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Community Literacy of Ontario

EFFECTIVE EVALUATION STRATEGIES AND TECHNIQUES TOOLKIT

Contents

EVALUATION OVERVIEW

Usually, some of the best ideas, approaches and tools come directly from the literacy field. This "*Effective Evaluation Strategies and Techniques Toolkit*" is no exception. Community Literacy of Ontario (CLO) was very fortunate to work with some very creative and progressive practitioners in Ontario's literacy field – to draw ideas from them, bounce ideas off them, and, when necessary, to get reality checks from them! We hope that this toolkit provides literacy practitioners with information, strategies and sample tools that will be able to use as they continue to evaluate the great work that they do. All of the tools are designed to provide you with voluntary samples that you might find useful to use in your literacy agency.

This toolkit was created to reflect the most up-to-date information as of September 2012. However, MTCU's processes and requirements do change over time. **Please be sure to check with your MTCU Employment and Training Consultant for the most recent information regarding evaluation and other ministry initiatives**.

Evaluation within Literacy and Basic Skills Programs in Ontario has practically become synonymous with performance management. All literacy programs are now working within an evolving Performance Management Framework, with emphasis on customer service, effectiveness and efficiency. Community-based programs were perhaps just starting to feel comfortable with developing processes to capture data to report on success in these areas as well as ways in which the agency could improve when two new major initiatives came onto the scene – the Ontario Adult Literacy Curriculum Framework (OALCF) and EOIS CaMS (the new information management system for literacy).

Evaluation, continuous improvement, performance management…they all sound similar and suggest "getting better" at what you do. When there isn't a lot of time to "get better," but you know that paying attention to "getting better" is critical to your program's continued and future success, how do you approach evaluation? Given learner needs, Board of Director expectations, and funder directions, where do you start? This toolkithas been designed for and with community-based practitioners to suggest practical strategies to help you determine how to spend your limited time in approaching evaluation.

PERFORMANCE MANAGEMENT

Most people, when they hear the term performance management, will automatically think of Human Resource management – how you manage and maximize the skills of staff. Performance management, within Employment Ontario, is actually a much broader term.

According to the resource *Employment Services Performance Management System for Service Delivery Site Managers*, Unit 1.1, performance management is:

An outcomes-and-evidence based Performance Management System in a continuous improvement model enables strategic and consistent decision making at a contract, regional and provincial program level.

Performance Management:

1. Is a clear, strategic system for managing in a way that provides **maximum benefits for clients**, employers, communities and MTCU while ensuring resources are being effectively allocated and managed;
2. Is a system in which MTCU management and staff, service providers and clients have the same understanding of what's important, what's expected, and what the **incentives** and **consequences** are;
3. Is an MTCU enterprise-wide approach that builds organizational capacity in the regions to deliver and manage quality customer services, either directly or through a third party;
4. Identifies clear measures and standards of performance management and **transparently** links them to funding and business decisions;
5. Informs change in all organizational business systems, for MTCU and service providers, such as: Information Management System (IMS) development, program contract and administration, HR development, organizational development, program design, development and evaluation;
6. Supports ongoing program development and innovation, **priority setting (what gets measured gets improved)**, **resource allocation (what gets measured, gets funded)**, evidence-based problem solving and decision making and continuous improvement based on data driven decisions;
7. Enables local planning, decision making and accountability and ensures the integrity of a provincial framework of commitments, measurements and standards;
8. Enables Strategic Program and Service Management: formalizes the use of evidence (reliable data) in fulfilling government commitments;
9. Ensures results are assessed against consistent factors: **customer service**, **effectiveness** and **efficiency**, which improves service to all customers.

While the definition above is from a document that was developed for Employment Services, we know that Literacy and Basic Skills is following in the footsteps of Employment Services. The words that have been bolded above are terms and concepts that are not new to literacy providers.

With this definition, along with EOIS-CaMS reporting and the new Ontario Adult Literacy Curriculum Framework (OALCF) in mind, CLO has identified/developed some sample tools to assist community-based programs in analyzing their data, understanding what the data is saying, and implementing tools and processes to improve or demonstrate results.

GETTING THE DATA IN!

The first two quarters of the 2012-2013 fiscal year have been extremely busy for community-based practitioners – with literacy programs beginning to use EOIS-CaMS and the OALCF as of April 1. Programs are expected to have all learners registered on EOIS-CaMS by the end of the second fiscal quarter. Many programs have been trying to think of how best to accomplish the simultaneous integration of these two major MTCU initiatives. All of the information required for EOIS-CaMS must be identified, systematically collected and then entered into EOIS-CaMS. While there isn't one "right way" to manage the collection of data, CLO really liked a flow chart put together by the North Frontenac Literacy Program.

If your program would like some assistance with figuring out a sequencing of events to ensure that the required data is collected and entered, we have attached a helpful sample from Northern Connections Adult Learning Centres called ***Intake, Assessment, Learner Plan Development and Referral Process***.

