



# Evaluation of Literacy and Basic Skills (LBS) Program Status Update and Next Steps

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Strategic Policy and Programs Division  
Program Standards and Evaluation Unit

Presentation to the Service Delivery Advisory Group (SDAG)

May 27, 2011

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# Purpose of Presentation

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- ❑ To provide status update and methodology overview of the Evaluation of Literacy and Basic Skills (LBS) Program
- ❑ To provide status update on the Evaluation of Workplace and Community Workforce Literacy and Essential Skills (WLES) Initiative – Phase III of the LBS Evaluation

# LBS Evaluation Status Update

## Phases I and II

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- ❑ Evaluation of LBS Program is currently underway.
- ❑ At this time, the Ministry is not in a position to share evaluation findings, as evaluation research, consultations and analysis are still ongoing.
- ❑ Findings of the evaluation will be based on comprehensive research and consultations with a very broad range of literacy delivery and support organizations and MTCU staff.
- ❑ The evaluation findings and recommendations will inform future decisions on possible program improvements.
- ❑ The final report is due in the fall of 2011.
- ❑ Upon completion of the evaluation, the Ministry will share the findings with the LBS field.
- ❑ While the evaluation findings cannot be shared publicly at this time, the overview of the methodological approach and categories of the findings will be provided on the following slides.

## Evaluation Focus and Consultations to Date: Phases I and II

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At this stage of the evaluation project, the evaluation consultations have been focused on the following objectives:

- ❑ Assessing the current capacity and readiness of the LBS agencies and MTCU to implement the Ontario Adult Literacy Curriculum (OALC);
- ❑ Examining the current practices in service coordination;
- ❑ Examining the current service standards, learner assessment approaches, and reporting practices;
- ❑ Determining whether sufficient data is being collected to inform evidence-based decisions by MTCU program managers and policy makers;
- ❑ Assessing the demand for LBS services in different regions;
- ❑ Assessing the implementation and effectiveness of distance learning projects; and,
- ❑ Assessing effective service delivery model(s) adopted across regions and identifying lessons learned to inform improvements to the LBS Program.

# Evaluation Focus and Consultations to Date: Phases I and II



The following evaluation research and consultations have been successfully completed:

- ❑ Documentation and literature review
- ❑ Key Informant Interviews (MTCU management and staff, representatives of MEDU and MCI in the OALC Steering Committee) (26 interviews)
- ❑ Stakeholder Interviews with umbrella and sectors organizations and regional networks representing all regions, streams and sectors of the LBS program (27 interviews)
- ❑ Data analysis of the LBS-IMS
- ❑ Inter-jurisdictional study (including ten jurisdictions in Canada and internationally)
- ❑ LBS Service Provider Survey (77% response rate)
- ❑ LBS Learner Survey (statistically valid probability sample, sufficient representation of all streams, sectors and levels)
- ❑ LBS Learner discussion groups (with learners representing all regions, streams and sectors)
- ❑ Case studies

# LBS Evaluation - Phase III – Evaluation of Workplace and Community Workforce Literacy and Essential Skills (WLES) Initiative

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The evaluation field work is expected to commence in July 2011.

The purpose of the evaluation is to identify innovative and effective practices, models and approaches to workplace and community workforce literacy and essential skills training and inform its full rollout in a systematic way.

The objectives of the WLES program evaluation include:

- ❑ Examining objectives, inputs, outputs and outcomes of the individual pilot projects and their alignment with the objectives and expected outcomes of the pilot initiative;
- ❑ Assessing outcomes of the pilot project initiative based on performance indicators and measures, including learner progress as a key consideration;
- ❑ Identifying effective approaches to integrating the delivery of literacy and essential skills services into broader community services and supports, as well as workplace and technical training;
- ❑ Identifying effective community responses that consider cultural and linguistic needs and identify specific wrap-around supports that lead to greater success in achieving the upgrading goals of learners; and
- ❑ Assessing effectiveness and value-added of workplace and community workforce literacy and essential skills training.