

# HANDBOOK *of* EMPLOYMENT ONTARIO TERMS & REFERENCES

**cesba**

Ontario Association of  
Adult and Continuing Education  
School Board Administrators



Ontario

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# Acknowledgements

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## **CESBA**

### **Executive Director**

Brenda B. King

*CESBA is proud to present this resource to the field in English and in French in the hopes that many will use it to access important information quickly and find it helpful as they seek to increase their knowledge of key terms and references during this time of transition in Employment Ontario.*

*Brenda B. King*

### **CESBA Office**

Box 611  
Iroquois, ON  
K0E 1K0  
Tel: (613) 652-1595  
Fax: (613) 652-4297  
cesba@cesba.com

### **Funded by**

The Ministry of Training,  
Colleges and Universities

### **Project Manager**

Jane Barber

### **Content Developers**

Jane Barber  
Cindy Davidson  
Dee Goforth  
Jette Cosburn  
Joanne Kaattari

### **Reviewers**

Lianne Calvert  
Robyn Cook-Ritchie  
Anne Marie Cosford  
Kay Munro  
Charlotte Parliament  
Diane Petre  
Lorri Sauve  
Jane Tuer  
Célinie Russell  
Diane Dugas

### **Translation to French**

Donald Lurette, Manager  
Janie Bertrand, Translator

### **Clear Language Specialist**

Virginia Lovering

### **Conception and Design**

Liz Bialkowski, P3! Designs

### **Printing**

Steven Heller, Paper Etcetera

# Introduction

In January, 2008, CESBA received funding from the Ministry of Training, Colleges and Universities to develop a handbook of key terms and references related to Employment Ontario (EO). Such a resource would greatly assist Literacy and Basic Skills (LBS) agencies and other Employment Ontario partners in the delivery of information and referral services and support clear communication between stakeholders when discussing Employment Ontario programs and services, and policies and practices.

In the planning phase of the project, CESBA posed the following three questions:

1. What terms and references are key in the effective delivery of information and referral services?
2. What additional information could enhance understanding (i.e. supply the “ahaa” factor) or assist with decision-making on the part of EO agencies?
3. What does Employment Ontario staff need to know and “get” in order to feel confident in the proper use of particular terms and references when communicating with others?

The selection of terms, preparation of text and organization of information was a collaborative effort on behalf of a team of five LBS experts, all with considerable expertise and experience in LBS field development work. The information in this handbook falls into these six categories:

1. Terms and References Linked to Employment Ontario
2. Programs, Services and Incentives Linked to Employment Ontario
3. Government Partners Linked to Employment Ontario
4. Support Organizations Linked to Employment Ontario
5. Communicating and Linking with Employment Ontario Partners
6. CIPMS - Continuous Improvement Performance Management System: The Common Link

***The Handbook of Employment Ontario Terms and References***

contains definitions or descriptions of key terms and references with an accompanying comment piece that offers further insight by way of example, elaboration, or further detail and, where possible, web links to more information. Understanding that Employment Ontario is still in its infancy and some aspects of the Continuous improvement Performance Management System are not yet developed, we can expect some terms to change and new terms to appear as time goes on. In the meantime, the terms and references in this handbook contain the best information to date and can assist practitioners and frontline workers with orientation to the new Employment Ontario environment.

***Reviewers' comments:***

Having these definitions is a major step forward for our agencies; we will certainly need to understand these terms as they become more and more a part of service delivery. The context is extremely helpful.

Thank you for the opportunity of reviewing this document; it is going to be an extremely valuable resource for all EO providers

I feel so well informed without being intimidated by all the information. Much of it was new to me since I am retired, so I was looking at it from the standpoint of a "newbie" to Employment Ontario and to CPIMS. The context helped make everything clear; it's all just great.

***BRAVO!*** I can see that this handbook will allow everyone who is coping with the transition to EO to put things into perspective and to clarify roles.

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# **Section I:**

## **Terms and References Linked to Employment Ontario**

This section provides an introduction to many of the key terms and references specific to Employment Ontario (EO). While many terms are not new, some have a new spin on them within the context of Employment Ontario. Some terms such as, “client” and “customer” are used interchangeably throughout as are “EO Service Providers”, “EO Agencies” and “EO Partners”, also basically interchangeable terms.

Section I will be useful to Literacy and Basic Skills (LBS) agencies and other Employment Ontario stakeholders who want to have a clear understanding of the EO infrastructure as they attempt to keep informed through EO specific resources, websites and stakeholder meetings. Along with definitions and descriptions, this section provides further context whenever possible to place the terms within a larger framework. The context may prove especially helpful to those who are new in the EO system.

As Employment Ontario moves from a year of transition to a year of transformation, some of the terms and references may change or be deleted from the vocabulary altogether. For that reason, this section represents a snapshot in time of the current Employment Ontario environment.

# Terms and References Linked to Employment Ontario - Section I

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**terms & references****comment**

## administrative integration

Common set of administrative processes and tools that many agencies can use to manage their programs.

The Ministry of Training, Colleges and Universities, (MTCU) is exploring different processes and tools that may be effective for Employment Ontario agencies and programs.

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## attribution

When there is evidence of a cause-effect correlation between specific policies or initiatives and specific outcomes.

If a clear connection could be established, for example, between increased numbers of people in jobs and a particular government policy, program or initiative, then one could claim attribution exists between the two.

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## branding

Approaches used to create a “common look and feel” to marketing and promotional tools and resources, thereby triggering instant recognition.

Branding for Employment Ontario includes the particular font for Employment Ontario, the logos, the blue colour schemes, and slogans for any advertising and promotional material belonging to Employment Ontario.

**terms & references**

**comment**

## business continuity

Status quo; no interruptions of services to clients while 'behind-the-scenes' transformation and transition occurs.

While programs were being transferred from federal to provincial jurisdiction, for example, MTCU's goal was no disruption of service to the client, thus ensuring business continuity.

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## business design model

A model that provides direction and scope for program design. A model that acts like a template including and outlining specific business objectives and criteria that can be used to assess and validate proposed program changes or developments.

Currently, MTCU is exploring different models for service and program design and delivery. The goal is a new program design model for implementation in April 2009.

**terms & references**

**comment**

## business line “clusters” for employment and training

Four different categories or “clusters” of Employment Ontario programs for employment and training that are organized by function and purpose as follows:

- Income Support for Employment and Training
- Planning and Capacity Building for Employment and Training
- Services and Incentives to Individuals and Employers for Employment
- Services and Incentives to Individuals and Employers for Training

LBS belongs in the business line cluster of Services and Incentives to Individuals and Employers for Training. A complete list of Employment Ontario programs and additional information is available online at

**[www.eopg.ca](http://www.eopg.ca)** .

Go to the SDAG Members link and scroll down to the article, *Redefined Business Line “Clusters” for Employment Ontario*.

**terms & references****comment**

## channels

Methods of communication to help clients receive Employment Ontario information, programs and services. There are three main channels.

- E-Service Delivery Channel
- Voice Channel multi-lingual (EO feature)
- In Person (Customer Service Representatives or service counters)

LBS staff, learners and potential learners can access information about EO through any of the three channels for information and referral.

- **E-Service Delivery** Channel - The Employment Ontario website ([www.edu.gov.on.ca](http://www.edu.gov.on.ca)).
- **Voice** Channel multi-lingual (EO feature) - Employment Ontario hotline (**1 800 387-5656**) for information via telephone in 25 languages
- **In Person** at Employment Ontario locations to receive information and referral services face-to-face.

## client-centred service delivery

Organizing and delivering services in ways that address the priority needs of the client, i.e. taking into consideration and responding to possible barriers that affect client participation.

Client-centred programming has been part of LBS core quality standards since the start of program reform in the 1990s. Some examples include client services such as extended/flexible hours, transportation subsidies and on-site childcare.

## contract quality assurance

CQA provides support, technical expertise and guidance on the establishment and administration of Employment Ontario legal agreements.

MTCU is examining various Employment Ontario Service Provider contracts looking for key components and common elements so that they can create contracts in the future that have greater consistency.

**terms & references****comment**

## dimensions of service delivery success

Specific categories or measurements by which agency success is measured.

Effectiveness, Efficiency and Customer Service are the three dimensions of service delivery success for LBS. They represent the standards in the Continuous Improvement Performance Management System (CIPMS) model that are being developed for performance measurement in Employment Ontario programs. The monthly gathering of LBS statistics and reporting through IMS provide necessary data related to agency performance in each of the three dimensions of service delivery success. (For more information, please see listings for Effectiveness, Efficiency and Customer Satisfaction.)

## drivers of client satisfaction

Elements such as timeliness, going the extra mile, and fairness that consistently tend to evoke a positive reaction from clients.

In LBS, drivers of client satisfaction usually include training that

- follows principles of adult learning,
- is clearly linked to the learners' goals,
- produces evidence of steady progress,
- provides quick access to help when needed, and
- leads to demonstrations of success.

Particular drivers of client satisfaction for individual agencies can be readily identified by noting the top-ranking results on the Learner Satisfaction Survey.

**terms & references****comment**

## effectiveness

The extent to which an organization, policy, program or initiative produces its planned outcomes and meets its intended objectives.

Effectiveness is about doing the right things in order to bring about desired results. An agency demonstrates effectiveness, for example, when a new program they offer attracts the targeted number of participants and when the success rate meets or exceeds the target set as the goal for training.

## efficiency

The extent to which an organization, policy, program or initiative produces its planned outputs in relation to expenditure of resources. Efficiency speaks to the process with which resources are transformed into goods and services. Efficiency is most often expressed as a measure of program activity.

Efficiency is about doing the right things in the right ways to secure the greatest benefit with the resources one has available. An example of an efficiency measure that many LBS programs implement is the policy of continuous intake. A strategy to increase efficiency might be increasing the number of clients served in the same number of program hours by replacing the traditional one year LBS program with a series of targeted courses.

**terms & references****comment**

## eligibility based services

Services that are only available to a predetermined client group or clients who meet certain criteria.

Some services, for example, are only available to Employment Insurance (EI) recipients, or youth, or older workers, etc.

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## employment counsellor

Trained support person who provides information, assistance, and counsel to employee clients on all aspects of employment search and career planning. Also, someone who provides counsel and information to employer clients regarding human resource and employment issues.

Employment counsellors are employed primarily by federal and provincial governments but are also employed by large establishments and private employment service agencies. In Employment Ontario, employment counsellors may be found at local Employment Services offices.

**terms & references**

**comment**

## employment ontario

A provincial, government-funded, integrated network of employment and training services in Ontario.

Employment Ontario is a network of agencies across the province that provides easy access to employment training programs and services for job seekers, newcomers, apprentices, students, employers, and communities. Located in every region and in most local communities, Employment Ontario agencies provide support in a variety of ways and assistance through information and referral to help Ontarians find the right programs, access benefits, develop skills and find jobs. Other EO programs and services assist employers in training and hiring the kinds of employees they need.

**terms & references**

**comment**

## employment ontario information systems (EOIS)

A single, integrated, computerized information system to support the management and delivery of all Employment Ontario programs across the service delivery network.

Employment Ontario is developing a common information management system for all Employment Ontario programs. It is a long-term initiative that will eventually replace the IMS currently used in LBS.

## employment ontario integrated service delivery framework discussion paper

A conceptual document offering an overview of possible models for an Employment Ontario service delivery framework for the purpose of initiating provincial discussion.

This document outlines a number of options for discussion purposes on the what, why and how Employment Ontario services should be delivered. The paper was circulated in February 2008 and made available for input from Employment Ontario service providers via provincial focus groups. Focus group leaders state clearly that the ideas in the paper are not the only options possible but represent starting points for discussion. Other ideas from the field are welcomed.

For more information, see:  
**[www.eopg.ca/eng/  
servicedelivery.html](http://www.eopg.ca/eng/servicedelivery.html)**

**terms & references**

**comment**

## employment ontario partners

Service providers or deliverers of Employment Ontario services.

Currently, there are seventeen EO partners including LBS, Job Connect, and the Ontario Youth Apprenticeship Program (OYAP), who, together, provide a wide range of programs and services to assist Ontarians with employment-related needs. Partners offer supports to job seekers, employees, apprentices and employers in ways that include supports for job search, supports for hiring, opportunities to gain work experience, wage subsidies, basic living allowances, literacy training, employment counseling, help with job placement, and innovation funding.

## employment ontario partners gateway (EOPG) website

A website created to share information with service providers and to promote Employment Ontario services, tools and resources.

This site contains a wealth of information about various developments in Employment Ontario. Literacy agencies are encouraged to visit it often.

Please see: **[www.eopg.ca](http://www.eopg.ca)**.

## terms &amp; references

## comment

## employment ontario promise

The Ontario government has made the following commitment or promise as part of the branding used to promote Employment Ontario.

*Employment Ontario is Ontario's employment and training network. Through Employment Ontario, we will:*

- Provide effective, relevant skills training and other employment and career planning services, where and when they are needed;
- Enable Ontarians to access the services and support they need to succeed in today's job market;
- Provide a single point of access to employment and training programs and services that individuals and employers need;
- Respond to the needs of employers, job seekers, apprentices, new Canadians;
- Ensure service excellence and public satisfaction with our programs and services.

The EO promise provides the overall context and focus of EO's mission and mandate. All LBS agency decisions and implementation of EO should directly relate back to this promise. It acts in the same way as a mission statement in a literacy agency. Where appropriate, agencies may want to consider incorporating elements from the EO Promise into their program policies, business plans, outreach and marketing strategies and promotional materials.

**terms & references**

**comment**

## enhanced information and referral services

Improved access to Employment Ontario program information and referral to services as a result of:

- Increased capacity by telephone
- Access to services in English and French
- Multi-lingual support
- Informed referral

Supports for enhancing information and referral services include EO branding, MTCU's Employment Ontario Information and Referral Guide, updated service provider search feature on the MTCU web site, multilingual service on the EO Hotline and the Employment Ontario Partners Gateway (EOPG) web site.

Improved information and referral service will be available to Ontarians through coordination across the province as a result of:

- Consistent information
- Service providers with the same information

## human capital

Skills, competencies and knowledge that individual citizens bring to their communities and workplaces that result in both social and economic benefit.

The combined human capital of individual communities in Ontario produces the social and economic benefits of the province at large. Since there is correlation between the strength of human capital and the social and economic strength of the province, then it stands to reason by strengthening human capital, one can expect to bring about increased social and economic benefits.

**terms & references****comment**

## human capital agenda

The Human Capital Agenda is an over-arching plan for developing the skills, competencies and knowledge of individuals as a way to address the challenges Ontario faces in terms of its economy, its labour market and the needs of its stakeholders.

The Human Capital Agenda calls for a combined ministry approach within a whole-of-government approach to strengthening Ontario's human capital in order to improve Ontario's competitive edge and overall prosperity.

## information management

Collecting, organizing and reporting key information related to service delivery using a range of tools, methods and processes.

At the moment, LBS programs report on agency work through IMS, an Information Management System. MTCU, however, is looking into other models of information management that are currently used as well as tools for collecting, transacting and reporting purposes. In the not-to-distant future, EOIS, a new Employment Ontario Information System will be used by all Employment Ontario partners and will replace IMS for LBS.

## integrated channel delivery

Connecting the major service delivery channels (Internet, telephone and service counters) so that seamless delivery of quality service is possible.

MTCU wants to make sure that Employment Ontario clients and potential clients receive information that is consistent and adequate for their needs regardless of the delivery channel they choose to use.

**terms & references****comment**

## integrated employment services

Employment Ontario services that clients can access in a single seamless experience based on their particular needs and wants.

