



LITERACY AND BASIC SKILLS

Support Organization Guidelines

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TABLE OF CONTENTS

1.0 INTRODUCTION	1
1.1 CONTEXT FOR THE LBS PROGRAM	3
1.2 EMPLOYMENT ONTARIO (EO) SERVICE DELIVERY FRAMEWORK	4
1.3 EO CUSTOMER SERVICE EXPECTATIONS	5
1.4 EO INFORMATION AND REFERRAL NETWORK AND SERVICES	5
2.0 LBS SUPPORT ORGANIZATION MANAGEMENT OVERVIEW	7
2.1 STRATEGIC PRIORITIES.....	8
2.2 COMPONENTS OF SUPPORT ORGANIZATIONS	11
2.3 SERVICE QUALITY AND PERFORMANCE MANAGEMENT.....	12
2.4 LBS PROGRAM PERFORMANCE MANAGEMENT SYSTEM	13
2.5 DIMENSIONS AND MEASURES OF SERVICE QUALITY SUCCESS FOR SERVICE PROVIDERS.....	14
2.6 ORGANIZATIONAL CAPACITY OF SERVICE PROVIDERS	14
2.7 FUNDING	15
2.7.1 Funding Principles.....	15
2.7.2 Types of Funding.....	15
2.8 CONTINUOUS IMPROVEMENT IN THE MINISTRY’S BUSINESS PLANNING CYCLE	19
3.0 SERVICE DEVELOPMENT DELIVERED BY SUPPORT ORGANIZATIONS	20
3.1 ROLES AND RESPONSIBILITIES OF SUPPORT ORGANIZATIONS	20
3.2 SUMMARY OF ROLES AND RESPONSIBILITIES BY SERVICE CATEGORY.....	25
4.0 ADMINISTRATION	33
4.1 SUPPORT ORGANIZATION RESPONSIBILITIES	33
4.1.1 Agreement.....	33
4.1.2 Accessibility for Ontarians with Disabilities, Act 2005.....	34
4.1.3 Access to Information and Protection of Privacy	34
GLOSSARY	37
APPENDIX 1	39

1.0 Introduction

The purpose of the *Literacy and Basic Skills (LBS) Support Organization Guidelines* is to provide the required information and broad policy direction that is needed by organizations to support the LBS Program under their transfer payment agreement with the Ministry of Training, Colleges and Universities (MTCU) and referred in this document as the Ministry under the Employment Ontario (EO) umbrella of programs and services.

The LBS Program has two broad functions: service delivery and service development. While learner-centred, goal-directed, and transitions-oriented and results based service delivery is the primary function of the LBS Program, service development ensures effective, efficient and quality service delivery.

Through the function of service development, service delivery providers are supported to deliver coordinated, quality services responsive to emerging needs as identified by communities and the government within an integrated training and employment system. The organizations funded to provide this support to service providers are broadly referred to as **support organizations**.

The *LBS Service Provider Guidelines* and the *LBS Support Organization Guidelines* are complementary documents and are intended to be used together. These Guidelines are for the service development function **only** but frequent reference to the *LBS Service Provider Guidelines* will be made to avoid repetition.

The functions and activities of the *support organizations* are similar in that they broadly provide support to service providers to ensure the LBS Program is:

- **coordinated and promoted in communities as a system of service provision that avoids duplication**
- **of the highest quality**
- **responsive to emerging needs (identified by the community and government)**
- **integrated into the broader Ministry of Education (EDU), Ministry of Citizenship and Immigration (MCI) and MTCU: Employment Ontario (EO) programs.**

The LBS Program provides financial support to support organizations who collectively support service providers to deliver the LBS Program to culturally and linguistically diverse adult learners; in different instructional settings; using a variety of instructional materials and delivery modes; and in economically distinct geographic settings.

Support organizations, however, have distinct roles and responsibilities within these broader common objectives and are further categorized as follows:

Regional networks are located around the province and support all stream and sector LBS service providers by facilitating a literacy services planning and coordination process in each community. They support Anglophone LBS service providers to continuously improve their organizational capacity to deliver the LBS Program. Regional networks work closely with stream, sector and service organizations to support the coordination and delivery of professional development opportunities in a community.

Stream organizations play an important role to identify and work with MTCU to address LBS service provision issues that are specific to LBS learners across the province who are Deaf, Anglophone, Native and Francophone. They support stream specific service providers in all sectors to continuously improve stream specific delivery through information sharing, partnering at a provincial level, and practitioner training that is relevant to delivery issues related to language and culture. Stream organizations collaborate with regional networks to improve stream specific organizational capacity.

Sector organizations support LBS service providers across the province to deliver quality services for specific institutional and delivery settings (colleges, school boards, community-based). The sectors provide support primarily in English but work with the stream organizations to coordinate service provider access to appropriate language and culture based resources and support. Francophone, Deaf and Native community-based, college and school board service providers are supported by their corresponding stream organization. Sector-based innovation and research is complemented by additional research and development projects. Sector organizations promote continuous improvement of content delivery, assessment and modes of delivery related to the five Ontario Adult Literacy Curriculum Framework (OALCF) goal paths.

Service organizations support the LBS system through strategic technical and technological support. Two service organizations support culturally specific resource development and publishing services for Francophone and Native stream learners. Technology and technical support is available to all streams.

All *support organizations*, as is appropriate to their roles and key responsibilities, support service providers to implement the new Ontario OALCF, which is the cornerstone of EO's LBS Program.

All *support organizations* model continuous improvement and performance management practices as related to their business plan commitments.

1.1 Context for the LBS Program

Ministry Vision:

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.

The Ministry invests in the knowledge and skills of Ontarians to ensure they have maximum opportunities for success.

The LBS Program, created in 1997, is part of the overall EO network. In 2007, EO brought together employment and training services from the federal and provincial governments into one coherent and comprehensive service delivery system.

The EO Service Promise:

- To ensure the highest quality of service and support to help individuals 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 EO office an individual walks into they will get the help they need.
- To work with employers and communities to build the highly skilled, highly educated workforce Ontario needs to be competitive.

The LBS Program including both service providers and *support organizations* contributes to the EO Service Promise by providing opportunities either directly or indirectly to adults to improve their literacy and basic skills and by providing information about other EO programs. The LBS Program's OALCF describes the literacy competencies adults need to pursue their goals of employment, further education (such as secondary school credit or postsecondary), training (such as apprenticeship including skills training) and increased independence. The OALCF links the LBS Program to the requirements of employers, educational and training providers and other community partners in an easy to understand way and furthers the EO promise of building a highly skilled, highly educated workforce in Ontario.

Without foundational literacy abilities, individuals are significantly disadvantaged in their efforts to pursue their goals of a career, maintaining current employment, participating in further education and training opportunities and increasing personal independence. The LBS Program provides adults with that foundation from which many doors can now be opened.

Service providers provide learners with goal path specific programming in preparation for their transition to next steps. The *support organizations* play a critical role in identifying for service providers the changing needs and requirements for successful learner transition and contribute to any actions that must be taken to increase learner success (e.g., development of resources, service provider training, linkages to other supports and services).