USING EOIS CAMS REPORTS TO YOUR ADVANTAGE

Please remember that when in doubt about any issue regarding EOIS CaMS, be sure to check with your MTCU Employment and Training Consultant. MTCU's Employment Ontario Partners' Gateway is also a good source of information: www.tcu.gov.on.ca/eng/eopg/

Community-based programs have now had six month's experience with inputting data into CaMS as well as their first experience with a Quarterly Status and Adjustment Report (QSAR). While on the surface, reading the Detailed Service Quality Report (DSQR) and filling out your QSAR four times a year may seem a bit like filling in your own agency report card, the numbers that are generated through EOIS-CaMS *do* tell a story about your agency:

- Is it a positive story? What does the information tell you (and the funder) about your program?

To assist community-based practitioners in answering the two questions posed above, CLO has developed two checklists. The first is CLO's sample ***Detailed Service Quality Report Checklist and EOIS-CaMS Analysis*** (which can be found in ***APPENDIX #1*** (page 10). It has been designed to identify items that you might review or look for in the DSQR as well as potential actions you can take, depending on what the DSAR is telling you. For example, if you notice that your program is not meeting the provincial average for Customer Satisfaction, the DSQR Checklist will suggest some strategies or approaches for you to consider.

The second checklist is CLO's sample ***Case Activity Report Checklist*** (see ***APPENDIX #2*** (page 12). This checklist was designed for you to be more hands-on in reviewing your program statistics. Whatever your past practices have been regarding the review of your program statistics, you may want to increase your attention to statistical monitoring. The Case Activity Report is issued weekly and gives you an opportunity to review case input before closure, whereas the DSQ reports only on those closed – when it is too late to make repairs!

Both the DSQR and the Case Activity Reports draw upon data that you put into EOIS-CaMS. Many programs are still working on streamlining processes to ensure that all the data that is required for EOIS-CaMS is properly collected and entered onto the system. CLO is pleased to share a sample tool that has come out of Eastern Ontario and is called ***Sample Form for Inputting the LBS Service Plan into EOIS-CaMS*** (which can be found in ***APPENDIX #3*** (page 14). This tool details the steps and the sequence of steps required to ensure all the data you need for EOIS-CaMS is available and entered. You may find it useful to compare this set of steps to the process you have put together for your agency. You may also want to file this (or your) process away in appropriate places for new staff orientation and succession.

PERFORMANCE MEASUREMENT

According to the *Ontario Public Service (OPS) Performance Measurement Guide*:

Performance Measurement is important because:

- What gets measured, gets done;
- If you don't measure results, you can't tell success from failure;
- If you can't see success, you can't reward it;
- If you aren't rewarding success, you are probably rewarding failure;
- If you can't see success, you can't learn from it;
- If you can't recognize failure, you can't correct it;
- If you can demonstrate results, you can win public support.

At its most basic level, literacy program success is being measured by a combination of*:

- Who is served (i.e., suitability factors)
- What happens to them (i.e., outcome or impact of service)
- How well individuals and employers think they have been served (service coordination and customer satisfaction) and,
- The value for the investment (efficiencies).

*Source: *Employment Services Performance Management System for Service Delivery Site Managers*

A good resource on continuous improvement is CLO's ABCs of CIPMS which is available on CLO's website at www.nald.ca/clo/resource/cipms/cipms.pdf. This resource provides good context and ideas for understanding how to link continuous improvement to statistical collection, statistical analysis and resulting program changes.

CUSTOMER SERVICE

When it comes to customer service, most programs are good at determining what their primary customers – learners – want and need. For many years now, programs have administered the Learner Satisfaction Survey and some programs have added questions to this survey, or used other surveys or means) to gather additional information on how they could change or modify programming to further meet learner needs.

In this section of CLO's toolkit, we highlight a couple of definitions used in this resource that suggest how literacy programs might approach customer service. The Self-Assessment Guide divides customers into two groups: primary customers and stakeholders.

Primary customer – any individual or group whose needs you must satisfy in order to remain in business

Stakeholder – individuals or organizations who are important in supporting service delivery but without whom you would still be able to continue to offer services.

In years past, some programs could perhaps get by with just focusing on their primary customers. Within the Employment Ontario system though, with its emphasis on integration of services, it is arguably both expected and beneficial for literacy programs to consider the expectations of their stakeholders, or at least to agree internally amongst staff and Board who their stakeholders are!

CLO has created two sample tools from other existing MTCU documents to use as samples. The first tool is called ***Sample Exercise for Assessing and Meeting the Needs of Your Primary Customers*** (which can be found in ***APPENDIX #4*** (page 16).

The second tool is called ***Sample Exercise for Assessing and Meeting the Needs of Your Stakeholders*** (see ***APPENDIX #5*** (page 17).

CLO has done other work on the topic of customer service resulting in the development of great resources that programs will find useful as guides when they develop their own policies and procedures in this area. As well, the College Sector Employment Services developed a customer service charter that may be helpful to you.

