REFERENCEGUIDE

FOR NEW STAFF IN COLLEGE
LITERACY AND BASIC SKILLS PROGRAMS

ESEE
LLO
DSQR
WSIB
LBS
ETC
EMPLOYMENT SERVICES
APPRENTICESHIP
CRALO
LSP
GOAL PATH
PERFORMANCE MANAGEMENT FRAMEWORK
ONTARIO LEARN
ONTARIO WORKS
CSES
ACE
HRSDC
ESSENTIAL SKILLS
QSAR
WORKFORCE DEVELOPMENT
MAESD
ESOT
EOPG
OALCF
EOIS-CaMS

CSC
COLLEGE SECTOR COMMITTEE FOR ADULT UPGRADING
SEPTEMBER 2016

EMPLOYMENT ONTARIO

Ontario

Canada

REFERENCEGUIDE

FOR NEW STAFF IN COLLEGE
LITERACY AND BASIC SKILLS PROGRAMS

WELCOME	PURPOSE	PEOPLE	PROGRAMS	PROVINCIAL OVERSIGHT	PROCESS	PROFESSIONAL DEVELOPMENT

Table of contents

WELCOME

PURPOSE

PEOPLE

PROGRAMS

CSC

COLLEGE SECTOR COMMITTEE
FOR ADULT UPGRADING
SEPTEMBER 2016

REFERENCEGUIDE

FOR NEW STAFF IN COLLEGE
LITERACY AND BASIC SKILLS PROGRAMS

Table of contents (cont'd)

CSC

COLLEGE SECTOR COMMITTEE
FOR ADULT UPGRADING
SEPTEMBER 2016

REFERENCE GUIDE

FOR NEW STAFF IN COLLEGE
LITERACY AND BASIC SKILLS PROGRAMS

Welcome to the team

Welcome to the Literacy and Basic Skills (LBS) team, both at your college and across Ontario. As an LBS team member, you will be one of many public college professionals who support adult students in acquiring the skills, knowledge, and confidence they need to pursue their goals for further education and employment. You will soon see that you have become an agent of change for those adults, and your contributions to their lives will be life-altering and indelible.

Basic terminology

This guide's focus is on your LBS program and its delivery. In it, you will also find references to AU or academic/adult upgrading. While some staff and learners may use LBS and AU interchangeably (depending on the names and structures of individual college departments), the LBS program is one specific aspect of a larger suite of college programs offered as AU.

Literacy and Basic Skills (LBS)

Literacy and Basic Skills (LBS) is the official name of the Ontario government-funded program in your college.

"The Ontario Literacy and Basic Skills (LBS) program helps adults in Ontario to develop and apply communication, numeracy, interpersonal and digital skills to achieve their goals. The LBS program serves learners who have goals to transition successfully to employment, postsecondary, apprenticeship, secondary school and increased independence. The program includes learners who may have a range of barriers to learning."
—Employment Ontario Partners Gateway

All of Ontario's 24 public colleges deliver LBS in English or French.

Academic or Adult Upgrading

Colleges offer a variety of programs and services under the AU umbrella, including LBS and others such as Academic and Career Preparation, College and Career Preparation and Access Programs. Each one may have different funding, eligibility guidelines, entry and reporting requirements.

Ontario's public colleges have delivered academic or adult upgrading programs since the late 1960's and they are integral to your college and community.

Purpose of this guide

This guide has been developed as a resource for all new LBS team members including faculty, support staff and management. It has been designed to provide a **basic overview** of the LBS program, with helpful links, resources and references to more information. Your college will have its own unique practices and procedures.

This guide has been produced by the College Sector Committee for Adult Upgrading (CSC). The CSC is the LBS support organization for the college sector and it receives funding from the Ontario Ministry of Advanced Education and Skills Development (MAESD) to provide this support. We gratefully acknowledge the financial support of MAESD to produce this guide.

Part of the CSC's mandate is to support and facilitate communication, research, and effective programming among college LBS programs. We hope that you find this guide informative and helpful — and we wish you the very best in your new role.

REFERENCEGUIDE

FOR NEW STAFF IN COLLEGE
LITERACY AND BASIC SKILLS PROGRAMS

Letter from Bea Clark, Executive Director (Interim), CSC

Dear Colleague,

I am happy to welcome you on behalf of the CSC -- the support organization for all college-delivered LBS, academic/adult upgrading programs and the e-Channel service delivery provider of ACE Distance.

We are proud to provide you with services like these:

- an annual professional development conference for all AU/LBS staff;
- advocacy with key college partners like the Ministry of Advanced Education and Skills Development and other federal and provincial ministries;
- preparation and distribution of key publications including *College Matters* and *Prepared for Success*;
- collaboration with other provincial literacy organizations;
- linkages to other Employment Ontario programs such as Apprenticeship and Employment Services;
- research and development;
- an annual meeting of college LBS managers;
- information and resources;
- connectivity to your colleagues at other colleges;
- ad hoc working groups; and
- access to essential skills assessment tools.

Just as we encourage our learners to seek support and develop networks to help them achieve their goals, I encourage you to do the same with the CSC network of hundreds of AU/LBS staff from all 24 Ontario colleges and the CSC management team.

While there is no cost to be a member of the CSC, I hope you will contribute your expertise, insights, and opinions in regional meetings and the annual conference, in working groups, in *College Matters* and *Prepared for Success*. As professionals, as people and as an organization, we grow and improve with a lively exchange of ideas and benefit immensely from fresh perspectives.

We work together to ensure that our programs, our staff and our learners are successful – and we look forward to working with you!

REFERENCEGUIDE

FOR NEW STAFF IN COLLEGE
LITERACY AND BASIC SKILLS PROGRAMS

Your new role

Premier Kathleen Wynne recently posed the question: **"How do we make sure that people who have left the education system get back in and they can find their way into work?"**
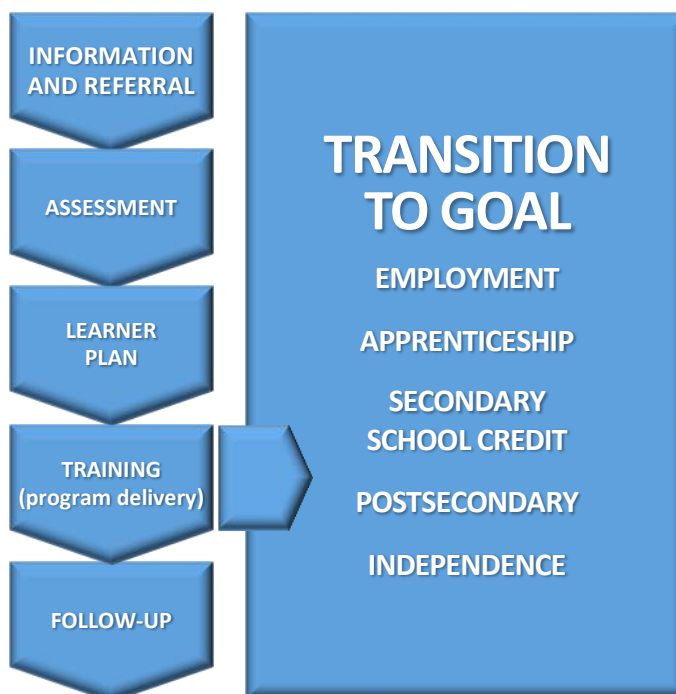
That's where you come in.

As a member of your college's LBS team, your purpose is to help individuals become employed, become an apprentice, achieve high school equivalence, qualify for postsecondary studies or simply handle life and tasks more independently. This is outlined in the LBS Guidelines 2016 as follows:

The LBS program was established in 1997, and is a key component of Employment Ontario – Ontario's strategy to transform the province's labour market training and employment system.

Without foundational literacy abilities, individuals are significantly disadvantaged in their efforts to pursue their career goals, maintaining employment, furthering their education, participating in training opportunities, and increasing personal independence.

The program serves Anglophone, Aboriginal, Franco-phone and Deaf students. Service providers design pro-gramming to address the specific cultural and linguistic needs of students in of each of the five goal paths, i.e., employment, post-secondary, apprenticeship, secondary school credit, and independence.

INFORMATION AND REFERRAL

ASSESSMENT

LEARNER PLAN

TRAINING (program delivery)

FOLLOW-UP

TRANSITION TO GOAL

EMPLOYMENT

APPRENTICESHIP

SECONDARY SCHOOL CREDIT

POSTSECONDARY

INDEPENDENCE

"The LBS Program provides adults with a foundation from which to launch and pursue their goals."

Your learners

The student population in LBS is incredibly diverse. Your students will come from a wide variety of backgrounds, face a wide variety of challenges and have a wide range of strengths. They are adults (at least 19 years old), and the approach you take both inside and outside of the classroom must reflect and respect the needs of this adult student population.

Many will be referred to you by other employment, social service or community programs. You will track how they came to your program upon intake.

Some will be working parents, often single parents, trying to juggle family responsibilities, work and study. Some will be employed in low-paying, part-time jobs while pursuing upgrading in order to create a better career, and life, for themselves and their families.

Some will have no high school credential, while others may have graduated high school many years before. Some will have had very negative experiences with educational institutions in the past.

Some will have recently graduated from high school, with considerable success, but now find themselves needing additional courses and/or better grades to pursue postsecondary studies. Others will be unemployed and seeking to upgrade their skills in order to land a job. Some will be employed full-time but seeking to improve their career options.

Some will be new Canadians who are struggling to integrate and build a new life. Within this group, there may be those who have no applicable credentials and those who may have lost or been forced to give up those credentials when leaving their country of origin.
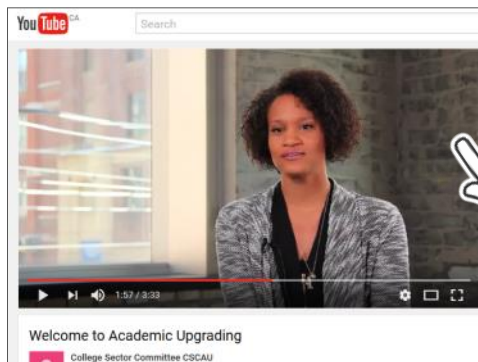
click on the image to play the video

You will also serve students with a broad spectrum of intellectual challenges and possibly histories of abuse, addiction, incarceration, and mental health struggles.

Understanding who your students are, where they come from, what their goals are and how you can help them achieve success is key to your role. If students are not able to complete their course work and fulfill their goals at the time, they may "stop-out" and return when their life situation allows. That flexibility to "stop-out not drop-out" is a cornerstone of LBS programming.

The video above and the "success stories" page on the CSC website (click the image below) will give you a snapshot of the breadth of diversity of the upgrading student population – and the life-changing impact that the LBS team can have on their lives.

Student success story — Ray Jebali

Ray Jebali started life as a member of a nomadic Berber tribe in northern Africa and a citizen of Tunisia. Today, he is a Civil Engineering Technologist working as the Project Coordinator for a large construction firm building bridges in Northern Ontario.

A key point in his incredible journey was an Academic Upgrading program at an Ontario college.

Ray's first language is Berber, a dialect of Swahili that exists only in the oral form. At six, he started school, learning Arabic as his second language and his third language, French. A keen student, he finished elementary and secondary levels and entered university in Sousse, specializing in Industrial Economics.

In 2000, Ray left Tunisia, entered Canada in 2001 and ultimately found his way to Northern Ontario in 2003.