1.2 Employment Ontario (EO) Service Delivery Framework

There is an Employment Ontario (EO) Service Delivery Framework within which the LBS Program is to be delivered by a network of third-party service providers. It is based on the expectations individuals have for the delivery of services they will receive. Services are tailored to meet each individual's needs and can be provided one-on-one, in group format and/or through e-Channel distance delivery.

Support organizations do not provide instructional services directly to the adult learner. Service providers are the primary clients of *support organizations* but also included are other EO programs, key stakeholder partners and MTCU. Clients should be provided with service that aligns to the principles of client and learner satisfaction and to program improvements when there are gaps.

Individuals are satisfied when:

- they are served in a timely manner by knowledgeable and competent staff that go the extra mile, are courteous, treat them fairly and get them what they need
- services are accessible, individualized, of high quality, and effective
- services focus on client needs
- services are of the same high quality no matter how or where individuals access them.

Key principles guide all of EO service delivery, including the LBS Program:

- **Accessibility**
- **Client-Centric**
- **Quality**
- **Integration**
- **Cost-Effectiveness**
- **Accountability**
- **Community-Based Coordination**

Please refer to section 1.2 in the *LBS Service Provider Guidelines* for the details of each principle.

1.3 EO Customer Service Expectations

LBS Program *support organizations* not only adhere to the EO Customer Service Expectations themselves but may also provide (when included in key activities for organizational capacity) support to service providers to develop:

- a customer service charter
- a customer complaint and resolution process
- a customer needs identification process.

A customer service charter is a means of expressing the value a *support organization* places on service quality by encouraging and responding to client feedback. It outlines the process and timeframe for dealing with customer compliments and complaints. *Support organizations* are free to write charters that include as many elements as they choose. However the following three elements must be included:

- The *support organization* believes in quality service
- The *support organization* encourages feedback (compliments or complaints)
- The *support organization* will follow up on this feedback in a prescribed manner and timeframe.

Support organizations will report any service or organizational changes that result from their customer service activities to the Ministry through the program monitoring process and reporting process (mid and end of year reports). Meeting customer service expectations is vital to ensuring accountability, consistency in quality, customer experience and service improvement.

1.4 EO Information and Referral Network and Services

All EO service providers must provide Ontarians with information on and referrals to all EO employment and training programs and services, whether or not the service provider is contracted to deliver that program or service.

Please refer to section 1.3 in the *LBS Service Provider Guidelines* on the information and referral obligations of the service provider.

Regional networks and stream organizations support service providers to improve their organizational capacity to develop and implement community-wide information and referral tools and processes. These *support organizations* provide leadership, facilitation or coordination of appropriate tools and process development to help service providers deliver information and referral services which includes common screening assessment.

As agreed to by the community literacy services planning and coordination process, a regional network may provide direct services to clients for the information and referral and assessment services. When *support organizations* provide direct services to clients,

they must adhere to all relevant MTCU privacy requirements with respect to client personal information collection and consent. Please see section 1.4 in the *LBS Service Provider Guidelines* for more detail.

2.0 LBS Support Organization Management Overview

Service delivery is the primary focus of the LBS Program. Please refer to section 2.0 in the *LBS Service Provider Guidelines* for an overview of the LBS Program. The primary role of the *support organizations* is to support service providers to deliver 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.

To achieve these objectives, *support organizations* undertake activities in four service categories:

- 1. Support seamless client pathways across EO and EDU, MCI and MTCU programs**
- 2. Support quality 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 conduct research through research and development projects to strengthen the LBS Program and contribute to Ministry led initiatives**

Through the activities in the four service categories, *support organizations* help service providers to achieve the objectives of the LBS Program which are to:

- provide instruction to adults who lack the required literacy and basic skills to prepare them for successful transition to goals related to employment, further education and training, and independence
- provide learners with appropriate referrals to access additional supports they may need to achieve their goals
- coordinate literacy and other services to help move Ontario toward a seamless adult education and training system that supports an adult's life long learning
- provide learners with quality literacy services that meet their needs
- focus literacy services on those adults most in need of them

- ensure accountability to government, to the public, and to learners in the provision of literacy services that are effective, efficient and satisfy customers.

In addition to the key principles that apply to all EO services outlined in section 1.2, the LBS Program achieves these objectives by being:

- **Learner centred**
- **Based on adult education principles**
- **Transition-oriented**
- **Linked to the broader education and training system as well as to the labour force.**

Please refer to section 2.0 in the *LBS Service Provider Guidelines* for details on each principle. *Support organizations* also reflect these principles in their own practices.

2.1 Strategic Priorities

The strategic priorities for the LBS Program focus on the full implementation of the OALCF and its ongoing development as it supports clear client pathways across the broader adult education and training system. The OALCF supporting tools and resources are available through the EO Partners Gateway (EOPG) website (ontario.ca/eopg).

Full implementation of the OALCF will be supported by *support organizations* through the following three key strategic priorities that are reflected in the *support organization* business plan:

1. OALCF (Ontario Adult Literacy Curriculum Framework) implementation

- Implementation and on going development support of the OALCF

2. Performance Management Framework (PMF) implementation through a model of Continuous Improvement

- Enhanced accountability and quality services through strengthened organizational capacity
- Support for organizational capacity development and improvement (measuring, planning, evaluation, analysing, communicating).

3. e-Channel and blended learning

- Support for anywhere, anytime learning opportunities through LBS as stand alone services accessed independently by the learner or as blended with face to face programming.
- Support of instruction in or access to use of digital technology which is included in all LBS goal path programming.

MTCU Strategic Priorities for Support Organizations	Key Results Expected
<p>1. OALCF (Ontario Adult Literacy Curriculum Framework) implementation</p> <ul style="list-style-type: none"> • Implementation of the OALCF 	<p>The core services/activities provided to support the OALCF include:</p> <ol style="list-style-type: none"> 1. Supporting service providers to continue improving their capacity to implement the OALCF 2. Supporting service providers to adapt program delivery and administrative practices to reflect the OALCF approach (learner-centred, competency-based, transitions-oriented, contextualized and coordinated with other supports and services) 3. Supporting service providers to adapt administrative practices that track and report learner activity on EOIS-CaMS according to Ministry requirements.
<p>2. Performance Management Framework (PMF) implementation through a model of continuous improvement</p> <ul style="list-style-type: none"> • Enhanced accountability and quality services through strengthened organizational capacity • Support for organizational capacity development and improvement (measuring, planning, evaluation, analysing, communicating). 	<p>Support the organizational capacity of LBS service providers to implement a performance management system:</p> <ul style="list-style-type: none"> • LBS service providers are knowledgeable about components of organizational capacity (planning, resourcing, communicating, measuring) that support a performance management system • LBS service providers report learner data accurately, reliably and in a timely fashion • LBS service providers analyse their own data to inform areas of program improvement and program planning • <i>Support organizations</i> model continuous improvement of performance management practices.
<p>3. e-Channel and blended learning</p> <ul style="list-style-type: none"> • Support for anywhere, anytime learning opportunities through LBS as stand alone services accessed independently by the learner or as blended with face to face programming. • Instruction in or access to use of digital technology is included in all LBS goal path programming. 	<p>Support the development of and access to materials and resources that support effective flexible and distance learning and develop professional development opportunities so that e-Channel and blended learning can be effectively integrated in service provision.</p>

Support Organization Business Planning

Business planning is an essential element of LBS programming and an important component of the annual funding process. Improved service delivery results from the time and effort devoted to thoughtful business planning.

