

CESBA and the LBS Committee present

LBS Forum |
June 3, 2024



Land Acknowledgment



Painting by Jeffrey George

Visit www.Whose.Land to learn more about Indigenous territories, treaties and languages.

Welcome

Charlotte Parliament

Program Manager
CESBA

Agenda

- LBS, New Handbook, Business Plans
- 10:30 Break
- Monitoring, CaMS Reports, SP Connect Financials
- 12:00 Lunch
- LBS Impact Report, Needs Assessment Tool, CAEC and LBS/Credit/PLAR
- Acronyms (and cookies)
- Topic Table Networking

CESBA LBS COMMITTEE

INVITES YOU TO
PARTICIPATE
IN OUR LBS FORUM
CHALLENGE

SPOT THE ACRONYM

Greetings from CESBA

Paul Cox

Executive Director

CESBA

Greetings from MLITSD

Joanne Prior

Program Delivery Coordinator

Program, Coordination and Support Unit

Central West Region

Ministry of Labour, Immigration,

Training and Skills Development

Introduction of the Attendees

Melissa Friske

LBS Coordinator

Renfrew County DSB

CESBA LBS Committee Chair

What is LBS?

Lori Sheppard

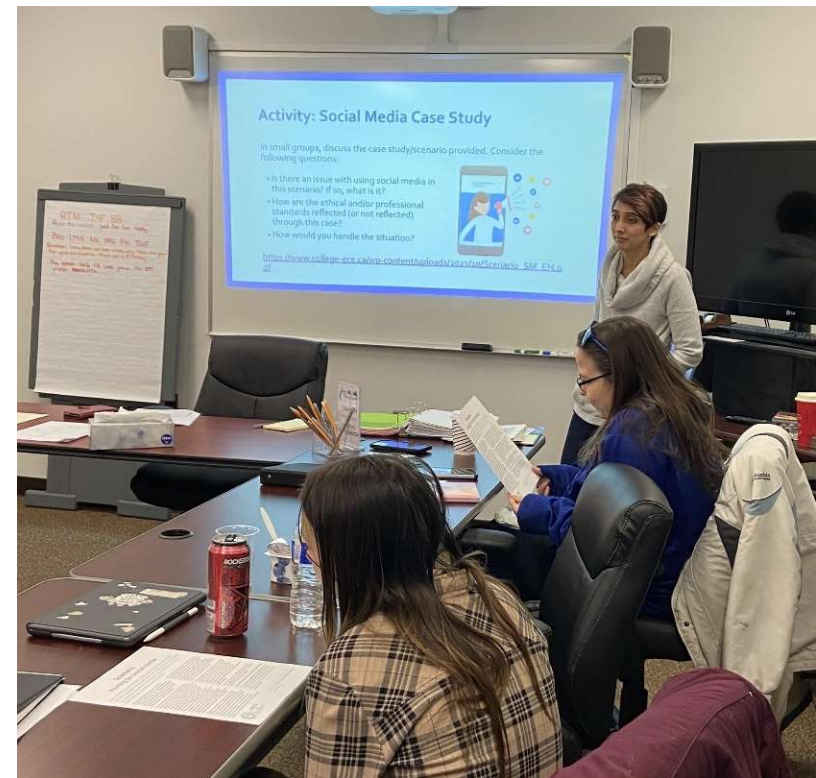
LBS Coordinator

Lambton Kent DSB

CESBA LBS Committee Member

What is LBS?

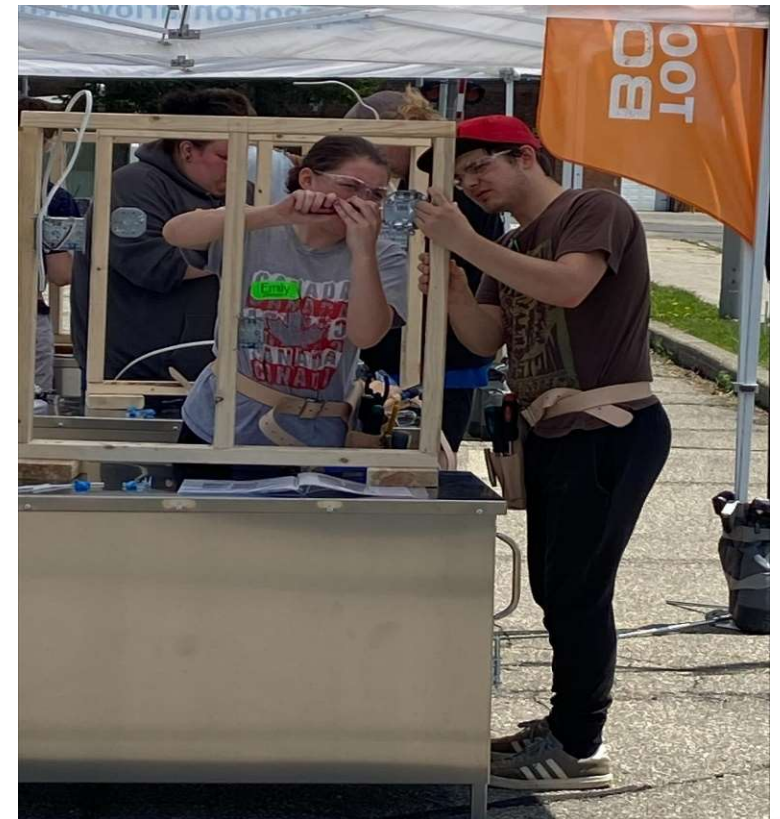
- The Literacy and Basic Skills program is offered in 34 school boards in Ontario to help adult learners achieve their goals, including transferring into adult credit programs to complete their Ontario Secondary School Diploma (OSSD).
- A competency-based approach assisting learners the connections between literacy development and the real-life tasks learners perform in work, learning, and community contexts.



Pathways

The LBS program offers learners the opportunity to develop the range of literacy and basic skills required for successful transition to the following goals:

- Employment
- Apprenticeship
- Secondary school credit
- Post-secondary education
- Independence



Who do we Serve?



- An Ontario resident.
- An adult whose literacy and basic skills are assessed at intake as being less than the end of Level 3
- At least 18 years old.
- Sufficiently proficient in speaking and listening to benefit fully from the language of LBS instruction (English or French).

How LBS Supports A & CE

LBS is offered in 34 or
47%
of Ontario school boards

SOME Key elements of a
successful LBS A&CE
Partnership program:

- Professional
Coordination
- Guidance
- Formal intake
- Co-location

Dr. Sandy Youmans & Dr. Lorraine
Godden July 2022



Engaging in an LBS program helped learners to:

- Develop confidence and skills required for credit programs
- Smoothly transition into credit pathways (e.g., guidance, technology, individual support)
- Receive individualized support needed to be successful in credit programs
- Understand and complete PLAR

Role of LBS Leads in School Board Programs

Lou-Ann Best

LBS Coordinator

Peel DSB

CESBA LBS Committee Member

Role of LBS Leads in School Board Programs

What it feels like working in LBS:



Standard Role of LBS Lead



The one thing I know about LBS:



