displaced workers around the province will be coming back to Sooke. It does seem like this is happening. Fort Mac - seen people come back. One family who came back from Fort Mac started a marijuana business.</li> <li>• Main issue here is the cost of living - house prices. Regular jobs used to be fine, but now a double income isn't enough. Need skills to get better jobs.</li> <li>• Renfrew: speculation about high-end developers. Band is known for being serious - control the mouth of the bay; self reliant; powerful Band; not an impoverished Band. Logging community that is more impoverished. Very little industry: one hotel/ restaurant/ don't have a grocery store/gas station. Have to drive to Duncan for groceries. Kids have to bus to Sooke.</li> </ul>	<ul style="list-style-type: none"> <li>• Needs have changed towards digital literacy.</li> <li>• Work Link clients: older people and have lived their lives without cell phones. Also, basic reading literacy is underserviced.</li> <li>• It is amazing the number of children who can't read; play and learn camp that we fund, grade 1-3 who are not doing well. If they can't read, think of their parents.</li> <li>• Other barriers: politics, Work Link and ESCS society have had difficulties in the past.</li> <li>• Physical limitations of hard labour work</li> </ul>	<ul style="list-style-type: none"> <li>• Work Link - non-profit. They have various programs in place to provide training. For EI reach back possibility. Staff feel hampered and don't have enough resources. So many boxes they have to check to fit people in programs; split between Prov/fed; hard to get help for people.</li> <li>• Clientele: young people - 20-45 moving here or have been laid off. Have a number of computer terminals; have seen older men (but not predominantly) using internet. More males than females. Upper bracket of adulthood.</li> <li>• Public Library services</li> <li>• Local post-secondary institutions</li> <li>• Rotary club promotes literacy initiatives; Sooke Lions youth literacy.</li> <li>• Victoria Literacy Organization - provides services for adults, but they have to go to Victoria. Unsure of how well that works because of the issues around adult literacy and that people aren't very willing to speak up - perhaps not willing to go to Victoria.</li> </ul>	<ul style="list-style-type: none"> <li>• Training for practitioners in issues related to displaced workers to better understand adult literacy. Improving the success of outreach for literacy help; somehow making the outreach attract them and overcoming the shame issues. That is the main issue.</li> <li>• Educating practitioners on how to do good programming that will attract these type of people.</li> <li>• Main issue is outreach and having the data in place.</li> <li>• Lack of awareness of programs in the area</li> <li>• Lack of cell phone reception and internet services west of Sooke</li> <li>• Need for small business programs</li> <li>• Expand training provider campuses within growing communities</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative ideas: I would love that information.</li> <li>• Possible job/industry opportunity to provide services for the elderly (to those who can afford it)</li> </ul>

## APPENDIX I: LITERACY QUESNEL SOCIETY

Organization	Community Characteristics/ Industries Impacted	Characteristics/Needs of Displaced Workers	General Services	Gaps/Challenges in LES Programming	What Works Well or is Innovative
<ul style="list-style-type: none"> <li>Literacy Quesnel Society established since 2008. Prior, group of people meeting since 2005 informally.</li> <li>Literacy Outreach Coordinator since 2008.</li> <li>Very stable committee that oversee activities. Know what is going on in community, what to respond to; don't aim too big; know community and network really well, understand dynamics in forestry sector</li> <li>Literacy projects all for Quesnel and surrounding region, aligned with SD 28 boundaries- Alexandria, Hixson, Nazko, Wells, McLeese Lake</li> <li>Offer community programming, work with school district, Work BC, adult programming, women's resource centre; community outreach; kids under 6, seniors, adults</li> <li>Networking with organizations to help them better serve clients with literacy barriers; foundational/preparation work for organizations</li> <li>1-1 tutoring with volunteers for clients with very low literacy, some group support, outreach services at soup kitchen, Indigenous organizations</li> <li>Literacy organization well located amongst other providers; do have people walking in; remove barrier to people entering</li> </ul>	<p><b>Community Characteristics</b></p> <ul style="list-style-type: none"> <li>26,000 people; Cariboo regional district</li> <li>Forestry industry and mining, northern health and school