Developing a business plan creates an opportunity for *support organizations* to review their own achievements, to reassess their goals, and to determine strategies for addressing challenges to meet business planning commitments.

Preparing annual business plans allows *support organizations* to tailor and focus their services in response to changing needs, as well as to meet the directions and priorities of the Ministry

A business plan describes the organization's goals and service commitments for the coming year. It specifies the success indicators that will show when the organization has achieved its goals and met its commitments. The Ministry has implemented a performance management system (PMS) that is based on continuous improvement and that will allow the LBS Program to demonstrate the results of its efforts and improve service over time. The LBS Program has developed measures and indicators in the areas of efficiency, effectiveness, and customer service.

Currently, the PMS applies directly to service providers who enter data in the EO Information System Case Management System (EOIS CaMS) in order to generate reports related to the measures and indicators. The *support organizations* do not enter data in the EOIS CaMS and they are not directly responsible for the PMS measures and performance indicators. The *support organizations*, however, support service providers to meet their PMS accountability requirements and all *support organizations* model continuous improvement of performance management in their own practices.

The *support organization* business plan must include:

- the commitments (services/activities and deliverables)
- timelines for the achievement of the commitments
- a description of the organization's capacity to deliver the services/activities proposed in the business plan

Support organizations include details in their business plan to draw the relationship between:

- the business plan service category commitments (deliverables and activities)
- the four service categories
- the three MTCU key priorities
- the *support organization's* specific designation (as regional network, stream, sector or service organization).

Under the transfer payment agreement with the Ministry, the *support organization* must provide the Ministry with a mid year and year end report on the achievement of the business plan commitments.

The ability of *support organizations* to successfully meet their contractual obligations, including timely submission of accurate business plans and statistical and financial reports, influences future funding decisions.

Research and development

Only *support organizations* may apply to the Ministry for research and development funds to undertake projects that are compatible with their organization's mission statement and mandate. Projects do not require a business plan, and the application process for research and development funding is a separate process (see section 2.7.6) and timelines from the *support organization* business planning process.

2.2 Components of Support Organizations

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.

Service Categories

To achieve these objectives, *support organizations* undertake activities in four service categories:

- 1. Support seamless client pathways across EO and EDU, MCI and MTCU programs.**
- 2. Support quality delivery by providing quality 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 conduct research through research and development projects to strengthen the LBS Program and contribute to Ministry led initiatives**

LBS service providers are required to demonstrate that their services do not duplicate other LBS services in a community and that they provide an integrated and comprehensive service to learners. Similarly, the *support organizations* are also required to ensure that in combination, all service providers have access to the same

high quality, culturally and linguistically appropriate service support as outlined in the four service categories.

2.3 Service Quality and Performance Management

The introduction of a Performance Management Framework (PMF) to the service delivery function of the LBS Program aims at making the program more effective, efficient and customer-focused. With the expertise and local knowledge of service providers, the LBS Program provides the most appropriate service to clients and learners so that they can achieve the best outcomes.

Please refer to section 2.3 in the *LBS Service Provider Guidelines* for the details of the LBS Performance Management Framework.

It is within the scope of the four service categories and three key priorities for *support organizations* to help service providers develop the organizational capacity which underpins the Performance Management Framework.

Through the provision of training, resource development, support, research and facilitation, *support organizations* have a role to help service providers meet the responsibilities of service quality and performance management. *Support organizations* are responsible for determining the most appropriate way they can support service providers to deliver services, manage resources and manage business systems.

When service providers deliver services, this includes:

- planning, implementing and evaluating program delivery strategies and operational plans, including procedures to enable the timely identification of risks to the LBS Program and strategies to address the identified risks, to achieve agreement commitments
- implementing processes and procedures that support client and organization-level service decisions consistent with program design and policy and with the Literacy Services Plan made through the literacy services planning and coordination process
- providing service approaches to accommodate the various needs of regions, communities and clients
- providing Information and Referral to EO programs and services and/or to other programs and services offered in the community.

For service providers to manage resources, it includes:

- allocating funding to meet agreement commitments

- providing budget and financial oversight
- implementing effective financial and data reporting systems.

When service providers manage their business systems, this includes:

- developing, implementing and evaluating systems to effectively manage human resources, information, organization and community-level communications and customer service
- developing and sustaining organizational capacity to deliver the LBS Program
- maintaining current and relevant information to meet information and referral requirements of the EO network.

2.4 LBS Program Performance Management System

All Ontario Public Service performance management systems support high quality customer service and results in a manner that is transparent and accountable.

The LBS Program Performance Management System (LBS PMS) will assist service providers to be even more effective, customer-focused and efficient in achieving a high standard of overall service quality.

Please refer to sections 2.3 and 2.4 in the *LBS Service Provider Guidelines* for more detail on the LBS Program Performance Management System.

Starting in 2012-13, the LBS Program will introduce interim measures of service quality success and an interim standard for each one of the measures. Please refer to Appendix 1 for an overview of Phase I and Phase II of the implementation of LBS PMS.

In consultation with the Ministry, *support organizations* play a role in helping service providers understand the connection between the components of organizational capacity and the features of performance management systems (dimensions of success, core measures, performance indicators, collection of consistent, reliable and verifiable data, overall service quality and continuous improvement). By strengthening organizational capacity, service providers are better positioned to meet the expectations of the performance management system. For example:

- Regional networks facilitate a literacy services planning and coordination process which engages the service provider in understanding a planning process based on actual data and recorded results.
- Sector organizations provide service providers with program evaluation tools and results that address a particular type of program delivery and that may contribute to improved effectiveness results.

Support organizations are required to model continuous improvement of performance management in their own practices.

2.5 Dimensions and Measures of Service Quality Success for Service Providers

Support organizations have a role to play in helping service providers to make the connection between existing tools and resources that reflect learner characteristics and goals with the performance indicators for core measures.

The EO LBS PMS clearly sets out three broad dimensions of service delivery success:

- Customer Service
- Effectiveness
- Efficiency

Please refer to section 2.5 of the *LBS Service Provider Guidelines* for a full description of the core measures. For example:

- Stream, sector and regional networks have a role to play in helping service providers to use the standard assessment tools (milestones, culminating tasks and learner gain) in a consistent and reliable way and to help service providers understand the relationship between standard assessment for PMS and the organization's broader assessment strategy.
- Regional network and stream *support organizations* have a role to play in helping service providers to make appropriate information and referral decisions both to coordinate services and to provide learners with information and referrals to required learner supports.

2.6 Organizational Capacity of Service Providers

2.6.1 Role of Regional Network and Streams

The regional networks and streams play a critical role in working with service providers who have unique cultural, linguistic, institutional or geographic circumstances and challenges that impact on achieving the organizational capacity to confidently implement the performance management system.

Network and stream *support organizations* will determine ways in which they will support the service provider in:

- planning (demonstrated use of data)
- resourcing (administrative processes, financial performance results)

- communicating (community coordination and governance)
- measuring (customer satisfaction and results management using performance management framework).

Please refer to section 2.5 in the *LBS Service Provider Guidelines* for detailed definitions for the elements of organizational capacity.

