



80 Bradford Street, Suite 508, Barrie, Ontario L4N 6S7  
TEL (705) 733-2312 • FAX (705) 733-6197  
E-MAIL [clo@bellnet.ca](mailto:clo@bellnet.ca) • WEBSITE [www.nald.ca/clo.htm](http://www.nald.ca/clo.htm)

## COMMUNITY LITERACY OF ONTARIO CIPMS E-COMMUNIQUE – SEPTEMBER 2008

### CIPMS – 2007-2008 IN REVIEW

It is hard to believe that well over a year has passed since Community Literacy of Ontario received funding from the Ontario Ministry of Training, Colleges and Universities for a project called: *"The ABCs of the Continuous Improvement Performance Management System."* During this past year, CLO successfully:



- Developed and delivered face-to-face training on CIPMS at the Laubach Literacy Ontario conference in June 2007
- Developed and delivered face-to-face training on CIPMS at CLO's conference in October 2007
- Developed and delivered three online training events on CIPMS in November 2007
- Wrote and circulated CIPMS e-communiqués in October 2007 and March 2008, which are available on the CLO website ([www.nald.ca/clo/communiqué/mar08.pdf](http://www.nald.ca/clo/communiqué/mar08.pdf) and [www.nald.ca/clo/communiqué/oct07.pdf](http://www.nald.ca/clo/communiqué/oct07.pdf))
- Wrote a hardcopy manual, *The ABCs of CIPMS*, that was published in April 2008 and is also available for download on our website ([www.nald.ca/clo/resource/cipms/cipms.pdf](http://www.nald.ca/clo/resource/cipms/cipms.pdf))
- Wrote a **Literacy Basics** module on CIPMS that is available on the Literacy Basics website ([www.nald.ca/literacybasics/cipms/intro/01.htm](http://www.nald.ca/literacybasics/cipms/intro/01.htm))
- Moderated an online CIPMS AlphaCom discussion (which ran from January 2008 until March 31, 2008) and was open to anyone in the literacy field.

- Served on the Provincial CIPMS Working Group with MTCU and the other provincial organizations delivering CIPMS training: the Ontario Literacy Coalition, Deaf Literacy Initiative, La Coalition francophone pour l'alphabétisation et la formation de base en Ontario, and the Ontario Native Literacy Coalition. All of these organizations also delivered CIPMS training to their respective stakeholder groups during 2008.

## WHERE ARE WE NOW?

CIPMS is of primary importance to all Employment Ontario agencies, including of course Literacy and Basics Skills. CIPMS is multi-faceted and takes time to put into practice; however CIPMS is not new to literacy agencies who have in fact been working with CIPMS in different stages for the past several years. Be sure to watch MTCU's Employment Ontario Partners Gateway website at [www.eopg.ca](http://www.eopg.ca) for emerging information on CIPMS and other critical topics.

Community Literacy of Ontario has recently been funded by the Ministry of Training, Colleges and Universities to work on a new CIPMS project: *CIPMS Online and Interactive*. CLO will provide online training to help literacy agencies as they continue to develop and implement CIPMS. CLO's online training will be provided through a learning platform called Moodle (see: <http://moodle.com/>). Moodle is free and provides an active asynchronous learning environment that is very user friendly, is interactive, and is accessible to everyone at their own convenience. Watch for more information from CLO on this exciting new project in the coming months!

## CIPMS FOCUS GROUP

To gain insight as to where literacy agencies are at this point in time with the implementation of CIPMS, Community Literacy of Ontario held a focus group with its provincial Board of Directors in June 2008. This distinguished group of practitioners is representative of literacy agencies – large and small, and rural and urban -- from across Ontario.

This experienced and knowledgeable group believes that they have a moderate to excellent understanding of what CIPMS is. This positive response can be attributed not only to the wide variety of training opportunities and resources provided about CIPMS throughout 2007/2008, but also to the fact that CLO's board of directors are leaders in the literacy field and many had already taken the initiative to begin implementation of CIPMS or outcomes-based program evaluation prior to the formal implementation of

CIPMS by MTCU. However, their responses also indicate that there is still room to increase their understanding of CIPMS. Moderate is good, but excellent is better.

Interestingly, their understanding of MTCU's expectations in terms of CIPMS implementation was also mixed, varying from moderate to excellent, with the majority falling in the moderate to good range. Again this response strongly indicates that clear and ongoing communication from MTCU is of the utmost importance as CIPMS is implemented during the current year.

## **CIPMS IN ACTION**

During the CIPMS focus group, it was apparent that CLO's Directors are working diligently to put CIPMS into action in their agencies. We are sharing some of their activities and strategies in the hopes that other agencies will find them useful.

