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**LITERACY AND BASIC SKILLS (LBS) PROGRAM**

**2017-2018 Business Plan Service  
Provider Site Instructions**

**Ministry of Advanced Education and  
Skills Development**

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## 1.1 Introduction

The Employment Ontario 2017-2018 LBS Service Provider Business Plan is to be completed by all service providers requesting funding to deliver LBS services. This document contains specific instructions on how to complete the business plan template provided.

## 1.2 Purpose

The purpose of the business planning process is for LBS service providers to plan how they will achieve their targets, in agreement with the ministry, within budget and within an annual business management cycle that ends on March 31st of each year.

The business plan outlines your organization's plans to:

- Meet your LBS Performance Management Framework Phase II-A performance targets; and
- Deliver LBS programming in communities as agreed at the Literacy Services Planning & Coordination meetings, facilitated by your regional network.

The ministry operates on a fiscal-year based business cycle (April 1st to March 31st). The 2017-2018 Business Plan will reflect this business management cycle and will include deliverables for improvement from April 1, 2017 to March 31, 2018. LBS Service Providers must submit a business plan for each site where LBS services are offered.

Once completed, the business plan will inform the responsibilities and targets in your LBS legal agreement.

## 1.3 LBS Program Objectives and Service Categories

The objectives and service categories are stable components of the LBS Program. They each provide predictable shape and direction without limiting the ministry's ability to be flexible and responsive to changing priorities.

The objectives of the LBS Program are to:

- provide high quality instruction and services to adults who lack the literacy and basic skills they need to achieve goals related to employment, apprenticeship, post-secondary education, secondary school credit, and independence;
- provide learners with appropriate referrals to additional supports;
- coordinate literacy and other services to help move Ontario toward a seamless adult education and training system; provide literacy services to those most in need of them; and
- ensure accountability to all stakeholders by providing literacy services that are effective and efficient.

The primary role of the support organizations is to support service providers to deliver training that achieves the objectives of the LBS Program. The term support includes a wide variety of elements needed for quality program delivery.

Support organizations support funded service providers to deliver coordinated, quality

services which are responsive to emerging needs (identified by the community and government) within an integrated training and employment system. For more information on the specific roles and responsibilities of each type of support organization, please consult the LBS Program Support Organization Guidelines.

To achieve the objectives indicated above, support organizations undertake activities in four service categories:

1. Support seamless client pathways across MTCU: Employment Ontario, Ministry of Education (EDU), Ministry of Community and Social Services (MCSS) and Ministry of Citizenship and Immigration (MCI) programs.
2. Support quality service delivery by providing resource development and support (including instructional content, mode of instruction, and assessment).
3. Support the improvement of service provider organizational capacity.
4. Support the collection and distribution of research findings and contribute regional, sector or stream perspective to LBS related research projects.

#### **1.4 Business Priorities for 2017-2018**

Setting annual business priorities is the mechanism by which the LBS Program can shift the focus and emphasis of service provider and support organization activities within the broader program objectives in order to respond to emerging needs and ministry initiatives.

The Employment Ontario (EO) Service Promise is:

- to ensure the highest quality of service and support to help individuals and employers meet career or hiring goals;
- to provide opportunities to make it easier for individuals to improve their skills through education and training;
- to ensure that no matter which Employment Ontario office an individual enters, he or she will get the required help; and
- to work with employers and communities to build the highly skilled and educated workforce Ontario needs to be competitive.

In 2017-2018, the ministry's direction for the LBS Program will focus on fulfilling the EO promise by increasing the employability of LBS learners by supporting clear pathways within EO and across the broader education and training system; providing high quality instruction that utilizes innovative approaches and supporting learning in technology-rich environments; and strengthening the capacity of the LBS service delivery network.

Support organizations will pursue this direction through the following three key business priorities that will be reflected in your business plan:

- 1) Support seamless learner and client pathways to employment by enhancing coordination and outreach:
  - within the Employment Ontario network to increase access, and, ultimately, support learners in the achievement of their goals
  - to vulnerable groups and those facing multiple barriers, particularly those identified by the PMF Phase II-A Suitability indicators.