2.7 Funding

2.7.1 Funding Principles

The LBS Program focuses on learner needs and funding decisions reflect an organization's success in meeting these needs directly (service providers) or indirectly through support activities (*support organizations*). Funding is results-based and allocations decisions take into account how well service providers and *support organizations* achieve the results negotiated in their annual business plans.

Funding for LBS *support organizations* is based on services delivered. Funding decisions respect the variety of approaches that are necessary to meet adult learners' needs and to accommodate the complexity of the literacy field.

2.7.2 Types of Funding

Funding is based on the *support organization's* role in the delivery of the four service development categories (see section 2.2). *Support organizations* are funded according to the core and specific activities they undertake in providing each of the service categories.

In order to ensure that a full range of literacy services and supports is available across Ontario, the LBS Program provides several types of funding for *support organizations*, namely:

- core funding (annual funding)
- one-time funding
- Research and Development (R&D) funding

Support organizations submit an annual Business Plan which includes MTCU priorities and the service categories, and this submission forms the basis of their annual core funding. Funding requests for R&D projects are submitted to MTCU through a call for proposal. In addition, to support province-wide development initiatives, the Ministry may invite *support organizations* and service providers to submit proposals for one-time funding. The Ministry may sometimes provide a LBS service provider and *support organization* with one-time funding for extraordinary expenses. Examples of such occasions might be the merger of two or more service providers, repairs required due to property damage or moving to an accessible office. This funding is not for regular service delivery or service

development operating costs. To apply for one-time special request funding, organizations should contact their assigned Ministry staff person.

The mandate of a *support organization* may be broader than LBS activities and functions. These additional activities and functions may be supported by fundraising and/or by other funders. MTCU funding must only be used for contracted LBS services.

2.7.3 Acknowledgement of MTCU funding

All products, events, services, or programming resulting from LBS funding must acknowledge the financial support of MTCU.

2.7.4 Funding for Support Organizations

To make funding decisions, MTCU takes into account an organization's past performance, current situation, and commitments for the coming year as related to the strategic priorities. *Support organizations* are funded to carry out activities related to the four service development categories. (Separate funding for research and development activities is described in section 2.7.6)

Operating funding includes both base and delivery costs.

Eligible Expenses

Allowable operating expenses may include the following:

- rent and utilities
- administrative staff salaries and benefits
- contract staff salaries and professional fees
- professional development of support organization staff and service provider practitioners
- materials and supplies for workshops, instructional resources
- telephone, fax, and Internet access
- office supplies and leased equipment
- insurance (board, property, and liability)
- costs associated with participating in local planning and co-ordination
- staff travel for meetings, conferences, professional fees
- administrative fees or indirect expenditures which cannot exceed 15% of the associated operating budget (administrative fees recognise and capture expenditures not directly related to providing delivery and development services, e.g. corporate finance services, plant and property activities, corporate Human Resources support etc.)
- accounting services
- auditor's fees (when audited statements are required).

Expenditures for equipment and furniture directly related to the effective activities of the

contracted program are allowable. Leasehold improvements directly related to the activities of the LBS Program require prior written approval from MTCU.

2.7.5 Research and Development

Both LBS service providers and *support organizations* have a role in research and development (they use research results for program improvement and participate in some research projects through surveys or focus groups). However, *support organizations* (sectors, regional networks, streams and service organizations) have a mandated responsibility in fostering the development of Ontario's literacy field. Only *support organizations* are eligible to participate in the Research and Development Call for Proposal (CFP) process.

Application Process for Research and Development Funding

An application process is administered by MTCU. MTCU issues a CFP based upon established MTCU priorities and depending on the availability of funds. Submitted proposals are reviewed and evaluated by MTCU.

Depending on available funding, some research and development proposals which are not supported in the initial CFP may be re-considered for funding later in the year. In addition, new proposals may be considered for funding when they are related to key MTCU initiatives. Proposals which are not approved for funding may be submitted again in the future.

LBS Research and Development (R&D) projects are monitored by Ministry staff to ensure project deliverables and timelines are met in accordance with the terms set out in the LBS R&D agreement.

Each year, MTCU provides the field with a list of all funded projects.

Research and development funding is:

- contingent on the availability of funding
- discretionary and allocated on an annual basis
- based on the strategic priorities of MTCU , incorporating the input of the literacy field
- only for costs directly related to the project, such as salaries
- not provided for ongoing, direct delivery; training allowances; operating costs of the organization; or capital expenditures
- not provided for projects more properly suited to other programs

- not provided for annual activities, for activities that have already taken place, or for projects that duplicate other projects
- not normally provided by the province for projects which are national in scope unless funding from the federal or other provincial governments is also approved and there is a demonstrable benefit to Ontario
- not provided for projects of a political or sectarian nature.

Research and development funding is provided on the following general conditions:

- Service providers applying for funding must demonstrate the commitment and capacity to carry out and complete the project within the projected time frame
- Regular communication is maintained between the appropriate LBS staff and the funded organization(s) throughout the duration of a project
- Projects must be completed within a specified time, normally within 12 months from time of funding. A multi-year project would require annual approvals and budgets
- Any breach of terms or conditions, including late or non-receipt of acceptable reports, may result in a request for full repayment
- The funded organization must maintain adequate project and financial records for a period of seven years, and these records may be subject to an audit
- All products produced through a funded project must be made available to the literacy field in Ontario. Plans for distribution must be included in the application for funding
- Proposal must include details of how the product addresses accessibility issues. For example, evidence of stream, sector and e-Channel input on product being proposed, plan for how stream, sectors and e-Channel learners will access and use product
- Funded organizations must maintain adequate personal and general liability insurance.

Funding Categories

The Audit and Accountability Requirements posted on the EO Partners' Gateway website (www.ontario.ca/eopg) provide a full description of the LBS Program funding

categories. The Audit and Accountability Requirements are amended on a yearly basis.

2.8 Continuous Improvement in the Ministry's Business Planning Cycle

The Ministry operates on an annual business management cycle. Within the business management cycle, the service providers, *support organizations* and the Ministry work together to address the needs of the community and to ensure continuous improvement of the LBS Program.

The business plan addresses the *support organization's* commitment to service levels and continuous improvement commitments.

Please refer to section 2.6 in the *LBS Service Provider Guidelines* for more detail of the business management cycle. The graphic demonstrates the program annual business management cycle in the context of a performance management framework based on results and continuous improvement.

Support organizations have an important role to play in helping service providers understand and implement the four steps service providers use to manage the success of their services on an ongoing basis:

- understanding the results achieved to date
- understanding the cause of the achieved results
- developing strategies for improvements
- reviewing and adjusting on an ongoing basis.

By modeling these same four steps in their own practices, *support organizations* provide leadership in the areas managing success of their services. Regional networks, stream and sector organizations as part of organizational capacity can provide facilitation services, resource development, linkages to professional development opportunities to increase service providers' skills to analyse organizational results and model continuous improvement in all their practices.

3.0 Service Development delivered by Support Organizations

While service delivery is the primary role of the LBS Program, in order to ensure effective, efficient, and quality service delivery, the LBS Program also supports the function of service development through the *support organizations*.