- CLO's Sample Customer Complaint and Resolution Process (in our December 2011 e-communiqué) www.nald.ca/clo/communique/dec11.pdf
- CLO's Customer Service Management chapter in our CAPACITY PLUS guide: www.nald.ca/clo/resource/capacity_plus_book_02.pdf
- CLO's Customer Quality Statements: www.nald.ca/clo/resource/customer_service_quality.pdf
- Sample Customer Service Charter from the College Sector Employment Services: www.employmentcses.ca/

EFFECTIVENESS

Your agency's effectiveness score, when the Performance Management Framework is fully implemented in 2014/2015, might be worth as much as 60% of your overall agency score. And your program's ability to target clients based on suitability indicators will form part of the effectiveness score (the exact percentage is yet to be determined). You may find that you need to market your program more strategically and in a more targeted fashion in order to meet the current or even provincial standards under client suitability.

Community Literacy of Ontario has designed a sample tool for you to use called ***Marketing and Designing Your Program to Match Client Suitability – Sample Tracking Chart*** (which can be found in ***APPENDIX #6*** (page 18). The tool could help you to track any thoughts, discussions and items "to-do" that you may determine around client suitability.

SERVICE COORDINATION

Service coordination is another, even weightier part of Customer Service. In the more mature Performance Management System that will be in place in 2014-2015, service coordination could be worth 20% of the 30% total for Customer Service.

According to the *LBS Guidelines November 2011*:

> Service Coordination tracks how well a service provider works within the LBS and EO delivery system and in the community. It measures the percentage of learners in the LBS Program who experience effective, supported referrals into, during or at exit from the LBS Program. P.21

All community-based literacy programs have a history of making referrals, either to other Literacy and Basic Skills Programs or to community agencies that offer services that clients have need of (addictions, financial counseling, mental health, employment services, social services, etc.). The extent to which the making of referrals has been formalized varies across the province and it certainly sounds, from the emphasis on "effective" referrals, that all literacy programs are expected to have formalized referral processes in place. In communities where there are multiple LBS providers, collaboration may be helpful.

For example, in London, ON, Literacy Link South Central developed a LBS to LBS referral form called ***London Literacy Referral Form*** (which can be found in ***APPENDIX #7*** (page 20).

As well, Literacy Link South Central developed a formal referral process in consultation with local literacy providers called ***London/Middlesex Literacy Agency to Literacy Agency Referral Protocol*** (see ***APPENDIX #8*** (page 21).

For the purposes of documenting referrals to community agencies and therefore service coordination, a ***LBS Client Referral Form*** like the one developed by Project READ Literacy Network might come in handy (see ***APPENDIX #9*** (page 22).

Of course, referrals to and from programs do not necessarily result in integrated services. Yet there is much discussion about the need for services to be integrated in order to further meet the needs of clients. Some community-based programs are co-locating with local Employment Service agencies – both to promote integration and, in some cases, to save costs. However, even co-location does not guarantee integration. True integration can only come about when two discrete services talk to one another about where their clients' needs overlap. One of the primary integration opportunities within EO is between employment agencies and literacy agencies. Many LBS clients have employment as a goal. A surprising number of Employment Service clients may find it beneficial to upgrade their literacy skills. Almost all EO clients have a limited amount of time in which to achieve their goals. So it makes sense to combine or integrate services, where possible, so that clients can work simultaneously to address their needs. For example, a client could potentially be engaged in job search AND be upgrading at the same time, rather than completing a literacy program and THEN connecting to a local employment service agency.

If you have not already started talking to your employment partners, then Community Literacy of Ontario has developed a quick ***Sample Literacy and Employment Service Intersection Tool*** that you could use to help you get started (see ***APPENDIX #10*** (page 23).

CHECKING IN WITH STAFF AND VOLUNTEERS

So much of our work is about outcomes. Sometimes we focus so much on the outcomes or the destination, to use a metaphor, that there isn't much time left over to think about the journey and the people who are making the journey with us – the staff and volunteers. Systemically, the LBS Program is seeing major changes. However, changes don't make themselves! It's difficult to implement any kind of performance management without the input, talents, and attention of staff and volunteers. They are at the heart of every community-based literacy program.

When there are external pressures and changes (like EOIS-CaMS and the OALCF), our attention necessarily turns outwards. We think you will find the following sample questions (and ultimately the responses) useful in your program planning. These questions can be asked of anyone who is associated with your program – staff, volunteer tutors, Board members, and other volunteers. This is not an exhaustive list and the questions do not have to be asked in order, in their entirety or at all! If it's not realistic to ask these questions of everyone, then think about who you might want to ask about their experiences, how many people you want to ask, and how you're going to actually do the asking (interviews, paper-based survey, focus group).

Remember: You don't have to do everything all at once. You might consider making these questions the focus of an upcoming staff meeting, documenting the results and then thinking of one thing your program can do to promote the well-being of staff and show them they are being heard. You may decide that talking to all of your tutors is not realistic. You might consider choosing five tutors who you think represent a good cross-section. Perhaps Board members could interview the tutors, either in person or over the phone!