Employment Ontario is currently holding consultations on the development of a new service delivery model with a targeted launch date of April 2009. A key component of the new program design model is Integrated Employment Services, meaning a variety of employment and training services available in a seamless format.

There are three proposed “components” of the integrated employment services:

- Support for Independent Job Search
- Employment Placement, Matching and Incentives
- Job Maintenance, Sustainability and Advancement.

Under the new program design model, service delivery agencies will determine which component, or combination of components, will achieve the best results based on the individual's needs, the local labour market environment and the program's strategic goals/policy objectives. For example, Job Connect may provide Support for Independent Job Search, where a client is provided with some assistance in order to effectively look for a job on his or her own. LBS may offer Essential Skills training to a client under the Job Maintenance/Sustainability component. Ontario Works may provide matching dollars or other incentives to a client as part of the Employment Placement component. All or a combination of these services may be offered to the same client, representing a true ‘integrated employment system’. Individuals may access more than one component and more than one Employment Ontario service at the same time.

**terms & references****comment**

## integrated service delivery

Integrated Service Delivery (ISD) brings together related government services across channels and stakeholders so that customers can access them in a single seamless experience.

A client may come to an LBS program, for example, with a desire to learn some particular employment skills. If the proper training is not available at the LBS program, the information and referral person may use either one of the other available service channels to locate an appropriate program that can meet the client's specific needs and may assist the client in setting up an assessment with that "other-than-LBS" EO Partner.

## labour market attachment

Level of interest, connection, involvement or participation a person has with regard to the labour force.

LBS clients are primarily adults who have a high labour market attachment. They are either currently employed, heading to employment or heading to further education and training on the way to employment, and they all have goals related to improving their own employment potential. This group would also include adults who support the labour market through volunteerism.

## terms &amp; references

## comment

## labour market agreement (LMA)

Formal arrangements made between the federal and provincial governments of Canada to help fulfill a commitment made in the Government of Canada's economic plan, *Advantage Canada*, and the 2007 federal budget, "to create the best educated, most skilled, and most flexible workforce in the world." Labour Market agreements involve resources allocated to the provinces and territories.

The new Canada-Ontario Labour Market Agreement, signed in February, 2008, further complements the earlier Labour Market Development Agreement (LMA) of 2005 allocating funds for increased development and training of Ontario's labour force. Through Labour Market Agreements with the provinces, the Government of Canada will invest \$500 million annually over the next six years to increase the quantity and enhance the quality of Canada's labour force.

For more information, go to:

**<http://www.hrsdc.gc.ca/en/epb/lmd/lmda/ontario/partnership.shtml>**

**terms & references**

**comment**

## labour market development agreement (LMDA)

The LMDA allows for the transfer of federal government projects, programs and staff to provincial governments. Ontario signed a Labour Market Development Agreement (LMDA) with the Federal government in November, 2005. The LMDA provides for the transfer of \$500M for employment and training services, 500+ employment service workers from Service Canada (formerly Human Resources Development Canada), 1,900 service provider agreements serving 900,000 clients and another 11,000 individual client agreements to the Ministry of Training, Colleges and Universities (MTCU), effective January 1, 2007.

With the signing of the LMDA, Ontario assumes responsibility for designing and delivering employment programs and services for unemployed people eligible under the EI program. As a result, Ontario can expect increased harmonization and coordination in the design and delivery of labour market programs and services.

**terms & references**

**comment**

## labour market partnership agreement (LMPA)

An early agreement drafted to meet labour market needs of clients who are not eligible for labour market services through Employment Insurance.

The LMPA was discussed but never signed, and the funds for this program were never actually transferred to Ontario. It has now been replaced by the recently released Labour Market Agreement.

## labour market planning

The process of assessing, evaluating, and prioritizing the needs of employers, industry, learners, and communities in the areas of skills development, training, and employment education, and selecting an array of programs, services, and strategies to address those needs.

Labour market planning will happen at various levels and in a variety of ways. Stakeholders at the local literacy service planning (LSP) level, for example, can help literacy agencies and others effectively address local community needs.

## terms &amp; references

## comment

## no wrong door (also referred to as 'One Stop' or 'Single Point of Access')

All precursors of Employment Ontario that no longer exist. Before "Employment Ontario" became the designated term, Ontario's new integrated training and employment network was referred to as the No Wrong Door Initiative. It was intended to promote the idea that individuals and employers could contact any provincial or federal training or employment program and receive services, information or referrals.

While many people still use the terms, 'no wrong door', or 'one-stop' to describe a model of seamless delivery, these are no longer 'official' terms for a single point of access initiative. "Employment Ontario" is the official term we now use.

## outcome-based services

A range of services suited to the unique labour market needs and circumstances of individual clients. A client's need for services is determined by information such as the client's age, education level, work history, job retention, and language or credential barriers against a list of indicators of labour market barriers.

A client who faces several barriers that appear on the list may access a range of services that are tailored to their specific needs. A couple of examples include life skills coaching, interview techniques and employment counselling.

**terms & references****comment**

## partnership relationship management

Working effectively with other service providers, local community groups or individuals from, or funded through, other ministries and divisions within MTCU in order to deliver seamless, well-coordinated services.

LBS works closely with Ontario Works in local communities even though LBS and OW are associated with separate government ministries (MTCU and MCSS). Effective partnership relationship management is demonstrated when both partners share a common understanding of the clients' needs and are able to view things from a perspective beyond their own programs and services.

## program design

Key concepts in combination that together form the DNA of a particular program. Program design in Employment Ontario is guided by the following:

- particular principles and criteria,
- key characteristics of interventions or specific responses to specific needs,
- programs and incentives that promote stronger labour market attachment and support sustainable employment,
- indicators and measures of evaluation and success.

The following are some of the key conceptual design questions we ask ourselves when designing or redesigning programs and services:

- What is the labour market need we have to address?
- What currently exists to meet the need? Are there existing programs that meet the identified need both within
- Employment Ontario/TCU and outside?
- Who are the affected clients (individuals, employers, communities, others)?
- What are we trying to achieve?
- Does the design recognize the value of coordinating services that support labour market attachment?

**terms & references**

**comment**

**program design  
service delivery  
external stakeholder  
reference group  
– employment**

An advisory body to assist and guide the MTCU Program Design Unit on setting provincial program policies and designing customer-oriented programs and services that enhance labour market outcomes.

Members of this group include representatives from deliverers of Employment Ontario services: including the broader College sector (i.e. Colleges Ontario), apprenticeship, employment counseling service providers, Job Connect, literacy, and the school board sector (i.e. CESBA).

Also included is regional representation from small and large communities and representation from streams of current employment deliverers (not for profit, for profit, college, school boards, youth, adult, Francophone, etc.) This advisory group provides input to, and validation of, key ideas and components of program design including,

- principles and criteria,
- key characteristics of interventions to specific needs,
- programs and incentives that support labour market attachment and sustainable employment,
- indicators and measures of evaluation and success.

**terms & references**

**comment**

## program policy and delivery coherence

Unity, congruence or consistency in operations and service delivery between two or more agencies or programs that happens as a result of using a common program policy framework for designing and administering programs. Programs with program policy and design coherence generally work well together and are complementary.

For example, although LBS and Job Connect may serve different clients groups, they still operate under a common vision: to provide Ontario with a skilled workplace. For that reason, their programs and services are complementary. Program policy and design coherence promotes consistency and helps EO partners avoid contradictory policies and procedures, competing visions, and conflicting criteria.

## rapid re-employment and training strategy

A plan designed by MTCU and implemented by Employment Ontario Partners in a local community to help workers, employers and communities adjust to changes in labour market conditions including downsizings, plant closures and major lay-offs.

LBS agencies may have opportunities to be part of Rapid Re-employment committees or to provide services such as assessment or training to displaced workers in order to help improve their employment opportunities as rapidly as possible.

For more information, see a PowerPoint presentation at:

**<http://www.actew.org/projects/pwpsite/resources/SDAG-16-02-07.ppt>**

## terms &amp; references

## comment

## service delivery advisory group (SDAG)

A provincial advisory committee established by MTCU for the purpose of enhancing the design, implementation and delivery of Employment Ontario. Convened in June, 2008, SDAG has approximately 12 members representing key stakeholders and sectors of the EO third party delivery network.

This provincial advisory group

- supports communication about Employment Ontario,
- provides a forum for service delivery consultation,
- shares information, ideas and advice on service design, delivery and implementation.

Community Literacy of Ontario, Colleges Ontario and CESBA all have representatives on the SDAG committee, along with representatives from all other EO programming.

**[www.eopg.ca/eng/sdag.html](http://www.eopg.ca/eng/sdag.html)**

## service delivery enablers

Methods, tools and processes that support service delivery.

Service delivery enablers include a range of tools and processes that help literacy agencies and other EO partners deliver programs and services. Some examples include the information management system, technology, common processes, communication and organizational capabilities.

**terms & references**

**comment**

## service delivery framework

A conceptual structure that acts as a support or guide for the delivery of services for Employment Ontario.

A Service Delivery Framework includes and describes elements such as values, objectives, an overall strategy, service enablers, operations and service delivery processes, and includes instructions or directions on how all the elements work together to deliver customer-focused services.

## service delivery standard

A standard or level of performance for Employment Ontario services that all delivery organizations are expected to achieve.

Standards are stated expectations that are clear, measurable and consistent, and remain the same program to program, and agency to agency.

Service delivery standards being considered for MTCU-funded services are related to effectiveness, efficiency and customer service.

## service delivery strategy

An overarching plan and direction, based on the agency's mission, vision, goals, and principles, which governs the delivery of services and ensures that client needs are met.

Developing and updating a service delivery strategy is the responsibility of agency managers or program administrators and is carried out in consultation with other key stakeholders.

**terms & references**

**comment**

## service integration

An approach to service delivery that allows the client to receive a range of services from different programs without repeated registration procedures, waiting periods, or other administrative barriers.

If a learner takes the training plan that was developed within an LBS program to his or her next transition, and the details of the plan are understandable to the learner and to the staff and help inform the new plan at the next step, we have an example of how service integration can occur. Naturally, this works best when everyone shares the same philosophy and when training plans are clear, consistent and transparent.

## service mapping service planning and coordination

A planning process that anticipates client needs related to a particular goal and identifies connections to all the services the client may need in order to reach his or her goal.

Employment Ontario agencies are being encouraged to work together to examine labour market information and to understand and be aware of all the services needed by a client in relation to his or her goal path. This is a broader version of the Literacy Service Plan (LSP). Over time, agencies will become familiar with the relevant information and develop the necessary expertise to help LBS clients access programs and services that are in their best interest.

**terms & references**

**comment**

## service quality standard

Reference point(s) or criteria that describe the minimum acceptable level of service a stakeholder can expect.

Service quality standards for Employment Ontario will create a baseline for measuring performance and help to ensure services for clients that meet expectations at an acceptable level.

## service standards

Describes the level of performance or results we expect from various services.

Service standards are developed for elements of service that matter most to clients. Some service standards, for example, may include minimum wait times for services, service hours based on client needs, and service location accessibility. MTCU, in consultation with the field, is in the process of determining service standards for Employment Ontario.

## service value

The balance that exists between the results that services achieve and the cost effectiveness associated with providing the services.

LBS agencies that can increase the number of contact hours without increasing resources demonstrate service value.

**terms & references**

**comment**

## skills enhancement

Building on or further developing skills that already exist.

A simple example of skills enhancement would be a learner comes into an LBS program with basic key-boarding skills. After some time, the learner is able to send emails.

## stakeholder

Any agency or individual that is connected, either directly or peripherally, to the employment and training network of Employment Ontario.

In addition to learners or clients, stakeholders may also include, but are not limited to, staff and personnel, board members, the local school board or college, community partners, MTCU, other EO agencies and organizations, and local employers.

## third party delivery agencies, third party service providers

Non-government agencies that provide employment and training services and programs through government contracts.

In its first year, Employment Ontario had a network of over 1,200 third party service providers. These agencies include community-based agencies and organizations, colleges, school boards, union training centres and private institutions.

**terms & references**

**comment**

## third party delivery model

Program designs used by third party delivery agencies.

Currently, MTCU is looking at program designs employed by third party delivery agencies. They are particularly interested in outcome-based, client-centred models as they begin to select policies and practices to be incorporated into the program design model for Employment Ontario.

## **Section 2: Programs, Services, and Incentives Linked to Employment Ontario**

This section provides an overview of the programs, services and incentives that are available to clients, agencies and employers through Employment Ontario (EO). Many of these supports were in existence prior to the launch of Employment Ontario, but were housed within various branches of the provincial Ministry of Training, Colleges and Universities (MTCU) or the federal department of Human Resources and Skills Development Canada (HRSDC). Now situated together under the umbrella of Employment Ontario, we have an example of an integrated system of supports and services to enhance Ontario's employment and training network.

While further programs, services and incentives may be added in the future, this section provides a current list of those that provide supports to job seekers, apprentices, employees and employers through EO funding. This section will be particularly useful as EO agencies seek to provide appropriate information and referral services to clients, potential clients and other partners.

In addition to brief descriptions, this section includes context and further insight into how programs, services and incentives may be of value or interest to Literacy and Basic Skills (LBS) agencies and clients. Website links are listed when available.

# Programs, Services and Incentives Linked to Employment Ontario

## - Section 2

ADJUSTMENT ADVISORY PROGRAM (AAP)	35	EMPLOYMENT RESOURCE CENTRE (ERC)	41
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APPRENTICESHIP TRAINING	38	ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)	45
BRIDGE TRAINING FOR SKILLED IMMIGRANTS	39	PRE-APPRENTICESHIP TRAINING PROGRAM	46
CO-OP (COLLEGE) DIPLOMA APPRENTICESHIP PROGRAMS	40	SECTOR INITIATIVES FUND (SIF)	47
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## terms &amp; references

## comment

## adjustment advisory program (AAP)

A program that supplies advice and financial assistance to its clients to help them adjust to the impact of job loss. Advisers help clients identify their needs and secure appropriate support including career counseling, training, referral, and job search skills training. Adjustment committees are established to ensure full employer and employee participation in the process.

When an AAP is established in a community following a plant closure or layoff, LBS agencies, and networks in particular, may be asked to be part of the planning committee to provide information and referral about literacy and upgrading programs. Once an APP is established, LBS agencies may be one of the training delivery agencies asked to deliver training to the displaced workers.

For more information, see:

**<http://www.edu.gov.on.ca/eng/tcu/employees/aap.html>**

## apprenticeship incentive grant

Financial support in the form of a grant that is available to registered apprentices once they have successfully completed their first or second year (or equivalent) of an apprenticeship program in one of the Red Seal trades.

For more information, see:

**<http://www.servicecanada.ca>**

**terms & references****comment**

## apprenticeship innovation fund

A financial incentive that supports the development of high-quality curriculum for new and existing apprenticeship programs and the development of exemption tests. It also supports the development of tools that enhance traditional classroom delivery and allow apprentices to learn at their own pace.

Colleges, approved apprenticeship training delivery agents, and organizations that meet submission requirements can participate in development of the curriculum.

For more information, see

**<http://www.edu.gov.on.ca/eng/tcu/employees/aap.html>**

## terms &amp; references

## comment

## apprenticeship scholarship

An incentive that offers a \$1,000 apprenticeship scholarship for youth who have completed their academic upgrading, are employed, and are registered as apprentices.

Learners with goals to go on to an apprenticeship program may benefit from this opportunity.

Applicants must be

- Be under 25 years of age;
- Have left school before completing the necessary academic requirements for registering in a trade;
- Be committed to achieving the necessary academic requirements within one year;
- Demonstrate an interest in the skilled trades.