3.1 Roles and Responsibilities of Support Organizations

The LBS Program provides financial support to *support organizations* whose roles are distinct from those of LBS service providers.

The Ministry's funding of these organizations means that information sharing, consultation, and participation in ongoing program design and policy development is assured.

In the context of the LBS Program, service development for literacy service providers is comprised of **four service categories**:

3.1.1 Support seamless client pathways across EO and EDU, MCI and MTCU programs

Seamless pathways result in:

- coordinated LBS Program service provision in a community
- coordinated and integrated LBS Program service provision with EO programs and other key community services (e.g., ESL/FSL, newcomer settlement services, secondary school credit, skills training courses, post secondary programs, Ontario Works)
- information and referral processes that support client mobility and articulation of LBS learning achievements.

This service is achieved in large part through the literacy services planning and coordination process facilitated by regional networks and informed by stream organizations about cultural or linguistic considerations. The process involves all LBS service providers and, where possible, other community services, such as EO's Employment Service, apprenticeship, Second Career, Ontario Works, other services related to housing or mental health, labour adjustment services and ESL/FSL services and support. Its purpose is to facilitate effective and efficient delivery of the LBS Program within a broader system of education, training and labour market attachment services.

The results of the literacy services planning and coordination process provide the Ministry with important evidence that the service providers have acted in a cooperative manner to eliminate duplication and to maximise value and access to learners. Service providers

provide LBS services that focus on one or more goal paths according to the demonstrated success of learners being transition ready and moving on to their selected goal.

The principal product of the local planning and co-ordination process is the literacy services plan for a specific community. Plans are developed annually and are submitted to the Ministry prior to the business planning cycle for the next fiscal year.

The literacy services plan identifies:

- the community's literacy needs, based on demographic and labour market information
- the number of LBS learners to be served
- the client focus, including the OALCF complexity level(s) and goal path(s) addressed by each service provider
- service duplications and gaps and how they can be addressed
- the specific delivery services that local LBS service providers will provide in the coming year
- the improvements that will be made to the coordination of services in the coming year.

The EO: Literacy Services Planning and Coordination document may be found on the EOPG website (www.ontario.ca/eopg).

Networks also facilitate the evaluation of the effectiveness of the local planning and co-ordination process so that it can continuously improve.

This service category undertaken by the regional networks and streams contributes directly to the ability of service providers to meet the core measure of Service Coordination and the performance indicators of referral in and referral out of learners to services and supports that will enhance the learner's successful achievement of their goal path and transitions.

The planning and coordination process also contributes directly to the service providers' ability to meet the core measure of Suitability/ Learner Profile. Please refer to section 3.6 in the *LBS Service Provider Guidelines* for more information on suitability.

Where there is only one LBS service provider that is delivering literacy services in a community, a literacy services plan is not required. However, it is expected that the service provider's business plan will describe linkages with service providers as noted above and other community supports in the community that help learners to persist.

3.1.2 Supporting quality delivery by providing resource development and support (including instructional content, mode of instruction and assessment).

This service category includes:

- resources and support appropriate to learner's language, culture, context and goal path
- resources and support compatible with the OALCF approach
- resources and support responsive to learner's mode of preferred or required instructional method (distance/e-Channel, face-to-face, institution-based, one to one tutoring)
- LBS goal path programming and assessment consistent with expectations and requirements of learner transitions to employment, apprenticeship and skills training, secondary school credit, postsecondary and independence
- professional development opportunities delivered by trained and skilled facilitators.

Support organizations support service providers to implement the OALCF approach. The approach includes a curriculum framework, informal and standard assessment activities, goal path descriptions, task-based programming and assessment and a focus on program planning and completion and learner transitions.

This service category contributes directly to the service providers' ability to meet the core measures of Completion of Goal Path and Learner Progress. *Support organizations* play a critical role in supporting service providers to achieve these measures.

Support organizations plan and deliver services that support service providers to implement the OALCF which is the cornerstone the LBS Program and provides direction to service providers on how to deliver learner-centred, transition-oriented programming that is based on adult education principles. Through the curriculum framework, the OALCF provides the standards to link the LBS Program to the labour force and to the broader education and training system. *Support organizations* help service providers to make the connection between the OALCF and service provision.

The OALCF is a broad term that refers to all the features of delivering a competency-based program. This includes the six competencies; the three task complexity levels for assessment purposes; descriptions of learner transitions to work, further education and training or independence; service coordination; and,

culturally appropriate and goal-related learning and assessment tools and resources. *Support organizations* play a critical role in helping service providers deliver contextualized and competency-based programming.

Support organizations support service providers to deliver learning activity that is described by five goal paths: employment, apprenticeship, secondary school credit, postsecondary and independence. These goal paths are described at three levels of task performance.

Please see section 3.0 with specific reference to 3.2 – 3.4 of the *LBS Service Provider Guidelines* to read the necessary detail on assessment, learner plan development and training which this service category addresses.

3.1.3 Support the improvement of service provider organizational capacity

This service category includes supporting service providers in:

- planning (demonstrated use of data)
- resourcing (administrative processes, financial performance results)
- communicating (community coordination and governance)
- measuring (customer satisfaction and results management using performance management framework)

The LBS Performance Management System seeks to sustain and improve results over time. Its foundation and success is in the strength of the service provider in planning, measuring, resourcing and communicating. These are the components of organizational capacity. While organizational capacity does not contribute directly to the measurable standard of overall service quality, the components are key to the Ministry's service funding decisions.

Planning

The service provider is able to develop, implement, monitor, and modify action plans to achieve their contracted commitments with the Ministry.

Measuring

The service provider is able to evaluate its success against its business plan, the Ministry's program agreement, guidelines, service quality standards, documentation standards, and policies and procedures.

Resourcing

The service provider is able to allocate and develop resources to achieve their contracted commitments with the Ministry.

Communicating

The service provider is able to interact with its staff, the Ministry, and with the community in terms of issues, policies and programs that affect clients and community.

Please refer to the chart in Section 2.5 of the *LBS Service Provider Guidelines* for further detail on the elements of each organizational capacity indicators.

Regional networks and streams have a primary role in supporting service providers to continuously improve their organizational capacity.

3.1.4 Support the collection and distribution of research findings and conduct research through research and development projects to strengthen the LBS Program and contribute to Ministry led initiatives

This service category includes:

- organizational capacity development based on continuous improvement
- quality resource development and delivery based on Canadian and international adult literacy practices
- coordinated and integrated services informed by relevant and current research
- implementation of the LBS performance management framework and implementation of the OALCF

Support organizations conduct research as part of their core activities, access other funds to conduct research and resource development and keep up to date on relevant research to inform service delivery and administrative practices and public policy on adult literacy.

Research that is important to service providers for continuous improvement includes:

- innovative use of technology
- partnering with business, labour, community and social services and other learning and training services
- recognition and articulation of learner achievements to improve learner mobility
- literacy policy
- innovative literacy delivery solutions
- provincial and national networking and collaboration

- creation of provincial resources, procedures and standards related to the development and delivery of literacy programs and services
- training of literacy practitioners.