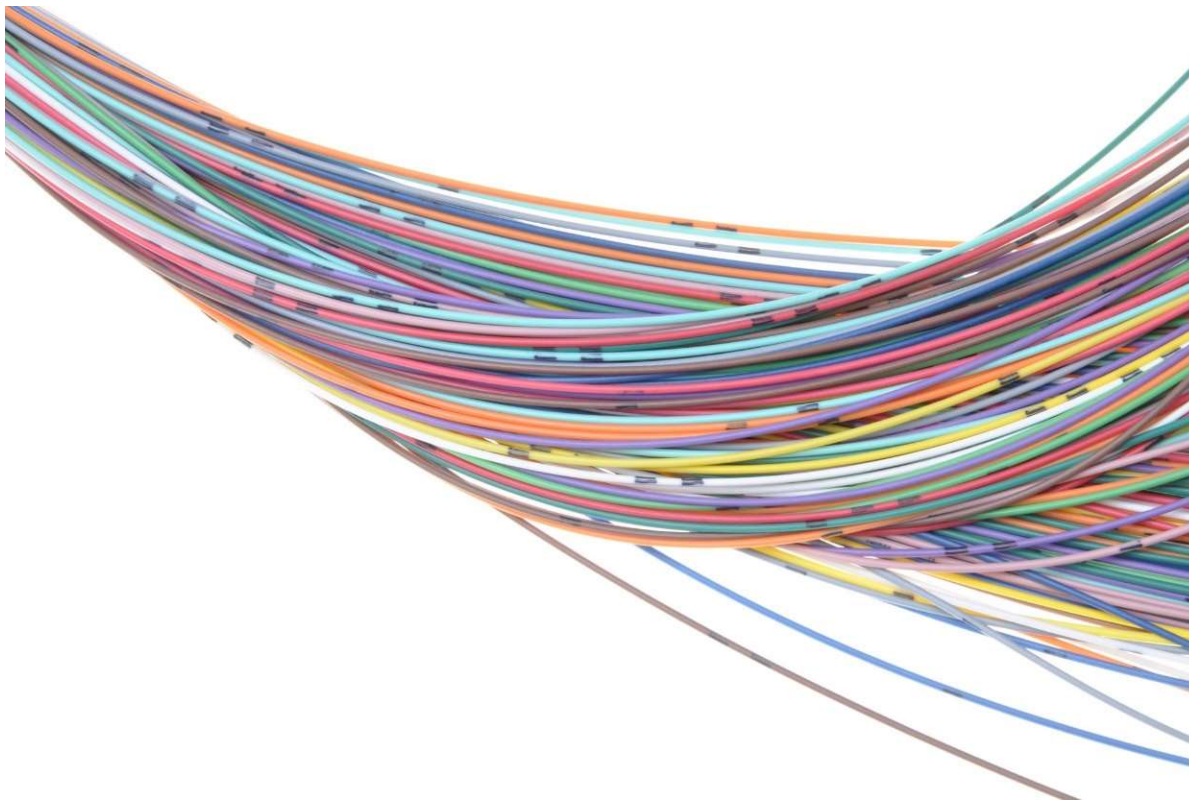
No! One size does not fit all!

Across the province, LBS programs vary:

- In size
- Demographics of communities served
- Urban, Rural, mixture
- Department structure
- Ministry Report strategies
- Activity Reports vs. EER
- Internal reporting flowcharts
- Required qualifications of Lead, teachers/instructors

Common Threads in LBS

Common threads that bind all LBS programs



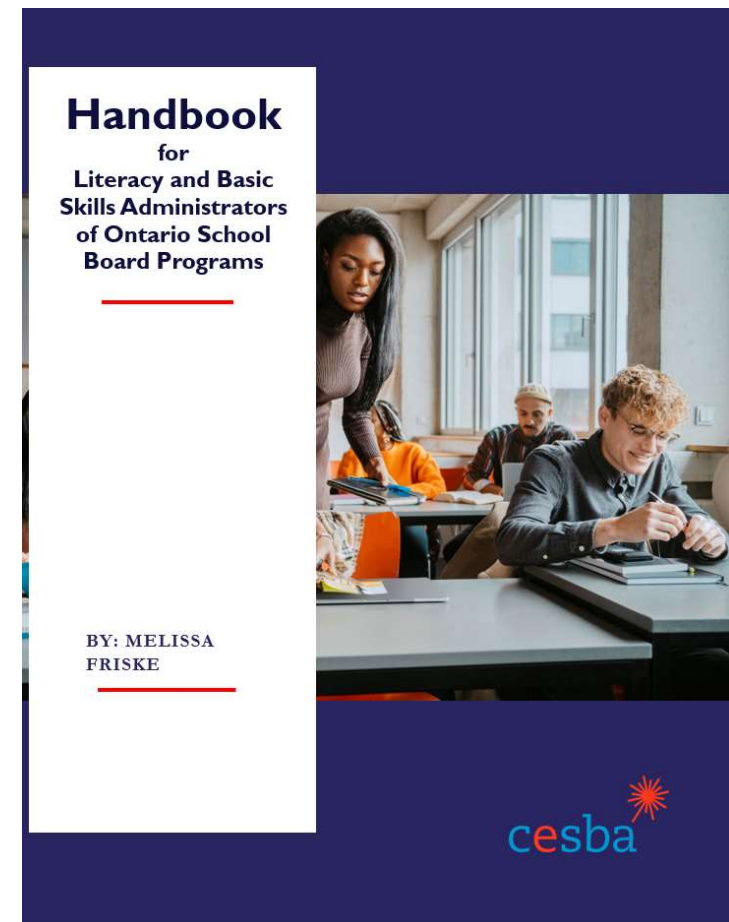
Handbook

for Literacy and Basic Skills Administrators of Ontario School Board Programs

Access: **CESBA website**, **Resources**, **Search:**
Handbook LBS

Introduction and Purpose:

- This handbook, for Literacy and Basic Skills (LBS) administrators and program leads within Ontario school boards, was designed to provide an overview of program requirements and common challenges.
- This CESBA tool will inform and support LBS leads, whether they are new to the role or have been in it for many years.



Contents

1 Introduction

2 Operational

3 Program Delivery

4 Reporting

5 Service Coordination

6 Staffing

7 Miscellaneous

<https://cesba.com/wp-content/uploads/2024/05/Handbook-for-Literacy-and-Basic-Skills-Administrators-of-Ontario-School-Board-Programs.pdf>

Performance Management System

Performance Management Framework:

1. Service Quality Standard
2. Organizational Capacity
3. Compliance with the MLITSD Agreement and LBS Guidelines

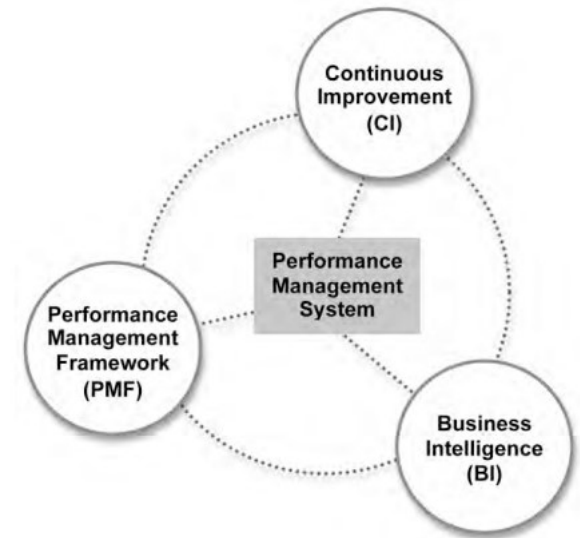
Continuous Improvement:

The Business Plan involves the creation of a strategy to identify and maintain areas of strength within the Literacy and Basic Skills service provider organization and identify areas of improvement.