district</li> <li>Most people drive, or limited public bus service within city limits, or can hitch hike</li> </ul> <p><b>Industries Impacted</b></p> <ul style="list-style-type: none"> <li>60-70 positions cut from TOLKO Mills (since the interview TOLKO has closed Quesnel location)</li> <li>West Fraser Mills cut back 3 shifts to 2; affected 50-60 workers</li> <li>Impacted college/high school students who worked these jobs in the summer</li> <li>Gibraltar mine went through hiring freeze</li> <li>Forestry industry more than mills</li> <li>Drivers, machinery operators, lots of extra jobs impacted</li> <li>Impact on partners - if they have to leave the community for work</li> <li>Ministry of forestry put together community transition team and there's a displaced workers transition team</li> <li>Tolko mill exit interview report - developed by Tolko and distributed by Terry Tate- characteristics of mill workers</li> <li>Rep for united steel workers, knows what's going on with workers on day-to-day basis</li> <li>Delayed response for people who have stopped working - it's been a month since the closure, people are still absorbing, no massive stampede to WorkBC, but there's been a trickle</li> </ul>	<ul style="list-style-type: none"> <li>20% less than grade 12 education</li> <li>People come to adult upgrading class and don't know what to do next; need to re-adjust to being a student</li> <li>A lot of people have strong skill set but never had to transfer that</li> <li>Many with resistance to change; loss of identity</li> <li>Older workers</li> <li>Mix of women and men</li> <li>Even mix of indigenous and non-indigenous</li> <li>People with no fixed address</li> <li>People living in subsidized housing but transient - in Quesnel for 6 months or a year</li> <li>Main LES needs: lack of practice at formal writing, math skills - wouldn't do well at test but lots of knowledge and skills</li> <li>Limited writing/reading skills but can speak English</li> <li>Can't get through safety training</li> <li>Across the board but commonly written/reading skills and numeracy, and technology</li> <li>Pipelines within 8 hour drive of here</li> <li>People will have to work somewhere else while family stays here</li> <li>What most like to learn: what they need, what they could help them with; building self-esteem, or sense of belonging that they need; how is it impacting their family?</li> </ul>	<ul style="list-style-type: none"> <li>Work BC, college of Caledonia, School District 28, Early Childhood community, library, child workers, community connect – northern health, child dev centre, school district</li> <li>Family support</li> <li>Aboriginal organizations</li> <li>Upgrading at college (high school completion)</li> <li>Administration program, older workers program that focusses on ES</li> <li>Literacy Society wants to start up community learning centre - has applied for funding</li> <li>Drop-in adult learning centre</li> <li>6-8 computer stations, workstations</li> <li>Used to have continuing education program through SD but it got cut</li> <li>Literacy society occasional does workshops for digital skills but it's mostly seniors</li> <li>Friendship centre offers a vast range of drop in support</li> </ul>	<ul style="list-style-type: none"> <li>WorkBC had info sessions for laid off workers but nobody came</li> <li>Challenge to get people to come to services</li> <li>Lack of opportunity in region outside of forestry - little bits and pieces might overtime fill this gap</li> <li>No forest worker placement office</li> <li>Difficulty accessing online processes</li> </ul>	<ul style="list-style-type: none"> <li>Haven't had a chance to test before</li> <li>Don't know what will work</li> <li>Maybe weather will impact who comes as well - maybe September will encourage people to come</li> <li>Have a good mix of 1-1 tutoring, group, and college options</li> <li>Lillooet - drop-in learning centre encourages people to become regular participants</li> <li>Needs to be context-specific - what works elsewhere may not work in Quesnel</li> <li>Community Learning Centre probably works very well, one in Lillooet BC where locals can just drop in and see what's going on and through that they get help and become regulars; casual but consistent presence is something that would definitely work in Quesnel</li> <li>Strong Collaboration-interagency networks</li> </ul>

## APPENDIX J: CAPILANO UNIVERSITY

Organization	Community Characteristics	Major employers/ Industries Impacted	Characteristics/Needs of Displaced Workers	General Services	Gaps/Challenges in LES Programming	What Works Well or is Innovative