He was working as the closing manager for a fast food chain when he was viciously mugged, robbed, stabbed and left bleeding on the ground. He suffered some physical injuries, complicated by Post-Traumatic Stress Disorder.

Not long afterward, he moved to Kirkland Lake as a WSIB client and looked into upgrading for a number of reasons. First, he was unable to work. Second, he needed some means of dealing with the fear he had developed for public places. Third, he had been in Canada long enough to realize that his dreams were inaccessible without a Canadian education. Fourth, he needed to improve his language skills.

In 2006, he entered Northern College's Upgrading program at the Kirkland Lake Campus. One of the skills he remembers acquiring is keyboarding. With daily practice, he went from 0 to 40 words per minute within 16 weeks.

"I stumbled into upgrading... but I've learned there's always a reason for things that happen. Upgrading offered a solution for my lost paperwork and my desire to get into a College technical program." —Ray Jebali

In 2007, he entered the Welding Engineering Technician/ Inspection program, graduating two years later. Still not satisfied, he entered the College's 3-year Civil Engineering Technology program and earned a diploma in Building Inspection at the same time, earning first-class marks and graduating in 2011.

Ray has worked full time since graduation and his goal is to become a Professional Engineer.

Student success story — Jennifer-Lynn Heathfield

"Making the decision to return to school as a mature student was overwhelming.

I had been out of school for over twenty years, working part-time jobs at minimum wage while raising five children. As my children grew, I decided it was time for me.

I placed a call to the Midland Campus of Georgian College and before I knew it, I was on my way to adult upgrading in the College and Career Preparation (CCP) program.

My plan was to write my GED and move into the health care field. But plans change!

The instructors in the CCP program were very supportive and gave me the confidence I needed. The advice I received was life-changing.

I was intrigued when I learned about a pre-apprenticeship program through the college that included small engine, marine engine and welding.

I couldn't imagine doing something like welding, but I was given an opportunity to try it – and I loved it!! I applied to the program and was accepted.

I achieved my ACE Certificate giving me my grade 12 equivalency, I learned a lot about the three trades and completed a 340-hour work placement.

Now I am a part-time employee at the college, working as a technician in the welding shop. It is a thrill for me to go to work every day and have the opportunity to learn and grow. The opportunities for me seem endless!

Thanks to everyone at Georgian College, I have the tools I need in my toolbox!!"

"Going through the upgrading program was the step I needed to take to forge a new future."

—Jennifer-Lynn Heathfield

WELCOME	PURPOSE	PEOPLE	PROGRAMS	PROVINCIAL OVERSIGHT	PROCESS	PROFESSIONAL DEVELOPMENT

Supporting your learners

Your goal is to provide a positive, caring, adult-oriented learning environment. But you may encounter students who require support beyond the scope of what you can offer. There are support systems in your college and in your community to assist your students .

If you have a student with special learning needs, or a student struggling with issues such as abuse, addiction, or mental health, contact your college's Student Services department for guidance on how to support that individual. There are staff and programs in place at your college to provide services and/or referrals, free of charge. Most likely, those internal relationships with Student Services will already be in place, though it's important to renew and revisit those connections regularly.

According to Crystal Cooke (Student Success, Georgian College): "Many individuals that struggled to complete high school in the traditional manner did so because of disability issues that may or may not have been diagnosed and managed. In order to make the most of the accommodation process, service providers need to have a working understanding of the disability issues students struggle with and how to effectively accommodate these disabilities."

It is estimated that adult Canadians with learning disabilities comprise:

- **30%-70% of those incarcerated in correctional institutions**
- **25%-40% of those on income support**
- **15%-30% of job training participants**

More than a quarter of Canadians with learning disabilities aged 22-29 did not complete high school, twice the number of drop-outs in the general population. (From *Difficult or Disability? It's Worth a Closer Look, LiNDR, 2012*)

For more information, see the Metro Toronto Movement for Literacy (MTML) toolkit for literacy practitioners and front-line social service providers: Current Best Practices and Supportive Interventions for Students and Clients with Learning Disabilities .

Find out how your LBS program interacts with both in-house student support services as well as community-based services. You can then become familiar with where and how to refer students when the need arises.

Accessibility for all

Universal Design for Learning (UDL) is an approach to course development and delivery being adopted by many colleges to make learning more accessible for all. You can learn about its principles in the video below.

Universal to Personal: Teaching with universal design for learning in heart & mind - Dr. David Rose

Your colleagues and connections

Colleges and the CSC

As part of your orientation, you'll need to know who the LBS staff members are in your location, what their roles are (who is responsible for budgeting? reporting? scheduling?). LBS programs are housed within different schools/divisions depending on the college and, as mentioned previously, AU programs may have different names across colleges.

Most colleges have multiple sites where LBS is delivered, so find out who your manager/faculty/support staff contacts are at those locations in addition to those at your home site. This is your immediate network and the people you will most often turn to for help and support.

When you are more settled in your role, investigate the connections to your own college's departments that are of most relevance, e.g. Continuing Education, ESL, Admissions/Registrar, Apprenticeship, etc. Most likely, there are already strong relationships internally with departments such as these.

Whenever you can, start making contacts in LBS programs at other colleges. The CSC can help you establish these contacts with your counterparts. Learning how other programs do things (staffing models, course delivery, program marketing) will enrich your practice and enhance your success. Strong connections between programs will also help foster consistency of programming and delivery. **Please see Appendix 1 for a directory of AU Managers in Ontario colleges.**

MAESD - Employment and Training Consultants (ETC's)

MAESD's Employment Ontario (EO) programs and services are supported and monitored by Employment and Training Consultants (ETC's). Your AU program's ETC is

the direct connection to MEASD and to your college's LBS agreement which funds your LBS program. ETC's typically interact directly with your LBS manager and possibly with your Coordinator. The ETC's role is to support and monitor (both in person and via e-reporting) EO programs, and to provide clarification on MAESD directives as needed.

NOTE: Your ETC is not your only source of information from the ministry and EO. You are responsible for staying current and informed by visiting the Employment Ontario Partners' Gateway (EOPG) for updates. It is recommended that you check this site daily: EOPG New Postings, or subscribe to their RSS feed. More details on the role of ETC's and the associated program monitoring can be found in the *Provincial Oversight* section of the guide.

EO Service Providers

Ask your colleagues about the connections and referral protocols already in place with other EO service providers in your college and in the community, e.g. Employment Services (ES) and Apprenticeship. There will also be other LBS providers in your community who deliver adult upgrading through school boards and/or community-based agencies.

Community/Provincial Support Services

EO programs typically have strong relationships with many non-EO services and agencies as well. Sometimes these agencies provide referrals to LBS, and sometimes they work to support students already in LBS or other programming. Some examples of such organizations include (but are not limited to) Ontario Works, Canadian Mental Health Association, Ontario Disability Support

Your literacy network — sectors, streams, & support orgs

How are LBS service providers organized across communities and the province?

All EO service providers (LBS and others) belong to one of four geographic regions: **North, West, East, or Central**. EO has a main office in each of the four regions as well as a number of local offices whose staff are responsible for supporting and monitoring EO programs and services.

In addition, LBS service providers are organized by **delivery sector** and by **cultural stream**.

Delivery sectors

The three delivery sectors are college, school board, and community-based. Find out more about the delivery sectors here.

Cultural streams

The four cultural streams within those sectors are anglophone, francophone, native, and deaf. LBS service providers, through their contract with MAESD, are identified by their appropriate sector and stream. Find out more about cultural streams here.

NOTE: A typical, mid-size community could have several LBS providers representing various sectors and streams.

Regional literacy networks

LBS providers are also accountable to MAESD for cooperative planning and program delivery within their communities. To that end, MAESD funds 16 "Regional Literacy Networks" across the province, part of whose role is to facilitate community planning and coordinated delivery among LBS providers.

You can find a map of them here.

Support Organizations ("support orgs")

SUPPORT ORGANIZATION	MAIN AFFILIATION
College Sector Committee for Adult Upgrading (CSC)	College sector
Community Literacy Ontario (CLO)	Community-based sector
Continuing Education School Board Administrators (CESBA)	School Board sector
Ontario Native Literacy Coalition (ONLC)	Aboriginal (Native) stream
Coalition Ontarienne de formation des adultes (COFA)	Francophone stream
Deaf Literacy Initiative (DLI)	Deaf Stream
AlphaPlus	All sectors and streams; technology-based resources and supports
Regional Literacy Networks (16 of them - names vary)	All sectors and streams, organized by geographic areas across Ontario
Contact North (e-Channel)	All sectors and streams, for delivery of online LBS programming
Laubach Literacy Ontario (LLO)	Community-based across all sectors
Centre FORA	Francophone stream resources
Ningwakwe Learning Press	Aboriginal (Native) stream resources
ABC Life Literacy Canada	All sectors and streams
COPIAN – Connecting Adults in Learning	All sectors and streams

REFERENCEGUIDE

FOR NEW STAFF IN COLLEGE
LITERACY AND BASIC SKILLS PROGRAMS

WELCOME	PURPOSE	PEOPLE	PROGRAMS	PROVINCIAL OVERSIGHT	PROCESS	PROFESSIONAL DEVELOPMENT

Staffing and delivery

College LBS programs are delivered in class (face-to-face) at all 24 public colleges and online through the ACE Distance Program . Variations in classroom-based delivery models are dependent on funding, location, demand, and "what works" to meet the LBS contractual obligations while still serving students in the best possible way.

FEATURE	SCENARIOS
Annual Scheduling	- September through June is typical - July/August programming at most college sites but often on a reduced schedule, e.g. 5 or 6 weeks with fewer courses/classes offered
Start Dates (Intake)	- Continuous intake weekly, biweekly, or monthly - May be small-group or individual intakes depending on needs/demand - Semester-based intake only at a small number of sites
Daily Scheduling	- Daytime (to accommodate child care) - Evenings at some sites - Weekends at a small number of sites - Part-time and full-time schedules individualized as much as possible to accommodate students' employment, family, and health situations
Orientation Activities	- Varies highly from college to college, i.e. 1 to 2 days up to 2-4 weeks - May include self-assessment inventories, workshops, tours, one-on-one advising, etc. - Depends largely on the size of the program/site and available staffing
Curriculum	- Locally developed courses in mathematics, English (communications) and sciences at almost all sites covering a range of introductory to advanced topics; computer applications and self-management courses available at many colleges - These above foundational courses lead into the Academic and Career Entrance (ACE) Program (grade 12 equivalent) offered by all 24 public colleges. See more information on ACE later in this section - Mini-courses/workshops/boutique courses may be offered based on local demand
Instructional Approaches	- Individualized instruction in large group setting is most common - Some small group instruction as required - Some cohort-based instruction to meet specific programming/student needs - Multi-level classes are typical since delivery is individualized - Multiple course delivery within one class is also common, e.g. biology and chemistry
Instructional Design	- Curriculum is packaged into courses and is often modularized to allow flexible placement for students when they start and to promote individualized, mastery learning - Text books, online resources, and in-house produced instructional packages are used
Staffing Models	- Staffing models depend on location, program size, funding, and other college constraints - A combination of full-time/partial load/part-time faculty may be designated teach in LBS - AU programs normally have one or more Coordinators, similar to postsecondary; they may be designated by site and/or discipline as appropriate - A very small number of colleges employ support staff as academic technologists who work alongside faculty to support students in the classroom - Administrative support staff are highly trained to maintain the complex and extensive MAESD-required tracking and record keeping (both hard copy and e-files) as well as college-required documentation - Some colleges employ support staff as academic advisors who may be responsible for intake, assessment, and ongoing advising; this may also be a shared role between faculty and support staff

How your program is funded

Although LBS has experienced different iterations and funding sources over the years, it has been delivered continuously at all of Ontario's 24 public colleges since the colleges were created in the late 1960's.