---

### **PRINCE EDWARD LEARNING CENTRE (PELC)**

[WWW.PELC.CA](http://WWW.PELC.CA)

PELC in Picton is using a chart ([www.nald.ca/literacybasics/cipms/step3/03.htm](http://www.nald.ca/literacybasics/cipms/step3/03.htm)) developed by Community Literacy of Ontario and introduced at its CIPMS workshop in October 2007. PELC has found that using the chart to track 3 and 6 month follow-up data marks helps learners and staff to stay on track. For example the chart helps PELC staff to track the percentage of people going on to employment goals and the percentage of people completing the Learner Satisfaction Survey. PELC has also found the form developed by Northern Connections form useful for tracking and measuring information and referrals from partners. (This form is available for download on CLO's Literacy Basics website at [www.nald.ca/literacybasics/cipms/step3/01.htm](http://www.nald.ca/literacybasics/cipms/step3/01.htm)).

---

### **STREET HAVEN LEARNING CENTRE**

[WWW.STREETHAVEN.COM](http://WWW.STREETHAVEN.COM)

The Street Haven Learning Centre in Toronto has also found the above mentioned chart ([www.nald.ca/literacybasics/cipms/step3/03.htm](http://www.nald.ca/literacybasics/cipms/step3/03.htm)) to be extremely helpful; they use it for assessment of capacity and have included it in their agency's business plan. This forward-thinking agency has worked to improve its abilities/capacities to measure agency success and finds that being able to accurately reflect measurement provides direction that helps determine which areas of their agency need improvement. Street Haven Learning Centre has also transferred learner plans to Essential Skills Plans. They

have developed checklists in accordance with the different LBS levels and lists and have transferred them to the Essential Skills Levels.

---

### **PTP - ADULT LEARNING AND EMPLOYMENT PROGRAMS (PTP)**

[WWW.PTP.CA](http://WWW.PTP.CA)

PTP in Toronto noted that CIPMS is data driven and is focused on levels of efficiency, effectiveness and learner satisfaction that can be implemented for the whole organization. PTP managers each identified and focused on two priority goals and developed an action plan to monitor and evaluate accordingly.

---

### **KINGSTON LITERACY**

[WWW.KINGSTONLITERACY.COM](http://WWW.KINGSTONLITERACY.COM)

Kingston Literacy is meeting or exceeding the expectations of the Ministry and as a result they chose goals to help increase marketing, outside referrals and employee professional development. In order to increase the community profile for their new location and outreach to new learners, their actions include holding three open houses and developing and distributing a new outreach brochure. Kingston Literacy feels the key is in establishing strong baseline information to start the tracking process and so they tracked additional information to strengthen their statistical validity. Their second area of improvement is increasing staff skills in using new technologies. This will involve providing access to four professional development opportunities in technological areas identified by staff as important for their positions.

---

### **QUINTE ADULT DAY SCHOOL (QADS)**

Through project funding from the Office of Literacy and Essential Skills, Human Resources and Social Development Canada and managed by The Centre for Literacy of Quebec, Quinte Adult Day School's Action Research Team will use the United Way Outcome Measurement process to develop and pilot measurement tools and data evaluation methods to capture changes in learners' self-management and self-direction skills. QADS plans to develop tools and methods that can be utilized by other literacy agencies across Canada.

---

### **WELLINGTON COUNTY LEARNING CENTRE**

---

[WWW.THEWCLC.CA](http://WWW.THEWCLC.CA)

Wellington County Learning Centre (located in Arthur) clarified for their agency the Ministry's terms of efficiency and effectiveness before making decisions on improvements and follow-up. They determined that the efficiency for their agency was setting specific dates or timeframes to record data on follow-up results so that they could ensure that step was accomplished. The effectiveness was determining if the training plan was accurate and productive. For example if goal planning needs to be accomplished then utilizing the first twelve hours of training for goal planning is most effective because this is the time frame that most learners stay for.

---

### **NORTH ALGOMA LITERACY COALITION**

[WWW.FOCUSONLEARNING.INFO](http://WWW.FOCUSONLEARNING.INFO)

North Algoma Literacy Coalition (Focus on Learning) is meeting the projections in their Business Plan (Ministry expectations) but are concerned that these numbers are not within their control. They are based on historical student demographics and now due to the present local labour market changes with the three major employers closing, these numbers could drastically change. As improvement is not just about these numbers, the program is exploring broader goals, what they do well and why, and how these strengths can be translated to other areas of their program.

---

### **ADULT LANGUAGE AND LEARNING (ALL)**

ALL (located in Chatham) is working on improving efficiency and effectiveness through focusing on follow-up and training plans. They have initiated a process where learners set weekly goals with colour-coded cards in library pockets that are visually predominant in the classroom. When it comes time to review the training plan learners have an achievement record of their own on which to reflect. This system provides short-term achievable goals and allows learners to celebrate even minor successes and sometimes achieve two or three goals a week.