Business Intelligence:

Three Components (utilize effective tools to collect, analyze and support business decisions)

- Business processes
- Technology
- People



Business Cycle



Business Planning

Allan Bingham

Gateway Program Coordinator

(Literacy & Basic Skills)

Thames Valley DSB

Business Planning

Business Plan Cycle

- Business Plans (BPs) are developed and submitted annually
- Usually due in early January
- Template uploaded to SP Connect usually in December

Business Planning

Preparing for the Business Plan

- Service Providers must participate in the LSP process
- SPs should be prepared to share data and local labour market information during the LSP planning
- Incorporate aspects of the LSP in the BP – especially the LMI

Business Planning

Plan Contents

- Services
- Outreach and marketing
- Continuous improvement
- Identifying strengths and areas of development
- Organizational capacity
- Literacy service planning and coordination
- Target learners
- Training supports
- ASL interpreter funding
- Performance commitment charts

Business Planning

Services Screen Shot

Services

3a. Select the learner stream your site is contracted to serve. *

Anglophone Deaf Deaf/Blind Francophone Indigenous

3b. Select your applicable sector. *

Community Agency Community College School Board

4. The addresses of all additional "locations" (Itinerant Locations) where Project activity is delivered from your site must be included under the Itinerant Delivery Locations panel in EOIS-SP Connect. If applicable, has this panel been

Yes No Not Applicable

5. Who are your site's key community partners? *

There are several key community and Ministry partners involved in referring learners to the program. These include: - Ministry of Education Adult Day School Credit program (program co-located at G.A. Wheable Centre) - Ministry of Immigration, Refugees, and Citizenship Canada Federal ESL program (program co-located at G.A. Wheable Centre) - Ministry of Labour, Training and Skills Development Community and Social Services (program co-located at Hutton House) - Ministry of the Solicitor General (program co-located at Elgin Middlesex Detention Services) In addition to these partners Employment Ontario Employment Service organizations refer learners to the service, primarily LEADS. Other key partners include Ontario Works and the Ontario Disability Support Program.

Business Planning

Organizational Capacity Screen Shot

Organizational Capacity

16. Based on the analysis of your site's results as of October 31, which organizational capacity dimension would you consider to be a strength? (select one) *

Planning Measuring Resourcing Communicating

17. Please describe the activities you undertook that contributed to the achievement of this strength, and how it will continue to be maintained. *

The resource dimension under organizational capacity is a strength for the service. Administratively, the service has processes and systems in place such as IT, Finance, HR and Admin that support the organization's commitment to customer service, quality and operational performance. Financially, the service has the controls and processes in place to monitor the budget closely on a daily basis through payroll and IT systems. Furthermore, the service has a governance structure which has processes and policies that ensure accountability. The service's current mission statement is 'We build each student's tomorrow, every day'. Having these structures in place during the pandemic has helped with continuity of service

3271 characters remaining.

18. Based on the analysis of your site's results as of October 31, which organizational capacity dimension would you consider to be a key area for development? (select one) *

Planning Measuring Resourcing Communicating

19a. Please describe your site's plan to improve the identified key area for development in the upcoming fiscal year. *

The communicating dimension under organization capacity is an area for development. Although most internal Employment Ontario partners are aware of the availability of the LBS service, with some awareness of assessment routines, many external stakeholders do not share this common understanding. The service has protocols in place for referrals to other partners in the Employment Ontario network and the service will expand the referral routes to other community agency partners such as elementary schools and community centres.

Business Planning

Tips for Preparing the BP

- Your ETC is not expecting major changes in your BP each year
- Have your reference documents handy
- Don't over commit
- Write it all in Word - copy to SP Connect
- Download the PDF

Business Planning

Tips for Preparing the BP

- Only the signing authority should submit the business plan in SP Connect
- Plan the timelines with your Administrators

Business Planning

Table Talk

- 10 minutes at your table
- 5 minutes for a quick debrief



Vectorstock Images

Bio Break

10:30 – 10:45



The Monitoring Process

What is this monitoring all about??

- Sometimes the monitoring process is called an audit
- The whole process can be a little nerve racking
 - Let's clear it up a little
 - The MLITSD perspective
 - A few tips from the Service Providers

Greetings from MLITSD

Joanne Prior

Program Delivery Coordinator

Program, Coordination and Support Unit

Central West Region

Ministry of Labour, Immigration,

Training and Skills Development

The Monitoring Process

The Monitoring Questionnaire

- Monitoring Questionnaire is released in SP Connect and the SP is notified
- SP has 15 business days to complete once on your SP Connect Dashboard

The Monitoring Process

The Follow Up

- ETC reviews questionnaire and seeks additional information if required
- ETC will work with SP to schedule a meeting or on-site visit

The Monitoring Process

The On-Site Visit

- ETC will review learner files, SP processes, procedures, and possibly meet with learners
- ETC will provide feedback
- If improvement is required, the Service Provider has 15 days to respond with an action plan

The Monitoring Process

The Activity Reports

- There are 2 Activity reports each fiscal
- Formerly known as Interim and Final Report
- Mid year is due October 18, 2024
- Final is due April 22, 2025

The Monitoring Process

The Activity Reports

➤ The Activity Report has just the one question.

1. How well is your site achieving the Schedule “G” Performance Commitments? Please share successes and/or challenges that your site has faced in meeting its Schedule "G", Performance Commitments, and/or any of the strategies committed to in your current Business Plan with the Province. Describe specific Performance Commitments, the strategies and/or actions that you will or have already undertaken to achieve and sustain these commitments.

The Monitoring Process

Gaby Jolie

LBS Program Officer

Toronto District SB

CESBA LBS Committee Member

The Monitoring Process

Tips from Experience

- The monitoring questionnaires may be different each year, and different for each site
- Similar questions from year to year
- Use Word to write your answers
- SP Connect times out
- Note maximum characters in SP Connect

The Monitoring Process

Tips from Experience

- Ensure your whole team is aware of the process
- No surprises for your staff or learners
- Prepare by having all documents at the ready
- Ensure Learner Files are up to date throughout the year

The Monitoring Process

Table Talk



- 10 minutes at your table
- 5 minutes for a quick debrief

The Reporting Process (EOIS-CaMS)

Sally MacDonald

LBS Coordinator

Greater Essex County DSB

CESBA LBS Committee Member

Understanding the EOIS-CaMS Detailed Service Quality (DSQ) Report 64, Taking Advantage of 60B &60D

Presented by Sally MacDonald - Greater Essex County District School Board
Objective: Overview of key LBS Performance Measures

Understanding the EOIS CaMS Detailed Service Quality (DSQ) Report 64

Presented by Sally MacDonald - Greater Essex County District School Board
Objective: Overview of key LBS Performance Measures

7

Love that you used so many screenshots!!

Charlotte Parliament, 2024-05-28

Importance of the DSQ Report

Key Point: The DSQ Report 64 is a critical tool for tracking Literacy and Basic Skills (LBS) performance measures and ensuring accountability to the ministry.

Use:

- Program Monitoring: Track progress and identify areas for improvement.
- Reporting: Essential for preparing Interim and Final LBS reports, submitted in October and April respectively.

Where do we find it?

If you have a PKI certificate

[Sign in with PKI certificate](#)

OR

New User? [Register](#)

Sign In

Email Address (Registered email Address)

sally.macdonald@publicboard.ca

Password

[Sign In](#)

[Forgot Password?](#)

My Services

You currently have access to the service(s) listed below. Please click the name of the service that you wish to access.

- [MLITSD EOIS - Service Provider Connect](#)
- [MLITSD EOIS CaMS - SP Reports](#)
- [MLITSD EOIS Case Management](#)

[View Profile](#)

Multi Factor Authentication

The application you're trying to access requires multi-factor authentication.

We have sent an email to your registered email address with a One Time Pin.

Enter One Time Pin

[Submit](#)

If you don't see the email with One Time Pin in your inbox, please check your junk/spam folders.

Did not receive One Time Pin?