- 2) Provide high quality instruction to learners through the development of learning tools, curricula and resources which support:
  - problem solving and lifelong learning skills in technology-rich environments
  - innovative approaches to instruction including blended learning and distance delivery
- 3) Strengthening the capacity of the LBS service delivery network through:
  - the development of tools, resources and best practices
  - providing professional development opportunities to strengthen practitioner capacity

This chart illustrates the relationship between the 2017-2018 business priorities, LBS program objectives and the performance dimensions and measures of the LBS Performance Management Framework.

<b>Performance</b>	<b>Measures</b>	<b>LBS Program Objectives</b>	<b>Annual Business Priorities</b>
<b>Customer Service</b>	1. Customer Satisfaction	<ul style="list-style-type: none"> <li>• Provide high quality instruction that meets needs</li> </ul>	<ul style="list-style-type: none"> <li>• Providing high quality instruction</li> </ul>
	2. Service Coordination	<ul style="list-style-type: none"> <li>• Provide appropriate referrals</li> <li>• Coordinate literacy and other services</li> </ul>	<ul style="list-style-type: none"> <li>• Support seamless learner and client pathways</li> </ul>
<b>Effectiveness</b>	3. Suitability/ Learner Profile	<ul style="list-style-type: none"> <li>• Focus literacy services on those most in need of them</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance service coordination and outreach</li> </ul>
	4. Completion of Goal Path	<ul style="list-style-type: none"> <li>• Provide instruction and services that helps learners achieve goals</li> <li>• Provide high quality instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Support seamless and client learner pathways</li> <li>• Provide high quality instruction</li> <li>• Improving learner and client outcomes</li> </ul>
	5. Learner Progress	<ul style="list-style-type: none"> <li>• Provide high quality instruction that meets needs</li> </ul>	<ul style="list-style-type: none"> <li>• Provide high quality instruction</li> <li>• Improving learner and client outcomes</li> </ul>
	6. Learner Gains	<ul style="list-style-type: none"> <li>• Provide high quality instruction that meets needs</li> </ul>	<ul style="list-style-type: none"> <li>• Provide high quality instruction</li> <li>• Improving client and learner outcomes</li> </ul>
<b>Efficiency</b>	7. Learners Served	<ul style="list-style-type: none"> <li>• Focus literacy services on those most in need of them</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance service coordination and outreach</li> </ul>

## Organizational Capacity

- Planning
- Resourcing
- Communicating
- Measuring
- Analyzing and improving LBS program performance

## 1.5 2017-2018 Business Plan Changes

### a) Business Plan submission

LBS service providers are required to submit their business plans in SP Connect. For more information on the system process for submitting the business plan, service providers can refer to the SP Connect User Guide for Business Planning and online training module available on the Employment Ontario Partnership Gateway (EOPG).

### b) Business Plan Template Changes

#### Service Delivery

- Employment Ontario (EO) Information and Referral Network and Services and LBS Information and Referral Network and Services sections have been removed as they are a repetition of mandatory requirements in the LBS agreement.

#### Continuous improvement

- This year service providers must identify one area of strength and a key area for development for each of the first two dimensions of the Service Quality Standard, namely Customer Service and Effectiveness.
- For the Efficiency dimension, service providers must identify whether they have a strength in this dimension or if it is an area to be improved.

*Please see section 4.2 of the LBS Service Delivery Guidelines entitled Business Planning for more information.*

## 1.6 MTCU Responsibilities

The business plan will be accepted for review when all required data is completed and submitted to the ministry by the required deadline. Once it is received, the ministry will review each business plan submission and consider if performance commitments are appropriate for the funding to be received.

## 1.7 Service Provider Responsibilities

The Employment Ontario 2017-2018 LBS Service Delivery Business Plan template is to be completed by all service providers requesting funding to deliver LBS services.

Ministry staff will support your organization in developing your plans; however, your

organization will be held accountable for the outcomes as part of the Literacy and Basic Skills Performance Management System (Section 4 of the LBS Service Provider Guidelines). Service providers are responsible for their plan and how they will achieve their targets to deliver LBS, within budget.

## **2.1 Business Plan Instructions**

### **2.2 Business Plan Template Structure**

The Business Plan Template structure is standard for all Employment Ontario programs.