If you are familiar with college postsecondary programming, you may already have noticed that college LBS programs operate quite differently from mainstream postsecondary in terms of funding, staffing, program delivery, accountability, and performance management.

The information in this section explains "why and how" of LBS program delivery in colleges but also in the larger provincial landscape within the context of LBS funding and contractual obligations.

LBS funding

LBS funding is provided to more than 200 college, school boards, and community-based organizations at approximately 300 sites across Ontario. It's important to note that some colleges offer both free (LBS-funded) seats as well as fee-payer seats funded by the students themselves or by sponsoring agencies such as the Workplace Safety and Insurance Board.

LBS, along with Apprenticeship training and a number of different Employment Services programs, is managed through the Employment and Training Division of MAESD. In contrast, the postsecondary programs at your college are approved and funded through the Postsecondary Education Division of MAESD.

LBS service providers have a comprehensive service agreement (contract) with MAESD which stipulates the program delivery and reporting requirements attached to LBS funding.

Generally speaking, there are **five funded services** within the LBS contract: information and referral, assessment, learner plan development, training, and follow-up.

INFORMATION AND REFERRAL

ASSESSMENT

LEARNER PLAN

TRAINING (program delivery)
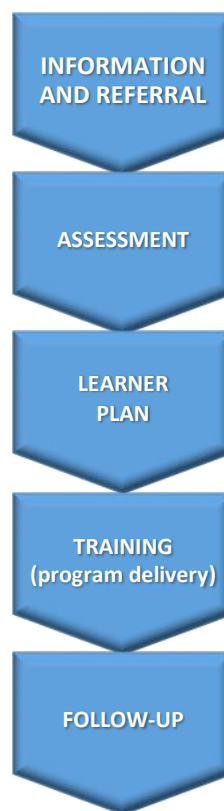
FOLLOW-UP

Every person in the LBS team at your college plays a role in one or more of these services. Please refer to the brief descriptions of these services on the following page.

REFERENCEGUIDE

FOR NEW STAFF IN COLLEGE
LITERACY AND BASIC SKILLS PROGRAMS

SERVICE	DESCRIPTION	PURPOSE	OUTCOME
INFORMATION AND REFERRAL	Provide clients with information on your program and others in the community via phone, email, walk-in, etc.	High-level screening to determine client's suitability for your LBS program	-Client books an intake appointment at your LBS program; or -client may be referred to another educational provider or related service in the community
ASSESSMENT	Administer assessments (math, English, ESEE/ESOT, etc.)	Determines if the client meets the minimum skill levels required for the program; other factors also affect suitability and are discussed at an intake interview	-Client is offered a seat in your LBS program; placement in courses/modules informed by assessment results; or -client is referred to a more suitable provider (likely school board or community-based LBS)
LEARNER PLAN	Create a learner plan using the required MAESD template das well as customized features if applicable	Outlines information for the student, the LBS team, and MAESD regarding requirements and supports necessary for the student's goal, e.g. postsecondary, apprenticeship, etc.	The student reviews and signs the Learner Plan. It is a dynamic document which must be updated regularly to show completion of required elements.
TRAINING (program delivery)	Conduct courses, modules, workshops, etc. that your program offers	Provide the student with the necessary academic and personal supports required for his/her goal	The student completes all required elements to be ready to transition to their chosen goal; or -in consultation with LBS staff, may change his/her goal and then a revised LP will be created; or -the student completes some requirements but may need to "stop-out" of your program and return at a more suitable time.
FOLLOW-UP	Contact former students at 3, 6, and 12 months after exit from your program and use the MAESD Exit and Follow-up Form to record their status, e.g. employed, in postsecondary, etc.	Provide your program and MAESD with information on the impact of the services you provided to each student	The student's file (hard copy and electronic) contains the follow-up information. Administrative support staff and/or faculty perform the follow-ups (varies across colleges and sites).

WELCOME	PURPOSE	PEOPLE	PROGRAMS	PROVINCIAL OVERSIGHT	PROCESS	PROFESSIONAL DEVELOPMENT

INFORMATION AND REFERRAL

Referrals in, referrals out

There is a great deal of "triage" that occurs when prospective students contact your program, whether by email, phone, or in person. This initial, high-level screening gives clients information for their next steps, whether that be with your program or with another organization to whom you refer them. Because the needs of our student population are so diverse, it is incumbent upon the LBS team to be knowledgeable not only about their own programming but also about related programs and services.

Who can refer clients to your programs?

Many organizations may refer clients to your LBS program. The size and demographics of your community will influence the type and diversity of agencies from whom you receive referrals. Your program will already have established relationships and referral protocols with many such supporting organizations or departments, both within the college and in the broader community, including:

- Admissions/Registrar's Office
- Student Services/Academic Advising
- Other LBS Service Providers
- Employment Services Providers
- Social Services (Ontario Works)
- Ontario Disability Support Plan
- Canadian Mental Health Association
- Settlement Agencies
- Housing Services
- Workplace Safety and Insurance Board (WSIB)

NOTE: WSIB has a comprehensive service agreement in place with all 24 public colleges for both AU and postsecondary programs and services. Consult your colleagues for more information.

Where can I refer clients/students?

You can also refer clients/students to most of the agencies who are referring to you. There are three types of referrals to consider.

1. Referral out before service typically occurs because the client's goal and/or skills levels are not suitable for your program. In that case, you may refer him/her to a more appropriate LBS provider or other adult education program, e.g. ESL. You may also have clients who are suitable for your program but need to be referred for some extra support before they can get started, e.g. personal counselling, financial advising, etc.

2. Referral out during service occurs when a student is registered in your program but needs extra support. It doesn't necessarily mean that the individual stops attending classes; more likely the referral out will provide additional help while the student continues in the LBS program.

3. Referral out at exit occurs when a student is leaving your LBS program. For example, a student experiencing a personal or health-related issue would be referred to a suitable organization for assistance. A referral out may also occur when the student is finished all requirements and is then referred to the next step in her/his path, e.g. to an apprenticeship office, to a postsecondary advisor, etc.

INFORMATION AND REFERRAL

Referrals in, referrals out (cont'd)

How and why are referrals documented?

General Inquiries

The inquiries for information that your LBS program receives (phone, email, walk-ins) are recorded, tallied, and entered monthly into MAESD's database system. (The system is called EOIS-CaMS and is described in more detail in the *Process* section of this guide.) Your LBS staff will have a process in place to ensure that these inquiries are captured accurately.

Referrals In

When a student is referred to your program and actually registers with you, the source of that referral is recorded and entered into the EOIS-CaMS system as part of the student record.

Referrals Out

Once a student is registered in your LBS program, referrals out are recorded on the "Learner Plan" and in the EOIS-CaMS system. There must be documentation in the student's file to verify the referral. Again, your colleagues can tell you what process is used to document such referrals.

What is meant by "Service Coordination?"

According to the LBS Guidelines 2016, "Service coordination tracks how well a service provider works within the LBS and EO delivery system and in the community." Because referrals are documented and recorded in the EOIS-CaMS system as described above, it is possible to measure the percentage of students who receive

"effective and supported referrals." This measure of Service Coordination is part of MAESD's performance management framework (PMF) for LBS providers. See the *Process* section in this guide for more information about the PMF.

Where do referrals come from?

In 2014-15, over 50% of referrals to college LBS programs across Ontario were by "word of mouth."

This is typical, year after year. Our former students are our best marketing tools!

"Thanks to the start that I had in Academic Upgrading, I know that my future and my family's future are certainly brighter.

I have recommended and will continue to recommend Academic Upgrading to friends and family."

–Ainsley, AU graduate

WELCOME	PURPOSE	PEOPLE	PROGRAMS	PROVINCIAL OVERSIGHT	PROCESS	PROFESSIONAL DEVELOPMENT

ASSESSMENT

Assessment tools and processes

Assessment

Your LBS program will already have many assessment tools and processes in place to provide information about your students' skills, knowledge, abilities, and behaviours, from the time they apply to the program, through their AU course work, and as they prepare to exit and move on to further education or employment.

Does the ministry prescribe any specific assessments that must be used?

Yes. It's important to recognize that in addition to your own in-house assessment tools (tests, assignments, presentations, reports, etc.) there are also some specific assessments that **all** LBS providers (college, school board, and community-based) use across the province.

These include "milestone tasks" and "culminating tasks", which are introduced below and described in more detail in the next section (Learner Plan Development). Briefly, milestones and culminating tasks are articulated to competencies and levels in the Ontario Adult Literacy Curriculum Framework (OALCF, as described in the *Training* section). LBS providers must report to MAESD on their students' completion of milestones and culminating tasks.

How are milestones and culminating tasks tracked and reported?

The data that each LBS provider submits to MAESD for the completion of milestones and culminating tasks is compiled with other student and program information. The compiled data then contributes to three measures that MAESD uses as part of the LBS Performance

Management Framework (PMF): learner progress, completion of goal path, and learner gains. (For more information about the LBS-PMF, see the *Process* section of the guide and the LBS Guidelines 2016.)

Are milestones and culminating tasks meant to replace other forms of assessment?

No, the use of milestones and culminating tasks is not meant to replace other assessments and evaluation tools that you use in your program and courses. Instead, they are meant to supplement what you are already using and provide MAESD with a broad, standard indicator of student achievement across all LBS programs, no matter what program-specific curricula, approaches, and other assessment strategies are in place.

What is meant by initial, ongoing, and exit assessment?

Those general categories of assessment are described below. Consult with your LBS colleagues to find out the specifics of the tools and processes used at your college.

1. Initial Assessment for Eligibility

This is part of the application process for your LBS program. One of MAESD's eligibility criteria for students to receive LBS-funded programming is that students initially assess below Level 3 on either the International Adult Literacy and Skills Survey (IALLS) scale or the Ontario Adult Literacy Curriculum Framework (OALCF). Most colleges use the web-based ESEE assessment tool (Essential Skills for Employment and Education - developed and administered by the CSC) because it provides IALLS scores.

ASSESSMENT

Assessment tools and processes (cont'd)

Assessment (cont'd)

It is well-suited for use in LBS, and is free and accessible to LBS service providers. (See the ESEE fact sheet on page 17).

2. Initial Assessment for Placement

Most LBS programs also administer one or more assessments to determine proficiency in specific mathematics and/or English skills. This allows LBS staff/faculty to place students as accurately as possible in modules or courses required for their goal. Accurate placement also helps to ensure that students experience success early in their LBS program and prevents them from having to repeat material that they already know.

3. Ongoing Assessment

Throughout their work in LBS, students are consistently assessed through quizzes, assignments, tests, presentations, reports, self-assessments, exams, etc. Milestone tasks are also used as part of ongoing assessment and relate to the "learner progress" measure mentioned previously.

4. Exit Assessment

Most exit assessments in LBS are assignments or evaluations at the completion of a course or module. If the student has completed an entire course, a final grade is normally assigned which appears on the student's official college transcript.