Sample questions to ask staff and volunteers:

1. How do you think that the Ontario Adult Literacy Curriculum Framework (OALCF) has most affected **our agency / you** for the better? For worse?
2. Can you think of any ways in which we can support you better around the OALCF?
3. How do you think that the implementation of EOIS-CaMS has most affected **our agency** for the better? For worse?
4. Can you think of any ways in which we can support you better around EOIS-CaMS?
5. Do you have ideas on how to track or report on data that is important to our program?
6. When you are asked to make changes to how you work within our program, does it help you to know why? For example, to know why the change is being implemented, at whose direction, and what the intended outcomes are?
7. What aspect of our program do you think most requires our attention? Why?
8. Can you think of any ways that we can operate more efficiently or effectively?
9. How best can we, as a program, show you that we value you and your contributions?

CLO thinks that the greatest benefit from asking some or all of these questions of the staff and volunteers in your program is to validate them – to let them know that their efforts and their thoughts about their efforts, as well as the changes they are being asked to make or contribute to, matter.

CONCLUSION AND ACKNOWLEDGEMENTS

Performance management and evaluation are huge topics. Our goal in producing this toolkit was to try to frame performance management and evaluation within the context of EOIS-CaMS and the OALCF. We also wanted to provide some simple tools to community-based literacy programs as samples to assist you in identifying and demonstrating that you have made continuous improvement strides – strides that help you comply with Ministry requirements, but more importantly, strides that make your programs even stronger and your services even better for adult learners. If you have any comments, please contact us at clo@bellnet.ca.

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We would also like to thank these literacy practitioners for their assistance and support:

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- **Anna Larsen** – Literacy and Basic Skills Program, Labour Education Centre
- **Christine VandeGraaf** – YMCA Career Development and Learning Centre
- **Wendy Woodhouse** – Tillsonburg & District Adult Basic Literacy Program

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EMPLOYMENT ONTARIO

Community Literacy of Ontario's
Sample Detailed Service Quality Report (DSQR) Checklist
EOIS-CaMS Report Analysis, September 2012

Detailed Service Quality Report (Reports statistics on cases closed during the quarter)

Things to review/look for	Potential action(s)
Service coordination numbers - Consider if numbers are sufficient in each area to match with ongoing trends. - Compare to Roll-up Regional DSQR numbers (in the EOIS-CaMS Reporting Site on a tab at the top-middle – choose stats for all of Ontario or for any of the 4 regions in Ontario) to explore referral opportunities you could increase. Service coordination – referred out to Employment Services or other community partners	• What information do you and your staff have of wraparound/community services? Do all staff have current information? What are your follow-up procedures when you make a referral under service coordination? Do you have a paper trail? Gone are the days when you could write a number on the back of a business card, hand it to a client, and hope for the best… • Discuss referral numbers and practices with other LBS service providers in your region to explore further referral options. • Contact community partners who are not referring or who have low referrals to offer to speak about your services or to enquire if there are program changes you could make to accommodate their clients. • Has your program linked up with one or more local employment service providers to examine the desirability of linking LBS clients with employment goals with employment services while the clients are still in, or potentially just starting their time in LBS? • For some innovative ideas about service coordination, check out CLO's Service Coordination newsletter: www.nald.ca/clo/newslet/june_2012_our_voice.pdf
Customer satisfaction – the provincial target is 85%. How is your program doing? If it's not meeting the provincial target, see the next column.	• Can you ask clients to complete the client satisfaction question over the phone during follow-up (3 months) or at the time of closure? • Can you ask tutors or small group instructors to ask all of the learners who they are working with if they (the learners) would recommend your program to others? Put a process in place to collect this data twice a year so you always have good data. • Are there pockets of clients (target groups) that are rating your program low in terms of customer satisfaction? Conduct a focus group to gain more information on why the program is not meeting that client group's needs. Compare this information to the suitability indicators.

	• If learners respond at less than 5 (from a ranking choice of 1-5), ask them to explain their hesitancy and record responses. Have management or an evaluation committee consider what program changes should be made to increase satisfaction and referrals.
Suitability – for 2012/2013, only #2 – OW/ODSP recipient and #7 – Age over 45 and under 64 have targets, but things will change in the future, depending on the data.	• Start reviewing your clients' profiles – how many of the other suitability indicators are likely going to apply to your clients? Are you attracting clients who are suitable for your program? Who is suitable for your program? How do you know? Who did you ask? History suggests that the more suitability indicators you can check off, the better. • Ensure that staff understand the importance of gathering ALL suitability criteria data on the Participant Registration. Discuss with staff methods of gathering information that participants may be hesitant to or unaware that they should provide • Remind staff that the more they know about the backgrounds of learners, the more staff can link learners with additional program or community supports • Talk to Employment Ontario partners in your community to see how they encourage accurate identification of client suitability.
Progress - % of Learners who complete at least one Milestone • Your goal should be that every learner should complete at least one Milestone before they exit. • Compare your actual numbers to those of the Roll-up Regional DSQ. Are you doing as well as or better than those numbers?	• Is there a milestone that speaks to Managing Learning? If so, which one? Can the activities that will lead to the attainment of this Milestone be built into intake for Learners so that they learn more about what they want to achieve AND achieve at least one Milestone while they are with you? • Clients who do not display a strong ability to commit (or if a red flag goes up) may need to be put into an "on hold" file and not entered into EOIS-CaMS unless they are able to demonstrate commitment.
Average cost per learner (P. 4 of the report)	• For years, there have been "acceptable" ranges for costs in each sector (community-based, school board and college). What will these ranges be in the future? How does your average cost compare to other community-based programs?
Operational Allocation versus % Allocation Spent	• We work in an environment and at a time when it's not prudent for government to give third-party agencies (like literacy programs) more funding than they need. It is advisable to have your % Allocation Spent mirror the Allocation to date for your agency.
Training Support Allocation versus % Allocation Spent	• Funders want to see that the organizations they fund manage their funds well. If possible, try to use your annual allocation of training support funding proportionately throughout the year. If this isn't possible, ensure that you are able to justify the timing of how your allocation is used.