[Re-Send](#)

EOIS SERVICE PROVIDER REPORTING

Keep up to date on important CaMS and CaMS reporting communication, such as known issues, system outages and key reporting due dates by visiting [myEOIS](#).

You are in: [SDS Reports](#) -> [GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD](#) -> [4134D GECSDB - 284 Cameron Ave - Windsor->LBS - Detailed Service Quality \(#64\)->2024](#) MacDonald [Log Out](#)

Please select report program:

- All Reports
- ES Reports
- LBS Reports**
- COJG Reports
- YJC Reports
- YJCS Reports

Your current selection is LBS Reports

- ▼ 4134D GECSDB - 284 Cameron Ave - Windsor
 - ▶ LBS - All Data - IR (#60A)
 - ▶ LBS - All Data - Outcomes/Follow-ups (#60D)
 - ▶ LBS - All Data - Service Plan/Profile (#60B)
 - ▶ LBS - Case Activity (#61)
 - ▼ LBS - Detailed Service Quality (#64)
 - ▶ 2017
 - ▶ 2018
 - ▶ 2019
 - ▶ 2020
 - ▶ 2021
 - ▶ 2022
 - ▶ 2023
 - ▼ 2024
 - ▶ January
 - ▶ February
 - ▶ March
 - ▶ April
 - ▶ May

Guide
Guide
Guide
Guide
Guide



Structure of the DSQ Report

Three Main Areas:

1. **Customer Service:** Measures satisfaction and coordination 30%
2. **Effectiveness:** Assesses suitability and learner progress 60%
3. **Efficiency:** Evaluates the number of learners served 10%



Customer Service

Weight of 30% of our overall score

Sub-categories

1. Customer Satisfaction
2. Service Coordination

Customer Satisfaction

Literacy and Basic Skills - Detailed Service Quality - #64

4134D GECDSB - 284 Cameron Ave - Windsor YTD 01-Apr-2024 to 30-Apr-2024

Run time parameters:

Service Provider : **GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD**
 Service Delivery Site Name : **4134D - GECDSB - 284 Cameron Ave - Windsor**
 Report Period : **01-Apr-2024 to 30-Apr-2024**

Report run frequency: **Monthly**

This report's data is current to date: 06-May-2024 12:51:45 AM

Information presented in this report is for Ministry/Service Providers use only and is not intended for distribution - Medium Sensitivity

LBS SERVICE QUALITY CM# CORE MEASURES	LBS Prov.	Perf Com	YTD All Participants			% YTD of
	Target	Ann. Target	Num	Den	Actual	Target
Customer Service						
1 Customer Satisfaction	90%	90%	15	16	94%	104%
Learner			15	16	94%	
Learner Response rate			16	23	70%	
2 Service Coordination	50%	50%	23	23	100%	200%
1. Referred in			23		100%	
2. Referred out - registered in Education			2		9%	
3. Referred out - registered in Training			2		9%	
4. Referred out - registered in Employment			4		17%	
5. Referred out - registered or confirmed receiving services with community resources that support learning			2		9%	

Service Provider Use Only			
Case Reference		Person Reference	
Name and Contact Information			
Last Name		First Name	Middle Initial
Address			
Unit Number	Street Number	Street Name	PO Box
City/Town		Province	Postal Code
Primary Phone Number		Alternate Phone Number	
<input type="checkbox"/> Home <input type="checkbox"/> Mobile <input type="checkbox"/> Other Telephone Number _____ ext. _____		<input type="checkbox"/> Home <input type="checkbox"/> Mobile <input type="checkbox"/> Other Telephone Number _____ ext. _____	
Email Address _____			
Outcome at Exit			
Reviewer _____		Actual Start Date (DD/MM/YYYY) _____	
Details			
Reason for Closure			
<input type="checkbox"/> Change of Goal	<input type="checkbox"/> Completion	<input type="checkbox"/> Opened in Error	<input type="checkbox"/> Training Provider Closed
<input type="checkbox"/> Client Deceased	<input type="checkbox"/> Found Work Related to Goal	<input type="checkbox"/> Other	<input type="checkbox"/> Unable to Contact Client
<input type="checkbox"/> Client Moved	<input type="checkbox"/> Found Work Unrelated to Goal	<input type="checkbox"/> Personal Reasons	<input type="checkbox"/> Unsatisfactory Training Provider
<input type="checkbox"/> Client Started a Business	<input type="checkbox"/> Left Labour Force	<input type="checkbox"/> Program Unsuitable	<input type="checkbox"/> Service Provider Closed
Customer Satisfaction			
On a Scale of 1 to 5, how likely are you to recommend the LBS Program to someone looking for similar services?			
<input type="checkbox"/> 1 – strongly not recommended	<input type="checkbox"/> 2 – rather not recommend	<input type="checkbox"/> 3 – no general opinion	<input type="checkbox"/> 4 – generally recommend
<input type="checkbox"/> 5 – strongly recommend	<input type="checkbox"/> No Response – Client did not respond to survey		
Answer the following questions by selecting one of the provided options			
As a result of participating in LBS program, your employment situation has improved.			
<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neither Agree nor Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree

Customer Satisfaction comes from Exit and Follow-Up form

Service Coordination

Literacy and Basic Skills - Detailed Service Quality - #64

4134D GECDSB - 284 Cameron Ave - Windsor YTD 01-Apr-2024 to 30-Apr-2024

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Learner			15	16	94%	
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2 Service Coordination	50%	50%	23	23	100%	200%
1. Referred in			23		100%	
2. Referred out - registered in Education			2		9%	
3. Referred out - registered in Training			2		9%	
4. Referred out - registered in Employment			4		17%	
5. Referred out - registered or confirmed receiving services with community resources that support learning			2		9%	

Outcome

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Both employed and in Education | <input type="checkbox"/> Employed Full-Time | <input type="checkbox"/> In training – ESL/FLS | <input type="checkbox"/> Independent |
| <input type="checkbox"/> Both employed and in training | <input type="checkbox"/> In education – post secondary | <input type="checkbox"/> In training – Federal | <input type="checkbox"/> Self-Employed |
| <input type="checkbox"/> Employed Apprentice | <input type="checkbox"/> In education – OGSD or equivalent | <input type="checkbox"/> In training – MCI Bridge projects | <input type="checkbox"/> Unable to work |
| <input type="checkbox"/> Employed in a more suitable job | <input type="checkbox"/> In education – academic upgrading | <input type="checkbox"/> In training – Second Career | <input type="checkbox"/> Unemployed |
| <input type="checkbox"/> Employed in a professional occupation/trade | <input type="checkbox"/> In education – other | <input type="checkbox"/> In training – other EO training initiatives | <input type="checkbox"/> Unknown |
| <input type="checkbox"/> Employed in area of training/choice | <input type="checkbox"/> In training – EO Literacy | <input type="checkbox"/> In training – other occupational skills training | <input type="checkbox"/> Volunteer |
| <input type="checkbox"/> Employed Part-Time | | | |

Effectiveness

Weight: 50% of the overall score.

Sub-measures:

1. Suitability Indicators: Captured at intake, assessing learner needs.
2. Learner Progress: Successful completion of at least one milestone within the reporting period.