3.2 Summary of Roles and Responsibilities by Service Category

Regional Networks	
Service Category: <i>1. Support seamless client pathways across EO and EDU, MCI and MTCU programs</i>	
Roles	Responsibilities
Support all LBS service providers by facilitating a literacy services planning and coordination process in each community. This process strives to improve and integrate LBS services within the broader EO and EDU, MCI and MTCU system. Regional networks work closely with stream organizations to embed cultural and linguistic considerations as they affect community planning.	<p>Co-ordinate and facilitate a local planning and co-ordination process that involves all streams and leads to the development of the literacy services plan</p> <p>Establish links to the planning activities of related community programs and services</p> <p>Provide support to the participants in local planning and co-ordination (help determine planning process, gather and support analysis of key data, provide administrative support, orient new LBS service providers to process).</p> <p>Provide support to the planning process (includes researching and analysing the community in terms of its social, economic, cultural, linguistic, and literacy training needs)</p> <p>Support coordination of LBS services to ensure learners have accurate and timely referrals, portable learner plans, learning achievements described clearly and in a common way and goal path training supporting learners to achieve successful transitions.</p> <p>Support the development and implementation of community-wide communication about the integrated EO system and information and referral tools and processes.</p>

Service Category: 2. Support quality delivery by providing resource development and support (including instructional content, mode of instruction and assessment)	
Roles	Responsibilities
Provide informed advice to service providers of goal path specific tools and resources	Link service providers with professional development opportunities and to key tools and resources to provide quality instruction and assessment services
Service Category: 3. Support the improvement of service provider organizational capacity	
Roles	Responsibilities
Support LBS service providers in all streams to continuously improve their organizational capacity to deliver the LBS Program by linking service providers to appropriate professional development opportunities, by coaching service providers when requested, and by communicating information about key resources. Regional networks work closely with stream organizations to coordinate their activities to support service provider organizational capacity.	Support service providers to meet EO customer service expectations (e.g., development of a customer service charter) Support service providers to meet EO information and referral network and services requirements Support service providers to determine and respond to areas for program improvement Support service providers to deliver services, manage resources and manage business systems through resource development and professional development opportunities Support service providers to develop administrative systems that support the organization's business commitments to customer service, quality and operational performance. Support service providers to use the standard assessment tools (milestones, culminating tasks and learner gain) in a consistent and reliable way and to help service providers understand the relationship between standard assessment for PMS and the organization's broader assessment strategy.
Service Category: 4. Support the collection and distribution of research findings and conduct research through research and development projects to strengthen the LBS Program and contribute to Ministry led initiatives	
Roles	Responsibilities
Provide service providers with information about the availability of tools, resources and professional development opportunities.	Provide service providers with linkages to professional development opportunities and research results or projects relevant to their community.

Stream Organization	
Service Category: 1. Support seamless client pathways across EO and EDU, MCI and MTCU programs	
Roles	Responsibilities
<p>Raise public awareness of literacy programs and the need for literacy services for the streams</p> <p>Support Anglophone, Deaf, Francophone and Native stream service providers to plan and coordinate services provincially</p>	<p>Identify issues and contribute to resolutions re: the barriers to learning for stream specific learners</p> <p>Identify issues and contribute to resolutions re: barriers to learner mobility for stream specific learners across the EO network and broader EDU, MCI and MTCU programming</p> <p>Work with regional networks to provide information about cultural and language considerations affecting community planning of literacy services</p> <p>Facilitate collaboration among provincial partners that contribute to improvements for stream specific learners who experience barriers to learning, participation in adult education programs and mobility across EDU, MCI and MTCU programming</p>
Service Category: 2. Support quality delivery by providing resource development and support (including instructional content, mode of instruction and assessment)	
Roles	Responsibilities
<p>Identify and work with MTCU to address LBS service provision issues specific to LBS learners across the province and contribute to the development and implementation of instructional, assessment, and support methodologies appropriate to the cultural and linguistic needs of learners</p>	<p>Identify gaps in instructional resources and assessment tools appropriate to learner's language, culture, context and goal path and contribute to proposing solutions</p> <p>Support the development of culturally relevant training, research, networking and instructional resources that improve the quality and relevance of stream specific adult learners</p> <p>Communicate through e.g., web-site postings, e-bulletins, newsletters to service providers resources and training opportunities relevant to the stream</p> <p>Provide stream specific professional development opportunities to practitioners to support continuous improvement of service delivery</p>

Service Category:	
3. Support the improvement of service provider organizational capacity	
Roles	Responsibilities
<p>Support LBS service providers to address cultural or linguistic issues which may impact on the service provider's ability to continuously improve their organizational capacity to deliver the LBS Program by linking service providers to appropriate training opportunities, by coaching service providers when requested, and by communicating information about key resources.</p> <p>Streams work closely with regional networks to coordinate their activities</p>	<p>Provide stream specific professional development opportunities to administrators to meet the expectations of the EO Service Delivery Framework</p> <p>Coordinate professional development and training with regional networks and sectors</p> <p>Support service providers to use the standard assessment tools (milestones, culminating tasks and learner gains) in a consistent and reliable way and to help service providers understand the relationship between standard assessment for PMS and the organization's broader assessment strategy.</p>
Service Category:	
4. Support the collection and distribution of research findings and conduct research through research and development projects to strengthen the LBS Program and contribute to Ministry led initiatives	
Roles	Responsibilities
<p>Support organizational capacity development.</p> <p>Build field capacity and advise public policy</p>	<p>Support research projects that build on provincial, Canadian and international research results to build service providers' capacity to improve service delivery results for learners</p>

Sector Organization	
Service Category: 1. Support seamless client pathways across EO and EDU, MCI and MTCU programs	
Roles	Responsibilities
<p>Support service providers to deliver quality services for specific institutional and delivery settings (colleges, school boards, community-based)</p> <p>Support service providers to use specific instructional methodologies (distance, face-to-face, volunteer one to one tutoring) that match learner needs and goal paths</p> <p>Support the development of curriculum appropriate to the goal paths of the learners based on goal requirement research</p> <p>Work closely with stream organizations that provide support for and knowledge about cultural and linguistic considerations as they affect service delivery.</p>	<p>Support LBS goal path programming and assessment methods that are consistent with expectations and requirements for learner transitions to employment, apprenticeship and skills training, secondary school credit, postsecondary and independence</p> <p>Identify changing needs and requirements for successful learner transition and contribute to resolutions</p> <p>Support service providers through communication (e.g., web postings, e-bulletins) to access resources and support compatible with the Ontario Adult Literacy Curriculum Framework (OALCF) transitions-oriented approach</p> <p>Identify changes in institutional delivery settings that impact learner mobility and transitions and contribute to resolutions</p> <p>Work with streams to identify cultural or language barriers to learner mobility within an instructional setting and contribute to resolutions</p>
Service Category: 2. Support quality delivery by providing resource development and support (including instructional content, mode of instruction and assessment)	
Roles	Responsibilities
<p>Promote continuous improvement in literacy delivery practices</p>	<p>Support the development of resources and support responsive to learner's mode of preferred or required instructional method (distance/e-Channel, face-to-face, institution-based, one to one tutoring)</p> <p>Support development of and access to professional development opportunities to develop trained and skilled literacy practitioners</p>