The goal is more definitive and the learner finds it easier to focus on the achievement rather than the task, especially when they are totally in control of what is on the card. The program assists with decision on the timelines and direction. If it is taking too long to achieve what the learner has set then the practitioner can step in quickly before frustration sets in. It helps the learner to identify skills that they didn't know they had and identify perhaps a new direction before they invest too much time.

---

## TORONTO PUBLIC LIBRARY

[WWW.TORONTOPUBLICLIBRARY.CA/SPE\\_SER\\_LIT\\_INDEX.JSP](http://WWW.TORONTOPUBLICLIBRARY.CA/SPE_SER_LIT_INDEX.JSP)

The Toronto Public Library is focusing on increased learner consultation as part of the Adult Literacy Service Review and through an enhanced Learner Satisfaction Survey. Adding additional questions to the Learner Satisfaction Survey and learner interviews will provide this agency with more information that can be used to improve service delivery; thereby helping other learners to achieve their goals. Tracking responses and results from the enhanced Learner Satisfaction Survey will guide the goal-setting process at LBS levels one and two and will be used to validate achievement. Findings from interviews with learners will enable the Toronto Public Library to determine strengths, areas for improvement, opportunities for change, and ways in which learners can make more effective use of existing services.

## RESOURCES

CLO's board of directors find the following resources helpful as they work with CIPMS:

- *CLO's CIPMS Manual* ([www.nald.ca/clo/resource/cipms/cipms.pdf](http://www.nald.ca/clo/resource/cipms/cipms.pdf))  
This manual is available in both hard copy (sent to community-based literacy agencies and regional, sectoral and umbrella literacy networks in Spring 2008) and for download in PDF format from CLO's website. It includes information about performance management in general, examples of where performance management is used elsewhere, and performance management as it is rolling out in Ontario Literacy and Basics Skills programs. It also includes many reproducible forms and documents that agencies have found useful for tracking data and for program planning, some of which have already been mentioned in this e-communicé.
- *Summary sheets outlining programs goals and steps from the Train Ontario 2 workshops*  
Train Ontario 2 workshops were held across Ontario in 2005. Materials and resources from these training events were gathered together and compiled onto a CD called "Practical Supports: Reinforcing our Capacity to Work with Learners with Employment Goals" thanks to QUILL network ([www.quillnet.org](http://www.quillnet.org)). This CD is available for \$25 and can be ordered from the "resources" section of their website.
- *Train Ontario 2 information* is also available at CESBA's LBS Practitioner Training website at [www.lbspractitionertraining.com/html/train\\_ontario\\_2.html](http://www.lbspractitionertraining.com/html/train_ontario_2.html). This self-study online course focuses on building agency capacity for programs whose learners have employment-related goals. There are five key areas that are essential for good program management, i.e.

1. Program Policies & Procedures
2. Strategic Planning and Coordination
3. Marketing, Outreach and Partnership Building
4. Supporting Practitioners and
5. Program Evaluation

Currently, the LBS Practitioner Training site has one module about Marketing, Outreach and Partnership Building. The introduction to the module describes the materials in the module as representing “the best information, ideas and examples from Train Ontario 2 and provide a good foundation for moving forward in constructing a new framework for training in Employment Ontario.”

- *Northern Connections Adult Learning Centre (NCALC)'s tracking form*  
This valuable resource was developed by NCALC to help them plan and prepare for programming monitoring visits and program planning in general. Many agencies have found this to be a very useful tool. Visit the CIPMS module on CLO's Literacy Basics website to access this tool:  
[www.nald.ca/literacybasics/cipms/step3/01.htm](http://www.nald.ca/literacybasics/cipms/step3/01.htm).
- *Metro Toronto Movement for Literacy* included some informative CIPMS information in their February newsletter ([www.mtml.ca/newslet/08/Feb08/1.htm](http://www.mtml.ca/newslet/08/Feb08/1.htm)). This issue also includes a good article about the Essential Skills.
- *United Way training in outcomes-based program evaluation.*  
The United Way is an excellent source of information about outcomes-based evaluation (the cornerstone of CIPMS). They have an online resource network at [www.liveunited.org/outcomes](http://www.liveunited.org/outcomes) that provides information about outcomes-based evaluation as well as a number of links to other resources. The site includes excerpts from their very useful document “*Outcomes-Based Evaluation: A Practical Approach*” [www.liveunited.org/Outcomes/Resources/MPO/index.cfm](http://www.liveunited.org/Outcomes/Resources/MPO/index.cfm). To find the full, print-version of the resource, please contact your local United Way. These agencies also offer outcomes-based evaluation workshops in their regions. You can search for your local United Way at the Canadian site at [www1.unitedway.ca/sites/PortaleN/find.aspx](http://www1.unitedway.ca/sites/PortaleN/find.aspx).