1. Suitability

LBS SERVICE QUALITY	LBS Prov.	Perf Com	YTD All Participants			% YTD of
CM# CORE MEASURES	Target	Ann. Target	Num	Den	Actual	Target
Effectiveness						
3 Suitability	30%	30%	109	23	47%	158%
1. <Grade 12			19		83%	
2. OW/ODSP recipient			7		30%	
3. No source of income			9		39%	
4. Crown ward			1		4%	
5. More than 6 years out of education			15		65%	
6. More than 6 years without training			16		70%	
7. Age over 45 and under 64			0		0%	
8. History of interrupted education			19		83%	
9. Person with Disability			17		74%	
10. Aboriginal			5		22%	
11. Deaf			1		4%	
12. Francophone			0		0%	
4 Completions (completion of all three indicators)			1	23	4%	
1. Learners who successfully complete all Milestones			23		100%	
2. Learners who successfully complete Culminating task			1		4%	
3. Learners who successfully complete the Learning Activities			23		100%	
5 Progress	60%	60%	63	141	45%	74%
1. % of Learners who successfully complete at least one Milestone			63		45%	
6 Gains			0	23	0%	
1. % of Learners who show gains			0		0%	

[Print Blank Form](#)

Fields marked with an asterisk (*) are mandatory.

Staff is available to help you complete this form.

Employment Ontario Programs *

- Employment Service (ES)
- Literacy and Basic Skills (LBS)
- Supported Employment Consortia (SEC)
- Youth Job Connection (YJC)/Youth Job Connection: Summer (YJCS)
- Supported Employment Sole (SES)

Service Provider Use Only

Case Reference	Person Reference	Date of Registration (dd/mm/yyyy)

Participant Details

Last Name *	First Name *	Middle Initial
Preferred Name		Social Insurance Number *

What is your gender identity? (Select all that apply) *

- Man
- Woman
- Non-binary
- Two-spirit

Client Summary (Service Provider Use Only)

Referred In	Service Delivery Site	Owner

Template

- Goal Path to Employment
- Goal Path to Apprenticeship
- Goal Path to Secondary School Credit
- Goal Path to Postsecondary
- Goal Path to Independence

Language

- Language Spoken at Home: English French ASL Indigenous LSQ Other
- Language Spoken at Last Workplace: English French ASL
- Service Provision Language: English French ASL

Additional Details

Dependants

Number of dependants Prefer not to disclose

Source of Income

- Employed
- Ontario Works (OW)
- Crown Ward
- Dependent of OW/ODSP Recipient
- Self-employed
- Ontario Disability Support Program (ODSP)
- Employment Insurance (EI)
- No Income
- Other, specify _____

Education (Select the Highest Level of Education)

- Grade 0 - 8
- Grade 12 (or equivalent)
- Journeyperson
- Applied Degree

2. Learner Progress

Milestone:

- Requirement: At least one milestone attained per learner within the fiscal year.
- Carry-overs: New milestones needed for learners transitioning into a new fiscal year.

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6 Gains			0	23	0%	
1. % of Learners who show gains			0		0%	

Milestones

Read the course description to answer questions 1 to 10 on the Response Sheet.

Environmental Studies

Teacher: Mr. Z. Hughes

Environmental Studies is designed to stimulate students' interest in environmental science by exploring past, present and future biological and chemical environmental problems and solutions. This course will introduce students to the ways that humans have affected and continue to affect the environment.

The first half of the course will cover the biology of aquatic and terrestrial ecosystems, biodiversity and nutrient cycling. The second half of the course will explore the ways in which humans affect the environment through agricultural practices, urban expansion, transportation, waste disposal and sewage treatment.

Response Sheet

Learner name: _____ Date: _____

Answer the questions below by referring to the course description. You do not need to write your answers in complete sentences.

1. What are the course pre-requisites?

Will this course address the following topics?

2. Ocean ecosystems Yes / No

3. Forest biodiversity Yes / No

4. What two things are students required to do for the mid-term paper?

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1. % of Learners who show gains			0		0%	

Efficiency

Weight: 10% of the overall score.

Measurement: Number of learners served with active service plans.

Criteria: Active status in CaMS with at least one milestone either in progress or completed.

Target: Achieve 90% of the learner target specified in the funding agreement.

LBS SERVICE QUALITY	LBS Prov.	Perf Com	YTD All Participants			% YTD of
CM# CORE MEASURES	Target	Ann. Target	Num	Den	Actual	Target
Effectiveness						
3 Suitability	30%	30%	109	23	47%	158%
1. <Grade 12			19		83%	
2. OW/ODSP recipient			7		30%	
3. No source of income			9		39%	
4. Crown ward			1		4%	
5. More than 6 years out of education			15		65%	
6. More than 6 years without training			16		70%	
7. Age over 45 and under 64			0		0%	
8. History of interrupted education			19		83%	
9. Person with Disability			17		74%	
10. Aboriginal			5		22%	
11. Deaf			1		4%	
12. Francophone			0		0%	
4 Completions (completion of all three indicators)			1	23	4%	
1. Learners who successfully complete all Milestones			23		100%	
2. Learners who successfully complete Culminating task			1		4%	
3. Learners who successfully complete the Learning Activities			23		100%	
5 Progress	60%	60%	63	141	45%	74%
1. % of Learners who successfully complete at least one Milestone			63		45%	
6 Gains			0	23	0%	
1. % of Learners who show gains			0		0%	
Efficiency						
7 Learners Served	90%	333	141			508%
New			17			98%
Carry over			124			

Medium Sensitivity

Service Coordination: Referrals in & out

LBS SERVICE QUALITY	LBS Prov.	Perf Com	YTD All Participants			% YTD of
CM# CORE MEASURES	Target	Ann. Target	Num	Den	Actual	Target
Customer Service						
1 Customer Satisfaction	90%	90%	15	16	94%	104%
Learner			15	16	94%	
Learner Response rate			16	23	70%	
2 Service Coordination	50%	50%	23	23	100%	200%
1. Referred in			23		100%	
2. Referred out - registered in Education			2		9%	
3. Referred out - registered in Training			2		9%	
4. Referred out - registered in Employment			4		17%	
5. Referred out - registered or confirmed receiving services with community resources that support learning			2		9%	

Overall: Meeting Targets

Strategies:

- Clear Communication: Ensure **everyone** in the organization understands the learner targets.
- Efficient Data Entry: Timely development and updating of learner plans in CaMS.
- Targeted Outreach: Focus on specific client groups and community needs.
- Flexible Programming: Adjust services and hours/service delivery methods to meet learner needs.

Report 64 Cheat Sheet 2022-2023

LBS CM#	LBS Prov. Target	Perf Com Ann. Target	Mar (for Feb)	Apr (for Mar)	May (for Apr) New fiscal	Jun (for May)	Jul (for Jun)	Aug (for Jul)	Sept (for Aug)	Oct (for Sept)	Nov (for Oct)	Dec (for Nov)	Jan (for Dec)	Feb (for Jan)	Mar (for Feb)	Apr (for Mar)
SERVICE QUALITY CORE MEASURES																
CUSTOMER SERVICE (40%)																
Customer Satisfaction (15%) Only measured at exit Only "Would you recommend?" counts. The response must be 4 or 5.	90%	90%														
Service Coordination (25%) How we access supports to and from other partners in your community, training, or education services Have to have at least one referral in or out to <u>count</u> -at opening – 'Referred <u>in</u> ' (<u>referrals</u> from other LBS, Informal, word of mouth, media DO NOT COUNT) -during service – 'in sub-goals' -at exit – 'in sub-goals' See Report 64 Guide for more detail on what counts as a referral	50%	50%														
EFFECTIVENESS																
Suitability (need roughly 3/10 for each indicator to get to 30% target) Less than Gr 12 OW/ODSP, No income, or Crown ward (count as 1) More than 6 out of education More than 6 out of training (<u>includes</u> never) Over 45 under 64 History of interrupted ed Disabilities Aboriginal Deaf Francophone	30%	30%														
Completions																
Progress (<u>must</u> complete 1 MS in the current reporting period – April is MS month) Only closed MS count toward Progress	60%	60%														
EFFICIENCY																
Learners Served (<u>each</u> learner is only counted once per fiscal year) Learners must be in 'active' <u>state</u> 'in progress' or 'completed' MS count for Learners Served	90%	322														