Service Category:	
3. Support the improvement of service provider organizational capacity	
Roles	Responsibilities
Promote continuous improvement in service providers' organizational capacity	Share information via web-postings, e-bulletins, newsletters, exemplary resources and tools, and hosting sector specific websites to improve service provider access to timely information and products that contribute to improved organizational capacity Support service providers to use the standard assessment tools (milestones, culminating tasks and learner gains) in a consistent and reliable way and to help service providers understand the relationship between standard assessment for PMS and the organization's broader assessment strategy.
Service category:	
4. Support the collection and distribution of research findings and conduct research through research and development projects to strengthen the LBS Program and contribute to Ministry led initiatives	
Roles	Responsibilities
Research and share information related to learners accessing particular instructional settings and delivery modes	Research needs of practitioners and learners in colleges, school board and community-based delivery settings and communicate results to streams, regional networks and service organizations Promote best practices provincially to inform service providers in particular delivery settings

Service Organization	
Service category: 1. Support seamless client pathways across EO and EDU, MCI and MTCU programs	
Roles	Responsibilities
Support improvement of both service provider and learner in the use of digital technology for training purposes	Through professional development opportunities and resource development, support service providers to increase their use of on-line courses, web-based resources and distance education programs for all goal path programs to increase the learner's competency to use digital technology to access broader labour force, education and training opportunities.
Service Category: 2. Support quality delivery by providing resource development and support (including instructional content, mode of instruction and assessment)	
Roles	Responsibilities
Support the development and use of tools and resources for all delivery modes that contribute to improved practices Provide technical support for distance delivery (platforms for on-line service delivery)	Support quality resource development, delivery and publishing with particular focus on OALCF compatible resources for Native and Francophone streams that contribute to improved literacy delivery practices Provide technological development and training support to increase the capacity of service providers to use technology to expand service provision options across the province Provide the technical support required to access on-line adult literacy learning programs and services Publish and promote developed resources (on-line catalogues) for Native and Francophone stream learners that support culture, language and goal paths (independence, workplace and skills training)
Service category: 3. Support the improvement of service provider organizational capacity	
Roles	Responsibilities
Provide learning resource development and publishing services specific to the Native and Francophone streams	Support the development of tools and modes of delivery that help service providers to increase their organizational capacity to deliver quality literacy service Develop knowledge-based centres of excellence for resource standards, innovative use of technology in adult basic education, Native and Francophone resource development

Service category:

4. Support the collection and distribution of research findings and conduct research through research and development projects to strengthen the LBS Program and contribute to Ministry led initiatives

Roles	Responsibilities
Develop resources based on Ontario, Canadian and international best practices	Support coordinated and integrated services informed by relevant and current national and international research Across sectors and streams, support research and promote best practices in innovative use of technology, research, design and dissemination of information and resources.

4.0 Administration

The administration guidelines provide further information, tools and resources needed by service providers and *support organizations* to manage the LBS Program. They describe the obligations service providers and *support organizations* must meet to fulfill their agreement, information management, documentation and reporting requirements.

4.1 Support Organization Responsibilities

4.1.1 Agreement

Support organizations of the LBS Program will be required to sign an agreement with the Ministry which details all the accountability and legal requirements. The legal agreement between the support organization and the Ministry specifies:

- the legal responsibilities of the *support organization* and the Ministry regarding the provision of service development for the LBS Program as outlined in the *LBS Support Organization Guidelines*
- the Reporting, Accounting and Review requirements
- requirements regarding funding and carrying out the service development functions of the LBS Program.

The Schedule B of the one-year agreement ties into the Ministry's annual business cycle requirements and reflects any updates or revisions resulting from the Performance Management Framework.

The Schedule B will:

- be negotiated annually
- be used for monitoring, evaluation and accountability purposes
- form part of the legal agreement.

The Schedule B outlines a *support organization's*:

- budget allocation
- performance commitments

4.1.2 Accessibility for Ontarians with Disabilities, Act 2005

Through the AODA, Ontario is developing mandatory accessibility standards that will identify, remove and prevent barriers for people with disabilities in key areas of daily living. The standards are being developed to achieve real results in stages. The AODA is expected to be fully implemented by 2025. The areas addressed by the AODA standards will include: Customer Service; Employment; Information and communication; Transportation; and The Built Environment.

Additional information on the AODA is available at www.e-laws.gov.on.ca (Frequently Accessed Law section)

Or through:

Publications Ontario
777 Bay Street
Toronto, Ontario
Tel: 1-800-668-9938, or in Toronto at (416) 326-5300

4.1.3 Access to Information and Protection of Privacy

Under the agreement with the Ministry, *support organizations* agree to protect the personal information they collect, use and disclose in order to deliver and report on the LBS Program.

Support organizations do not work with learners as part of their regular responsibilities but in the case where they do work directly with a learner (e.g., for research purposes), Section 9.3(e) of the transfer payment agreement with the Ministry requires the LBS *support organizations* to obtain the consent of every learner to the indirect collection of personal information by the Ministry and to give notice of the uses the Ministry will make of their personal information. The consent and the notice is set out as a schedule to the transfer payment agreement and can also be found on the EO Partners Gateway (ontario.ca/eopg).

The transfer payment agreement requires *support organizations* to:

- establish and implement a publicly available privacy policy that complies with the *Personal Information Protection and Electronic Documents Act (PIPEDA)*, a federal statute that regulates how private-sector organizations collect, use and disclose personal information in the course of commercial activities, or the Canadian Standards Association's (CSA) *Code for the Protection of Personal Information*
- designate an official who will be responsible for ensuring compliance with the privacy protection provisions of the transfer payment agreement

- implement appropriate privacy protection training of employees and subcontractors who have access to personal information of individual learners.

Support organizations must ensure that their employees, volunteers and contractors who need to have access to personal information of learners are aware of its privacy policy and the privacy protection provisions of the transfer payment agreement.

Not all *LBS support organizations* will be subject to PIPEDA. *LBS support organizations* may want to contact the federal Privacy Commissioner to help them to determine whether they are subject to PIPEDA.

If *LBS support organizations* are not subject to PIPEDA, their privacy policy must be based on the 10 basic principles set out in the Canadian Standards Association (CSA) *Code for the Protection of Personal Information*.

PIPEDA is available at www.priv.gc.ca as well as a fact sheet on the application of PIPEDA to Charitable and Non-Profit Organizations.

The CSA *Code for the Protection of Personal Information* is available at www.csa.ca.

Ministry Access to Personal Information in the Custody or under the Control of the Support Organization

The Ministry does not have custody or control of an *LBS support organization's* records.

However, under the transfer payment agreement with the Ministry, the *LBS support organizations* agree to make certain information, including pertinent limited personal information, available to the Ministry for the purpose of administering and financing the LBS Program. Administration includes:

- assessing *support organization* performance, including its effectiveness and, efficiency;
- monitoring, inspecting, investigating, auditing and enforcing *support organization* compliance with the transfer payment agreement with the Ministry;
- planning, evaluating and monitoring the LBS Program, including conducting surveys and conducting policy and statistical analysis and research related to all aspects of the LBS Program; and
- promoting the LBS Program, which may include public relations campaigns related to the LBS Program.

In order to comply with its obligations under the Freedom of Information and Protection of Privacy Act (FIPPA), the Ministry will need to obtain the consent of the affected individuals to the indirect collection of their limited personal information. In addition, the Ministry will need to give these individuals notice of the uses it proposes to make of their personal information. One of these uses is sharing an individual's personal information

with external third parties such as other service providers and other government departments.