APPENDIX #2: SAMPLE CASE ACTIVITY REPORT CHECKLIST

Community Literacy of Ontario's
Sample Case Activity Report Checklist
EOIS-CaMS Report Analysis, September 2012

Case Activity Report

Things to review/look for	Potential action(s)
The Case Activity Report is issued weekly and gives you an opportunity to review case input before closure, whereas the DSQR reports only on those closed – when it is too late to make repairs!	• Designate a staff person to review the Case Activity Report on a weekly basis – this should be someone who is familiar with the learners so s/he can detect if data entry is not accurately reflecting who is in the program and what they are working at/towards.
The report includes fields for all important input data.	
Check for missing information, especially in fields that determine Performance Management such as: • Service Coordination (referrals in and out) • Effectiveness - Suitability (less than Gr. 12; **on OW**, **ODSP** or no income; crown ward; **45-64 years age**; interrupted education, Person with Disability, Aboriginal, Deaf or Francophone) • Effectiveness – Completions and Progress (Milestones, Culminating Tasks, Learning Activities, Gains (when available) • Time Commitment	• Some programs may need to develop more formal (paper or electronic) referrals to track referrals that are in and out. • Develop and implement a referral form/process between LBS practitioners in a community. • Develop and implement a referral form/process between your LBS agency and community referral partners. • Is information on how a learner heard about our program being discovered and input (Referred In)? • Are all referrals made to support a learner during their learning program being recorded and tracked (Community Resources Referral Out)? • It should not be difficult to have clients who are hitting at least two of these suitability indicators. May need to have staff meetings to ensure that all staff understand definitions. For example, does "Persons with a Disability" include learning disabilities?

For those cases that are closed, check on: Exit Status, Satisfaction and Follow-up data • Review Exit Status for input accuracy and to determine if you are on target for your planned ratio of employment, training and independence. • Review Satisfaction levels.	• Correct any input errors. • If Exit Status ratio is off target, consider adjusting your marketing and programming plans to encourage a better balance of goal-path and post-training success. • Investigate why any responses were not received/input and try to correct by contacting learner. Adjust procedures to ensure data is gathered. • If you are off the current target (85%), determine why learners are not fully satisfied. (Have staff ask at time of exit interview and/or have management follow-up with learners who were not fully satisfied to find out why and what changes could be implemented.) • Enter or correct information on EOIS-CaMS system.

APPENDIX #3: SAMPLE FORM FOR INPUTTING THE LBS SERVICE PLAN INTO EOIS CAMS

This sample form was developed by LBS programs in Eastern Ontario in 2012.

Based on your agency's eligibility and suitability criteria, determine if this client is a good fit for your program. When the client shows that s/he is ready to commit to your program (however your program defines this), proceed with the steps below.

- ✓ **Create EO Case** – Register the learner in EOIS-CaMS; enter client's tombstone information from Participant Registration – pages 1 & 2.

Step 1 - Create a Service Plan

Select one of the 5 goal paths (Independence, Secondary School Credit, Employment, Apprenticeship, Post-Secondary).
TIP *- Under referred in – select "no response" unless it is a formalized referral.*

Step 2 - Create a Client Summary

(All required information is on Participant Registration Form - page 3)
Learner Gains test has not yet been released; the Learner Gains Score should be "0". Carryover learner's date of assessment (for learner's gains score) is 01/01/2012.

Step 3 -Add Sub-goals

(See chart below, the Learner Plan Template and the Level Indicators/ Performance Descriptors chart)
Must have at least one of the six competencies (***Sub-goals***) entered.
Select sub-goal(s). Save.

Step 4 - Add Plan Items to Sub-goals

(See chart below)
TIP*: Use EOIS-CaMS Data Entry Tool (for LBS Service Plan).*
After the Sub-goal is selected, a ***Plan Item*** must be attached to the sub-goal. If the Milestone number is known, enter it.