Report 60B

Make sure every learner has a **client summary** otherwise suitability and eligibility info is not captured

MLITSD Reporting Dates for April 2024 - March 2025

Check the SP Connect Calendar for Confirmation

April

S	M	T	W	T	F	S	
	1	2	3	4	5	6	DSQ / EER 5 23-24
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	Final report for 23-24
21	22	23	24	25	26	27	
28	29	30					I/R

October

S	M	T	W	T	F	S	
		1	2	3	4	5	Audited Fin. Statements 23-24
6	7	8	9	10	11	12	DSQ / EER 2
13	14	15	16	17	18	19	Interim Report for 24-25
20	21	22	23	24	25	26	
27	28	29	30	31			I/R
							Apply for HST rebate

May

S	M	T	W	T	F	S	
			1	2	3	4	
5	6	7	8	9	10	11	DSQ
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		I/R

November

S	M	T	W	T	F	S	
					1	2	Business Planning season
3	4	5	6	7	8	9	DSQ
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	I/R

June

S	M	T	W	T	F	S	
						1	
2	3	4	5	6	7	8	DSQ
9	10	11	12	13	14	15	SRER / Auditor's Report 23-24
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	I/R
30							

December

S	M	T	W	T	F	S	
1	2	3	4	5	6	7	DSQ
8	9	10	11	12	13	14	EER 3
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					I/R

July

S	M	T	W	T	F	S	
	1	2	3	4	5	6	DSQ
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				I/R

January

S	M	T	W	T	F	S	
			1	2	3	4	
5	6	7	8	9	10	11	DSQ / EER 4
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		I/R

August

S	M	T	W	T	F	S	
				1	2	3	
4	5	6	7	8	9	10	DSQ / EER 1
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	I/R

February

S	M	T	W	T	F	S	
						1	Think about next fiscal budget
2	3	4	5	6	7	8	DSQ
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28		I/R

September

S	M	T	W	T	F	S	
1	2	3	4	5	6	7	LSPC report season
8	9	10	11	12	13	14	DSQ
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	

March

S	M	T	W	T	F	S	
						1	
2	3	4	5	6	7	8	DSQ
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	

8

I can print 50 copies of this and bring them with me. Great inclusion.

Charlotte Parliament, 2024-05-28

Reports 60 B and D

Service Coordination

REFERRED IN	160	
EO - Action Center	0	0%
EO - Apprenticeship Program - Co-op Diploma Apprenticeship Program	0	0%
EO - Apprenticeship Program - Ontario Youth Apprenticeship Program	0	0%
EO - Apprenticeship Program - Other	0	0%
EO - Apprenticeship Program - Pre-Apprenticeship Program	20	13%
EO - Service Provider - Other	0	0%
EO - Employment Service Provider	0	0%
EO - Literacy and Basic Skills Service Provider	2	1%
EO - Targeted Initiative for Older Workers Service Provider	0	0%
EO - Youth Job Connection - Summer Service Provider	0	0%
EO - Youth Job Connection Service Provider	0	0%
EO - Youth Job Link Service Provider	0	0%
EO - Ontario Job Bank	0	0%
Government Services Municipal	0	0%

Medium Sensitivity

rt Version 0.3 last revised on 25-June-2019

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Government Training Federal - Language Assessment/Training	0	0%
Government Training Federal - Other	0	0%
Government Training Federal - Youth Employment Strategy	0	0%
Government Training Provincial - Language Assessment/Training	0	0%
Government Training Provincial - Other	32	20%
Independent Learning Centre	0	0%

Other reasons to review Service Coordination Data

- To see if our site is meeting the Service Coordination target
for example: do at least 50% of your service plans have at least one referral in or out?
- Are we capturing and recording all of the referrals you are making?
- Do the referrals made reflect our community?
- Do the referrals made reflect our learner profile?

Service Coordination

SERVICE COORDINATION

2 Referred in from other organizations	158	99%
Employment Ontario organizations	20	13%
Non Employment Ontario organizations	138	87%
2 Referred Out - Registered for education/training to complete high school or equivalent	34	21%
General Education Development	0	0%
High School	18	53%
Independent Learning Centre	16	47%
Post Secondary	0	0%
2 Referred Out - Registered/participating in training	21	13%
EO - Apprenticeship Program - Co-op Diploma Apprenticeship Program	1	5%
EO - Apprenticeship Program - Other	1	5%
EO - Apprenticeship Program - Pre-Apprenticeship Program	15	71%
EO - Literacy and Basic Skills Service Provider	4	19%

Medium Sensitivity

eport Version 0.3 last revised on 25-June-2019

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Government Training Federal - Other	0	0%
Government Training Provincial - Other	0	0%
Language Services - Training	0	0%
Ministry of Citizenship and Immigration-Bridge Training for Immigrants	0	0%
2 Referred out - registered in Employment	31	19%
EO - Employment Service Provider	31	100%
EO - Targeted Initiative for Older Workers Service Provider	0	0%
EO - Youth Job Connection - Summer Service Provider	0	0%
EO - Youth Job Connection Service Provider	0	0%
EO - Youth Job Link Service Provider	0	0%
2 Referred Out - Registered or confirmed receiving services with other community resources that support learning	17	11%
EO - Action Centre	0	0%
Child Care	0	0%
Educational/Academic Services	3	18%
Financial Planning	0	0%
Health/Counselling Services	14	82%

Learner Profile

Learner Profile

LEARNER PROFILE

AGE	160	
< 18	2	1%
18-24	63	39%
25-29	22	14%
30-44	53	33%
45-54	15	9%
55+	5	3%
3 Over 45 and under 64	17	11%
Average Age	31	
PREFERRED LANGUAGE OF SERVICE	160	
English	160	100%
French	0	0%
I Identify As	160	
Female	78	49%
Male	80	50%
Trans	1	1%
Other	1	1%
Prefer not to disclose	0	0%

Medium Sensitivity

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SELF IDENTIFIED		
3 Person with Disability	84	53%
3 Aboriginal	20	13%
Inuit	1	1%
First Nations	14	9%
Métis	5	3%
Visible Minority	39	24%
Newcomer	12	8%
3 Deaf	0	0%
3 Deafblind	1	1%
3 Francophone	6	4%
LENGTH OF TIME IN CANADA	39	24%

Report 60 D

**EMPLOYMENT EMPLOI
ONTARIO ONTARIO**

Generated on: 06-May-2024

Medium Sensitivity

**Literacy and Basic Skills All Data - Outcomes - #60D
4134D GECDSB - 284 Cameron Ave - Windsor YTD From 01-Apr-2024 to 30-Apr-2024**

Run time parameters:

SDS: **4134D**
Report run frequency: **Monthly**

This report's data is current to date: 06-May-2024 12:51:45 AM

Information presented in this report is for Ministry/Service Providers use only and is not intended for distribution – Medium Sensitivity

All Learners

CM LEARNERS

Report 60 D

Four sections:

- 1) outcomes at exit
- 2) outcomes at 3 months
- 3) outcomes at 6 months
- 4) outcomes at 12 months

Section 1: Outcomes at Exit

CM #	LEARNERS OUTCOMES AT EXIT	All Learners	
	TOTAL CLOSURE REASONS	23	
	COMPLETIONS	7	30%
	NON-COMPLETIONS	16	70%
	Change of Goal	10	63%

ASSESSMENT

AVERAGE COMPLETED MILESTONES BY GOAL PATH

Employment	1.0
Apprenticeship	1.0
Secondary School Credit	3.0
Postsecondary	0.0
Independence	0.0
All Learners	2.8