Section 9.3(e) of the transfer payment agreement with the Ministry requires the LBS *support organization* to obtain the consent of every learner to the indirect collection of personal information by the Ministry and to give notice of the uses the Ministry will make of their personal information. The consent and the notice is set out as a schedule to the transfer payment agreement and can also be found on the Employment Ontario Partners Gateway (ontario.ca/eopg).

GLOSSARY

Basic Skills -The additional skills a learner needs to use their literacy skills, such as, digital technology, interpersonal skills, problem solving and critical thinking.

Case Management System (CaMS) - EOIS-CaMS is a web-based, real-time software solution that supports the administration and management of clients participating in EO programs and services. Both ministry and *Support organization* staff access the system, and the information inputted is accessible across the province to authorized users.

Clients - Adults who access Information and Referral or assessment services, but who will not be receiving LBS training services at your site.

Competencies – Competencies are broad, generic categories of learners’ abilities that capture and organize the learning in a program.

Culminating Task - It serves as a key indicator of a learner’s readiness to transition to the selected goal. A culminating task is more complex than a milestone task but is similarly aligned with the curriculum framework which is part of the Ontario Adult Literacy Curriculum Framework (OALCF).

Curriculum framework - Sets out the content of learning within a system, using an established set of organizing principles. Within the OALCF, the curriculum framework refers specifically to the six competencies that organize learning content and describe learning proficiency, using three levels of performance.

Goal - The **goal** is what the learner wants to achieve once leaving the Literacy and Basic Skills (LBS) Program. It is the next step to which the learner transitions after completing the LBS Program.

Goal Path - The **goal path** refers to the preparation required to exit LBS and transition to the goal and is delivered by an LBS *Support organization*. The LBS Program has five goal paths: employment, apprenticeship, secondary school credit, postsecondary and independence.

IALSS - The International Adult Literacy and Skills Survey (IALSS) was conducted in Canada in 2003 and rated proficiency in four domains: prose literacy, document literacy, numeracy and problem-solving on the basis of levels one to five (lowest to highest). Level 3 is recognized internationally as the desired threshold for coping with the increasing skill demands of a knowledge society.

Income Support – Government payments to a learner or client which include Ontario Works (OW), Ontario Disability Support Program (ODSP), and Employment Insurance (EI).

Learner – an adult who receives LBS training services to achieve a milestone or learning activity and has a learner plan.

Learner Plan - describes the learning or program elements that prepare learners for their goal beyond the LBS Program. It includes the learner's goal, background information, assessment results, and milestone tasks, culminating task, learning activities, and program duration, additional supports required by the learner and referral results.

Literacy - The ability to read, write, calculate, speak, and understand, as well as sign (for the Deaf) and communicate in other forms of language, according to need. Literacy is a continuum of these skills necessary for everyday life in the home, at work, in education, and in the community.

Literacy services planning and coordination - The process, facilitated by the regional network, of ensuring all LBS services in a community are complementary, seamless, and meeting as many of the needs as resources allow.

Milestone - A goal-related assessment activity that learners complete to demonstrate their ability to carry out goal-related tasks and is aligned to the competencies and complexity levels found in the OALCF curriculum framework.

Ontario Adult Literacy Curriculum Framework (OALCF) - Refers to all the features of delivering a competency-based program, including competencies, assessment, learner transitions to work, further education and training or, independence, and learning materials.

Performance Management Framework (PMF) - A clear, strategic system that defines what is important and what is expected, and uses three Dimensions of Success (Customer Service, Effectiveness, and Efficiency)

Support Organizations – The LBS Program has 28 literacy *support organizations* that assist the front-line LBS *support organizations*. These *support organizations* include: four learner stream organizations (Anglophone, Francophone, Deaf, Native); two provincial (Native and Francophone) organizations providing support services that are primarily the publishing of culture and language-specific resources; four service-provider sector organizations (college, school board, two community based); sixteen regional networks to support planning, research and development, and delivery network capacity; two provincial organizations that provide technology-specific support for programs in all streams, including e-Channel.

Appendix 1

Interim Performance Management Framework and Provincial Service Quality Standard for Service Providers

The LBS Interim Performance Management Framework and the Service Quality Standard (SQS) will be implemented in two phases: in 2012-13 and in 2014-15.

Phase I will start in 2012-13 and continue in 2013-14. Data will be collected in 2012-13 and 2013-14 for all seven measures; however, for those two years of Phase I, *Support organizations* will only be held to standards set for three of the seven measures. Past results reported through IMS indicate a Customer Satisfaction rate of 85% is being achieved and will continue to be the standard. The standard for Learners Served will be set at 90%, consistent with the Employment Services Program. For Suitability/Learner Profile, the Information Management System (IMS) indicates in 2010/11 a standard of 29% for the two indicators already collected: Age (over 45 and under 65) and OW/ODSP recipient. Data will also be collected for ten (10) new Suitability/Learner Profile indicators (total 12), and four (4) new measures: Service Coordination, Completion of Goal Path, Learner Progress, and Learner Gains.

Phase I (2012-14)

DIMENSION	MEASURE	MINIMUM STANDARD	WEIGHT	SQS VALUE
Customer Service (33%)	1. Customer Satisfaction	85%	33.33%	2.83
Effectiveness (33%)	2. Suitability / Learner Profile <ul style="list-style-type: none"> • OW/ODSP • Age (>45 to <64) 	29%	33.33%	0.97
Efficiency (33%)	3. Learners Served	90%	33.33%	3.00
Service Quality Standard				6.80

Notes:

Past provincial results reported through the LBS IMS indicate:

- Customer Satisfaction: 85% (85% of learners indicate overall satisfaction with the LBS Program)
- Suitability / Learner Profile:
 - OW / ODSP: 34% (34% of learners are in receipt of OW/ODSP)
 - Age (>45 and <64): 24% (24% of learners are aged over 45 and under 64)

- Target Achievement: 90% (90% of the targeted number of learners on the Schedule B achieved).

The interim SQS for Phase I has been set at 6.80.

Phase II (i.e., mature state) starts 2014-15. The Ministry will start implementing the LBS Performance Management Framework through the 2014-15 business planning process. At that time, the Ministry will have enough baseline data to set new as well as revised targets for ALL seven measures within the framework and establish a new SQS. This information will be communicated to LBS *support organizations* in the 2014-2015 business planning process. These targets and standards will form the base of the performance commitments within Schedule B of the 2014-2015 transfer payment agreement.

Phase II (2014-15)

DIMENSION	MEASURE	STANDARD
Customer Service (30%)	1. Customer Satisfaction	85%
	2. Service Coordination	TBD
Effectiveness (60%)	3 – Suitability / Learner Profile (all 12 indicators)	TBD
	4. Learner Progress	TBD
	5. Completion of Goal Path	TBD
	6. Learner Gains	TBD
Efficiency (10%)	7. Learners Served	90%

Notes:

- The measure of Learner Profile will have to be redefined based on the full roster of indicators at mature state.
- The overall SQS (i.e. out of 10) will be determined based on analysis from data collection from Phase I.