Sub-goals *(Competency/Learning Activity)*	***Plan Item*** *(Task Group/Learning Activities)*
Find and Use Information	-Read continuous text -Interpret documents -Extract information from films, broadcasts and presentations
Communicate Ideas and Information	-Interact with others -Write continuous text -Complete and create documents

	-Express oneself creatively
Understand and Use Numbers	-Manage money -Manage time -Use measures - Manage data
Use Digital Technology	- Use Digital Technology
Manage Learning	- Manage Learning
Engage with Others	- Engage with Others
Learning Activities	-Custom basic plan -Learning related to analysis and synthesis of data or information -Learning related to biology -Learning related to Business Math -Learning related to Chemistry -Learning related to Communications for employment -Learning related to communications for further education and training -Learning related to critical thinking and problem solving -Learning related to physics -Learning related to self advocacy -Learning related to technical math -Learning related to workplace math

Step 5 - Submit Service Plan for Approval:

Status of plan changes from **Open** to **Approved**.

Step 6 - Create Plan Summary:

From left side Navigation Panel, click Create Plan Summary. Select **New, View, Print.**

Step 7 - Record acceptance of Plan Summary:

Review Service Plan with Learner. Once accepted by learner, go to **Plan Summary. Edit**. Input date of client acceptance. Save.

Home Page of Literacy Service Plan - Status changes from **Accepted** to **Active**.

APPENDIX #4: SAMPLE EXERCISE FOR ASSESSING AND MEETING THE NEEDS OF YOUR PRIMARY CUSTOMERS

Think of your customers, the person(s) or organization(s) without whose support your program would cease to exist. Who are they, what do they expect and how will they measure your success?

Your Primary Customers	Expectations	Success Measures

At first glance, this may seem like quite a simplistic exercise. Surely, you, as a practitioner, can identify who your primary customers are, what they expect, and how you know if you are successfully serving them? Do all of the practitioners within your organization identify the same customers? Have the same understanding of customer expectations? Agree on what constitutes success for your customers? Are funders primary customers?

Action: Have each staff person within your organization complete this exercise independently. Then collate the results and see if there are areas in which staff have different perspectives on customer satisfaction.

Action: Ask your Board members to complete this exercise. Compare and contrast the Board's responses with those of staff.

Community Literacy of Ontario adapted this exercise from Continuous Improvement Performance Management System: Self-Assessment Guide for JobConnect Delivery Agents, CIPMS-03-2000 and Employment Services Performance Management System for Service Delivery Site Managers, Unit 1,10.

APPENDIX #5: SAMPLE EXERCISE FOR ASSESSING AND MEETING THE NEEDS OF YOUR STAKEHOLDERS

Think of your stakeholders. Who are the individual(s) and/or organization(s) who are important when it comes to supporting service delivery but without whom you would still be able to continue to offer services?

Stakeholders, including those who are also part of Employment Ontario, have become increasingly important sources of both referrals and information on how we can better improve literacy services for clients.

You may already have been involved in meetings/initiatives that were designed to get you talking with your other Employment Ontario partners locally about clients you may both share or should be sharing. A simple chart, like the one below, could form the basis for such a meeting, allowing you to be confident that you know what your stakeholders (e.g., Ontario Works, employment services, apprenticeship, etc.) might expect from your program.

Your Stakeholders	Expectations	Success Measures

Action: Have each staff person within your organization complete this exercise independently. Then collate the results and see if there are areas in which staff have different perspectives on who your stakeholders are and what they expect.

Action: Ask your Board members to complete this exercise. Compare and contrast the Board's responses with those of staff.

Action: Look at the success measures that have been identified. Do you have a process/processes in place to know if you are successful in meeting your stakeholders' e

Community Literacy of Ontario adapted this exercise from Continuous Improvement Performance Management System: Self-Assessment Guide for JobConnect Delivery Agents, CIPMS-03-2000 and Employment Services Performance Management System for Service Delivery Site Managers, Unit 1,10

APPENDIX #6: MARKETING AND DESIGNING YOUR PROGRAM TO MATCH CLIENT SUITABILITY - SAMPLE TRACKING CHART

At present (September 2012), the only indicators of suitability that programs are being asked to "meet" are Source of Income and Age. However, when the full system (performance management) comes into effect, it is proposed that service providers will have to serve clients who, on average, are experiencing at least 25% of the suitability indicators – or approximately two of them. This does not mean that every single client must have at least 25% of the identified indicators. Some clients may have more and others may have fewer and the combination does not matter.

Through entering data on EOIS-CaMS, you will know which indicators your current clients exhibit. In 2014-2015, your program's effectiveness score will be determined by four things: client suitability, learner progress, completion of goal path and learner gains – the results of which will make up 60% of your agency's score. Being able to attract clients with the suitability indicators below will be very important and you may have to market more consciously. The chart below was designed by Community Literacy of Ontario as a simple tool to help you think about whether or not you're meeting your suitability indicator targets and to brainstorm ways in which you might increase your outcomes in these areas.