For more information, see:

**[http://www.edu.gov.on.ca/eng/tcu/apprentices/app\\_schol.html](http://www.edu.gov.on.ca/eng/tcu/apprentices/app_schol.html)**

## terms &amp; references

## comment

## apprenticeship tax training credit

An incentive introduced by the Ontario government in 2005 to encourage businesses to hire and train more apprentices in skilled trades. It is a refundable tax credit for corporations and unincorporated businesses employing apprentices in certain skilled trades during the first 36 months of an apprenticeship program.

When promoting programs to employers, LBS can use this tax credit information as an incentive for employers who are considering hiring apprentices.

For more information, see:

**<http://www.edu.gov.on.ca/eng/tcu/employers/taxcredit.html>**

## apprenticeship training

An on-the-job training program for people who want to work in a skilled trade or occupation. It includes learning new skills from skilled journeypersons and combines on-the-job and in-school training. It is often delivered by a college or other approved training organization.

Practitioners can share this information with learners whose goal is employment or further education and training involving apprenticeship. On average, 90 per cent of apprenticeship training takes place on the job with an employer. The remainder involves classroom instruction.

For more information, see:

**[http://www.edu.gov.on.ca/eng/tcu/apprentices/app\\_train.html](http://www.edu.gov.on.ca/eng/tcu/apprentices/app_train.html)**

## terms &amp; references

## comment

## bridge training for skilled immigrants

A service with three components tailored to meet individual needs of immigrants who have been trained in a skilled trade.

1. The Information and Resource Service provides workshops, information and resources on careers and occupations, the local labour market, training opportunities and job search strategies.
2. Employment Planning and Preparation offers assistance with making decisions and searching for a job.
3. Job Development and Placement Support provides placements into employment for work experience and/or on-the-job training.

While LBS agencies do not typically work with ESL clients, it is important to know about ESL programs for information and referral purposes or when providing training to immigrants who are able to communicate in English and are accessing LBS programs.

For more information, see

**<http://www.citizenship.gov.on.ca/english/working/experience/>**

## terms &amp; references

## comment

## co-op (college) diploma apprenticeship programs

A program that combines a college diploma program with apprenticeship training leading to a Certificate of Qualification. Participants are able to pursue both diploma courses and apprenticeship in-school training in a related skilled trade.

For more information, see:

**<http://www.edu.gov.on.ca/eng/tcu/apprentices/coop.html>**

## employment assistance services (EAS)

A service that helps people who are unemployed prepare for, get, and keep a job. It also provides services such as employment counseling, and helps with job search techniques, job placement and labour market information.

LBS agencies may refer learners who are receiving Employment Insurance to this service for job-related assessments. Note: Government-funded EAS should not be confused with employment assistance services that are provided in workplaces where counseling services are offered.

For more information, see:

**<http://www.edu.gov.on.ca/eng/tcu/jobseekers/assistance/Services.html>**

## terms &amp; references

## comment

## employment benefits

Financial incentives that provides income and entrepreneurial support to unemployed people who want to start their own business and who are or have recently become eligible for Employment Insurance.

Clients who are receiving temporary income support and are interested in starting their own businesses would benefit from this program.

For more information, see:

**<http://www100.hrdc-drhc.gc.ca/ae-ei/dem-app/english/home2.html>**  
**[jobseekers/resource](http://www100.hrdc-drhc.gc.ca/ae-ei/dem-app/english/home2.html)**  
**[Centres.html](http://www100.hrdc-drhc.gc.ca/ae-ei/dem-app/english/home2.html)**

## employment resource centre (ERC)

A location that provides access to labour market information, job search tools and additional resources to help people find employment. Some centres provide workshops on job search techniques, making career decisions and interview skills. In addition, and as part of the Employment Ontario network, Employment Resource Centres will refer clients to other employment services in the community.

LBS agencies will need to be aware of the location of the ERCs in their region for information and referral purposes. ERCs may prove to be good partners able to provide space for training, workshops, learners' field trips, and events for learners including speakers on a variety of employment-related topics.

For more information, see:

**[http://www.edu.gov.on.ca/eng/tcu/](http://www.edu.gov.on.ca/eng/tcu/jobseekers/resource)**  
**[jobseekers/resource](http://www.edu.gov.on.ca/eng/tcu/jobseekers/resource)**  
**[Centres.html](http://www.edu.gov.on.ca/eng/tcu/jobseekers/resource)**

**terms & references****comment**

## employer signing bonus

A financial incentive to assist employers who hire and register for apprenticeship, youth under 25 years of age who have left school but require upgrading to meet the registration standards for apprenticeship training.

The employer signing bonus is delivered in two equal installments over six months. For the first installment, employers must:

- Meet all the specific apprenticeship requirements to provide training in the trade,
- Hire and register an apprenticeship scholarship candidate as an apprentice.

To receive the second installment, employers must:

- Continue to employ the apprentice and provide on-the-job training for at least six months from the date that the apprentice was registered.

LBS agencies can share information on employer signing bonuses in promotional information distributed to employers and also with learners who meet the eligibility requirements.

For more information, see:

**[http://www.edu.gov.on.ca/eng/tcu/employers/emp\\_bonus.html](http://www.edu.gov.on.ca/eng/tcu/employers/emp_bonus.html)**

## terms &amp; references

## comment

## literacy and basic skills (LBS)

A program that provides literacy, numeracy and Essential Skills training to help individuals achieve goals related to further education and training, employment, or lifelong learning. The program is open to individuals who are out of school and who communicate in English or French, with a special emphasis on serving individuals receiving social assistance through Ontario Works. LBS services provide programming for Anglophone, Deaf, Francophone and Native learners in a range of settings including community-based programs, school board programs and programs in community colleges.

Individual LBS agencies need to be clear about their eligibility criteria for clients and have information readily available to learners and other EO partners. It is important to be aware of the other agencies and programs in the region to ensure no duplication of services. This is usually accomplished through a Literacy Services Plan coordinated by the regional network.

For more information, see:

**<http://www.edu.gov.on.ca/eng/training/literacy/main.html>**

## loans for tools

A financial incentive that offers loans to new apprentices to help them buy the tools and equipment they need to perform the trade in which they are registered.

Information on possible loans for tools will be of special interest to learners who have apprenticeship as a goal, particularly if low income is a barrier.

For more information, see:

**<http://www.edu.gov.on.ca/eng/tcu/apprentices/tools.html>**

## job connect

A program that offers three services that are tailored to meet individual needs.

1. The Information and Resource Service provides workshops, information and resources on careers and occupations, the local labour market, training opportunities and job search strategies.
2. Employment Planning and Preparation offers individuals who are 16 and older and out of school the support needed to assist with making decisions and searching for a job.
3. Job Development and Placement Support arranges placements into employment for work experience and/or on-the-job training.

Job Connect agencies can work closely with LBS agencies to provide services to individuals who have job search needs but also low literacy. There should be strong referral relations between these two agencies as Job Connect can be a next step for LBS learners who have improved their skills and could be successful in a Job Connect program. Conversely, LBS can be a supporting program for individuals accessing Job Connect.

For more information, see:

**<http://www.edu.gov.on.ca/eng/tcu/apprentices/jobconnect.html>**

**terms & references****comment**

## ontario youth apprenticeship program (OYAP)

A school-to-work transition program offered through Ontario secondary schools. Full-time students in grades 11 and 12 earn cooperative education credits through work placements in skilled trades. Students have the option to formally register as apprentices while still in secondary school, allowing them to graduate at the end of Grade 12 with their Ontario Secondary School Diploma (OSSD) and a portion of their apprenticeship already completed.

While LBS agencies focus on serving individuals 18 years of age and older, some learners may have started an apprenticeship program through OYAP.

For more information, see:

**<http://www.edu.gov.on.ca/eng/tcu/apprentices/jobconnect.html>**

**terms & references**

**comment**

## pre-apprenticeship training program

Helps potential entrants to the apprenticeship system develop their job skills and trade readiness so that they will be prepared to gain employment as apprentices and successfully enter an Apprenticeship Program.

LBS agencies may have learners who are eligible for this program. Also, for information and referral purposes, LBS agencies that do not provide pre-apprenticeship programming themselves will want to be aware of the colleges/ programs in their region that do.

For more information, see:

**[http://www.edu.gov.on.ca/eng/tcu/apprentices/pre\\_apprent.html](http://www.edu.gov.on.ca/eng/tcu/apprentices/pre_apprent.html)**

## terms &amp; references

## comment

## sector initiatives fund (SIF)

A financial incentive to help industry sectors and organizations develop training programs, standards, and materials for their workforces.

LBS agencies can partner with industry and trade sector organizations and employers to offer assistance in developing training programs and materials. At the same time, existing materials and curriculum developed through the SIF may be useful for LBS agencies to use and/or adapt for learners who have employment goals related to a specific occupational sector.

For more information, see:

**<http://www.edu.gov.on.ca/eng/tcu/apprentices/sector.html>**

## self-employment benefit

A financial incentive program that provides income and entrepreneurial support to unemployed people who want to start their own business and who are, or have recently become, eligible for Employment Insurance.

This financial incentive is of particular interest to learners who are interested in developing their own businesses. The program may also provide tools and materials that would be appropriate for an LBS training program, particularly for learners who are interested in self-employment.

For more information, see:

**<http://www.edu.gov.on.ca/eng/tcu/employees/selfEmployment.html>**

**terms & references****comment**

## skills development

A service that provides support to unemployed people who are or have recently been eligible for Employment Insurance (EI) and who need to develop marketable skills in order to re-enter the labour market. It also provides the financial assistance to help with some costs (e.g. tuition and books) associated with taking the necessary training.

It is also important that Skills Development agencies and staff are aware of LBS programs as possible training delivery agencies for eligible clients. LBS agencies will also want to be aware of this program for information and referral purposes.

For more information, see:

**<http://www.edu.gov.on.ca/eng/tcu/jobseekers/skillsDevelopment.html>**

## summer company

A financial incentive to help enterprising young people start up and run their own summer business. Successful applicants between the ages of 15 and 29 years old are provided with funds to create their own summer job, get hands-on business training, and acquire up to \$3,000 in awards.

Learners who meet the eligibility criteria and are enrolled in LBS programs may be interested in this incentive.

For more information, see:

**[http://www.sbe.gov.on.ca/ontcan/sbe/en/youth\\_summerco\\_en.jsp](http://www.sbe.gov.on.ca/ontcan/sbe/en/youth_summerco_en.jsp)**

## terms &amp; references

## comment

## summer jobs service

A service that provides free job search support and placement services to students aged 15-24 who are planning to return to school in the fall (or to age 29 for a person with a disability). Support may include training, for example, how to develop job-search and self-marketing skills. Summer Jobs Service also provides a \$2/hour hiring incentive for employers who hire a summer student.

Learners who meet the eligibility criteria and are enrolled in LBS programs may be interested in this incentive. Agencies could also include this information in promotional materials sent to employers.

For more information, see:

**<http://www.edu.gov.on.ca/eng/tcu/jobseekers/sjs.html>**

## targeted wage subsidy

A financial incentive designed to provide on-the-job work experience to unemployed people who are, or have recently been, eligible to receive Employment Insurance. It also enables employers to hire people who face barriers to employment, for example, people they might not otherwise hire, by offering temporary wage subsidies..

Learners who meet the eligibility criteria and are currently enrolled in LBS programs may be interested in this incentive. LBS agencies may want to include this information in promotional materials sent to employers.

For more information, see:

**<http://www.edu.gov.on.ca/eng/tcu/employers/wageSubsidy.html>**

## **Section 3: Government Partners Linked to Employment Ontario**

Section 3 provides information about government agencies outside Employment Ontario (EO) that have strong ties to EO agencies. Some agencies listed in this section are funded through other provincial ministries, and some are still housed within the federal government system.

While the agencies listed in this section do not receive EO funding directly, many of the clients accessing their services may also be enrolled in or benefiting from Employment Ontario programs and services.

This section supports a clearer understanding of ways that EO and non-EO agencies can work together to provide an array of complementary services. The information will be helpful as Literacy and Basic Skills (LBS) agencies and other Employment Ontario stakeholders move towards enhanced information and referral services.

In addition to a brief overview of government partners linked to EO, further comment describes how each government agency might be connected with LBS agencies and their clients. Website links have been listed when available.

# **Government Partners Linked to Employment Ontario - Section 3**

EMPLOYMENT INSURANCE (EI)	53
JOB BANK	53
JOB CREATION PARTNERSHIP (JCP)	54
LABOUR MARKET PARTNERSHIPS	55
LANGUAGE INSTRUCTION FOR NEWCOMES TO CANADA (LINC)	56
ONTARIO DISABILITY SUPPORT PROGRAM (ODSP)	57
ONTARIO WORKS	58

## terms &amp; references

## comment

## employment insurance (EI)

A program that provides temporary financial assistance for unemployed Canadians while they look for work or upgrade their skills.

This is a federal initiative.

LBS agencies may want to check with a local Service Canada office to find out if EI clients are eligible for LBS programming as part of their service agreement. Often, learners receiving EI must meet a minimum required number of hours of training per week.

For more information, see:

**<http://www1.servicecanada.gc.ca/en/ei/menu/eihome.shtml>**

## job bank

A web-based network of job postings from across Canada that is available and accessible to all Canadians. Job seekers can access additional features from the website including Resume Builder and Career Navigation.

This is a federal initiative.

LBS agencies that have learners with employment goals will find the Job Bank website a valuable teaching resource. Accessing the Job Bank can help learners develop key computer literacy skills while they work with the job search tools online.

For more information, see:

**<http://www.jobbank.gc.ca>**

**terms & references**

**comment**

## job creation partnership (JCP)

A program that provides work experience to unemployed job seekers who are receiving Employment Insurance through projects that benefit the community or local economy. At the end, participants in the program will be able to add recent work experience and additional skills to their résumés, thereby increasing their chances of obtaining long-term employment.

This is a federal initiative.

LBS agencies can take advantage of the opportunity to hire individuals through the JCP program to provide participants with meaningful work experience and receive help with agency projects that benefit the community or local economy. Agencies would be expected to share in the cost of the project if they are able to do so.

For more information, see:

**[http://www1.servicecanada.gc.ca/en/epb/sid/cia/grants/jcp/desc\\_jcp.shtml](http://www1.servicecanada.gc.ca/en/epb/sid/cia/grants/jcp/desc_jcp.shtml)**

## terms &amp; references

## comment

## labour market partnerships

A support measure that provides funds to labour market partners to help employers, communities and affiliated associations increase their capacity to deal with human resource needs. It also helps implement labour force adjustment measures to deal with changes in the composition of the labour market.

This is a federal initiative.

LBS agencies, and particularly networks, may be eligible to apply for this funding and hire EI recipients to carry out time-limited tasks within the organization. It must be work that doesn't replace a current employee with the agency. Examples might include developing curriculum, designing demonstrations, organizing a conference, or carrying out a marketing project.

For more information, see:

**[http://www.servicecanada.gc.ca/en/epb/sid/cia/grants/llmp/desc\\_llmp.shtml](http://www.servicecanada.gc.ca/en/epb/sid/cia/grants/llmp/desc_llmp.shtml)**

**terms & references**

**comment**

## language instruction for newcomers to canada (LINC)

A program that provides free basic French and English language courses to adults who are permanent residents of Canada.

This is a federal initiative.

To be eligible for the LINC program, you must

- be a Permanent Resident of Canada, or Convention Refugee, or be a person in Canada whose application for Permanent Resident status is being processed in Canada and who has been informed by a letter from Citizenship and Immigration Canada of the initial approval of your application subject to an admissibility assessment.
- be of legal school-leaving age within your province or territory (in Ontario, age 18 or older),
- have your language ability evaluated by a Language Assessment Centre.