A "culminating task" may also be administered at, or close to, exit depending on the student's situation.

What are culminating tasks?

A culminating task is more complex than a milestone task and is also aligned to the OALCF. It reflects a task that a student could expect to perform when s/he has finished all the goal path requirements and is ready to leave your LBS program. The ministry has provided three culminating tasks for each of the five goal paths. The ministry's User Guide for the Culminating Tasks indicates that the decision to complete a culminating task is a collaborative one between the student and the faculty member (or LBS practitioner).

Looking Ahead: Learner Gains Assessment

In recent years, MAESD has been conducting research into processes and tools that could be used for the LBS Learner Gains assessment. The LBS Guidelines 2016 describe learner gains as follows:

"Learner gains measures the percentage of learners who show an improvement of at least one point from entrance to exit from the LBS program using the IALSS 500 point scale in reading, document use and numeracy using an MAESD approved standardized test.

Learner gains scores answer the question, "Do learners in Ontario increase their skills as measured by a national standard as a result of participating in the LBS program?"

The implementation date for Learner Gains assessment has not yet been determined, and MAESD's research is ongoing.

FACTSHEET

ESSENTIAL SKILLS FOR EMPLOYMENT AND EDUCATION (ESEE)

What is ESEE?

ESEE is a web application created to assess and build an individual's Essential Skills in reading, document use and numeracy – foundational skills upon which other skills are built.

Who is using the ESEE assessment... and why?

Teachers, employers and training organizations are using ESEE to identify and address skill gaps, compare skill levels to occupational requirements and customize training materials.

Since ESEE was launched in 2012 more than 100,000 assessments have been completed.

ESEE also has a number of features for those requiring support, including a built-in vocabulary builder that provides written and audio definitions of some words and phrases. ESEE also has supports for those who are deaf and hard of hearing, including 186 American Sign Language (ASL) videos.

How does ESEE work?

- Skills are measured on the International Adult Literacy Survey (IALS) 0-500 point scale and Employment and Social Development Canada's (ESDC's) 5-level scale. The assessments are also aligned with the Ontario Adult Literacy Curriculum Framework (OALCF)
- Each time a client completes an assessment, a customized result report is generated. It provides test scores and a description of the types of tasks the client can likely do, or not do, based on their results.
- ESEE also generates an individualized Learning Activities Plan that provides trainers and clients with useful learning resources available online and free-of-charge. The Learning Activities Plan targets only areas where the client needs to build skills.
- ESEE allows test administrators to group clients into cohorts for reporting and evaluation.

Has ESEE been updated or improved since its launch?

Yes. In a recent study (January 15, 2015 through March 13, 2015), the ESEE platform was modified by building in a unique, front-ended client sorting system. Through the use of a locator pre-test, the system can now automatically stream clients to the assessment version best suited to their abilities or, in cases where clients demonstrate very low skills, document their exemption.

Test administrators and test-takers participating in this study agreed that:

- ESEE is easy to use;
- The website is easy to navigate;
- Being able to complete the assessments during multiple sessions is a positive feature;
- Assessments take a reasonable amount of time to finish; and
- Results reports are easy to understand and provide useful information.

The research also confirmed the effectiveness of the new assessment streaming system.

How much does ESEE cost?

For Ontario learners entering ACE programs, the ESEE test is free.

Who manages ESEE?

The ESEE web application is managed by the College Sector Committee for Academic Upgrading (CSC).

Where can I find out more?

For more information about ESEE, please visit http://en.esee.essentialskillsgroup.com and the CSC website at www.cscau.com

Should you have further questions, please email Sandra Hennessey, Manager, Skillsmarker Programs at hennesseyatwork@rogers.com

CSC

SkillsMarker
essential skills system

REFERENCE GUIDE

WELCOME	PURPOSE	PEOPLE	PROGRAMS	PROVINCIAL OVERSIGHT	PROCESS	PROFESSIONAL DEVELOPMENT

LEARNER PLAN

Learner plan development

"The learner plan describes the goal path and includes the learner's goal, background information, assessment results, milestone tasks, culminating task, learning activities, program duration, additional supports required, and referral results. " —LBS Guidelines 2016

The learner plan (LP) is developed in consultation with the student and helps to provide a "road map" of the requirements necessary for his/her transition to postsecondary, apprenticeship, employment, etc. It also provides a sequence and estimated timeline for completing those requirements.

At exit, the LP documents the achievements of the student during his/her time in the program. Students sign the initial LP when they begin their LBS program and a hard copy is retained on file. Most information on the LP is also entered electronically into the EOIS-CaMS database.

Although MAESD provides an electronic learner plan template, LBS providers can modify and add to the template as long as the required elements are included. The LP is a dynamic document and can be revised if the student's goal path and/or requirements change.

How are milestone tasks used in developing the learner plan?

Milestone tasks are short, goal-related assessment activities (provided by the ministry) that correlate to the competencies and levels of the Ontario Adult Literacy Curriculum Framework (OALCF).

Since LBS providers use many different curricula and assessment tools in their programs, the milestone tasks provide MAESD with a standard indicator of the student's progress because they are used by all students, across all goal paths, by all LBS providers. The results of the milestone assessments are entered in the EOIS-CaMS database as part of the learner plan.

How can I access the milestones?

MAESD provides approximately 60 milestone tasks for use by LBS programs. They are housed in a secure web site on the OALCF Repository. Check with your LBS colleagues to find out who has access to the repository at your location.

How are milestones selected for students to complete?

Each milestone is connected to a competency, task group, level, and one or more goal paths within the OALCF. LBS providers can map the most appropriate milestones to the curriculum they are using. Since college LBS programs typically package their curriculum into discrete courses, many colleges have spent considerable time identifying the milestones which best relate to the content and levels of study in their courses. Faculty can then include milestones at appropriate intervals in the curriculum as students proceed through their course work.

NOTE: Milestone tasks are not intended to demonstrate content knowledge in a subject area or course but rather the ability to apply a variety of skills to goal-related tasks.

LEARNER PLAN

Learner plan development (cont'd)

How are content-related elements incorporated into the LP?

The LP template includes 14 options for "learning activities." These activities are intentionally broad, e.g. "Learning related to biology" or "Learning related to technical math." In this way, the LP can be built to reflect areas of content required for the student's goal. Because most curriculum used on colleges is course-based, LBS programs also provide students with detailed tracking templates and plans that more specifically reference course content and requirements.

What other information should be in the LP?

Information on additional requirements for the student's goal can also be included in the LP.

For example, if a student required CPR/First Aid training, or SmartServe, or any other industry-related certification, that should be included in the LP.

If a student requires additional supports, e.g. use of assistive technology, that could be included. Referrals to other services are also included. The contents of the LP should reflect all of the requirements and supports that the student needs to transition to her/his goal.

"Completion of the learner plan indicates that a learner has met the learning goal and is transition-ready."

—LBS Guidelines 2016

"Thanks to upgrading, I have all the skills I need for a postsecondary college program.

I am proud to say I took part in the upgrading program and it has been an amazing experience.

I would strongly recommend it."

—*Kevin, AU graduate*

TRAINING (program delivery)

Curricula and delivery methods

Do all LBS providers use the same curriculum?

No, they do not. The LBS Guidelines do not prescribe a set curriculum. LBS providers across the province use many different resources, approaches, curricula, and assessment/evaluation strategies to meet the wide-ranging skill levels and needs of students and their goals.

Colleges primarily use LBS funding to deliver courses in mathematics, communications (English), sciences, computer applications, and self-management. These courses allow students to prepare for and obtain admission requirements for college postsecondary programs or apprenticeship training, and/or to upgrade their skills for employment. There is much consistency in the LBS curriculum delivered by colleges, including the grade 12 equivalent "Academic and Career Entrance" (ACE) Program. More specific information on college LBS and ACE curricula and courses can be found later in this section.

What is the Ontario Adult Literacy Curriculum Framework (OALCF)?

Although LBS funding allows for the use of various curricula, LBS service providers (whether college. school board, or community-based) are required to articulate their program delivery to the Ontario Adult Literacy Curriculum Framework (OALCF) which was implemented in 2011-12 and is described below, again from the LBS Guidelines 2016:

The OALCF is a broad term that refers to all the features of delivering a competency-based program. It provides direction to service providers on how to deliver student-centred, transition-oriented programming that is based on adult education principles. It includes informal and standard assessment activities, goal path descriptions, task-based programming and assessment and a focus on program planning and completion and student transitions. The OALCF links the LBS program to the requirements of employers, educational and training service providers, and community partners in an easy to understand way and furthers the EO Service Promise of building a highly skilled, highly educated workforce in Ontario.

As mentioned in the description above, the OALCF identifies **five goal paths** that categorize the destinations that students may be pursuing:

Employment;

Apprenticeship;

Secondary school credit;

Postsecondary; or

Independence.

Elements of the OALCF are organized around these five goal paths. In turn, your college's LBS courses and activities will also connect to some of those goal paths. Most commonly, college LBS programs serve students on the postsecondary, apprenticeship, or employment goal path.

To review the six OALCF competencies click here. More information on the OALCF and how it relates to program delivery and contract compliance can be found in the LBS Guidelines 2016 and from your LBS colleagues.

WELCOME	PURPOSE	PEOPLE	PROGRAMS	PROVINCIAL OVERSIGHT	PROCESS	PROFESSIONAL DEVELOPMENT

ACE academic & career entrance

What are the important features of the ACE Program?

As mentioned earlier in the guide, MAESD does not pre-scribe a set curriculum for use by LBS-funded service providers. This allows LBS programs to be responsive to the needs of their students and their communities across all sectors, streams, and geographic regions.

Because the majority of college AU students have a goal of entering postsecondary programs or apprenticeship training, many need to obtain either an overall grade 12 equivalence and/or complete specific grade 12 equiva-lent courses that are required for admission to postsec-ondary, for registration as an apprentice, or for direct entry to employment.

To satisfy this need for grade 12 equivalent program-ming, the colleges deliver a long-standing program known as Academic and Career Entrance (ACE). Colleges use LBS funding to deliver ACE courses, just as other LBS providers use LBS funding to deliver curricula that meets the needs of their students' goals. Some colleges also offer ACE courses through a fee-paying stream.

(In your LBS program, you will likely offer a combination of ACE and pre-ACE or foundational courses. Most LBS students need some "refreshing" of their foundational skills before they are ready to tackle ACE-level courses.)

Although the ACE curriculum is delivered using LBS funding, it is very important to note that **the ACE Program (curriculum, credential, and graduation requirements) is an approved program in the Postsec-ondary Education Division of MAESD, not in the**

Employment and Training Division which funds LBS. Only public colleges or the ACE Distance program can deliver ACE courses and provide the ACE credential (certificate).

How can students benefit from the ACE Program?

Students can:

- Complete one or more ACE courses to satisfy specific prerequisites for application to college postsecondary programs;

- Use a combination of high school courses and ACE courses to satisfy prerequisites for college postsec-ondary programs; and

- Complete the ACE Certificate requirements to obtain a grade 12 equivalent certificate for apprenticeship registration or for college programs requiring the full certificate.