Marketing and Designing your Program to Match Client Suitability - Sample Tracking Chart **Community Literacy of Ontario, September 2012**				
Indicator of Suitability	**Definition**	**Priority for My Program Y/N**	**Efforts to Market to Attract Clients with These Indicators**	**Outcomes**
Education level attained	The highest level of education the individual has completed			
Source of income	The individual has identified his/her source of income as one of the following: • Ontario Works • Ontario Disability Support Program • No source of income • Crown Ward			
Time out of school, or training	The individual has been out of education or without being involved in training for 6 years or more			
Age	The individual is: • Older than 45 years of age and under 65			
History of interrupted education	The individual has identified a history of interrupted primary and/or secondary education			

Person with disability	The individual has self-identified as a person with a disability as defined by the Accessibility for Ontarians with Disabilities Act (AODA) and the Ontario Human Rights Code definition			
Aboriginal person	Aboriginal peoples of Canada include Indian status or non-status, Inuit and Métis, or a person of Aboriginal ancestry			
Deaf or Deafblind	The individual has self-identified as Deaf The individual has self-identified as Deafblind			
Francophone	The individual has self-identified as a person whose first language or official language spoken at home is French			

APPENDIX #7: LONDON LITERACY REFERRAL FORM

(This sample referral form was developed by Literacy Link South Central in consultation with local literacy providers in 2012.)

The Ministry collects your personal information in accordance with s. 38(2) of the Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. F.31, as amended, which is a law that the Ministry must follow to ensure that your personal information is protected.

For more information about the collection and use of your personal information under the LBS program, you can contact the Manager, Employment Ontario Hotline, in writing at the Ministry of Training, Colleges and Universities, 33 Bloor Street East, 2nd, Floor, Toronto, Ontario M7A 2S3 or by phone at 1-800-387-5656 or visit the website at: http://www.tcu.gov.on.ca/eng/threeWays.html

Referring Agency: ____

Reason for Referral: ____

Client: ____________________________________ ____
First Name Last Name

Address: ____
Apt. # Street City Postal Code

Telephone: 1) ______________ 2) _______________ **Email:** ________________________________

Date of Birth: _____/_______/________ **Date of Screening:** _____/_______/________
Day/Month/Year Day/Month/Year

Screening Results:	**Essential Skills Level**		
Find and Use Information:	1	2	3
Understand and Use Numbers:	1	2	3
Communicate Ideas and Information:	1	2	3

Referred To:

- ❑ Gateway to Learning
- ❑ Centre for Lifelong Learning
- ❑ ATN Access Inc.
- ❑ Literacy London Inc.
- ❑ Collège Boréal
- ❑ WIL Employment Connections
- ❑ Fanshawe College
- ❑ Nokee Kwe
- ❑ Youth Opportunities Unlimited
- ❑ Other Support Services/Agency: ____

Contact: ________________________ **Telephone:** _______________ **Email:** _________________________

Rationale/Comments:

____
____
____

I warrant that all information described above is, to the best of my knowledge, correct, and hereby consent to and authorize the release and disclosure of that information to referring agencies noted above for the purpose of administering the literacy program. You may be contacted by a community literacy agency for follow-up.

______________________________________ ______________________________________
Client Signature Agency Staff Signature

Follow-up Date: ____/_______/_____ **Follow-up Results:** ______________________________________
Day/Month/Year

APPENDIX #8: LONDON/MIDDLESEX LITERACY AGENCY TO LITERACY AGENCY REFERRAL PROTOCOL

(Literacy Link South Central developed this formal referral process in consultation with local literacy providers in April 2012)

Why do we need a Literacy Agency to Literacy Agency Referral Protocol?

Over the past several years, communities have spent quite a bit of time developing information and referral protocols between literacy and other types of community services. In other words, we've developed referral protocols to help clients enter the literacy system. However, with the introduction of EOIS-CaMS and growing emphasis on client suitability, we also need to develop a literacy agency to literacy agency referral protocol to ensure that the literacy referral practices are transparent and that clients do not fall through the gaps.

Questions to ask before referring to another literacy agency:

- Is this client truly ready to learn (in any literacy program) or do they require a referral to a wraparound service instead?
- Can this client make progress with regard to literacy learning?
- Has this client been to any other community literacy agencies? With what result(s)?

Reasons to refer:

- The client requires a literacy program that offers a different method of learning – for example, the client specifically asks for classroom learning but your program only offers 1:1
- The client requires a literacy program that offers a certain number of hours a week (more or less than what is offered through your program)
- The client has a specific goal that would be better addressed through another literacy agency
- The client is at a level that is best served by another literacy agency

Reasons not to refer to another literacy agency:

- The client is experiencing barriers in addition to literacy – barriers that **can** be addressed within a literacy program
- The client does not appear to be ready to make a commitment to literacy
- The client does not appear as though s/he will progress very quickly (but can still progress)
- The client has plateaued in your program but still desires literacy instruction

Referral Protocol:

If you are referring a client from your literacy agency to another community agency, please use the community literacy referral form (draft is attached). It's important to fill in the form completely, including the rationale for the referral. The form can be sent by fax or by email to the agency to which the client is referred.

It is the responsibility of the referring agency to follow-up on the referral – to see if the client makes it to the next step in the literacy system.

Community literacy agencies will be asked to keep these referral forms together in one place or file so that we can discuss the effectiveness of literacy to literacy referrals and any gaps that may surface.

APPENDIX #9: SAMPLE LBS CLIENT REFERRAL FORM

Project Read Literacy Network, LBS Client Referral Form, DRAFT #2, May 11, 2011

For Use by Employment Services and Community Service Agencies

Please use this form to refer adults to Literacy and Basic Skills Programs. It can be emailed, faxed or mailed to the LBS Provider Agency.