For more information, see:

**<http://www.servicecanada.gc.ca/en/goc/linc.shtml>**

## terms &amp; references

## comment

## ontario disability support program (ODSP)

A program designed to meet the unique needs of people with disabilities who,

1. are in financial need,
2. want to and are able to work but need support.

Ontarians 65 years or older who are not eligible for Old Age Security may qualify for ODSP supports if they are in financial need. The program provides Income and Employment Supports. ODSP is managed and delivered by the Ministry of Community and Social Services.

This is a provincial initiative.

LBS agencies may provide training services to ODSP clients, so it is important to understand the eligibility requirements of the program.

Also, some LBS learners currently not receiving ODSP benefits may be eligible.

For more information, see:

**[http://www.mcass.gov.on.ca/mcass/english/pillars/social/contacts/odsp\\_income\\_contact.htm](http://www.mcass.gov.on.ca/mcass/english/pillars/social/contacts/odsp_income_contact.htm)**

**terms & references****comment**

## ontario works

A program that provides a range of services and supports to help participants achieve sustainable employment and self-sufficiency. Supports may include a mix of financial assistance, benefits and employment supports delivered through tailored, individualized case management services. OW is managed and delivered by the Ministry of Community and Social Services.

This is a provincial initiative.

Since LBS agencies have a focus on service delivery to OW clients, it is important for LBS staff to understand the OW program. It is equally important that OW staff is aware of and understand the LBS program. Existing LBS learners currently not receiving OW benefits may be eligible for those supports. The fact that OW conducts a mandatory literacy screening test may be of interest and may provide a good meeting ground for discussions on literacy training and coordination of services.

For more information, see:

**[http://www.mcsc.gov.on.ca/mcss/english/pillars/social/contacts/ow\\_contact.htm](http://www.mcsc.gov.on.ca/mcss/english/pillars/social/contacts/ow_contact.htm)**

## **Section 4: Support Organizations Linked to Employment Ontario**

This section lists organizations that provide support to Employment Ontario agencies. In most cases, they are umbrella organizations that bring together like-minded delivery agencies in an effort to provide support in the way of resources, training, and advocacy.

Throughout the launch and transition of Employment Ontario, support organizations have often served as the communication link ensuring that their membership received information that is consistent and update-to-date.

Literacy and Basic Skills (LBS) agencies and other Employment Ontario stakeholders will find this section useful when they need further information about supports and services available to delivery agencies within their same sector or interest group. Website links to further information are provided where available.

# Support Organizations Linked to Employment Ontario - Section 4

A COMMITMENT TO EMPLOYMENT AND TRAINING FOR WOMEN (ACTEW)	63	LAUBACH LITERACY ONTARIO (LLO)	72
ASSOCIATION OF COLLEGE OF APPLIED ARTS AND TECHNOLOGY OF ONTARIO (ACAATO)	63	LBS SUPPORT AND SERVICES ORGANIZATIONS	73
CENTRE ALPHAPLUS CENTRE CESBA	64 65	LOCAL TRAINING AND ADJUSTMENT BOARD (LTAB)	74
CESBA LITERACY COMMITTEE	66	ONTARIO ASSOCIATION OF YOUTH EMPLOYMENT CENTRES (OAYEC)	75
COLLEGE SECTOR COMMITTEE FOR ADULT UPGRADING (CSC)	67	ONTARIO ASSOCIATION OF HELP CENTRES (OAHC)	76
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COMMUNITY LITERACY OF ONTARIO (CLO)	69	ONTARIO LITERACY COALITION (OLC)	77
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FRANCOPHONE COALITION FOR LITERACY AND BASIC SKILLS TRAINING IN ONTARIO /LA COALITION FRANCOPHONE POUR L'ALPHABÉTISATION ET LA FORMATION DE BASE EN ONTARIO	71	ONTARIO NETWORK OF EMPLOYMENT SKILLS TRAINING PROJECT (ONESTEP)	78
JOB CONNECT COLLEGE SECTOR	72	REGIONAL LITERACY NETWORKS	79
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## a commitment to employment and training for women (ACTEW)

A provincial umbrella group of supporters, trainers, agencies, and organizations delivering employment and training services to women. ACTEW supports its members through networking, information sharing, and professional development. ACTEW is further involved in capacity-building projects and sector development as well as public education and research and publications.

For more information, see:

**[www.actew.org](http://www.actew.org)**

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## acaato

The Association of Colleges of Applied Arts and Technology of Ontario, now called Colleges Ontario.

This organization is now called, "Colleges Ontario".

## centre alphaplus centre

A knowledge-based centre for resources, standards, and innovative use of technology in adult basic education.

For more information, see:

**[www.alphaplus.ca](http://www.alphaplus.ca)**

AlphaPlus Centre supports research and promotes best practices in adult basic education for practitioners and programs that work with adult learners in the Deaf, Aborigina, Francophone and Anglophone communities. They do this through:

- innovative use of technology,
- research,
- design, development and dissemination of information and resources.

**terms & references**
**comment**

## cesba

(ontario association  
of adult and continuing  
education school board)  
administrators)

An incorporated, non-profit, networking organization, governed by an elected Board of Directors, representing a broad spectrum of adult and continuing education programs offered by Public, Catholic, French and English school boards within Ontario. CESBA supports and serves LBS Managers and Administrators, practitioners and learners in School Board LBS programs through field development initiatives, resources, and professional development training. CESBA also works at the provincial level with the Ministry of Training, Colleges and Universities and others to set standards and directions for quality service delivery in adult literacy.

CESBA partners with colleagues from other provincial sectors, umbrella and network groups to advance the cause of adult literacy provincially and in national forums.

For more information, see:

**[www.cesba.com](http://www.cesba.com)**

## cesba literacy committee

A group of CESBA members who are regional representatives from the school board sector who act in an advisory capacity to support CESBA's LBS initiatives, including field development projects, communication, and two annual provincial conferences. The CESBA Literacy Committee also represents school boards in various provincial working groups and at tables for regional and provincial planning and coordination.

## college sector committee for adult upgrading (CSC)

A subcommittee of Colleges Ontario responsible for coordinating activities related to the delivery of Upgrading programming in the college sector including Literacy and Basic Skills (LBS) and Academic Upgrading (AU).

Activities include:

- Enhancing communication between the College Sector and TCU
- Facilitating communication between Ontario's 24 colleges
- Representing the College Sector in provincial and national initiatives
- Conducting research
- Managing literacy development projects
- Educating key stakeholders about College Upgrading programs

For more information, see:

**<http://www.collegeupgradingon.ca>**

## colleges ontario

Formerly called the Association of Colleges of Applied Arts and Technology of Ontario (ACAATO), Colleges Ontario is an organization representing the province's 24 colleges of applied arts and technology. It advocates for policy improvements and measures that will help produce the skilled workforce needed to strengthen Ontario's competitive advantage.

Colleges Ontario provides strategic counsel and services to advance Ontario's colleges as a learning resource of choice and a key gateway to both Ontario's and Canada's success.

Colleges Ontario's services to colleges include

- advocacy and communications
- research and policy development
- information co-ordination
- professional development

For more information, see:

**<http://www.collegesontario.org/>**

## community literacy of ontario (CLO)

A provincial literacy network of 100 community literacy agencies across Ontario. CLO provides many services to Ontario's community literacy agencies such as:

- sharing information via e-bulletins, an electronic discussion group, and newsletters;
- producing resources and tools to support literacy agencies;
- hosting two websites;
- providing online training;
- hosting annual training events;
- researching the needs and priorities of their members.

For more information, see:

**[www.nald.ca/clo.htm](http://www.nald.ca/clo.htm)**

## deaf literacy initiative (DLI)

Formerly known as GOLD: Goal of Literacy for the Deaf, DLI is a provincial umbrella organization that provides accessible and culturally relevant training, research, networking and resources to the Deaf and Deafblind literacy community in Ontario including.

- accessible and accredited training for practitioners and learners in the Deaf and Deaf-Blind literacy agencies
- consultation, research and technology initiatives that advance the Deaf and Deaf-Blind field
- accessible and culturally relevant learning resources
- promotion and support for the needs of Deaf and Deaf-Blind literacy communities globally.

For more information, see:

**[www.deafliteracy.ca](http://www.deafliteracy.ca)**

terms & references

comment

francophone  
coalition for  
literacy and  
basic skills  
training in ontario  
/la coalition  
francophone pour  
l'alphabétisation  
et la formation de  
base en ontario

A non-profit organization promoting literacy and basic skills and offering support to Francophone service providers across Ontario. La Coalition also heightens public awareness with promotional campaigns aimed at Francophones in Ontario.

In English, La Coalition would be translated as: Francophone Coalition for Literacy and Basic Skills Training in Ontario.

For more information, see:

**<http://www.coalition.on.ca/>**

**terms & references**

**comment**

## job connect college sector

An organization representing the 21 colleges in Ontario that deliver the Job Connect program.

For more information, see:

**[www.algonquincollege.com/jccs/](http://www.algonquincollege.com/jccs/)**

## laubach literacy ontario (LLO)

A network of community-based literacy programs that primarily use the services of trained volunteer tutors and trainers. Laubach programs provide one-to-one and small group instruction to adults and youth who want to upgrade their reading, writing, and math skills or other skills, according to their goals. LLO's training system provides training and accreditation for tutors and tutor-trainers. LLO is affiliated with ProLiteracy Worldwide, and is a distributor of their New Readers Press materials.

For more information, see:

**[www.laubach-on.ca](http://www.laubach-on.ca)**

## lbs support and service organizations

Service delivery, that is, delivery of services to adult learners, is the most important component of the LBS Program. However, the LBS Program also supports service development. Under service development, various LBS support and service organizations are funded.

These include the following:

Provincial umbrella organizations serving a specific stream:

- Ontario Literacy Coalition,
- La Coalition,
- Ontario Native Literacy Coalition
- Deaf Literacy Initiative);

Provincial sectoral organizations:

- Community Literacy of Ontario,
- CESBA,
- College Sector Committee
- Laubach Literacy Ontario)

16 regional networks (see details below in Regional Literacy Networks).

Also included:

- AlphaPlus Centre;
- Centre FOR A (centre franco-ontarien de ressources en alphabetisation);
- Ningwakwe Learning Press.

The following website provides links to all these LBS Support and Service Organizations:

For more information, see:

**[www.edu.gov.on.ca/eng/training/literacy/ontliteracy/ont\\_lit.html](http://www.edu.gov.on.ca/eng/training/literacy/ontliteracy/ont_lit.html)**

**terms & references**

**comment**

## local training and adjustment board (LTAB)

Independent, not-for-profit organizations sponsored jointly by the Ministry of Training Colleges and Universities and Human Resources Development Canada. The Boards of Directors of these organizations are comprised of volunteers who demonstrate an interest in employment and training issues in their communities, including representatives of business, labour, and education, trainers, women, Francophones, people with disabilities, visible minorities, and other groups that are relevant in specific areas.

Local Boards can be key partners with LBS agencies as they primarily focus on developing environmental scans, local area planning, partnership development, and the maintenance of web-based inventories of programs and services leading to employment. In addition, Local Training Boards carry out a number of initiatives that address priority labour force development issues in their geographic areas.

For more information, see:

**<http://www.localboards.on.ca/>**

## ontario association of youth employment centres (OAYEC)

A provincial network of over 70 youth employment agencies in Ontario. OAYEC supports and advocates for a sustainable youth employment delivery network in Ontario. OAYEC supports its member agencies by:

- sharing information and resources
- taking action on provincial and federal policies that affect the youth employment sector
- providing training and networking opportunities
- building strong public relations focused on youth employment.

For more information, see:

**[www.oayec.org](http://www.oayec.org)**

## ontario association of help centres (OAHc)

An affiliation of diverse community - based organizations in Ontario that provides employment counselling services. OAHc services include advocacy, member support, and education.

For more information, see:

**[www.oahc.ca](http://www.oahc.ca)**

## ontario council of agencies serving immigrants (OCASI)

Acts as a collective voice for immigrant-serving agencies and provides a coordinated response to shared needs and concerns. Its membership is comprised of more than 170 community-based organizations in the province of Ontario. Activities include:

- advocating for the immigrant - serving sector;
- undertaking projects of benefit to their sector;
- offering training to member agencies;
- writing press releases, position papers and open letters.

For more information, see:

**[www.ocasi.org](http://www.ocasi.org)**

## ontario literacy coalition (OLC)

A membership-based charitable organization that promotes and supports all levels of literacy in the province of Ontario. The OLC works together with literacy organizations, literacy learners, and other individuals and organizations committed to literacy to find effective and respectful ways to help people in Ontario who have literacy challenges. Core business focuses on:

- General Adult Literacy
- Labour Market Literacy
- Family Literacy
- English as an Additional Language (EAL)
- Professional Development

The primary activities in each of these areas include awareness, research and resource development, communications and coordination.

For more information, see:

**[www.on.literacy.ca](http://www.on.literacy.ca)**

## ontario native literacy coalition (ONLC)

A provincial networking and field development organization supporting and serving Native literacy practitioners and learners in Ontario. One of four provincial umbrella organizations funded by the Ministry of Training, Colleges and Universities, ONLC provides information and support and training to Native literacy practitioners in the Province of Ontario, enhancing ability and awareness of literacy issues.

For more information, see:

**[www.onlc.ca](http://www.onlc.ca)**

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## ontario network of employment skills training project (ONESTEP)

A province-wide umbrella organization for the community-based training and employment sector. ONESTEP's mission is to strengthen Ontario's system of community training, which addresses the needs of employment-disadvantaged individuals, through the provision of membership services and advocacy efforts. Member agencies provide more than 450 programs.

For more information, see:

**[www.onestep.on.ca](http://www.onestep.on.ca)**

**terms & references****comment**

## regional literacy networks

There are sixteen regional literacy networks in Ontario that support Ontario LBS Programs. Each regional network supports service delivery by:

- coordinating local literacy services planning (LSP) across the four streams in communities covered by their geographic region
- providing access to accurate, relevant and timely information related to the literacy services of delivery organizations
- building professional capacity by support and coordination for those involved in the literacy service
- increasing community awareness of the vital role and contribution of a literate society through active community outreach
- engaging in research and development activity

LBS agencies are encouraged to take advantage of regional network support and expertise when planning community outreach initiatives, providing professional development training, looking into partnership development, or planning that could be enhanced by coordination.

**terms & references**

**comment**

## the social enterprise employment network (SEEN)

Represents private sector service providers that are funded under EAS (Employment Assistance Services) agreements. SEEN members offer a range of services along the employment pathway including information, advocacy, and member support, assessment and case management, career counseling, career exploration, and skills needs identification.

Since SEEN members often make referrals to other Employment Ontario providers for literacy training, Self Employment Training, Job Search and Job Placement or Job Development, LBS agencies may want to make sure that SEEN is aware of the training and other services they provide.

## **Section 5:**

# **Communicating and Linking with Employment Ontario Partners**

This section provides an overview of terms and references that are used frequently within the Literacy and Basic Skills (LBS) sector but may have a different use and context within the larger Employment Ontario system.

As EO agencies continue to connect and work together in an integrated and seamless system, progress can be stalled when language barriers exist, especially in relation to programs and services offered to the same client.

The information here will be helpful for LBS agency staff who are communicating with other EO stakeholders and want to ensure that there is a clear and common understanding among all parties around services such as assessment, training, eligibility and support.