The ACE Certificate is also recognized as grade 12 equiv-alent by a growing number of employers when hiring and promoting staff. Major employers such as the OPP, Proctor and Gamble, CP Rail, Revenue Canada, Tembec, VALE INCO, Chrysler Canada and many municipalities and regional hospitals recognize the ACE Certificate.

| WELCOME | PURPOSE | PEOPLE | PROGRAMS | PROVINCIAL OVERSIGHT | PROCESS | PROFESSIONAL DEVELOPMENT |

What courses are offered in the ACE Program?

This table lists the ACE courses offered in both English and French.
NOTE: not all colleges offer all ACE courses.

COURSE OFFERED IN ENGLISH	COURSES OFFERED IN FRENCH
ACE Communications	ACE Communication anglaise
ACE Communications Support	ACE Communication française
ACE Core Mathematics	ACE Autogestion/autodiscipline
ACE Apprenticeship Mathematics	ACE Informatique
ACE Business Mathematics	ACE Biologie
ACE Technology Mathematics	ACE Chimie
ACE Biology	ACE Physique
ACE Chemistry	ACE Mathématiques générales
ACE Physics	ACE Mathématiques pour les technologies
ACE Self Management & Self Direction	ACE Mathématiques pour affaires
	ACE Mathématiques pour les métiers

What are the requirements for obtaining the ACE certificate?

Students must complete Communications, any ACE mathematics course, and two other ACE courses selected as electives.

What are the features and benefits of the ACE Distance Program?

ACE Distance offers adult students an online delivery option for those preferring to study online rather than in a face-to-face classroom program. ACE Distance is part of the "e-Channel" group of LBS service providers who offer online programming.

To maximize the chances for success, applicants must complete assessments to demonstrate course entry standards (similar to assessments in face-to-face AU/ACE programs) and successfully complete the 20-hour Learn to Learn (L2L) course which provides an orientation to ACE Distance learning.

The CSC is the service provider for ACE Distance and receives LBS funding to administer ACE Distance courses, with very similar contractual obligations to MAESD as face-to-face programs. As a result, there is a limited number of free (LBS-funded) ACE Distance seats available each year. There is also a fee-paying stream. ACE Distance faculty are hired and managed by the CSC, and course renewal is ongoing.

Students wishing to take ACE Distance courses first register on the ACE Distance website for information, referral (if applicable) and assessment, as well as to complete the L2L course. Once the student's eligibility for registration has been determined, s/he registers via one of the many colleges who provide ACE Distance registration. The registering college then records the final grade and can produce a transcript as required.

Students who wish to complete the ACE certificate can use a combination of online and face-to-face ACE courses. There is also a process in place which allows students to transfer from a partially completed face-to-face course into the same ACE Distance course.

Students who do not meet the required skill level for direct entry into ACE level courses may be eligible for the Communication Support and/or Numeracy Support courses. These are pre-ACE level courses which feed directly into ACE Distance courses.

For course outlines, equivalency information and comparisons, click here for the ACE page on the CSC website or visit acedistancedelivery.ca.

NOTE: If you have any questions about ACE or ACE Distance, please email the Director of ACE Programs, Arlene Cronin, at arlene.ace@gmail.com.

REFERENCEGUIDE

FOR NEW STAFF IN COLLEGE
LITERACY AND BASIC SKILLS PROGRAMS

How do ACE courses compare to Ontario secondary school (OSS) courses?

Several years ago, the Ontario Ministry of Education engaged Curriculum Services Canada to undertake a comparison of the ACE and OSS courses for the purpose of establishing equivalencies. The following table shows the results of that analysis.

ACE/OSSD TABLE OF EQUIVALENCIES

ACE COURSE	OSS COURSE EQUIVALENT	OSS CODE
ACE Communications	English, Grade 12 to College	ENG4C
ACE Apprenticeship Math	Foundations for College Mathematics, Grade 12	MAP4C
ACE Business Mathematics	Foundations for College Mathematics, Grade 12	MAP4C
AE Technical Mathematics	Mathematics for College Technology, Grade 12	MCT4C
ACE Core Mathematics	Mathematics for Work and Everyday Life, Grade 12	MEL4E
ACE Biology	Biology, Grade 11 to College	SB13C
ACE Physics	Physics, Grade 12 to College	SPH4C
ACE Chemistry	Chemistry, Grade 12 to College	SCH4C

NOTE: SOME COLLEGES ALSO OFFER THE FOLLOWING ACE UNIVERSITY PREP COURSES. FEES APPLY TO THESE COURSES AND VARY BY COLLEGE.

ACE Biology University Prep	Biology, Grade 12 to University	SBI4U
ACE Physics University Prep	Physics, Grade 11 to University	SPH3U
ACE Chemistry University Prep	Chemistry, Grade 12 to University	SCH4U

FOLLOW-UP

Closing the loop

To track and record outcomes, LBS providers must contact former students three, six, and twelve months after they leave the program, whether or not they completed all of the requirements of their goal path. The purpose of conducting follow-ups is to demonstrate the value and impact of the other services that the student has received in your program and to provide a mechanism for your program to receive ongoing feedback.

What kind of information is recorded?

The ministry provides the LBS Exit and Follow-up form which must be used to record each student's outcomes, first at exit and then at the three, six, and twelve-month intervals.

The form contains a list of 25 possible outcomes, e.g. employed full-time, employed part-time, employed apprentice, unemployed, in education /postsecondary, in training, etc. If the student is employed or in education/training, some additional details about those specific outcomes are also collected.

How is the follow-up information recorded?

There will already be a process in place to ensure that follow-ups are completed accurately and documented both on the LBS Exit and Follow-up form and in the EOIS-CaMS database.

Former students may be contacted by phone, email, text, etc. Often, follow-ups are completed by administrative support staff, but faculty may also be involved (especially at smaller sites).

"It was only when I met the amazing staff through the Academic Upgrading Program that everything changed for me.

I was so blown away by how much each and every one of the staff cared about me and my future… they were my biggest fans, always cheering me on and steering me in the right direction.

The upgrading program not only prepared me for my postsecondary program but they also gave me a real sense of myself and what I was capable of.

It was an absolutely awesome experience and I am still grateful to the program for their dedication and their passion to see their students achieve and succeed!"

—*Aimee, AU graduate*

Pathways to postsecondary

There are a number of options available to adult students in Ontario who would like to pursue entry to college, university or apprenticeship (click on the image). The chart below is intended primarily for academic advisors and employment counsellors who work with adult clients either inside a college or in a community agency.

The key features of each of pathway are identified. The area outlined in red shows where the ACE Program fits within the context of the other paths. This poster and its companion guide are available on the CSC website here.
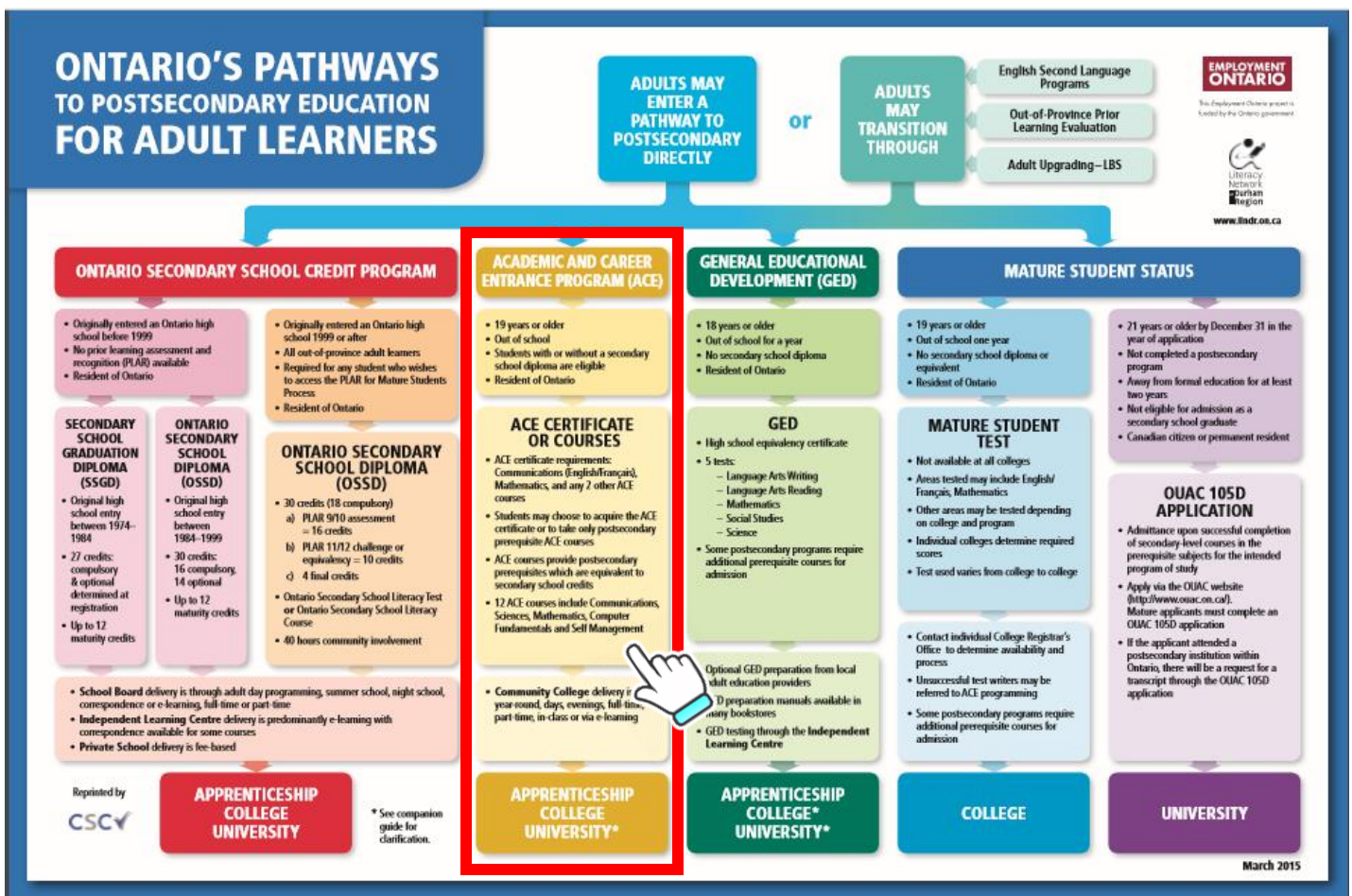
Background — Where your program fits

"Ontario will have the most highly educated and skilled people in the world in order to build the province's competitive advantage and quality of life."

—MAESD vision

Why does the ministry invest in your program?

The MAESD, through your college's Employment Ontario-LBS agreement, funds your LBS program so that eligible Ontarians 19 years of age and over can access free services that will help them move towards further education, training, and/or direct entry to employment.

Which ministry division oversees your program?

MAESD is organized into five divisions, two of which are directly related to college funding and program approvals/delivery:

- the **Postsecondary Education Division**, responsible primarily for college/university certificates, diplomas, and degrees; and

- the **Employment and Training Division (ETD)**, responsible for employment services, apprenticeship, LBS, and other related programs.

ETD and Employment Ontario

The ETD programs and services operate within a network known as **Employment Ontario** (EO). EO is designed to help people seeking to upgrade their skills, find work, start a career or business, or make a career change. EO can also assist employers to find and hire people with the skills that employers need.