The Business Plan Template contains the following sections:

- A. Service Delivery Operations
- B. Service Delivery Plan
- C. Performance Commitments

The following sections are no longer part of the Business Plan Template:

- Service Provider Corporate Information
- Service Provider Signing Authority
- Service Delivery Site Information

Instead, these sections can now be updated in SP Connect in in the “Business Plan Package” page as required. It is the responsibility of the Service Provider to ensure that information in these sections is kept up to date.

### **2.3 Service Delivery Operations**

#### **Hours of Operation**

Please indicate your hours of service, including any extended hours, for each day of the week at the site for which you are completing the business plan. This section does not apply to E-Channel sites.

#### **Services**

All service providers are expected to update their contact information on the ministry’s public website (Find Employment and Training Services).

#### **Locations**

All service providers must list the physical addresses of all additional “Locations” where LBS activity occurs for this service delivery site in the format: street address, unit, postal code, city, and province.

#### **Service Delivery Plan Continuous Improvement**

Continuous improvement provides a way to integrate the use of performance measurement and planning for the purpose of service delivery improvement into the fabric of an organization’s infrastructure. It does so in a clear and consistent manner where even the best service delivery sites continue to improve.

It is important to note that continuous improvement does not necessarily mean increased

results each year. What continuous improvement means is the capacity of the Service Delivery Site (SDS) to manage the program and achieve the SQS within whatever economic / programmatic changes that may occur. It's the capacity of the SDS to achieve results despite these external factors.

### **Understanding Results and Causes and Improvement Strategies**

Continuous improvement systems require that service delivery site (SDS) managers use information to identify strengths and areas for development. Service delivery sites must be able to compare their performance over time.

The service delivery site will analyze their results using different performance tools (Q1 and Q2) to identify one area of strength and a key area for development for each one of two Service Quality Standard dimensions Customer Service and Effectiveness. For the Efficiency dimension, service providers must identify whether they have a strength in this dimension or if it is an area to be improved. Each service delivery site will need to identify improvement strategies and plans depending on results to date. SDS should identify strategies and plans that will support them in achieving the performance targets and the Service Quality Standard.

When completing this exercise consider what strategies have been implemented in the past and the success of those strategies. Also consider the Organizational Capacity Indicators in the Service Provider Guidelines (planning, resourcing, communicating and measuring) and what impact these have had on your success.

*Please see section 4.2 of the LBS Service Delivery Guidelines entitled Business Planning for more information.*

### **Organizational Capacity**

Organizational capacity has 4 dimensions which are planning, resourcing, communicating and measuring. These dimensions will sustain and improve results over time and form a strong foundation to support the success of the service provider. Organizational capacity allows a SDS to adapt to challenges while continuing to achieve results.

For 2017-2018 service delivery sites are asked to identify an organizational capacity dimension as an area of development for their site. For this exercise, SDS should identify key strategies and a plan that they will put in place to improve on the dimension identified as an area for development.

*Please see section 4.1.1 of the LBS Service Delivery Guidelines entitled "Dimensions and Measures of Service Quality Success" for more information.* Literacy Service Planning and Coordination

Enter the percentage of learners to be served who will have goals according to the five LBS goal paths (employment, apprenticeship, secondary school credit, postsecondary education, independence). The total of the five percentages must total 100%.

Please indicate the anticipated OALCF complexity level(s) served at the site in 2017 –



2018. The form allows you to select more than one level.

Confirm that all information contained within the business plan conforms to what was agreed at the Literacy Services Planning and Coordination meetings to discuss 2017-2018 activity.

## **2.4 Targeted Number of Learners**

Service delivery sites are to identify targets for Learners Served and include information about the learners you intend to serve, as well as the Training Supports your organization is requesting.

You should commit to targets which are based on previous performance and an analysis of available resources and organizational capacity. While you are expected to continue to commit to improvements over past results, you are also expected to set realistic and achievable targets. You are encouraged to consider your capacity to deliver the LBS program using the Ontario Adult Literacy Curriculum Framework (OALCF) and to report on learners using EOIS-CaMS.