The additional context information will help LBS agencies understand the differences found agency to agency in terms that are commonly used and help them explain their services clearly to others.

# Communicating and Linking with Employment Ontario Partners - Section 5

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**terms & references****comment**

## access, accessibility

These terms are closely linked. "Access" generally refers to admittance or entry to a program. "Accessibility" in the Employment Ontario context, describes the degree to which LBS programs and services are made available to adults.

In the context of Employment Ontario, access and accessibility relate to assurance that comparable programs for enhancing labour market participation are within reach for all Ontarians. For example, the Ontario Government wants to ensure greater access to career and training opportunities. Employment Ontario will provide a single point of access to coordinated services and programs to help clients achieve their employment and career goals. Labour market accessibility is enhanced by providing a wide range of employment programs in a flexible format, at times and locations that meet the diverse needs of adults.

## terms &amp; references

## comment

## assessment (initial assessment, ongoing assessment, exit assessment)

The gathering and analysis of information about the needs, abilities, and achievements of learners for the purpose of determining further training, setting goals, understanding levels and recognizing progress. Assessment is a joint activity, conducted by literacy practitioners in co-operation with learners.

**Initial Assessment** takes place at the beginning of the learner's program to measure skills and to identify or analyze specific areas of weakness and strength in a learner's skills and abilities. The purpose is usually to enable proper placement in a program or referral to a more appropriate program or service.

**Ongoing Assessment** happens both formally and informally on a frequent and regular basis while the learner is in the program. Ongoing assessment, in conjunction with regular training plan review, keeps the learner on track and helps the practitioner see when additional supports are required for the learner to make progress.

**Exit Assessment** occurs when the learner is ready to leave the program and move on to the next step. Exit assessment usually involves demonstrations of goals met and readiness for transition and provides the learner with the necessary evidence of program success.

Gains in skills and knowledge constitute an important CIPMS core measure for determining the effectiveness of LBS agencies' programs. It may be helpful, therefore, for LBS agencies to look at their current assessment processes through the new lens of CIPMS, and consider the role each kind of assessment plays in measuring learner gains.

**terms & references****comment**

## authentic assessment, alternative assessment

Involves measuring a person's skills and abilities using tools and resources that are directly related to the learner's goal and activities that mirror, as closely as possible, actual tasks a person would do in the "real world".

In authentic assessment, authenticity is the key concept, and it refers to actual materials a person uses and actual tasks a person would carry out in the course of everyday life. Asking a person to circle the verbs on a notice taken from an employee bulletin board, for example, would not constitute an authentic assessment activity because no one would ever do that in real life. On the other hand, if, for example, the notice is announcing a new procedure for reporting property damage, then filling out the new form following directions given in the notice would constitute an authentic activity that practitioners could use for assessment purposes.

Authentic or alternative assessment is one key component of an LBS agency's overall assessment strategy.

## terms &amp; references

## comment

## assessment tools

Resources used to carry out assessment activity and support evaluation of performance, skills, levels, abilities and competencies. Assessment tools may include instruments for information-gathering such as surveys, discussion questions, and questionnaires, or different kinds of tests, assignments, projects, reports, and presentations.

Assessment activities and tools vary according to what is appropriate to the learners' individual goal path whether it be independence, employment or further education and training.

When talking with EO partners it is important for LBS agencies to explain the assessment tools they use and to interpret the assessment results, particularly if the learner is transitioning to that EO agency as a next step. As a key player in skills training, LBS programs need to be able to describe to their Employment Ontario partners what learners are able to do and where they are able to go upon completion of their training. EO partners need a common language so that all parties understand skills in the same way.

Currently, MTCU is supporting a number of projects to explore the use of assessment tools that are based on Human Resources and Social Development Canada's (HRSDC's) Essential Skills.

Some of these tools include:

- **CAMERA** (Communication and Math Employment Readiness Assessment),
- **TOWES** (Test Of Workplace Essential Skills),
- **OSP's** (Ontario Skills Passport's) Check-In and Check-Up Tools,
- **CAES** (formerly CABS)
- **PDQ** (Prose, Document, Quantitative) Series

**terms & references****comment****assessor**

In LBS programs, the assessor is generally the person designated to conduct formal and informal educational assessments in order to determine an individual's eligibility and/or placement in a program.

EO partnering agencies may also have "assessors" who gather client information through interviews. It may be helpful to share with them the specific kind of assessment information that is collected in LBS and the rationale in order to establish a common understanding of assessment among referral agencies operating within a region.

**baseline**

A starting point or reference that can be used as a basis for comparison. Establishing a baseline involves information-gathering and recording levels or results at one particular point in time in order to have a reference point for assessing changes in performance or in order to establish a different objective or target for the future.

Baseline data may be a concept that other EO partners are familiar with, although the terminology and context may be quite different.

Baseline data provides a starting point or a point of reference that allows agencies to:

- set goals for improvements
- measure changes that happen over time

Agencies can measure changes by comparing information they collect with information they had collected some time earlier.

**terms & references**

**comment**

## baseline, minimum standard

The lowest acceptable level of performance.

Any performance that fails to meet minimum standard or falls below the baseline is considered unacceptable. MTCU will be setting minimum standards related to performance measures for programs and services in Employment Ontario. They are not yet established.

## best practice

Processes and activities that have proven most effective and efficient and have produced reliably positive results over time.

LBS agencies are familiar with this term as it relates to literacy programming. Other EO partners use it too. For example, Awards for Excellence are presented by MTCU to colleges and non-profit agencies that deliver Job Connect services to acknowledge “best practice” accomplishments in continuous improvement.

## business plan

An agency's written commitment to provide specified services, usually on an annual basis.

The Business Plan summarizes key program data and outlines agency goals based on community, demographic and labour market information, projected levels of activity, and agreements reached to develop the Literacy Services Plan.

**terms & references****comment**

## capacity

This term is generally used to describe an LBS agency's ability, a) to accommodate the number of learners (clients, students) eligible for and seeking services, and b) to expand services in a priority area, for example, workforce preparation.

LBS agencies keep track of their capacity to accommodate new learners. If an agency is overcapacity, learners may have to go on a waiting list or be referred to another LBS agency in the community. An agency that is under capacity has room for more learners in their program. In the context of CIPMS, capacity refers to an agency's ability to carry out the necessary organizational processes to support and produce an assessment of agency performance and manage continuous improvement.

## case management

A collaborative process that assesses, plans, implements, coordinates, monitors, and evaluates options and services to meet a client's needs and achieve effective outcomes using resources that are available.

Case management is a term traditionally used with federal support programs and some provincial programs such as Ontario Works. It implies that a client may have different service providers involved in their 'case' to meet different needs. In a seamless and integrated EO system, LBS may start dealing with more learners as part of a 'case management' approach.

## terms &amp; references

## comment

## certificates

Documents that verify academic standing and/or provide evidence of achievement of particular credentials required for entry to a higher level of training.

Certificates in this context are not to be confused with certificates of attendance or participation that have little to no real currency beyond the program.

For information and referral purposes, it is essential that EO programs and services be familiar with the different credentials adults in Ontario can acquire through their educational upgrading and training efforts. The next few items provide an overview of a number of recognized certificates and a URL to find more information.

## certificate: academic and career entrance (ACE)

Delivered exclusively by colleges, sometimes in partnership with another EO program. ACE is a provincially developed and recognized credential.

Target: individuals who want to improve their employment opportunities by taking a college or apprenticeship program but who either do not have their OSSD or have an OSSD but are missing the courses (usually math and science) or grades they need for admission to postsecondary education.

At intake, students are assessed to determine a program appropriate to their goals. Students must complete four courses including one English or French, one Math, and two other courses related to their goals. The time required is usually 6 to 9 months depending on the student's previous education and level of commitment. Qualifying students may receive training free of charge and may also receive financial support to cover childcare and travel costs through Academic Upgrading funding.

All ACE courses in both French and English are now available as distance learning courses.

For more information, see:  
**<http://www.collegeupgradingon.ca/upgrade.htm>**

terms & references

comment

## certificate of apprenticeship

Issued by the Ministry of Training, Colleges and Universities under the Apprenticeship and Certification Act (ACA), when the specific requirements are met.

Issued under the Trades Qualification and Apprenticeship Act (TQAA) when the specific requirements are met, and the Government written exam is passed.

Targets individuals who want certification in a specific trade.

The Certificate of Apprenticeship shows that the apprentice has successfully completed a formal training program in a specific trade, such as in-school and on-the-job requirements.

For more information, see:

**<http://www.edu.gov.on.ca/eng/training/apprenticeship/tradecert.html>**

## apprenticeship certificate of qualification

Issued by the Ministry of Training, Colleges and Universities confirming that an apprentice has passed the Government exam (where applicable, the Certificate is issued once the exam is passed under ACA and TQAA trades).

A Certificate of Qualification is given to an apprentice who has passed the written provincial qualification examination required in a specific trade. It states that the apprentice's skills and knowledge meet the standards set by industry for skilled workers in that trade.

For more information, see:

**<http://www.edu.gov.on.ca/eng/training/apprenticeship/tradecert.html>**

**terms & references**

**comment**

## certificate: general educational development testing (GED)

Administered by the Independent Learning Centre (ILC) through school boards, colleges, First Nations communities, social service agencies, career counselling centres and non-profit organizations.

Meets entrance requirements to most postsecondary education and apprenticeship programs.

Targets individuals over the age of 18 who do not have an OSSD and who have been out of school for at least one year.

To achieve a GED, a person must have a passing grade on the following five separate tests: Language Arts: Writing; Language Arts: Reading; Social Studies; Science; Mathematics.

The GED places emphasis on skills for the workplace. For example, Language Arts focuses on reading letters, emails, memos and job search instructions.

Note: Students applying for college programs that require specific math and science courses will still need to complete these courses in a high school credit or college upgrading program.

For more information, see:

**[http://www.ilc.org/  
cfmx/CM/HighSchool/  
cm\\_alternatives.cfm?  
type=other&alternative\\_  
id=5](http://www.ilc.org/cfmx/CM/HighSchool/cm_alternatives.cfm?type=other&alternative_id=5)**

**terms & references**

**comment**

## certificate: ontario secondary school certificate (OSSC)

Delivered exclusively by School Boards in Ontario.

The OSSC is a provincially developed and recognized credential.

Targets individuals who want to get an Ontario Secondary School Certificate as a pre-requisite for certain employment positions or for particular Apprenticeship training programs.

An Ontario Secondary School Certificate is granted upon request, and at the discretion of the principal, to students who leave school before earning the Ontario Secondary School Diploma provided they have earned a minimum of 14 credits.

For an OSSC, students must acquire 14 credits, i.e. 7 compulsory and 7 elective courses which is, essentially, completion of Grade 9 and Grade 10.

On entry, and upon request, mature students can be assessed to determine prior learning equivalencies through the PLAR process. This can result in up to 16 credits awarded meeting the OSSC requirements. Students may also acquire the necessary credits for an OSSC by taking the courses. Students are not required to complete 40 hours of community involvement, and not required to pass the Ontario Secondary Literacy Test.

For more information, see:

**[http://secondary.wrdsb.on.ca/general\\_info.htm](http://secondary.wrdsb.on.ca/general_info.htm)**

**terms & references**

**comment**

## **certificate: ontario secondary school diploma (OSSD)**

Delivered exclusively by School Boards in Ontario  
The OSSD is a provincially developed and recognized credential.

Targets individuals who want to get an Ontario Secondary School Diploma as a pre-requisite for postsecondary education or Apprenticeship training or who are seeking employment where an OSSD is required for the job application process.

At intake, students are assessed to determine grade level and course requirements based on their prior education and prior learning. For an OSSD, students must acquire 30 credits (18 compulsory and 12 optional credits) which can be earned or awarded through the Mature Student PLAR Process. Students also complete 40 hours of community involvement activities and meet the provincial secondary school literacy diploma requirement by taking either the Ontario Secondary School Literacy Test or the Ontario Secondary School Literacy Course.

For more information, see:

**[http://secondary.wrdsb.on.ca/general\\_info.htm](http://secondary.wrdsb.on.ca/general_info.htm)**

**terms & references****comment**

## certificate red seal

Certification of a recognized level of training in a particular skilled trade. Red Seals are recognized nationally and therefore provides greater mobility across Canada allowing skilled trades people to practice their trade in any province or territory in Canada where the trade is designated.

The Red Seal can be obtained by:

- graduating from a recognized provincial or territorial apprenticeship training program, or obtaining a Journeyperson level certificate from a province or territory,
- passing the Interprovincial Standards Examination for that trade

For certain trades, holders of provincial and territorial Certificates of Qualification can apply to write an Interprovincial Examination administered through the provincial and territorial certification and apprenticeship offices.

**terms & references**

**comment**

## **CIPMS (continuous improvement performance management system)**

A provincial government initiative that is being rolled out in stages to Literacy and Basic Skills (LBS) and Academic Upgrading (AU) programs. It is a system that enables agencies to focus on quality performance that continues to improve over time by providing clear measures of success and a step-by-step process for evaluating performance and bringing about change. CIPMS is a systematic approach for continuous improvement that will allow all literacy delivery sites to provide a high quality standard of service for different communities and clients, while maintaining consistency across Ontario.

Components of CIPMS include:

1. a performance measurement process including efficiency, effectiveness and client satisfaction measures, an information management system for data collection and analysis
2. a system for managing performance which involves agency self-assessment
3. a model of continuous improvement where performance management becomes part of daily operations

Compared to most EO partners, LBS agencies have had a head start with CIPMS. The current challenge for LBS agencies is to formalize and develop processes that will help them meet performance expectations for new core measures.

**terms & references****comment**

## clear language, plain language

A way of presenting information so that it is clear, concise, attractive and easy to read.

Clear language,

- helps readers get the information quickly and easily,
- ensures that more people get the information,
- reduces time spent in explaining information to consumers,
- reduces costs in production of materials and consumer complaints.

Some LBS agencies provide clear language services for a fee or provide clear language workshops to the community for free. This may be a service that EO partners will be interested in.

**terms & references**

**comment**

## contact hours (CH)

A count of actual and accumulated time in hours that an LBS agency spends with each client or learner in providing the five LBS delivery services. Contact hours include the time spent on information and referral, intake and assessment, training plan development, training delivery and follow up.

Keeping an accurate account of student contact hours is important as a core measure of success in agency efficiency.

When marketing the LBS program to other EO stakeholders it may be important to identify the minimum contact hour requirements for learner attendance because that adds to the credibility of the program.

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## continuous intake

A program policy that allows students to enter an LBS program at any time of the year. The alternative is block intake, which occurs at the beginning of a program year or semester.

Many LBS agencies have a continuous intake policy. For referral purposes, it will be very important for EO partner agencies to know about LBS agencies' intake patterns. It will be equally important for them to have program information including locations, times and the level of flexibility allowed in learners' schedules

**terms & references**

**comment**

**credentials:  
PLAR  
(prior learning  
assessment  
recognition)**

A formal evaluation and credit-granting process by which mature students who are enrolled in adult secondary school credit programs may be awarded credits for prior learning without having to earn the credit through course work.

Two PLAR processes are available to qualifying mature students in Ontario:

**Grade 9 and 10  
Individual  
Assessment/Equivalency  
Process**

This is an individual assessment/ equivalency process for the purpose of granting up to 16 Grade 9 and 10 credits to a mature student through (a) transcripts, or (b) transcripts and completion of individual assessments, or (c) completion of individual assessment tests.

**Grade 11 and 12  
Equivalency Process**

This process for acquiring credits involves an evaluation of a mature student's experience and education, training credentials and/ or other appropriate documentation of learning gained from other programs, courses, or work experiences.