The LBS program — part of EO

MAESD contracts with third party service providers including colleges, school boards, and community-based agencies to deliver EO programs and services across Ontario. The LBS program is part of EO and provides funding, guidelines, and support for a wide variety of adult upgrading programs across Ontario. The LBS program in which you now work is funded and monitored through your college's LBS contract with MAESD. A short overview of the LBS Program is available here on the MAESD web site.

Provincial oversight for LBS service providers includes a robust performance management system (PMS) admin-istered by MAESD. More information on the LBS-PMS is included in the *Process* section of this guide.

In addition to delivering programming under LBS, most of Ontario's public colleges deliver other EO programs including apprenticeship and employment services.

REFERENCEGUIDE

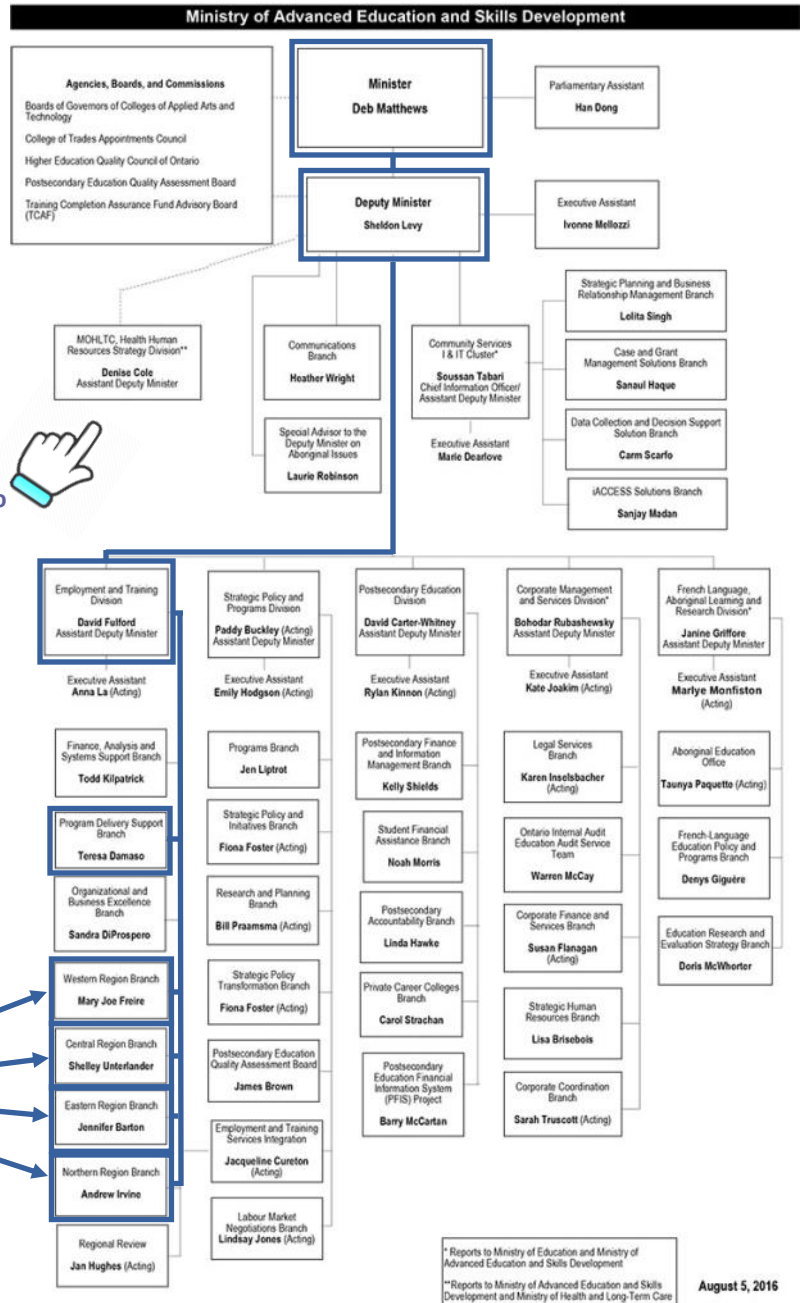## FOR NEW STAFF IN COLLEGE
LITERACY AND BASIC SKILLS PROGRAMS

Provincial oversight

Your program fits under the Employment and Training Division of MAESD. Your Employment and Training Consultant (ETC) reports to a local Service Delivery Manger, who is then ultimately accountable to the Regional Director.

click on the chart to go to the website

Ministry of Advanced Education and Skills Development

Agencies, Boards, and Commissions
Boards of Governors of Colleges of Applied Arts and Technology
College of Trades Appointments Council
Higher Education Quality Council of Ontario
Postsecondary Education Quality Assessment Board
Training Completion Assurance Fund Advisory Board (TCAF)

Minister
Deb Matthews

Parliamentary Assistant
Han Dong

Deputy Minister
Sheldon Levy

Executive Assistant
Ivonne Mellozzi

MOHLTC, Health Human Resources Strategy Division**
Denise Cole
Assistant Deputy Minister

Communications Branch
Heather Wright

Special Advisor to the Deputy Minister on Aboriginal Issues
Laurie Robinson

Community Services I & IT Cluster*
Soussan Tabari
Chief Information Officer/ Assistant Deputy Minister

Executive Assistant
Marie Dearlove

Strategic Planning and Business Relationship Management Branch
Lolita Singh

Case and Grant Management Solutions Branch
Sanaul Haque

Data Collection and Decision Support Solution Branch
Carm Scarfo

iACCESS Solutions Branch
Sanjay Madan

Employment and Training Division
David Fulford
Assistant Deputy Minister

Executive Assistant
Anna La (Acting)

Finance, Analysis and Systems Support Branch
Todd Kilpatrick

Program Delivery Support Branch
Teresa Damaso

Organizational and Business Excellence Branch
Sandra DiProspero

Western Region Branch
Mary Joe Freire

Central Region Branch
Shelley Unterlander

Eastern Region Branch
Jennifer Barton

Northern Region Branch
Andrew Irvine

Regional Review
Jan Hughes (Acting)

YOUR ETC

Strategic Policy and Programs Division
Paddy Buckley (Acting)
Assistant Deputy Minister

Executive Assistant
Emily Hodgson (Acting)

Programs Branch
Jen Liptrot

Strategic Policy and Initiatives Branch
Fiona Foster (Acting)

Research and Planning Branch
Bill Praamsma (Acting)

Strategic Policy Transformation Branch
Fiona Foster (Acting)

Postsecondary Education Quality Assessment Board
James Brown

Employment and Training Services Integration
Jacqueline Cureton (Acting)

Labour Market Negotiations Branch
Lindsay Jones (Acting)

Postsecondary Education Division
David Carter-Whitney
Assistant Deputy Minister

Executive Assistant
Rylan Kinnon (Acting)

Postsecondary Finance and Information Management Branch
Kelly Shields

Student Financial Assistance Branch
Noah Morris

Postsecondary Accountability Branch
Linda Hawke

Private Career Colleges Branch
Carol Strachan

Postsecondary Education Financial Information System (PFIS) Project
Barry McCartan

Corporate Management and Services Division*
Bohodar Rubashewsky
Assistant Deputy Minister

Executive Assistant
Kate Joakim (Acting)

Legal Services Branch
Karen Inselsbacher (Acting)

Ontario Internal Audit Education Audit Service Team
Warren McCay

Corporate Finance and Services Branch
Susan Flanagan (Acting)

Strategic Human Resources Branch
Lisa Brisebois

Corporate Coordination Branch
Sarah Truscott (Acting)

French Language, Aboriginal Learning and Research Division*
Janine Griffore
Assistant Deputy Minister

Executive Assistant
Marlye Monfiston (Acting)

Aboriginal Education Office
Taunya Paquette (Acting)

French-Language Education Policy and Programs Branch
Denys Giguère

Education Research and Evaluation Strategy Branch
Doris McWhorter

* Reports to Ministry of Education and Ministry of Advanced Education and Skills Development
** Reports to Ministry of Advanced Education and Skills Development and Ministry of Health and Long-Term Care

August 5, 2016

Managing your data — Employment Ontario Information System

All Employment Ontario service providers are required to record and submit a variety of client, student, program, financial and organizational data using MAESD's "Employment Ontario Information System" also known as EOIS. Only authorized users are able to view data entered in EOIS.

The EOIS consists of three sub-systems:

- Employment Ontario Information System – Apprenticeship (EOIS-APPR)
- Employment Ontario Information System – Case Management System (EOIS-CaMS)
- Employment Ontario Information System – Service Provider Connect (EOIS-SP Connect)

(LBS providers **do not** use the EOIS-APPR system but **do use** the other two: EOIS-CaMS and EOIS-SP Connect.)

NOTE: EOIS is not linked to any of your college's student information systems, e.g. Peoplesoft, Banner, SIS, etc. It is exclusively an MAESD system used by Employment Ontario service providers and by ministry staff.

Depending on your role, you may or may not have access to the EOIS database. You will already have EOIS experts in your LBS program who track and record the required data. The importance of keeping the data in EOIS accurate and up-to-date can't be understated; it is your program's most direct line of accountability to MAESD and must be analyzed and reviewed regularly to ensure accuracy and to identify areas for improvement.

General information, training videos, and resources for EOIS use can be found by using the links provided on the EOPG site at http://www.tcu.gov.on.ca/eng/eopg/eotransformation/eois.html

EOIS-CaMS

Throughout a student's journey through your program, data must be captured in EOIS-CaMS. Some examples of data entered into the EOIS-CaMS system include (but are not limited to!) the following:

- Student registration information, e.g. "tombstone" data, demographics, educational history, personal profile, etc.;
- Referral information;
- Learner plan information, e.g. goal path, activities, etc.;
- Training supports, e.g. funds provided to eligible learners for transportation/childcare; and
- Exit and follow-up information.

Registering students in CaMS generates a unique identifier number for each individual, and this number remains with the individual if s/he accesses other Employment Ontario programming such as Employment Services. The "tombstone" data recorded in CaMS is attached to this unique identifier and is therefore accessible by authorized users from other EO organizations.

NOTE: the CaMS identifier number is unrelated to the student number that your college assigns.

CaMS can be used to produce a number of reports designed by MAESD. As such, EOIS-CaMS is very closely linked to the ministry's program monitoring and performance management system.

Managing your data — EOIS CaMS, EOIS-SP Connect

Webinars

If you are responsible for CaMS data entry, or if you are an LBS manager, you will want to view these two webinars created by the CSC.
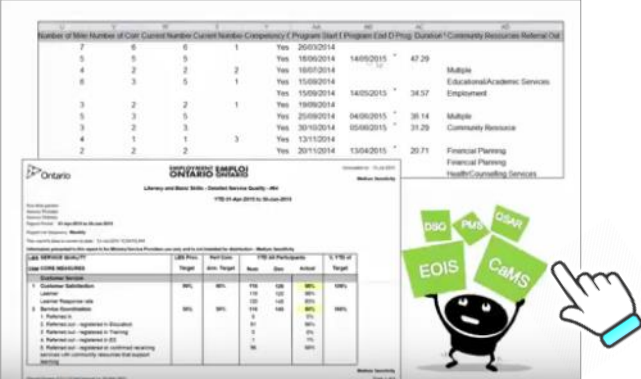
In order to follow the content in the webinars, you will first need to become familiar with the CaMS system, the vast range of data that is entered in CaMS, and some of the CaMS reports that are helpful to you and/or used for program monitoring by MAESD.