4	ALL MILESTONES COMPLETED	23	100%
	CULMINATING TASK COMPLETED	23	
4	Yes	1	4%
	No	22	96%
	No Response	0	0%
	LEARNING ACTIVITIES COMPLETED	23	
4	Yes	23	100%
	No	0	0%
	No Response	0	0%

Remaining Sections: 3, 6, 12 month
follow ups

Outcomes at 3, 6, 12 months

LEARNERS

OUTCOMES AT 3 MONTHS

TOTAL OUTCOMES	14	
Employed	0	0%
1 employed total	0	0%
1a employed full-time	0	
1b employed part-time	0	
2 self-employed	0	
3 both employed and in education	0	
4 both employed and in training	0	
5 employed apprentice	0	
6 employed in area of training/choice	0	
7 employed in a more suitable job	0	
8 employed in a prof occ/trade	0	
Training/Education	0	0%
9 OSSD or equivalent	0	0%
10 postsecondary	0	0%
11 academic upgrading	0	0%
12 other education	0	0%
13 Second Career Program	0	0%
14 EO training initiatives	0	0%
15 EO Literacy training	0	0%
16 ESL/FLS	0	0%
17 MCI Bridge projects	0	0%
18 Federal	0	0%
19 other occupational skills training	0	0%
Total Employed and Training/Education	0	0%
Independent	0	0%
UNABLE TO WORK	14	100%
UNEMPLOYED	0	0%
UNKNOWN	0	0%

Monitoring Outcomes

- In some ways demonstrates the impact the LBS program is having on learners
- Quantify numbers moving to further education and employment
- Highlight areas for program or process improvements necessary.


Making the Most of Reports 60 B and D

- Identify Trends, Improve Services, may become more relevant if we move to phase II-B

Sources for this information



CaMS/Understanding the LBS Detailed Service Quality DSQ Report 64

Get on the Information Superhighway



Understanding the LBS Detailed Service Quality (DSQ) Report 64

September 23, 2021



Employment Ontario Information System (EOIS)
Case Management System
Service Provider User Guide: Reporting




Literacy and Basic Skills All Data
IR #60A, Learner/Profile #60B, Outcomes #60D

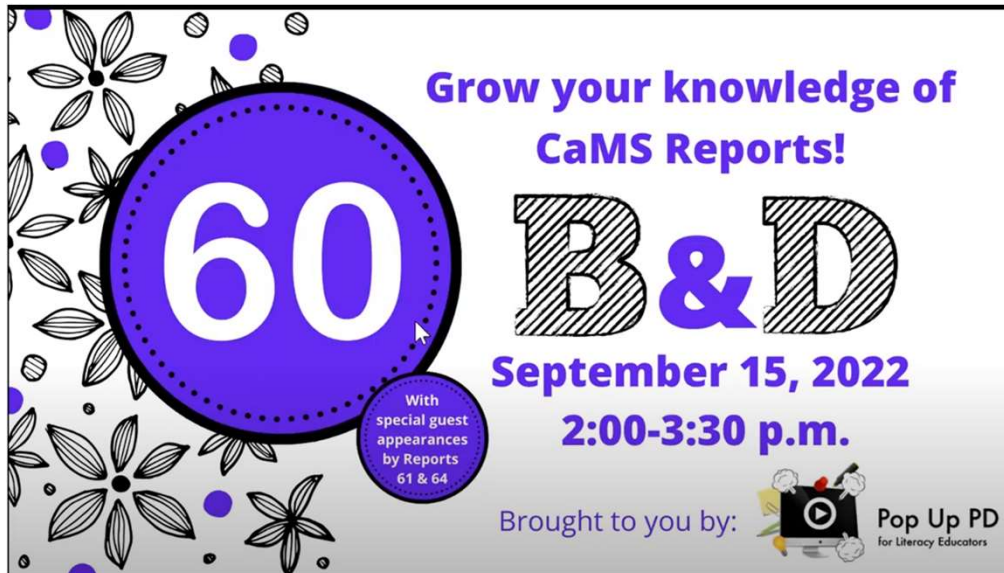
Grow your knowledge of CaMS Reports!

60 B & D

September 15, 2022
2:00-3:30 p.m.

With special guest appearances by Reports 61 & 64

Brought to you by:  Pop Up PD
for Literacy Educators



[Grow Your Knowledge of CaMS Report 60 B & 60 D \(youtube.com\)](https://www.youtube.com/watch?v=...)

CaMS Data Reports

Table Talk

- 10 minutes at your table
- 5 minutes for a quick debrief



Getty Images

SP Connect and Financial Reporting

Rene Bourget

TR Leger Comptroller,

and newly appointed LBS and ESL Manager

Upper Canada DSB

SP Connect and Financial Reporting

Financials and Reporting

- What is SP Connect?
- Using SP Connect
- Financial Reporting
- Tips from Rene Bourget
- Q&A



SP Connect and Financial Reporting

What is SP Connect?

- Database and Reporting Software
- Service Provider Connect (SP Connect)
- EOIS, CaMS, and SP Connect
- LBS Service Providers (SPs) and Employment Services Providers (ESPs)

SP Connect and Financial Reporting

Using SP Connect

- EOIS CaMS, SP Connect and the Reporting database have several permissions based on Role
- Ensure 2 or more staff have access to SP Connect
- SP Connect – your business management reports to the Ministry
- EOIS CaMS and Reporting – Learner Data

SP Connect and Financial Reporting

Financial Reporting

- EERs and SRERs
 - Estimated Expenditure Report (EER)
 - Statement of Revenue and Expenditure Report (SRER)
- EER schedule:
 - August 9 EER 1
 - October 11 EER 2
 - December 13 EER 3
 - January 19 EER 4
 - April 1 EER 5
 - SRER June 13, 2025

SP Connect and Financial Reporting

More about the EERs and SRER

- The templates are available on SP Connect just weeks before they are due
- The templates for the EERs are the same for all five
- The EERs are estimates, but some school board finance departments may be more inclined to input actuals – this is not necessary
- Explain variances
- Include your interest earned

The Monitoring Process

Rene's Tips Q&A



Lunch

12:00 – 12:45



LBS Impact Report



Adult and Continuing Education is multi-faceted, with many layers of programming attached to it, and is different for every school board.

Provincial Data collection tool:

CaMS and other data

The Impact Report was developed in collaboration with an Advisory Committee consisting of CESBA staff, Service Providers and Regional Network staff.

Input from the participants at the 2023 LBS Sector Day led to the selection of certain data.

Purpose of Report and Usage

- An impact report would provide LBS Service Providers concrete data to share and promote the benefits of LBS to the decisions makers, such as Directors and Superintendents, Principals, Vice Principals and Trustees.
- This data could create a sustainable model that could continually be collected, and provide data annually to programs and the ministry.
- It is built so your can modify according to your individual program needs.

Walk Through

- <https://cesba.com/resources/literacy-and-basic-skills-impact-report-template-for-ontario-school-board-programs/>
- Instructional Video to support completion of the LBS Impact Report

Where Data can be found

Report 60B	Report 60D	Report 64
Goal Path	Completion vs. Non-Completion	Learners Served
Self-Identified		Customer Satisfaction
Referrals to Other Programs		Performance Measures
Educational Attainment at Entrance		
Learner Age		
Assisted Clients		

WHO WE SERVE

STATISTICS

There has been a 18% increase in the SS Credit goal path since 2018.