For more information, see:

**[http://www.cesba.com/  
projects\\_plar.htm](http://www.cesba.com/projects_plar.htm)**

**terms & references****comment**

## demonstration activity

An activity that requires a learner to integrate several skills at once in the performance of a task that is closely related to the learner's goal. Quality demonstrations involve authentic materials and authentic tasks and provide evidence that a learner has acquired skills knowledge and behaviours that are essential to the learner's goal. Demonstrations are only part of a program's overall assessment strategy.

Demonstration activities are part of general assessment practices and should not be confused with learning activities. While they may look very similar, the focus of a demonstration is on showcasing skills as opposed to learning and practising them.

LBS agencies may consider sharing examples of demonstrations with EO partners to help them understand how a learner's progress is assessed. EO partners can also be valuable sources of authentic materials for creating demonstrations.

**terms & references**

**comment**

## english as a second language (ESL)

A program for learners, whose first language is other than English, who wish to acquire or improve their English speaking skills.

Many students whose first language is other than English or French do not have the necessary language skills to participate successfully in LBS and Academic Upgrading programs and therefore do not qualify. They are best served by attending an English as a Second Language program. For clarification, the LBS Program serves adults who are unemployed, out of school and whose first language is English or French.

**terms & references****comment**

## essential skills

Skills identified by Human Resources Skills Development Canada (HRSDC), as skills that all people need for work, learning and life. Essential Skills provide the foundation for learning all other skills and enable people to evolve and adapt to change.

The nine Essential Skills identified by HRSDC are:

- Reading Text
- Document Use
- Writing,
- Numeracy
- Oral Communication
- Thinking Skills (i.e. Problem Solving, Decision Making, Job Task Planning and Organizing, Significant Use of Memory, Finding Information)
- Working with Others
- Computer Use
- Continuous Learning

## terms &amp; references

## comment

## essential skills profiles

Essential Skills Profiles describe how each of the nine Essential Skills is used by workers in a particular occupation. Over the past several years, the Government of Canada has conducted research examining the skills people use at work. From this research and through interviews with workers, managers, practitioners and leading researchers, over 200 Essential Skills profiles have been developed for various occupations. These are listed in the National Occupational Classification (NOC) document.

The Essential Skills Profiles are a valuable source of information for job and career planning.

Features of the profiles include:

- Occupational Title
- NOC Code
- Occupational Description
- List of most important Essential Skills
- List of Task Examples
- Complexity ratings for Task Examples
- Skills Summary Profile

Essential Skills define the occupation while task examples show how each Essential Skill is used on the job. The complexity rating scale assigns a level difficulty to each task.

For more information, see:

**[http://srv108.services.gc.ca/english/general/ES\\_Profiles\\_e.shtml](http://srv108.services.gc.ca/english/general/ES_Profiles_e.shtml)**

**terms & references****comment**

## evaluation

Activity associated with assessment that involves measuring, comparing, and making a judgment on the quality of work and overall success.

Educators often speak of assessing and evaluating students; therefore, evaluation and assessment are sometimes thought to mean the same thing. Actually, evaluation is a key component of a larger, overall assessment strategy. For learner evaluation, LBS agencies use a wide range of tools and methods in order to come to a clear understanding of the learners' proficiencies and capabilities. Evaluation that is embedded in everyday activities provides a way to recognize learner achievement and an opportunity to identify difficulties and make adjustments so that improvement continues at a steady pace.

## field consultant (also found in section I)

MTCU employee who works with LBS agencies to monitor and support service delivery and contract compliance.

In the past, ministry field consultants played a major role in monitoring and assisting LBS agencies to make program improvements. As a result of current organizational restructuring, the role of the field consultant may change.

## terms &amp; references

## comment

## follow-up

One of the services of the LBS Program. Follow-up involves contacting learners once they have left the program to assess the longer-term benefits and effects of the program and to determine if the learner is working well independently or may be in need of further support. Follow-up is conducted at three and again at six months with students who have attained their stated goal.

Follow-up information can be used in a variety of ways:

- to report on program outcomes
- to find out how learners are doing in their jobs or other training programs
- to find out how learners are using their new skills at home or in the community
- to gather success stories for marketing purposes

## foundation skills

Necessary building blocks for learning. In addition to basic academics, foundation skills also include skills related to self-awareness, building self-confidence and strengthening self-esteem as well as abilities for self-advocacy and accessing help when help is needed.

The term generally encompasses a bundle of basic but indispensable skills such as literacy, numeracy, technological literacy, communication, teamwork, and skills for “learning to learn.” In the context of Employment Ontario, foundation skills refer to literacy and essential skills that can be tailored to specific trades, occupations and the workplace.

For more information, see:

**<http://www.tec.govt.nz/templates/standard.aspx?id=999>**

**terms & references****comment**

## goal-directed

Describes programming in LBS that is directly related to the learner's goal. TCU recognizes that learners who have clear, achievable goals have a better chance of success. Delivery agencies are expected to help learners set realistic goals and then provide the training to support the development of skills that are necessary for goal achievement.

As part of MTCU's Learner Skill Attainment Framework initiative, goal pathways are being examined to get a clearer understanding of what skills are needed at the point of transition in order to be confident of success at the next step. Tying skills more explicitly to learners' goal paths should help support better-focused training and help learners move along more quickly to their chosen destinations.

For more information, see:

**<http://demonstrations.alphaplus.ca/>**

## terms &amp; references

## comment

## goals: short-term; long-term

An achievement that represents success. In LBS, learners set goals, programs set goals, and agencies set goals that signify success. When goals are met, new goals are set so that learners, programs and agencies continue to improve and move forward.

A **short-term goal** is what the learner will achieve within the LBS program, given the time available and the commitment the learner is willing to make to training.

A **long-term goal** is the goal the learner ultimately wants to achieve. It is something the learner will achieve outside the LBS program, or at a later date.

EO partners may also do goal-setting activities with clients and may be interested in comparing approaches and terminology. They may be interested, for example, in how LBS agencies distinguish between learners' short and long term goals.

**terms & references**

**comment**

## hard-to-serve

Describes clients who typically experience a number of barriers that impede their ability to find work, persist in programs and become self-sufficient. Barriers may include low levels of literacy, language and cultural barriers, lack of work experience/skills, mental health problems and learning disabilities.

For some LBS agencies, this term refers to learners who are mandated to attend the program in order to receive benefits (i.e. OW); for others, it represents clients who face significant barriers (i.e. homelessness). It will be important for LBS agencies to clarify the use of this term with EO partners.

Hard-to-serve learners are usually sent to particular agencies; however, because of the need for intensive one-on-one instruction, and increased time for learning, EO partners may want to determine the optimum number of hard-to-serve referrals to ensure quality services.

## incentives

Funding supports, awards, etc. used to encourage increased service delivery outcomes.

FMTCU is exploring “incentives” as they look at the different service models. Current incentives within LBS include training support allowances and free programming.

**terms & references****comment**

## information and referral

One of the key LBS program services, information and referral provides important information about other Employment Ontario partners, programs and services in the community, and, when appropriate, directs clients to other agencies and programs that may be better suited to meeting their needs.

In Employment Ontario, all frontline workers are expected to build capacity for providing a full range of services including information and referrals to other EO partners and programs.

## innovation

Development, testing and adaptation of new approaches to service delivery.

MTCU supplies research and development funding to LBS agencies and support organizations in order to provide opportunities to explore innovation.

terms & references

comment

## international adult literacy survey (IALS)

A groundbreaking survey that provided a new definition for literacy that has quickly gained widespread popularity.

IALS defined literacy as *the ability to understand and use printed information in daily activities, at home, at work and in the community to achieve ones' goals and to develop one's knowledge and potential.*

Using a 500 point scale, IALS provided a more precise and accurate way to measure prose, document use and numeracy. HRSDC used the same scale in developing the Essential Skills. IALS and Essential Skills levels, therefore, are compatible.

IALS surveyed residents of 33 countries to determine adult literacy levels. IALS used a 500 point scale divided into five levels to describe adults' literacy and numeracy skills.

Literacy skills were ranked from level 1 to level 5. People with skills at level 1 have problems with any kind of job. People who score at level 1 and level 2 also find it hard to use their skills in order to deal with change. Individuals who score lower than level 3 lack the skills needed to transfer existing knowledge to different or changing environments. The IALS research showed that 47% of Canadians have skills below level 3.

People with level 4 and level 5 skills generally have professional and high-skill jobs

People with level 4 and level 5 skills generally have professional and high-skill jobs.

For more information, see:

**<http://www.statcan.ca/bsolc/english/bsolc?catno=89F0094X&CHROPG=1>**

## international adult life skills survey (IALSS)

The Canadian component of the Adult Literacy and Life Skills Survey (ALL). IALSS builds on IALS, allowing comparisons between the 1994 and 2003 data. It was expected that IALSS, coming almost ten years later, would show improvements in literacy performance, but little improvement was found. In 1997 and again in 2003, about two in five 16 to 65 year olds scored below Level 3 in prose literacy. While some provinces like British Columbia and Saskatchewan had average scores significantly higher than the national average, other provinces like Manitoba and Ontario had average scores that were about the same as the Canadian national average.

The Provincial Government is concerned with the lack of improvement in Ontario's overall literacy performance in the IALSS. The government believes that strong literacy and essential skills help workers perform at a higher level, resulting in an enhanced workforce and a stronger economy. A rise of one per cent in average IALS or essential skills scores translates into 2.5 per cent increase in labour productivity and a 1.5 per cent increase in Gross Domestic Product. The Ontario Government is supporting and expanding literacy services in Ontario with the expectation that economic growth and overall productivity will go up as well. Measuring adults' educational gains is one way to show that LBS programs are effective.

For more information, see:

**[http://www.statcan.ca/  
Daily/English/051109/  
d051109a.htm](http://www.statcan.ca/Daily/English/051109/d051109a.htm)**

**terms & references****comment**

## intake and assessment

A service provided to incoming clients with processes for gathering background and diagnostic information so that clients can be placed in the appropriate program.

LBS agencies may want to provide an overview of their intake procedures with EO partners introducing specialized terms like “placement”. They may also consider adding another layer of screening to the assessment process for the purpose of identifying clients who “slipped through the cracks” at the first screening and would be better served by a different EO program.

## integrated local labour market planning

An approach to planning that brings all community stakeholders together for collaboration to coordinate programs and services that respond to community labour market needs.

LBS agencies have been conducting local labour market planning for years with one another and with local industry as part of the Literacy Service Planning process.

### **Communication section**

Coordination among community stakeholders

- maximizes resources and minimizes duplication;
- informs community and government planning processes as to priorities related to program/service development, delivery and strategies;
- relies on continuous analysis of current local labour market information and intelligence.

Other EO agencies have also been carrying out local planning. Through integration, an enhanced plan will be able to reflect all the employment and training services in a local region.

**terms & references****comment**

## interventions

Targeted strategies of intense programming to meet specific learning/training needs.

This term is used by other EO stakeholders and programs such as Job Connect and Rapid Re-employment, for example, crisis intervention or re-employment intervention, so it will be important to clarify how the term is used in different contexts. Interventions within LBS may refer to training programs.

## job readiness

State of preparedness when an individual can demonstrate that he or she is ready to seek and maintain employment.

LBS agencies serve learners with employment goals and, therefore, often design programming around job readiness so that learners are more successful in meeting that goal. Job readiness is recognized when a person can demonstrate the knowledge, skills and behaviours a person would need in order to successfully get a job and sustain employment. Job readiness for particular jobs will look different job to job and will also be influenced by varying expectations on behalf of employers in different settings and in different regions of Ontario.

**terms & references****comment**

## learner, client, customer, student

Common terms used to describe adults enrolled in a Literacy and Basic Skills (LBS) program. Used interchangeably and at the discretion of individual agencies.

It will be important to clarify this term with EO partner agencies and find out what definition(s) they use, for example, customer or client. In the CIPMS context, for example, “client” refers to any individual or body who may lay claim to an agency’s resources. In CIPMS, the funder and EO information and referral partners are considered, “clients”.

## learning activity

Any activity that provides the learner with an opportunity to develop and practice a range of discrete and integrated skills that are related to his/her goals.

The focus of a learning activity is on learning, that is, developing and practicing skills as opposed to demonstrating them. Examples of learning activities can include everything from worksheets and textbook exercises, to assignments, projects, problem-solving tasks, and presentations done individually or in groups.

## terms &amp; references

## comment

## learning disability

Working description of learning disabilities: Learning Disabilities Association of Ontario (LDAO):

- Learning disabilities can affect the way in which a person takes in, remembers, understands and expresses information.
- People with learning disabilities are intelligent and have abilities to learn despite difficulties in processing information.
- Living with a learning disability can have an ongoing impact on friendships, school, work, self-esteem and daily life.
- People with learning disabilities can succeed when solid coping skills and strategies are developed.

Undiagnosed learning disabilities, including a broad range of reading disabilities, have been identified as important factors in adult illiteracy. Research tells us that in adult literacy programs, between 30 and 60% of participants have some kind of learning disability.

Literacy practitioners must be sufficiently knowledgeable about learning disabilities and their impact on learning. They may need to develop a “vocabulary” for discussing learning disabilities with EO partners.

For more information, see:

**<http://www.ldrc.ca/contents/definitions.php>**

**terms & references****comment**

## learning outcomes

Learning outcomes represent a common language for describing, measuring and documenting the achievements of learners in the LBS program. The primary learning outcomes documents used by LBS agencies include MTCU's Working with Learning Outcomes, Validation Draft and The Level Descriptions Manual developed by the Ontario Literacy Coalition.

Learning outcomes are expressed in terms of the purposes for which particular skills have been developed. In this way, application or ability to use is the ultimate determinate of successful learning. This is a departure from former, more traditional descriptions of learning which focused on the accumulation of skills.

**terms & references****comment**

## learning outcomes approach

Describes an approach to learning that works backwards from a goal to the component parts that are necessary to accomplish goal tasks. In this way, even discrete skills such as spelling or calculations are tied in a very purposeful way to the ultimate task such as writing a message or tiling a floor.

A learning outcomes approach supports goal-directed learning and emphasizes a learner's successful demonstration of skills in the performance of real-life activities. This approach is also compatible with the philosophy of the Learner Skill Attainment Framework and MTCU's need to show learning gains in the context of real-life situations and as whole, relevant tasks related to learners' goals.

**terms & references****comment**

## learning outcomes matrix (working with learning outcomes: validation draft)

Document published by MTCU in 1998 that outlines a learning outcomes approach for LBS programs to follow. It provides a matrix with five levels of outcomes in Communications, and Numeracy articulated to grade levels and described through various skill sets and success and transition markers.

With the introduction of the matrix, MTCU introduced a new language and approach to literacy training in LBS agencies in Ontario. For many agencies, this represented a dramatic shift away from traditional, curriculum-based teaching approaches.

## learning style

An individual's preferred way of processing information; a characteristic style of acquiring and using information when learning. Learning styles can be loosely grouped into physical and cognitive styles, but there are many different configurations.

LBS agencies typically assess a person's learning style as part of the initial intake and assessment process. Since learning styles have an impact on learning, understanding a learner's preferred learning style can help the learner and the practitioner plan activities that will allow the learner to achieve success more quickly. In broad terms, the three most commonly identified learning styles are Kinesthetic/Tactile, Visual and Auditory.

**terms & references****comment**

## level descriptions

A companion manual to the *Learning Outcomes Matrix* that provides descriptions of learning outcomes that is more holistic in nature. Articulated to the same five LBS levels as Validation Draft, the Level Descriptions uses some different language in places, (e.g., summary statements, features and performance indicators), but provides a consistent though broader alternative for developing programming and measuring learning.