Your LBS Data: Part 1 — Connecting reports 61 & 64

Your LBS Data: Part 2 — Tracking your data

(Supplementary materials for these webinars are available for download here.)

EOIS-SP Connect

The SP Connect sub-system of EOIS was more recently implemented. When fully implemented, SP Connect will be used for all of MAESD's contract and financial administration for Employment Ontario programs.

As with EOIS-CaMS, the EOIS- SP Connect system is closely tied to accountability, contract compliance, and program monitoring. Normally, your college's Finance department and the LBS manager(s) have access to SP Connect.

EOIS Access, User Management, and Updates

The use of the EOIS requires each organization to designate a "SPRA" (Service Provider Registration Authority) who is responsible for managing the user accounts and licences provided by MAESD for access to EOIS-CaMS and EOIS-SP Connect. The SPRA is often (but not always) the LBS manager.

Updates about EOIS are provided in the form of e-memos from MAESD, posted on the EOPG web site. Some are specific to LBS, while others pertain to all Employment Ontario service providers. It is critical to access these updates which usually appear on the New Postings page and/or the LBS Updates page.

Subscribing to the RSS Feed on the EOPG site is the best way to be sure you are receiving all updates pertaining to EOIS and LBS.

REFERENCE GUIDE

WELCOME	PURPOSE	PEOPLE	PROGRAMS	PROVINCIAL OVERSIGHT	PROCESS	PROFESSIONAL DEVELOPMENT

Key dates and documents

MAESD Reporting Dates and Documents

There are several LBS reports required by MAESD throughout the year. Because the ministry operates on a fiscal year (April 1 to March 31), reporting dates are aligned with the fiscal year, not the academic year.

In addition to the standard reports listed in the table below, MAESD may request additional reports or updates as required, usually via email or telephone.

REPORT	MONTH DUE	DOCUMENT	LOCATION	SUBMISSION
Quarterly Status and Adjustment Report (QSAR)	July, October, January, April	QSAR template	EOPG web site	Via email to your ETC
Estimate of Expenditure Report (EER) *	July, Sept, Oct, Dec. Jan. Apr	EER template	EOIS-SP Connect	Via SP Connect
Statement of Revenue and Expenditure Report (SRER) *	June	SRER template	EOIS –SP Connect	Via SP Connect
Business Plan (BP)	November (may vary)	BP template	EOIS-SP Connect	Via SP Connect
Literacy Services Plan (LSP)	October (may vary)	LSP template	EOPG web site and from Regional Network	Via email to Regional Network

The EERs and the SRER are normally completed by your college's Finance department in consultation with the LBS manager.

Your college will likely also have a list of key dates in addition to the ministry reporting deadlines. Typically, the college dates relate to deadlines for submission of students' grades (for those applying to postsecondary programs) as well as program start and end dates, etc.

The LBS Performance Management System (LBS-PMS)

No matter your role in the LBS program, you need to have an appreciation of the ways in which your program's performance is managed by MAESD as it relates to the LBS contract and funding.

This section provides a brief introduction only; more comprehensive information is available from the LBS Guidelines 2016 as well as LBS Performance Management page on EOPG.

If you are a manager, you will definitely want to connect with the CSC and with counterparts at other colleges to help you understand the goals and implications of LBS performance management.

NOTE: the LBS-PMS is separate from any internal college requirements for academic program management and continuous improvement.

Overview

MAESD has two broad goals with respect to performance management:

- To help service providers deliver sustainable, effective, efficient and customer-oriented LBS services; and

- To focus on areas where support organizations can build their organizational capacity across the LBS provincial network.

The PMS has three distinct but related components: the performance management framework (PMF), business intelligence and continuous improvement. We will focus on the PMF, but it is important to be aware of the other two components as well.
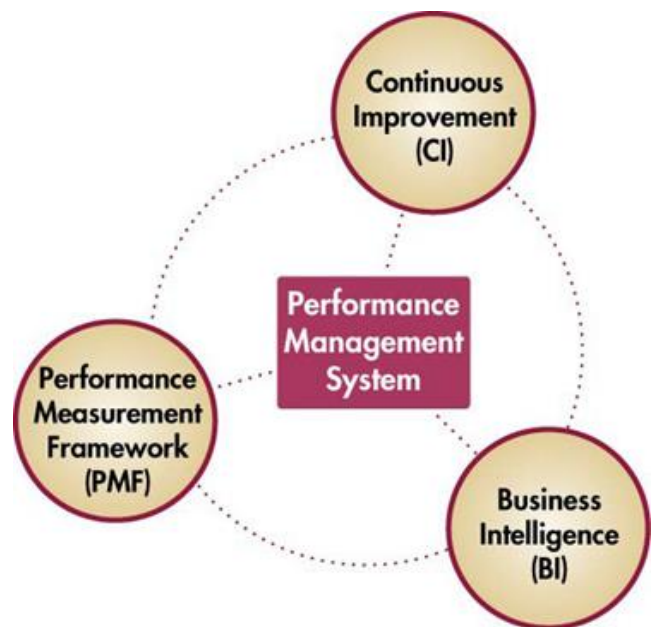
(from LBS-PMS training documents)

The LBS Performance Management System (cont'd)

The Performance Management Framework (PMF)

MAESD identifies three elements within the PMF:

- service quality standard;
- organizational capacity; and
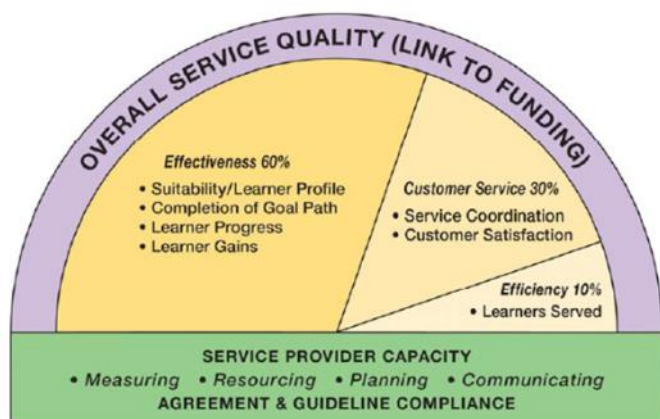- compliance with MTCU the agreement and LBS guidelines.

Service Quality Standard (SQS)

The SQS contains three "dimensions of success":

- Customer Service;
- Efficiency; and
- Effectiveness.

Each of those dimensions includes several measures, shown in this figure from the LBS Guidelines.

SERVICE QUALITY DIMENSIONS OF SUCCESS

OVERALL SERVICE QUALITY (LINK TO FUNDING)

Effectiveness 60%
- Suitability/Learner Profile
- Completion of Goal Path
- Learner Progress
- Learner Gains

Customer Service 30%
- Service Coordination
- Customer Satisfaction

Efficiency 10%
- Learners Served

SERVICE PROVIDER CAPACITY
- Measuring • Resourcing • Planning • Communicating
AGREEMENT & GUIDELINE COMPLIANCE

Each measure within a dimension has a weighting and numerical value attached to it. In simplest terms, the data that your program enters into EOIS-CaMS produces the numerical scores for each measure.

When the CaMS data is compiled monthly, each service provider can download a report from CaMS (the Detailed Service Quality Report 64 or "DSQ") which contains the values for each measure as well as the overall **Service Quality Standard (SQS)** "score" for the month.

MAESD holds LBS service providers accountable for achieving pre-determined minimum targets for all of the measures as well as the overall SQS score.

NOTE: as of the 2016-17 fiscal year, only two of the four measures under "Effectiveness" were being included in the SQS score - Suitability and Learner Progress. When the PMF is fully implemented in its final phase (date to be determined) all measures will be included.

Every three months, all LBS service providers must submit the Quarterly Status and Adjustment Report (QSAR) to your ETC. The QSAR references the measures noted in the DSQ as well as the overall SQS score and requires service providers to rationalize any missed targets in that quarter.

The ETC then provides a written response to your QSAR submission and any recommendations or requirements for further action or improvement.

You can see why it's so very important to ensure that the required data is entered accurately and promptly into EOIS CaMS!

The LBS-PMF (cont'd) and Program Monitoring

Organizational Capacity

Organizational capacity is the organization's ability to meet its goals and requirements. It includes the knowledge and resources related to the organization's expertise as well as the systems in place to support the mandate of the organization.

In a college setting, these systems include (but are not limited to) human resources, financial services, information technology, student services, student records, etc. MAESD considers organizational capacity to be a key element in performance management, and LBS providers are expected to demonstrate organizational capacity in five key areas: measuring; planning; communicating; resourcing; and risk management.

Compliance with the MAESD – LBS Agreement and LBS Program Guidelines

Service providers and support organizations are under contract with MAESD and are obliged to comply with their contractual agreements by respecting allocated budgets, performance monitoring, required reporting, and all of the associated deadlines. MAESD expects that performance management will result in continuous improvement of the services that your college provides to students within your LBS agreement.

Program Monitoring

MAESD monitors all Employment Ontario service providers through a combination of reports (DSQs, QSARs, EERs, etc.), formal letters/memos, and informal correspondence via phone or email.

In addition, EO providers undergo a formal monitoring process, typically once per year.

The LBS Strategic Monitoring process

PAPER-BASED	Paper-Based monitoring provides an opportunity to check in with the service delivery site if no issues have been identified. The Paper-Based Self-Assessment Questionnaire forms the basis of the monitoring process.
TARGETED	Targeted monitoring focuses only on areas identified as needing additional support. Through the service providers' completion of applicable areas of the Targeted Self-Assessment Questionnaire, ETCs can work with the site to identify improvement requirements.
COMPRE-HENSIVE	Comprehensive monitoring is an in-depth monitoring process for sites where a number of issues have been identified. Every service delivery site will undergo a Comprehensive monitor at least once every three years.

Monitoring may include, but is not limited to, the following components: An examination of all aspects of your organization's operations and what your organization has committed to in your annual business plan; ETC interviews with learners; and a detailed file audit where the ETC compares a sample of your paper based student files with the information you have recorded in the EOIS-CaMS. (from Memo to LBS Service Providers September 2015)

Following the program monitor, your ETC will summarize, in writing, the key points discussed at the visit and any areas for improvement. The LBS manager will then need to respond, in writing, within a specified time to address the noted items.

To learn more about MAESD's monitoring tools and processes, see the heading "**Service Providers - Strategic Monitoring**" found on the LBS Performance Management page of EOPG.

REFERENCE**GUIDE**

FOR NEW STAFF IN COLLEGE
LITERACY AND BASIC SKILLS PROGRAMS

WELCOME	PURPOSE	PEOPLE	PROGRAMS	PROVINCIAL OVERSIGHT	PROCESS	PROFESSIONAL DEVELOPMENT

The CSC

The College Sector Committee for Adult Upgrading (CSC) is the support organization which represents college Academic Upgrading Programs and staff at the provincial level. We monitor and support the needs of managers, faculty and support staff on the front lines in Ontario's 24 Community Colleges and provide informed advice at the provincial level, both to Colleges Ontario and to the Ministry of Advanced Education and Skills Development.

Giving every adult in Ontario the opportunity at a better life through upgrading their education and skills is at the core of everything we do at the CSC. Incorporated in 2013, we have worked to provide professional resources, information, expertise and networking opportunities for all the dedicated people who are responsible for Literacy and Basic Skills and Academic Upgrading programming across Ontario's 24 Community Colleges and online.