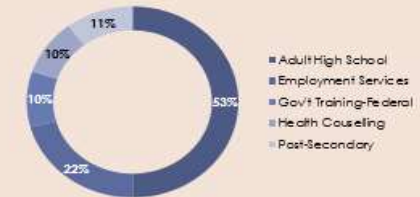
Goal Paths



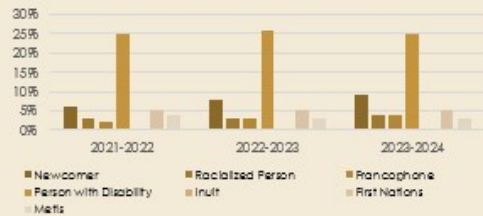
Referrals to Other Programs

2023-24

Approximately 53% of our learners were referred to other services during training or at exit.



Self Identified at Registration



STATISTICS

There is a rise in Newcomer learners requiring skills upgrading in LBS to support employment entry.

Assisted Clients



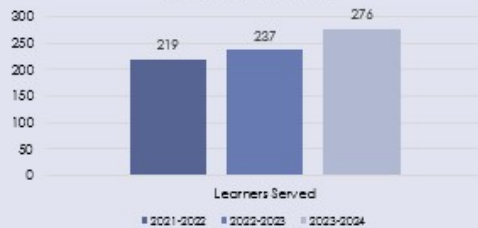
STATISTICS

There has been a steady decline in Assisted Clients since 2018-19.

Learners Served

STATISTICS

Post-Pandemic, we are steadily increasing the learners served. The LBS program at RCDSB expects that we will be back to our pre-pandemic numbers in the 2024-25 fiscal year.



Education Attainment at Entrance

STATISTICS

Each year, 55% of our learners identify that they have less than grade 12.



TRENDS IN OUR DATA

Referrals

Referrals from Ontario Works and Employment Services dropped dramatically during the pandemic. Those who are classified as Assisted Clients have continued to drop. The creation of the Service System Management system for ES in this area, has further led to a decline. We will work with our Community Partners under the new SSM system to ensure that we are coordinating the education/training needs of their clients to support sustainable employment.

SS Credit Pathway

There has been an increase in SS Credit pathway due to a few factors. Changes to PPM132 has allowed us to serve learners directly out of high school that require PLAR assessment upgrading. Other older learners are coming to obtain their OSSD for career advancement in a robust labour market.

Age Demographic

Learners Age 45+ that are accessing training is increasing. We are seeing more learners who are returning to the labour market after early retirement, and require computer upgrading to compete in the job market.

Education Attainment

55% of those who access LBS services do not have their grade 12. Our focus will be to discuss options for those who may only be accessing employment training, but would benefit from having their OSSD.



AREA OF FOCUS FOR THE 2024/2025 FISCAL YEAR

Innovation

Collaborate with partners and learners to explore and design programming in a format that meets the needs of the learner.

Retention

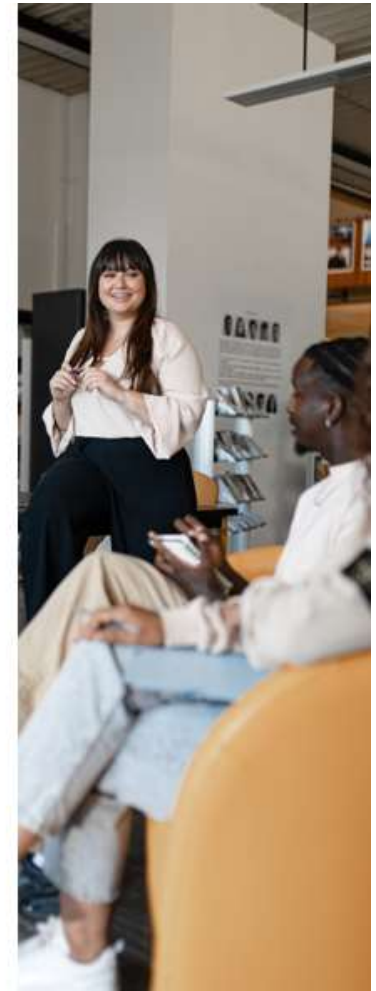
Monitor progress
Improve completion rates
Utilize new Retention Strategy

Outreach and Promotion

Analyze registration traffic
Target Suitable Learners
Strategic Marketing

SS Credit Path

Increase learners in Credit Path
Market the benefits of PLAR to our
Community Partners and high schools



LBS Needs Assessment Tool

Dr. Lorraine Godden

Carleton University

LBS Needs Assessment Tool



- How the tool came about
- Rationale and structure
- Fillable pdf
- Professional coordination, learner success, shared vision
- How
- Why
- Needs assessment check-ins

LBS Needs Assessment Tool

Link to the NAT

<https://cesba.com/wp-content/uploads/2024/04/LBS-Needs-Assessment-Tool.pdf>

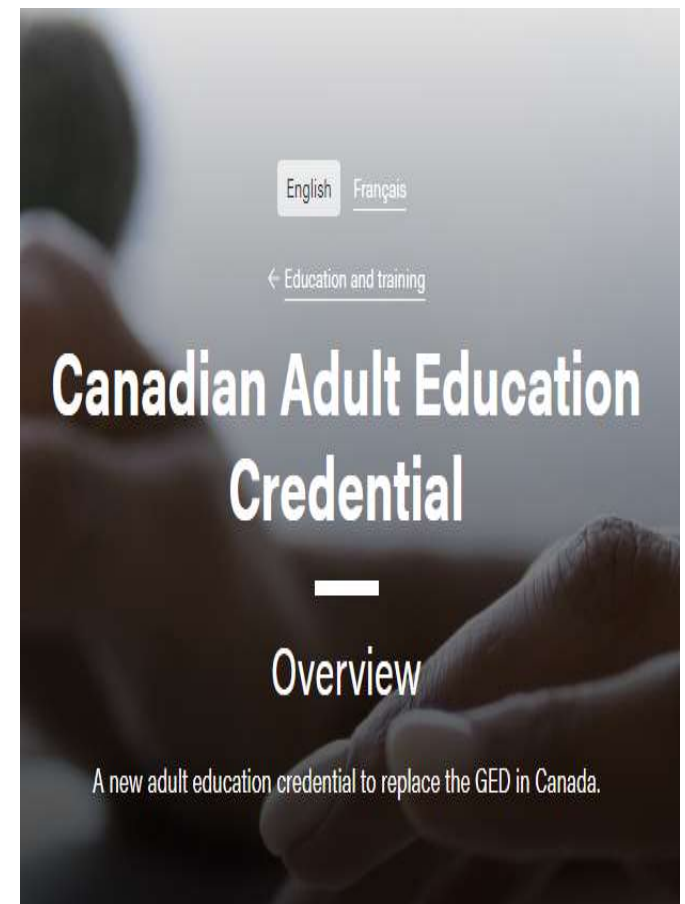
Pauline McNaughton

Senior Manager, Enhanced Programming Skills
Development and Apprenticeship Branch
Student Achievement Division
Ministry of Education

GED → CAEC Update

<https://www.ontario.ca/page/adult-learning-canadian-adult-education-credential-caec>

[The Canadian Adult Education Credential \(CAEC\) | GED.ilc.org](#)



CAEC, LBS, Credits and PLAR

- Where does the CAEC fit in for school boards?
- How can LBS and Credit programs support each other?
- PLAR and the CAEC

**Prior Learning
Assessment and
Recognition (PLAR)**



Results are in!



Networking Session

TOPICS:

- 1
- 2
- 3
- 4
- 5
- 6



LBS Forum Evaluation Survey

Thank you for filling in
the survey. We **NEED**
your help for continuous
improvement!
The link will be emailed



Thank you!

CESBA and the LBS Committee