Many LBS practitioners use a combination of the analytic skills from the matrix and the more holistic levels descriptions.

## location / site

Delivery agencies carry out LBS program administration activities at site and delivery services at locations and sites. An agency may have ten different program locations, but administer the services from one site.

LBS funding is allotted to agency sites across the province, which is where the program administration is carried out. LBS programs and services may be offered at agency sites and also at a number of other satellite locations. Distribution of resources and eligibility of staff participation in training, etc. is often determined by site rather than by location. To avoid confusion it will be important to clarify for Employment Ontario partners what the terms, "location" and "site" mean.

**terms & references**

**comment**

## monthly activity report

Document generated through the monthly reporting of LBS funded activity to MTCU via the Information Management System (IMS).

As fellow CIPMS users, EO partners may be very interested to see what data is collected and how LBS agencies collect that information and use it in program planning.

## national occupational classification (NOC)

A system to describe occupations in the Canadian labour market. NOC provides up-to-date descriptions of over 500 occupational groups that encompass nearly 30,000 job titles. NOC is used for compiling, analyzing and communicating information about occupations.

NOC information is often used in LBS programming to help learners set specific employment goals and determine the skills needed to meet those goals.

For more information, see:

**<http://www5.hrdc.gc.ca/NOC-CNP/app/index.asp?lc=e>**

**terms & references****comment**

## networking

Connecting with service providers of like interests for the purpose of sharing information, opportunities, concerns and issues.

Employment Ontario, as an integrated employment and training system, provides broader networking opportunities for LBS agencies. As agencies identify the key partners in their areas, purposeful and deliberate networking will provide increased benefits to individual agencies as well as to clients.

## placement

Generally refers to assigning adults to particular groups or to programs based on intake assessment results and program suitability.

LBS agencies may want to provide EO partners with an overview of their intake procedures explaining specialized terms like "placement".

## point of entry

The first place or agency an individual or employer contacts in order to get information about programs and services.

An individual may not necessarily enroll in a program at the point of entry but may receive an assessment or referral.

**terms & references****comment**

**practitioner,  
instructor, worker,  
teacher, tutor,  
professor,  
training officer,  
frontline worker,  
student/tutor**

Titles generally used to refer to paid staff or volunteers in LBS programs who work directly with learners / clients in an educational or training capacity.

Agencies use different titles for the same type of position depending on institutional language, union agreements and personal preferences. It's important for LBS agencies to let other EO agencies know that the terms are used interchangeably but that the job descriptions are similar.

## **program**

This term has many different meanings depending on context. The Ontario government's Literacy and Basic Skills Program provides literacy, numeracy and essential skills services to help adults achieve their educational, training, employment goals and increased independence. LBS agencies are sometimes referred to as programs. Program may refer to the training delivery service, and it can also mean one particular course of study, as in the ACE program.

LBS delivery agencies may offer a variety of programs within the agency, at various sites and locations. The name of the program generally refers to the type of training offered. For example, one LBS agency may offer a computer literacy program, a workplace-oriented program and general skills upgrading program.

**terms & references****comment**

## program administrator, program coordinator, program manager

Titles of individuals in charge of administering the agency's LBS program. The manager's role may include:

- Meeting the needs of an often hard-to-serve and diverse student population
- Supervising support staff and providing staff training
- Encouraging and supporting staff participation in professional development
- Responding to the changing demands for program accountability
- Collaborating with other organizations and agencies to provide comprehensive and coordinated service delivery
- Networking on a community, regional and provincial basis
- Meeting accountability requirements through business planning and regular reporting.

The roles and responsibilities of program administrators are many, varied and demanding depending, on the size of the program.

In smaller agencies, for example, without clerical assistance, the program co-ordinator is often the first point of contact and is responsible for intake assessments as well as clerical tasks, such as follow-up, client scheduling, IMS reporting, staff payroll, client referral, LSS surveys, correspondence including verification letters for EI, OW etc., record-keeping and purchasing. In larger programs, administrators are responsible for managing the same kinds of activities but in far greater quantity and involving many other people. Managerial responsibilities in both settings are challenging in different ways.

**terms & references**

**comment**

## program monitoring

Collecting and examining information on a regular basis to keep track of program activities and progress being made towards the goals.

MTCU field consultants carry out regular program monitoring visits in order to assess and celebrate program achievement and look for one or two areas for improvement. With CIPMS, agencies will be more responsible for their own program monitoring and will conduct their own regular monitoring activities as a way to keep on track and bring about continuous improvement.

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## program officer training consultant

Titles for staff members of the funding agency who reviews grant proposals, processes applications, and works to support delivery agencies.

**terms & references****comment**

## referral / referral protocols

The act of recommending a client to a different agency or program that is better able to meet the client's needs. Referral protocols include systems and processes that ensure appropriate referrals and support effectiveness and efficiency.

EO agencies are responsible for determining the appropriate next step for the client. Learners in LBS are referred to the next step when they are ready, or are referred back to an LBS program if they require additional training in order to be successful. Extra care must be given to the process of referring back when clients require additional support from a previous program or service. If clients perceive this as a step backwards, they may become disheartened, exit the system prematurely and fail to develop the skills they need for sustainable employment.

**terms & references****comment**

## retention strategies

Efforts on the part of LBS agencies to ensure that students stay in programs long enough to reach their goals.

Retention strategies are:

- Placing the learner in the right program at the right level initially.
- Having frequent and intentional one-to-one conversations with the learner, especially during the first month, to ensure that the learner's needs for a sense of belonging and security are met.
- Ensuring that learners experience success early on in the program.
- Offering peer support strategies and training (each one helps one).
- Watching closely for telltale signs of immanent departure such as frequent absences or learning plateaus.

**terms & references****comment**

## schedule b

A document generated by MTCU as part of an LBS agency annual business plan in which services, projected activities, targets and funding allocation for the coming year are set out.

The negotiated results of the annual business planning process are reflected in Schedule B of the contract. The Ministry completes Schedule B outlining the contracted services and expectations and sends it to the delivery agency once the funding allocation has been confirmed.

The Schedule B is updated annually.

## seamless transition

Clients' moving from one service or program to another with no disruption of services.

To support seamless transition for LBS clients, LBS agencies are encouraged to share training plan templates, assessment practices, and assessment results with next step EO agencies.

**terms & references****comment**

## sector, cross-sector

Within LBS, “sector” refers to the institutional setting of a program and/or agency. Three primary sectoral bodies within the Ontario LBS system support distinctive approaches to literacy delivery. Each sector has its own support organization(s).

- Community based programs  
- CLO
- Laubach - LLO
- Colleges - CSC
- School boards - CESBA

It is important to clarify the LBS reference to sector when speaking with other EO agencies; otherwise, they may confuse LBS sectors with labour or occupational sectors.

**terms & references**

**comment**

## self-management & self-direction

The LBS skills of Self-Management & Self-Direction are the general foundation skills that help adults learn successfully including,

- Problem Solving Skills
- Thinking Skills
- Time Management & Organization
- Concentration & Memory Skills
- Goal-Setting Skills
- Personal Advocacy and Self-Motivation
- Self-Assessment and Self Reflection
- Self-Confidence Building Skills
- Understanding Personal Learning Styles
- Working with Others

Sometimes referred to as life skills or employability skills, in LBS these are the foundational skills necessary to sustain learning and to be successful in home, work and community.

**terms & references****comment****stream**

The LBS Program is delivered by sectors across four distinct, cultural streams:

- Anglophone
- Francophone
- Native
- Deaf, Deaf/Blind

In this way, the LBS Program responds to a diverse group of adults in Ontario to provide training that is culturally relevant.

It's important that LBS agencies promote to other EO stakeholders their ability to provide services to different cultural groups, though not always in one community. Stream-specific programming can only be explored as an option when the demographics of a community support it and the stakeholders respond to the need.

## **training plan, learning plan, individualized plan**

A document that belongs to the learner and lays out the learner's goal and plan for training to achieve the goal. It includes information on the learner's background, current skills and abilities, short-term goals, proposed learning activities, demonstrations, documentation of progress, and timelines.

EO partners also may use training plans in their programs or as part of their services. LBS agencies may want to consider sharing or exchanging their training plan templates and processes with EO partner agencies.

**terms & references****comment**

## tracking

Gathering and documenting information to produce an ongoing record of activity and achievement.

Data accumulated through tracking can be informative to the community planning process with other EO stakeholders.

## training support allowance

Financial assistance for learners enrolled in Literacy and Basic Skills (LBS) programs who could not otherwise participate in the program. Training support allowance is to be used by learners only for child care and transportation expenses. Protocols for use are set within each Literacy Service Plan area and approved by field consultants.

It is important for LBS agencies to know if learners are receiving training allowances from more than one program that may be linked to Ontario Works to ensure that there is no 'double-dipping'. Training support may also mean different things to different EO partners. LBS programs may want to be sure to clarify how it is used in LBS.

**terms & references**

**comment**

## transition readiness: exit strategy

A state of preparedness when an individual is ready to move on to the next step. Sometimes learners have internal transitions wherein they move from one LBS program to another one. External transitions occur when learners move out of LBS into the next phase of their ultimate goal plan.

Exit strategies are ways and means that help the learner prepare for a confident exit and successful transition to one of the following destinations:

- Adult secondary school credit classes
- College postsecondary or
- Apprenticeship or pre-ap prenticeship training
- A new job, a better job or job training
- Volunteer placement

Exit strategies also include opportunities for the LBS agency to obtain recommendations from the learner on program improvements that might benefit others still in the program. This can be part of the learner satisfaction survey.

Transition readiness requires a clear picture of what is required for success at the next step, and clear evidence that the learner has those requirements well in hand. In the Learner Skill Attainment Framework, the sectors are working to identify core transition skills for various goal paths and core transition tasks that will help to identify transition readiness.

An exit strategy typically includes an exit interview to review next steps with the learner such as job, program or training start dates. It is important to make sure that any paperwork is completed and that students are aware of additional supports and services that are available at their next step destinations. LBS agencies are required by TCU to collect information about the learner's status at exit and the reason for leaving. They are also required to conduct a learner satisfaction survey with learners who have achieved their goals. The survey is part of CIPMS.

## terms &amp; references

## comment

## transition paths

Routes to the next step beyond LBS that learners choose based on their own personal, employment and educational goals. Transition paths are shaped by next step expectations and requirements, including the knowledge, skills, behaviours and proficiencies that learners need in order to move on and be successful.

LBS has always helped learners choose and focus on a particular pathway when they enter the LBS program. With CIPMS, learner pathways are being referred to as transition paths because of the increased focus on the learner's eventual transition out of LBS and on to a specific next step. Transition paths will be fully described in the new Learner Skill Attainment Framework (LSAF) that is being developed as a basic structure for planning and delivering LBS programming in the future. Training for specific transition paths will incorporate Essential Skills and will focus on what the learner needs in order to be successful at the point of transition.

### The five transition paths are:

1. **independence** - for adults with foundational/lifelong learning/ personal goals (financial and health management, citizenship, community involvement and parenting.
2. **employment** - for adults with employment goals, i.e. get a job, perform better on the job, get a better job.
3. **secondary credit** - for adults with learning goals i.e. move on to adult secondary school credit to work towards OSSD for employment or further education and training purposes.
4. **apprenticeship** - for adults with learning goals i.e. move on to Apprenticeship programming. Includes those already signed up as apprentices, but struggling with in-school work or test-writing.
5. **postsecondary** - for adults with learning goals who want to pursue careers that require college training.

**terms & references****comment**

## transition skills

Critical literacy, numeracy and Essential Skills that assist learners in planning and preparing for successful transition to their next step destinations.

The Learner Skill Attainment Framework initiative is currently exploring the role of these skills in facilitating learner transition.

## workforce literacy / training

Workforce literacy/training focuses on preparing learners for entering or remaining in the workforce. Training takes place in classrooms, small group and one-to-one settings.

EO partners may not be aware of the strong workforce focus of the LBS Program. It would be strategic for LBS agencies to market their programs accordingly using networking opportunities and marketing strategies.

## terms &amp; references

## comment

## workplace literacy / workplace training

Not to be confused with work-force literacy, workplace literacy refers to the skills and abilities workers need to function effectively, efficiently and safely in the workplace. Workplace literacy skills involve reading, writing, and math skills as well as other skills that employers need like critical thinking skills, computer use and the ability to work with others. Workplace literacy training generally takes place on-site.

Under the current LBS Program Guidelines, LBS agencies can be involved in offering training and programs at a workplace site to employees, but this is a fee-for-service program, and contact hours are not to be tracked and recorded for funding purposes.

For more information, see:

**[http://www.ilsc.on.ca/  
workplace\\_literacy.html](http://www.ilsc.on.ca/workplace_literacy.html)**

## **Section 6:**

# **CIPMS**

## **Continuous Improvement Performance Management System**

This section provides insight into the terms, phrases and language associated with a Continuous Improvement Performance Management System. Although agencies may be at different stages of understanding and implementation, CIPMS as a framework for agency assessment and ongoing improvement is embedded in all EO agencies and, therefore, is the common link among all EO partners.

CIPMS is the government-endorsed model for ensuring programs and agencies operate effectively and efficiently and provide the best in customer service to clients, whether those clients are job seekers, employees, employers or other stakeholders.

This section supports a common understanding of CIPMS and will be useful as LBS agencies move towards implementing CIPMS within their programs. While some terminology may change in the future, this is an overview of the current CIPMS environment within the LBS sector. Further context has been provided to show how the terms and references that apply to LBS may also link to the broader EO system.

# CIPMS- Continuous Improvement Performance Management System

## - Section 6

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## terms &amp; references

## comment

## accountability

The obligation to answer for one's responsibilities and decisions. Accountability can be shared with others, but it cannot be easily relinquished or handed off to someone else.

In CIPMS, the Ministry looks for accountability from LBS agencies in "before and after" reporting.

1) "Before" information has to do with the planning that takes place before the agency engages in activity. It includes setting goals and targets and gives details, for example, on what the agency wants to achieve, what it proposes to do, and how it will go about it.

2) "After" information has to do with results that follow actions. It includes reports on activities (what the agency did) and outcomes (the difference it made).

Comparing what was accomplished (the after information) with what was expected (the before information) provides a way for agencies to measure performance and recognize success.

Note: Differentiation between responsibility and accountability: Responsibility: when it is the managers' job to make the decision and take action.

Accountability: when managers must answer to someone else or to some other body for their decisions and actions.

**terms & references****comment**

## activity

Work carried out by an agency in the course of delivering LBS programs and services. Activity is the means or vehicle by which agencies and organizations bring about particular results and produce desired outcomes.

Agency activity is usually reported in terms of numbers or units of service such as numbers of programs offered, numbers of learners in the program, contact hours, events, new contacts, referrals, follow-up results and so forth. In the Ministry's CIPMS Updated Logic Model, the Ministry describes the core business of the LBS Program by identifying activities carried out by three contributing bodies, the LBS Section (at MTCU), LBS Delivery Agencies and LBS Support and Service Agencies. The core business is represented by program activity.

**terms & references****comment**

## agency target

Specific and measurable results that the agency expects to see within a particular timeframe. Results are usually expressed as a number or percentage. Some agency targets for the upcoming funding year are determined by the Program Manager; others are set by MTCU.

Specific agency targets are identified in the annual LBS Business Plan and also in the agency's Schedule B from the Ministry. Targets are typically expressed as numbers or percentages that represent what (how much) is expected in the way of service delivery. They include specific numbers of learners to be served, numbers of contact hours, numbers of learners exiting the program and moving on the employment or further education and training or volunteer work, numbers of program goals met, percentage learner satisfaction rate and so on.