A learner is defined as someone who receives training services at your site to achieve a milestone or learning activity. Adults who are referred elsewhere, even if assessed by your site but who are not expected to receive training at your site, will be defined as clients, and will not be considered learners.

## **2.5 Training Supports**

Training Supports for learners are “flow-through” funds for individuals to remove financial barriers to participation in the LBS program.

To request training supports service providers must indicate the following:

- 2015-2016 Expenditure (what was spent)
- 2016-2017 Allocation (current year allocation as per Schedule B of your agreement)
- 2017-2018 Request (what you forecast you will need)

Only a limited amount of training support funding is available. It is not guaranteed to learners in the LBS Program nor is it intended to cover the entire cost of child care or transportation.

## **2.6 ASL (American Sign Language) Interpreter/Intervener Funding**

The request for ASL Interpreter / Intervener Funding is to be completed by all Deaf stream organizations requesting funding to pay for ASL interpreters, deaf-blind interveners and note-taking services for deaf staff and managers in order to ensure success in meeting requirements and learner objectives in 2017-2018. Through this fund the ministry wants to ensure that engagement with stakeholders, learners of LBS, and the general public of Ontario can be maintained, improved, and further developed.

The purpose of the funding request process is for service providers to request funding to pay for ASL interpreters, deaf-blind interveners and note-taking services for deaf staff and managers in order to ensure success in meeting requirements and learner objectives when

attending and participating in events and activities such as:

- Literacy service planning meetings hosted by regional networks;
- Professional development workshops hosted by other LBS organizations;
- MTCU program visits to Deaf service delivery organizations;
- MTCU led initiatives.

Please note that the only expenses permitted for the ASL Interpreter/Intervener funding will be for the procurement of third party professional interpreters, interveners and note takers specifically trained in providing this service to Deaf, deafened or hard-of-hearing individuals and their associated travel costs. For example, funds cannot be used for the following:.

Salaries of any employees within the organization providing interpreter, intervener or note taker services. In other words LBS service providers cannot claim expenses if the interpreter, note taker, or intervener is their employee working in the LBS Program.

### 3.0 Performance Commitments

The LBS Interim Performance Management Framework and the Service Quality Standard (SQS) will now be implemented in three (rather than two) phases. Please see Appendix 1 of the LBS Service Delivery Guidelines entitled “Performance Management Framework and Provincial Service Quality Standard” for more information on the implementation of the LBS Interim Performance Management Framework.

These targets and standards outlined in the table below will form the base of the performance commitments within Schedule G of the 2017-2018 legal agreement.

#### LBS Interim Performance Management Framework Phase II-A

DIMENSION	MEASURE	WEIGHT	MINIMUM PROVINCIAL STANDARD	SQS VALUE STANDARD	SQS VALUE COMMITMENT
<b>Customer Service (40%)</b>	1. Customer Satisfaction	15 %	90%	1.35	1.35
	2. Service Coordination	25%	50%	1.25	1.25
<b>Effectiveness (50%)</b>	3. Suitability / Learner Profile (all 12 indicators)	20%	30%	0.6	0.6

	4. Learner Progress	30%	60%	1.8	1.8
<b>Efficiency (10%)</b>	5. Learners Served	10%	90%*	0.9	1.0
<b>OVERALL SERVICE QUALITY STANDARD</b>				<b>5.9</b>	<b>6.0</b>

\* All sites must commit to achieving 100% of the efficiency dimension.4.0 Business Plan Submission

### Deadline and Required Templates

Business plans for all service delivery sites must be submitted in full in SP Connect no later than **5:00 p.m. on January 13, 2017.**

Please note: Failure to submit your business plan submission by the due date may affect the release of funds for 2017-2018.

### 5.1 Resources and Data Sources

A number of resources and data sources are available to support the development of your site's LBS business plan, including:

- Literacy and Basic Skills – Service Provider Guidelines
- Your current LBS Agreement
- Your most recent Program Monitoring Report
- Your most recent Quarterly Status and Adjustment Report
- A copy of the most recent Literacy Service Plan from your regional network
- The most Performance reports available via the EOIS-CaMS external reporting portal specifically the Detailed Service Quality (#64) report.