Date:

Client Information:

Client's Name: Email:

Address:

Telephone:

❑ Client has given their permission to share their personal information.

Referring Agency (from):

Contact Name: Email:

Agency:

Telephone:

Reason for Referral:

❑ Upgrading to Support Employment Goal

❑ Upgrading to Support Education & Training Goal (credit, post-sec, apprenticeship, etc.)

❑ Literacy Assessment of Ontario Works Client

❑ Assessment of Educational and Essential Skill Levels

❑ Other (please explain):

Referring To:

Agency:

Contact Name: Email:

Telephone:

Other Information:

Please include any information that may assist the LBS program to support the client.

Follow-up Requested:

❑ Please let me know when the client makes contact.

❑ Please contact me with the actions taken as a result of the referral, e.g. assessment completed, registered in an LBS program.

❑ No need for follow-up contact.

❑ Other:

APPENDIX #10: SAMPLE LITERACY AND EMPLOYMENT SERVICES INTERSECTION TOOL

Through initial discussions, many Literacy and Basic Skills (LBS) agencies and Employment Service agencies have begun to identify ways in which they can work together. The list below is certainly not exhaustive, but is intended to get assist community-based agencies in either approaching your local Employment Service provider(s) or to add some ideas to your ongoing discussions.

Some of the activities below are best done at a community-wide level, but if you do not have a lot of agencies in your community, they can be modified so that they can occur between just two agencies (one literacy and one employment) or within a multi-service environment (where literacy and employment services are offered under one roof or even by the same agency).

Community Literacy of Ontario's Sample Service Intersection Tool
LBS and Employment Services: Developing Supports Where Services Overlap, September 2012

Area of Intersection	Activities to Promote Better Client Service	Persons Responsible and Timelines	Achievements to Date
Awareness of each other's services for the purposes of making referrals	• Have a community roundtable (ask your regional literacy network to facilitate this) with both literacy and employment stakeholders – every agency present can make a short presentation on its services, locations, clients served etc.* • Have a follow-up roundtable and use some case studies. Divide participants into small groups (each group should have both literacy and employment staff) and discuss what referral(s) could be made for each of the case studies. **If distance is an issue, try doing this via teleconference call* • If there are a number of LBS agencies in your community and Employment Service staff have challenges in deciding when to refer to who, develop a decision-making tree to assist Employment Service staff in making better referrals • If you and your community literacy partners already have a flow chart to show employment partners (and others) how to make referrals, consider updating it to include the OALCF and the goal paths • If there are a number of Employment Service agencies in your area and you're not sure who to refer to and when, ask your Employment Services for a flow chart and/or a decision-making tree		

Wrap-around supports	• Both literacy and employment service providers tend to tap into the same wrap-around community services (mental health, financial support agencies, addiction services, etc.) Invite the most commonly referred to wrap-around services to make small presentations to the combined literacy and employment staff. Use case studies that involve literacy, employment and wrap-around supports		
Assessment	• Ask your local Employment Service provider(s) how they currently identify when literacy may be affecting their clients. Many agencies just ask for the last grade completed and don't look for a client's functional level of literacy • Offer to provide some sample conversational questions that could be added to employment service intake processes • Offer to provide a screening tool that could be used with all employment clients (if necessary, offer to score or review these completed tools – employment counselors often say they are uncomfortable interpreting literacy screening tool results) • Provide a workshop on literacy assessment (what tools get used, when and what they mean) to take some of the mystery out of literacy assessment		
Employment workshops	• Ask local Employment Service agencies for their schedules of upcoming workshops and a brief description of what the workshops entail – see if literacy clients who have identified employment as their goal would benefit from any of these workshops and write them into learner service plans		
Literacy clients with employment goals	• Literacy clients who have employment as a goal (regardless of the length of time required to complete their training plan) could be set up with employment services (as an assisted client) when they first start with an LBS program		
Linking lower-level literacy learners with employment wage subsidies	• Talk to your employment partners (job developers) about using wage subsidies to assist literacy clients who may have a very long route to obtaining a GED or a Gr. 12, but considerable work experience, with employers		

Combine curriculum with job search activities	• Look for curriculum and resources that combine literacy skill acquisition with job search skills. Discuss the pros and cons of delivering workshops using these resources to clients (whether they're literacy clients with employment goals or employment clients with literacy issues). Literacy Link South Central developed seven workbooks on this theme that can be accessed at no cost at www.llsc.on.ca		
Compare program outcomes	Either at a community level or between a community-based literacy agency and an Employment Service agency, compare your program outcomes. How are you going to be determined to be successful? How can literacy and employment programs support one another in the attainment of their outcomes?		

Remember: Connecting with local Employment Service agencies is just one of the many things on a community-based program's "to-do" list. Consider choosing just one of these areas of intersection to address each year to demonstrate continuous improvement. If you find that you are having challenges in meeting your efficiency targets (number of learners served), you may want to address two or more areas of intersection to improve referrals.