<ul style="list-style-type: none"> <li>School of Access and Academic Preparation, “breakaway dept.” from Capilano’s ABE dept.</li> <li>Team lead: Program Coordinator for Community Dev and Outreach (also on CNAC), another 4-5 people in dept. involved in project</li> <li>4 LOCs work for Capilano (NVan, WVan, Whistler, Squamish, Pemberton)</li> <li>Delivers community-based ABE courses, LES programming at fundamental and intermediate level; college/uni prep courses; ESL</li> <li>Region: 11 communities (Sunshine coast, Squamish, Whistler, Pemberton, D’arcy, 3 First Nations communities, North Van, West Van, East Van</li> <li>Long-standing community partnerships with Carnegie Learning Centre, libraries, school districts, community centers, unions, Van city, Neighborhood Houses, Hastings Race Track, CUPE workers, PNE, hospital employees union, Sea to Sky community services association, settlement orgs, family literacy</li> <li>Main interest in project: opportunities for practitioner research, learn more about practices, opportunities/ strategies across country; learn who the displaced workers are, their needs</li> </ul>	<ul style="list-style-type: none"> <li>Mostly urban, but some rural/remote with access issues in Pemberton, Darcy (rural), First Nations communities are remote</li> <li>Other events: seasonal Hastings racetrack closure, gentrification of DTES mentioned in LOC survey</li> <li>Squamish</li> <li>Displacement events: gondola closure due to vandalism (75 people); mill closures in Squamish and Mackenzie (Maple Ridge sawmill closure; Interfor, 130 jobs; Sept 2019)</li> </ul>	<ul style="list-style-type: none"> <li>Forestry industry has declined but not sure of impact; mill closure in maple ridge – Interfor trying to help displaced workers (130) find jobs within Interfor network</li> <li>Fishing industry may also have an impact but not sure – maybe cannery/processing – not sure if it falls into her region (maybe Port McNeill/Port Hardy)</li> <li>Gentrification: service industry – restaurant/retail jobs as new “snazzy” businesses seeking more employees with “social polish, higher education”</li> <li>Squamish</li> <li>Gondola closure: tourism industry; 75 gondola workers immediately out of work for approx. 1 yr, (operators, retail, maintenance, admin); secondary effect on restaurant workers nearby (layoffs)</li> <li>Decrease in transit (6-10 casino employees)</li> <li>Childcare centres closed (6-8 workers)</li> <li>Housing crisis</li> </ul>	<ul style="list-style-type: none"> <li>Mill workers: many long tenured, older, came to work right out of high school, limited literacy and computer literacy skills, did some upgrading along the way, but skills not very transferable; had high-paying jobs</li> <li>Immigrants seasonal workers – hard for them to get other work (some return to home countries or end up in shelters in DTES)</li> <li>Squamish</li> <li>Year-round non-seasonal work</li> <li>Transportation (reliable)</li> <li>Childcare (lack of spaces)</li> <li>Affordable housing/employee housing</li> <li>Limited access to internet/computers</li> <li>Limited digital skills</li> <li>Upgrading (Foodsafe, serving it right, first aid)</li> <li>Need trust with service providers/consistency</li> <li>Visa for gondola workers</li> <li>Cost of living/living wage</li> </ul>	<ul style="list-style-type: none"> <li>WorkBC</li> <li>97 community adult literacy programs, family literacy</li> <li>Adult upgrading</li> <li>Settlement services</li> <li>More info needed directly from LOCs</li> </ul> <p><b>Squamish Strengths and Assets</b></p> <ul style="list-style-type: none"> <li>Goodwill in business community re: gondola vandalism</li> <li>Community resource meeting</li> <li>Dream makers group (23 years in area)</li> <li>Non-profit group</li> <li>Housing task force</li> <li>Under One Roof Project as model</li> <li>SPIP-suicide prevention intervention</li> <li>Local government youth strategy</li> <li>Long-term green energy</li> <li>DOS priorities</li> </ul> <p><b>Squamish Gaps</b></p> <ul style="list-style-type: none"> <li>Shortage in workers, gaps in skills</li> </ul>	<ul style="list-style-type: none"> <li>Money/funding</li> <li>Finding high quality educator to do the work/training tutors</li> <li>Certification and systems that control certification – dominant currency in employment market, good LES programs but employers want credential – need to partner with school district or post-secondary</li> <li>Lack of relationships with employers; work needed to help them understand what is actually needed for jobs/how people can express that they have that skill, i.e., employers say Gr 12 diploma not very meaningful because not a reflection of actual skills, even though it's required</li> <li>School districts do not have to provide adult literacy, meanwhile Ministry of Advanced Education thinks LES should fall under Ministry of Education, different governments have different ideas about who is responsible for people who fall through the cracks</li> </ul>	<ul