As part of our mandate, the CSC conducts research and produces reports on a variety of timely topics and issues related to the delivery, development and operation of academic upgrading programs in the Ontario college system.

Our mission

The CSC will assist the Ministry of Advanced Education and Skills Development and lead the Ontario College System in the creation of provincial resources, proce-dures and standards related to the development and delivery of relevant programs and/or services. The CSC is committed to providing leadership in promoting the continuous improvement of the delivery of upgrading programs to meet the needs of adult learners.

CSC websites

CSC — cscau.com

ACE Distance — acedistancedelivery .ca

ESEE — en.esee.essentialskillsgroup.com

ESOT — esot.essentialskillsgroup.com

2016—2017 Executive

Chair
Steve Hudson, Niagara College

Executive Director, Interim
Bea Clark

Northern Region
Janice Clarke, Cambrian College
Charlotte Primeau, Collège Boréal

Central Region
Patricia Whittington, Georgian College
Paul Gouveia, Humber College

Eastern Region
Leslie Casson, St. Lawrence College
Silvana MacDonald, Fleming College

Western Region
Wanda Jacobs, Fanshawe College
Sue McClelland, St. Clair College

Francophone
Marie Roberts, la Cité

CSC key dates

Provincial Managers Meeting: November 7—8, 2016
Annual Conference: June 5—7, 2017

CSC COLLEGE SECTOR COMMITTEE
FOR ADULT UPGRADING
SEPTEMBER 2016

Adult literacy educator training

You can access training and certification courses to enhance your professional development and build your network.

Some of the benefits of this training include:

- recognition of your current practice and skills;

- Opportunity to confirm and demonstrate what you already know;

- Meeting literacy practitioners from other communities;

- Sharing of your accumulated knowledge and experience;

- Sharing of ideas and dilemmas — problem solving;

- Building your toolkit of strategies and approaches;

- Expanding your understanding of literacy instruction and methods; and

- Practical information and tools that can be immediately applied to your work.

 From **"What's in it for me? Teacher of Adults — Literacy Educator (ALE) Certificate Program."**

**LINKS TO
COLLEGE PROGRAMS**

Conestoga College

Sault College

Seneca College

Durham College

Humber College

Sheridan College

Helpful links

Learning Networks of Ontario — made up of 16 learning networks from across Ontario. Each network provides support to Literacy and Basic Skills (LBS) programs through core services which are funded by MAESD as part of Employment Ontario (EO).

Employment Ontario Employment Service — resources and personalized advice and services to help people assess their skills and experience, find work and start on the path to skills training.

Ontario Works – helps people who are in financial need. Offers financial assistance and employment assistance including access to basic education and job-specific training for eligible participants.

AlphaPlus – provides training, services, tools and resources to adult literacy agencies and educators in Ontario and Canada, serving adult learners in Deaf, Native, Francophone and Anglophone literacy streams.

Laubach Literacy Ontario — a volunteer-driven, non-profit charitable organization dedicated to increasing literacy in Ontario, guided by the principle of "Each one Teach One".

Community Literacy of Ontario — a provincial literacy network of 100 community literacy agencies across Ontario.

Learning Disabilities Association of Ontario — provides leadership in learning disabilities advocacy, research, education and services and to advance the full participation of children, youth and adults with learning disabilities in today's society.

Employment Ontario Partners Gateway — provides support to service providers delivering Employment Ontario programs and services. It provides tools and materials to support the Employment Ontario brand, and employment and training information within the Employment Ontario network of service providers.

The Metro Toronto Movement for Literacy (MTML) — regional network that supports and promotes adult literacy, learning and skills upgrading in the Great Toronto Area and York Region.

Literacy Basics — free, self-directed online training for Ontario literacy practitioners.

Task-based activities for LBS — a collection of activities aligned to the OALCF and organized by stream, goal path and level.

Literacy and Essential Skills — Free and easy-to-use tools for learners, employers and practitioners.

LBS acronyms — some of the most common abbreviations and acronyms spelled out.

Learning and violence — to understand barriers people experience and how to work with them

The myth of "one size fits all" education

REFERENCE**GUIDE**

FOR NEW STAFF IN COLLEGE
LITERACY AND BASIC SKILLS PROGRAMS

Words of wisdom

"Don't panic. Don't be intimidated by the minutiae. You have colleagues to call. We're all in this together and we've all been new to the game."

Leslie E. Casson, Associate Dean, Justice Studies & Applied Arts, St. Lawrence College

"We work with adult learners; while they may have experienced interrupted education, or barriers to education, treat them with respect and recognize that they bring a wealth of life experiences with them."

Shae Byer, Program Assistant, Academic Upgrading, School of Work and College Preparation, George Brown College

"This is a very complex field and there are many layered components. You will review the same concepts/documents/discussions/ questions many, many times and each time, hopefully, you will have a deeper understanding. Give yourself at least six months to feel like you understand – and at least twelve months to feel like you have insights."

Patricia Whittington, Manager, Access Programs, Georgian College

"Ask for help. There are many others in similar positions who have done this for a long time and who are always willing to help. Build good relationships with your ETC's. And always read the EOPG updates!"

Tanya Kell, Chair, Access Programs, Conestoga College

"There is a wealth of caring and knowledgeable people who can help you get started within our CSC network. Don't be afraid to ask."

Wanda Jacobs, Manager of Employment and Support Services, Fanshawe College

"Some of our students are intimidated by institutions such as ours and are therefore afraid to trust us given that we are representatives of these institutions. As such, it becomes important that we balance these perceptions by bringing a strong 'human' component into our relationships with them."

Amrita Persaud, Professor, Academic Upgrading, Humber College

Words of wisdom

"In my role as Chair of General Studies, Academic Upgrading is only a portion of a relatively large portfolio that consists of, mostly, postsecondary programs.

Academic Upgrading is challenging to manage, in many ways, because it is so different and 'outside the box.'

All of the other programs operate on a semester basis, so our continuous intake format is challenging for the college to accommodate, at times. This holds true for our processes around grade entry, ACE certificate 'graduation,' specific reporting requirements, and activity within the Student Management System (Banner).

*To be successful in this position, I think that **it is critical to develop and maintain key relationships throughout the college**. By fostering those key relationships, you can ensure that Academic Upgrading is seen as an integral part of the college, and garner support to keep pounding that 'square peg' into the round hole.*

Teamwork is critical, both at the college level, and also within your Academic Upgrading team. From the beginning of the transition to EOIS-CaMS, I have shared our statistics and data at every monthly staff meeting.

As a team, we have focused in on those areas where we were below target, and celebrated our progress as we met and surpassed those targets (well, not all of them... yet).

*There is too much work for a manager to take on alone. **By adopting a team approach to our monthly statistics, every member of the team is able to see how he or she can contribute.***

Faculty members know that the progress statistics depend on ensuring that Milestones are getting done in a timely manner; and our support staff know that capturing all of our referrals is critical to our service coordination numbers.

When numbers dip, or stubbornly refuse to rise to the target, then we are able to strategize as a team. If something doesn't work, then we re-evaluate and try something else.

***Making it work, in my opinion, has much to do with the team you are able to build, and the relationships that you are able to develop.** And I have been fortunate to work with an amazing team of dedicated professionals, both within my Academic Upgrading program and at the larger college level."*

Janice Clarke, Chair, General Studies, Cambrian College

REFERENCE GUIDE

FOR NEW STAFF IN COLLEGE
LITERACY AND BASIC SKILLS PROGRAMS

WELCOME	PURPOSE	PEOPLE	PROGRAMS	PROVINCIAL OVERSIGHT	PROCESS	PROFESSIONAL DEVELOPMENT

Appendix 1 — LBS acronyms

ACE	Academic and Career Entrance (Program)
ACE Distance	ACE online program, delivered by the CSC
AU	Academic Upgrading
BI	Business Intelligence
CaMS	Case Management System
CESBA	Ontario Association of Continuing Education School Board Administrators
CI	Continuous Improvement
CLO	Community Literacy of Ontario
CO	Colleges Ontario (formerly ACAATO)
COFA	Coalition Ontarienne de Formation des Adultes
CQS	Core Quality Standards
CRALO	Committee of Registrars, Admissions & Liaison Officers
CSC	College Sector Committee for Adult Upgrading
CSES	College Sector Employment Services
DLI	Deaf Literacy Initiative
DSQR	Detailed Service Quality Report #64
e-Channel	Providers of online LBS courses for Ontarians; collaborates with Contact North
EER	Estimate of Expenditure Report
EI	Employment Insurance
EO	Employment Ontario
EOIS-CaMS	Employment Ontario Information System-Case Management System
EOPG	Employment Ontario Partners Gateway

ES	Employment Services
ESO	Essential Skills Ontario (formerly Ontario Literacy Coalition)
ESEE	Essential Skills for Employment and Education (assessment tool)
ESHS	Essential Skills for the Health Sector (assessment tool)
ESOT	Essential Skills for Ontario Tradespeople (assessment tool)
ETC	Employment and Training Consultant
GED	General Education Development (testing)
HAT	[College] Heads of Apprenticeship (formerly Heads of Apprenticeship Training)
HRSDC	Human Resources and Skills Development Canada
IALS	International Adult Literacy Survey
IMS	Information Management System (used before EOIS-CaMS)
LBS	Literacy and Basic Skills
LBS PMS	Literacy and Basic Skills Performance Management System
LG/LGA	Learner Gains/Learner Gains Assessment
LLO	Laubach Literacy of Ontario
LPT	Learner Plan Template
LSP	Literacy Services Plan
LSPC	Literacy Service Planning and Coordination
MAESD	Ministry of Advanced Education and Skills Development

WELCOME	PURPOSE	PEOPLE	PROGRAMS	PROVINCIAL OVERSIGHT	PROCESS	PROFESSIONAL DEVELOPMENT

Appendix 2 — LBS acronyms (cont'd)

MTCU/TCU	Ontario Ministry of Training, Colleges and Universities (former name of the Ministry of Advanced Education and Skills Development)
NLS	National Literacy Secretariat
OALCF	Ontario Adult Literacy Curriculum Framework
OC	Organizational Capacity
ODSP	Ontario Disability Support Program
ONLC	Ontario Native Literacy Coalition
OPS	Ontario Public Service
OSEB	Ontario Self-Employment Benefit
OSSD	Ontario Secondary School Diploma (grade 12)
OW	Ontario Works
OYAP	Ontario Youth Apprenticeship Program
PIAAC	Programme for the International Assessment of Adult Competencies
PLA/PLAR	Prior Learning Assessment/Prior Learning Assessment Recognition
PM	Performance Measures
PMF	Performance Management Framework
PMS	Performance Management System
QSAR	Quarterly Status and Adjustment Report
R & I	Resource and Information in the CaMS system
ROI	Return on Investment
SC	Second Career
SDNDF	Service Delivery Network Development Fund
SJS	Summer Jobs Service
SO	Support Organization(s)

SP	Service Provider(s)
SQS	Service Quality Standard
TOWES	Test of Workplace Essential Skills
WDCC	[College] Workforce Development Coordinating Committee (formerly T&DCC)
WESR	Workforce Essential Skills Research
WSIB	Workplace Safety and Insurance Board (formerly Workers' Compensation)

NOTE: For the **Employment Ontario Partner Gateway (EOPG) acronyms list**, please click here