style="list-style-type: none"> <li>Immediate hiring fair for gondola workers organized by Tourism Squamish, Chamber of Commerce, businesses encouraged to hire, resume clinics, job search supports, Gondola employer offered references for employees</li> <li>The Hotspot (Squamish): learner-centred, no obligation for particular curriculum unless tied to credential, can include direct work w/ employer and worker to develop job skills while working on transferable LES skills</li> <li>literacy work “by stealth” w/ First Nations women: 15 women leaders meeting every 2wk for learning event (being women today, leadership, health issues, managing trauma and addictions, how to parent, self-care, cultural exploration), instructor picks up students in three communities; long game but working</li> <li>Mill workers: identifying skills needs and highlighting existing skills, strength-based approach</li> <li>Hastings racetrack workers: Help them achieve certification so that they have somewhere to go afterwards</li> </ul>

		<ul style="list-style-type: none"> <li>•Closure of Capilano University campus (2015)</li> </ul>	<ul style="list-style-type: none"> <li>•Limited access to in person instruction</li> <li>•Accessibility needs (home-based employment)</li> <li>•Mobile outreach services</li> <li>•Mental health challenges/supports from employers</li> <li>•Cultural understanding for employers</li> </ul>	<ul style="list-style-type: none"> <li>•Squamish chamber provides workshops at cost (variety)</li> <li>•Lots of resources/capacity that needs to be harnessed</li> <li>•Squamish Nation partnership with BC Hydro</li> </ul>	<ul style="list-style-type: none"> <li>•Class 3 driving licenses</li> <li>•Lack of skills enhancement which is adequate beyond short-term</li> <li>•ABE harder to access because of campus closure</li> <li>•Bureaucratic- government created challenges (forms/paperwork)</li> <li>•Providers &amp; employers gap</li> <li>•Underemployed</li> <li>•Proof of job search, onerous process to access longer term training</li> <li>•Communication about what's available</li> <li>•Jobs can't sustain due to cost of living</li> </ul>	<p><b>Squamish Opportunities</b></p> <ul style="list-style-type: none"> <li>•Early Childhood Educators training at Capilano University</li> <li>•Job shadowing/mentoring</li> <li>•Renting rooms at/below cost for homeowners (shared housing)</li> <li>•Rent to business instead (employer)</li> <li>•Nonprofit/coop housing</li> <li>•Volunteer models for in person instruction</li> <li>•Supporting employers to learn more about accessibility needs &amp; create more home-based job opportunities</li> <li>•Skills enhancement</li> <li>•Accelerated credential assessment process to meet local needs</li> <li>•opportunities for partnerships with work BC/Capilano/Squamish Nation about training opportunities/laptops/facilities</li> </ul>
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## APPENDIX K: YELLOWHEAD COMMUNITY SERVICES

Organization	Community Characteristics	Major employers/ Industries Impacted	Characteristics/Needs of Displaced Workers	General Services	Gaps/Challenges in LES Programming	What Works Well or is Innovative
<ul style="list-style-type: none"> <li>Organization works with infants to seniors;</li> <li>Clearwater: men in mid20's went to work and realized they need their high school diploma; 40-55 who are injured and can't return to jobs or want high school diploma</li> <li>Jill Hayward is Literacy and Outreach Coordinator for Barriere.</li> <li>Barriere works mostly with Women who are returning to the workforce and middle aged men.</li> <li>Largest social service provider in valley.</li> <li>Run the transit system – twice a week bus to Kamloops for medical apts. or shops; run a bus every weekday from Clearwater to Vavenby so that people can do shopping and people come in for tutoring that way.</li> <li>Get grants for transportation to give people vouchers for cabs, bus tickets and gas cards. In Clearwater and Barriere have taxi cab. Northern connections health bus that takes people to Kamloops for medical apts. Greyhound shut down; there is a new Ebus, does provide transport to Kamloops, but not ideal times.</li> </ul>	<ul style="list-style-type: none"> <li>4,500 in surrounding area; Clearwater is 1.5hrs North of Kamloops.</li> <li>Area includes 10 communities and covers from McLure to Blue River (about a 2.5 hour drive)</li> <li>Simpcw First Nations (right outside of Barriere) - only band office in area – have an Education Coordinator and adult literacy program for Indigenous people on reserve.</li> <li>Clearwater and Barriere are municipalities, have a town council</li> <li>Rural communities; Clearwater (2,800 people) the largest. After Clearwater, north is considered remote/isolated communities. We do outreach to these communities once a week.</li> <li>20-30 minutes to the Vavenby mill from Clearwater.</li> </ul>	<ul style="list-style-type: none"> <li>Forestry was the biggest industry, and tourism and farming, also Interior Health Sd73; hospital and emergency room.</li> <li>Forestry mill – Canfor announced closure in June; closed by middle of July; August 31 last day Management left. 172 direct employees were affected. Big ripple effect – forestry contractors, road building, harvesting etc.</li> <li>Canfor Transition Team: Ministry of Forest leading it and Team Lead is at the table; hoping from these meeting to be able to measure the larger impact (i.e. ripple effect);</li> <li>Received BC community workforce response grant – developing courses based on survey needs. Found a local road contractor, he will teach heavy machinery. Class 1 drivers training. Have a red seal chef that will be teaching the cooking course. Community literacy program will help with high school certificate.</li> <li>Canfor shut down in 2011 for a very long time (indefinite shut down). People who could went up to work in the oil patch</li> </ul>	<ul style="list-style-type: none"> <li>Contracted by Ministry to survey the employees – what did they hope to get after this, what kind of jobs, what type of education did they already have – 60 surveys completed</li> <li>Result of survey: want their high school grad diploma; class 1 trucking license ; heavy machinery operators certificate, cooking course; Trans mountain pipe line – will need chefs for camps</li> <li>Not sure needs of the people who didn't fill out the survey. Wondering if these people are starting to go to the work BC office. Some were re-employed very quickly after closure outside of town – construction, road building in other places.</li> <li>Would like to know: of the 172, how many retired, how many bridged into retirement (6.9 million to forest industry to bridge retirement – all of B.C.); who has jobs; who needs to be retrained – this information is starting to come out of the Transition Team.</li> <li>Recommend getting survey out through the Work B.C. office, IWA union, social media, schools</li> </ul>	<ul style="list-style-type: none"> <li>Thompson River University. Have a satellite office in Clearwater and Barriere. Susan Ross – coordinator, comes to Clearwater once a week, and main office Barriere, there two days a week.</li> <li>Work BC – first place people are referred to; get an intake; sign up for services. Then will determine which programs/funding they can access. People are referred to my tutor program – to get certain accreditation and if need extra support. Work B.C. does a lot of training in Clearwater and Barriere</li> <li>Counseling services available – employer family assistance program – have come to Clearwater. Mental health and addictions counselling</li> <li>Ministry of Children and family development office – counseling for youth</li> <li>Community kitchen program and Food Bank</li> <li>Literacy services – all ages</li> </ul>	<ul style="list-style-type: none"> <li>Funding is huge; Funded by the Ministry of Advanced Education to coordinate an adult tutor program, a volunteer program. Did a Raise a Reader fundraiser for Canfor employees and raised \$10,200 for adult tutoring program. Relying on volunteers and have a wait list for people wanting tutors. Can't meet need with volunteers we have.</li> <li>We are receiving less money now from our Work BC contract and have greater demand from adults who need help with services.</li> <li>Transportation and daycare are huge – got some money for grants; got \$600 for food, daycare, transport for adults accessing programs – United Way provide vouchers for dr. apts., etc. Transportation for tutoring is a huge issue.</li> <li>Bridging to retirement doesn't mean they can afford to stay retired after the 18 months period</li> </ul>	<ul style="list-style-type: none"> <li>Municipality is applying for fuel reduction program for the community for fire reduction (reducing the fuel load). Small group in 2011 got trained to reduce fuel around the community. Hasn't started up yet.</li> <li>One town is trying to buy their mill, but not sure how that went.</li> <li>The Simpcw Natural Resource Department (NRD) works within the local forests. It is partnership with Simpcw Administration and Council, and is committed to the protection, conservation and management of resources.</li> <li>We're on the right track with workforce response grant – certifications, but would like to do more of that; example, a tech courses – about computers, secretarial, bookkeeping course; generally just more. In our community, it would be possible to work remotely. Admin assistance/bookkeeping, websites, computer programming.</li> <li>Subsidy for day care, transportation, food vouchers</li> </ul>