**terms & references**

**comment**

## baseline data

Starting point or reference information that can be used as a basis for comparison. Baseline data is information gathered at one particular point in time so that reference information is available for assessing changes in performance at a later date.

As a first step in program planning or program evaluation, managers need a clear snapshot of where their program is at that particular point in time. To get this, they gather statistics and information on the “who-what-where-when and whys” of the program. This constitutes baseline data.

Starting point information helps managers

- set goals for improvements
- measure changes that happen over time

## baseline standard, minimum standard

The starting point or lowest level of performance considered acceptable. Anything that fails to measure up to the baseline or minimum standard fails to meet basic requirements and is therefore considered unsatisfactory.

LBS agencies are required to track the numbers of learners with whom they have lost contact at exit. The Ministry has set a baseline standard of maximum 12% lost contacts on exit. Programs that have a high percentage of lost contacts are striving to lower their percentages in order to meet the baseline standard.

**terms & references****comment**

## benchmark

Particular achievements that represent success at certain points along a continuum of learning. A benchmark may be a combination or group of tasks that must be completed successfully; it could also be a set of criteria written in the form of a checklist.

Individuals and agencies strive to meet benchmark after benchmark as they make steady progress towards a particular goal. A set of benchmarks can be used as “checkpoints” to monitor progress within and across levels. In LBS, benchmarks can be short-term goals that represent steps towards a larger goal.

In CIPMS, the Ministry is working to determine appropriate standards and benchmarks linked to performance measures so that LBS agencies will have clear descriptions of agency success.

**terms & references****comment****cause**

The underlying reason for particular results. Cause is also a factor that is within the control of the organization, which, if changed, will produce a different result or outcome. Understanding Cause is noted in MTCU's Agency Assessment Guide as the second of four steps in agency assessment:

1. Understanding Results
2. Understanding Cause
3. Plan to Improve
4. Review Plan and Adjust

Here is an example of understanding cause:

A manager notices a downward trend in contact hours. She discovers that a number of learners are dropping out of the PSW preparation program. Further investigation shows many learners are finding the program too difficult. The manager confers with the PSW practitioner and they determine the eligibility criteria was unrealistically low. They decide to raise the entry level requirements for learners coming into the PSW prep program and offer a special interest course in basic health care at a lower level. In time, the downward trend is reversed.

In CIPMS, "Cause" refers to something an agency can change that will bring about a different and positive result.

**terms & references****comment**

## client

Any individual or body who can lay claim to an agency's resources and/or is so important to an agency that it would be out of business without them.

In LBS, clients may include:

- Learners in the program
- Employment Ontario partners in information and referral services
- MTCU – the program funder
- Local businesses and employers
- Community services groups and stakeholders
- Hosting institutions such as colleges or school boards

**terms & references****comment**

## **cipms (continuous improvement performance management system)**

A systematic approach for continuous improvement that allow all delivery sites to provide a high quality standard of service for different communities and clients, while maintaining consistency across Ontario.

CIPMS, consists of three components:

- a process for performance measurement,
- a system for performance management
- a model of continuous improvement.

Together, these components allow agencies to assess their own performance against quality standards and manage improvements on an ongoing basis. As a result, individuals receive the best possible programs and services and, over time, Ontario will reap the benefits of a more highly skilled workforce and stronger communities.

The focus of the Continuous Improvement Performance Management System (CIPMS) is on managing results (outcomes). At this stage of implementation, LBS agencies understand the key concepts of CIPMS and are developing organizational capacity, using various agency evaluation tools, to plan, track, organize, analyze and evaluate the results of day to day operations.

**terms & references****comment**

## client pathways, destinations

Routes chosen by LBS learners, mapped out and followed, that lead to a particular goal. Currently, there are five learner pathways or destinations:

- Post-Secondary Education
- Pre-Apprenticeship or Apprenticeship Training
- Employment
- Adult Credit Programs to OSSD
- Foundations in Lifelong Learning (formerly, Personal Independence)

Early on in the program, LBS learners are encouraged to think about their needs and wants and to set goals for learning. Taking into consideration their current skills and abilities, their previous learning, and the time they can commit to the program, learners identify what they want to do after LBS and map out a pathway that will help them get there. Broad-based destinations include employment, further education and training or foundations for personal independence. The destination of further education and training is specified further as Adult Credit for an OSSD, Pre-Apprenticeship or Apprenticeship, or Post-Secondary Education. Destinations determine pathways the clients follow while in the program and the major focus of their training.

**terms & references**

**comment**

## client satisfaction, customer satisfaction, learner satisfaction

Approval levels with regard to programs and services that people receive in a particular agency and the degree to which those programs and services meet client needs and expectations.

The telling question in gauging client satisfaction is, "Would you recommend these programs and services to someone else?" CIPMS identifies client satisfaction as a core performance measure of agency success. Information for corporate reporting is captured through the LBS Learner Satisfaction Survey which is administered when learners are ready to leave the program. The provincial target for Learner Satisfaction on exit is 85%.

## consequence

Results that follow as a natural course of action when an agency continues to perform poorly over time.

If an agency performs poorly year after year, the Ministry will increase its level of supervision. First, clear instructions for improvement will be provided and, failing that, the Ministry will assume additional control in order to improve agency performance. There will be no punitive action, such as loss of funding, but the Ministry will have more say in how the funding is used.

**terms & references**

**comment**

## continuous improvement

The goal of MTCU's Continuous Improvement Performance Management System. Continuous improvement implies adjustments made in programs and services that bring about increased quality on an ongoing basis, one area after another.

Agencies bring about continuous improvement by embedding performance evaluation and adjustment in everyday operations. Even the best programs continue to improve when performance measurement becomes a regular part of daily activity.

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## contract and guideline compliance

Fulfilling the demands of the contract agreement and meeting Ministry expectations. In CIPMS, agency compliance is one of the core measures that demonstrate overall efficiency.

Evidence of overall efficiency includes the extent to which an agency is able to meet contracted service delivery targets, such as the number of contact hours, given the agency funding allotment.

**terms & references****comment**

## core business (inputs)

Activity identified by the agency, and confirmed by the Ministry as funded activity, that constitutes the primary focus of agency work. The core business of LBS delivery agencies, together with the core business of the LBS Section at MTCU and the core business of LBS Support and Service Agencies and Organizations, support the overall vision of the LBS Program. The mission statement is to contribute to a skilled workforce and strong communities in Ontario by providing Ontarians flexible and integrated literacy and essential skills programming for transition to employment, higher skills training and participation in lifelong learning.

The core business of individual LBS agencies is unique according to each agency's situation and setting. It is described by the agency in the annual business plan and confirmed by the Ministry in the agency's Schedule B.

In the broader LBS context, core business is specified for the LBS Section (MTCU), LBS Delivery Agencies, and LBS Support and Service Agencies and is laid out in a Ministry document called the Draft Updated LBS Logic Model. The document diagrams connections in a visual way and shows the links between LBS mission statement, core business (activities), core business results (outputs) and program results (outcomes).

**terms & references**

**comment**

## dimensions of service delivery success

Categories that represent measures of success for LBS agencies, i.e. effectiveness, customer satisfaction and efficiency.

For gauging overall success, the three dimensions of service delivery are currently weighted as follows:

- Effectiveness - 50%,
- Customer Satisfaction - 30%
- Efficiency - 20%

Measuring success in each dimension is assisted by specific core measures and a number of concrete performance indicators.

**terms & references****comment**

## effectiveness

The extent to which an agency (or policy, or program or initiative) is able to meet targets, produce results, or bring about desired changes.

In CIPMS, effectiveness is seen as the most significant dimension or measure of service delivery success.

Effectiveness involves doing the right things to accomplish successful results. In measuring agency effectiveness, MTCU will take into account certain agency particulars, that is, its participant profile, and examine performance related to reasonable expectations and outcomes related to:

1. Employment
2. Further Education & Training
3. Foundations for Learning
4. Program Goal Achievement
5. Learner Skills Attainment or
6. Essential Skill Gains

Currently, these are draft core measures; specific performance indicators are still being developed.

**terms & references****comment**

## efficiency

The extent to which an agency is able to achieve the deliverables and meet agreed-upon targets using its current resources. CIPMS identifies efficiency as one dimension or measure of service delivery success.

Accumulated contact hours is one measure related to gauging overall efficiency. LBS agencies contract with MTCU to deliver a particular number of contact hours with clients while delivering programs and services. Measuring efficiency is related to how well the agency is able to deliver that number of contact hours using the resources at its disposal. Of special note to LBS agencies is the fact that contract hours now represent only part of 20% of the formula for overall agency success.

## essential skills gains

Progress made in developing Essential Skills within or across levels.

In CIPMS, and for corporate reporting purposes, agencies will measure the gains learners make in the HRSDC Essential Skills of Reading Text, Document Use and Numeracy.

MTCU is exploring how Essential Skills can be incorporated in a more deliberate way in LBS programming and how programs can report learner gains in the Essential Skills of Reading Text, Document Use and Numeracy. Measuring gains involves pre- and post-testing using appropriate assessment tools for that purpose. NOTE: Measuring learner gains in Essential Skills will be only one part of an agency's overall assessment strategy.

**terms & references****comment**

## evaluation

Measuring, comparing, and judging the quality of performance against established standards.

In CIPMS, LBS agencies will engage in regular program evaluation for the purpose of identifying agency strengths and weaknesses and for making adjustments to improve performance. Clarification with other EO partners of what is meant by assessment and evaluation may be important. To some, evaluation is only one piece of the larger umbrella of assessment; to others, assessment is only one piece of the overall umbrella of evaluation.

**terms & references****comment**

## impacts

Changes that occur in the individual, the community, and society at large as a direct consequence of participation in adult literacy education.

Impacts and outcomes are terms used interchangeably in CIPMS. Outcomes are changes that come as a result of learner participation in LBS. To understand impact, agencies ask, "What difference does it make for learners to be in LBS?" In CIPMS, agencies look for outcomes/impacts such as these:

- Increase in the employability of LBS learners
- Increased participation of LBS learners in further training and education
- Increase in LBS learners' literacy and Essential Skills
- Increased numbers of learners attaining short-term LBS Program goals
- Increase participation of LBS learners in the community

**terms & references**

**comment**

## indicators, key performance indicators

Hallmarks of success that allow an agency to recognize expected performance at a glance and measure their own performance by comparison.

In another way, performance indicators could be described as factors or measures that are most important to success; things that, if not done properly, can result in unhappy customers, unhappy employees and/or unsuccessful results.

In CIPMS, performance indicators may be numbers or descriptors that show what is expected. They are valuable in helping agencies recognize what they have achieved; they can also help agencies see if they are moving forward or lagging behind set targets.

At present, and with input from CIPMS working groups, concrete performance indicators are being developed for the core measures of effectiveness, client satisfaction and efficiency.

**terms & references****comment**

## learner skill attainment framework (LSAF)

An overarching structure to support goal-related and transition-oriented program planning, training delivery and learner evaluation in LBS, as well as corporate reporting of learner progress and gains in Essential Skills. The LSAF supports pathways to five learner destinations and focuses on learner transitions to Post-Secondary, Pre-Apprenticeship or Apprenticeship training, Adult Credit to OSSD, Employment and Foundations for Lifelong Learning. The LSAF plays an important role as an accountability measure for LBS program effectiveness.

Please note the Learner Skills Attainment Framework is a long-term, large-scale initiative that is still in the development phase. The five distinct transition paths are providing useful information about how learners apply their knowledge and skills to real-life tasks associated with each path and each destination.

Tools and methods that identify gains in learner skills attainment will include, but are not limited to

- learner self-evaluation
- performance-based measures
- transition tasks
- project-based activities
- standardized tests
- learner portfolios
- demonstrations
- practitioners' professional judgments.

**terms & references**

**comment**

## measures, core measures

The focus of attention by which an LBS agency's overall performance is assessed and level of success is recognized.

Core Measures are key or important categories which play a role in assessing overall success in a particular area.

CIPMS identifies three measures of success for LBS:

Effectiveness, Customer Satisfaction and Efficiency. Within these three measures, are nine draft core measures and, for each draft core measure, a number of key performance indicators. In the broadest sense of the term, all these elements are measures of some kind with different levels of specificity from broad to discrete.

In the dimension or category of Effectiveness, for example, agencies can determine their overall effectiveness by evaluating their performance in each of the six core measures:

- Participant Profile,
- Employment,
- Further Education and Training,
- Foundations for Learning,
- Program Goal Achievement and
- Learner Skills Attainment or Essential Skills Gain.

**terms & references****comment**

## monitoring

Collecting and examining information on a regular basis in order to keep track of program activities and progress being made towards set goals.

Monitoring in CIPMS happens on an ongoing basis. Managers may use surveys, informal feedback sessions, one-to-one conversations, personal observation, focus groups and other information-gathering methods to track the overall success of daily operations and to effect improvement. Milestone targets can help managers monitor agency performance along the way and see where the agency should be in order to reach their goals by the target dates they have set.

**terms & references****comment**

## organizational capacity

An agency's ability or potential to perform, that is, to plan, track, organize, analyze and evaluate the results of day-to-day operations and produce positive results within the limits of its resources, knowledge and processes. Organizational capacity is recognized by the extent to which an agency can use its skills and resources to achieve its own goals and satisfy the expectations of its stakeholders.

The broader dimensions of organizational capacity can be described as measuring, planning, providing resources and communicating.

Measuring: ability to evaluate success against the Ministry-issued Schedule B, the business plan, the program contract, LBS guidelines, and provincial targets or standards

Planning: ability to develop, implement and modify action plans to achieve stated goals and to meet contracted commitments with MTCU,

Providing resources: ability to allocate and develop resources to achieve stated targets and to meet contracted commitments,

Communicating: ability to interact with key stakeholders, including staff, MTCU and community partners on issues, policies and practices that affect agency service and quality programming.

## terms &amp; references

## comment

## outcomes, outcome targets, medium-term outcomes, long-term outcomes

The real impact of the program the difference it makes.

Outcomes are actual effects, impacts or changes that come as a direct result of particular actions, programs or services.

Outcome targets are specific and quantifiable, expected changes that agencies hope to bring about as a result of particular activities, programs or services.

Short-term and medium-term outcomes are positive changes that agencies can see and document. They become evident in the life of the learner while the learner is in the program and in the choices the learner continues to make up to six months following the program.

Outcomes are positive changes in learners' lives that come as a direct result of participation in adult literacy education. A few examples might include:

- increased independent reading and writing activity on behalf of the learner
- promotions at work
- greater engagement in community life
- a more positive outlook
- increased self-confidence
- less frustration with certain literacy-related tasks

LBS agencies identify outcomes at three levels:

1. **Short-term Outcomes** or changes that occur at the level of participation, while the learners are still in the program.

Examples may include:

- increased self-confidence,
- evidence of new knowledge and skill,
- improved behaviours,
- a number of personal goals met etc;

*continued on the next page*

## terms &amp; references

## comment

## outcomes

For LBS, long-term outcomes are changes within communities and society at large that occur as a result of increased skills and abilities acquired through adult literacy programs.

They are logical extensions of sustained medium-term outcomes.

### 2. **Medium-term outcomes**

that become evident as learners approach the point of transition, or readiness to move on to the next step.

Some examples include:

- learners who are ready for employment
- learners who are enrolling in further education and training courses
- gains made in levels of literacy and essential skills
- program goals met
- increased participation in the community

3. **Long-term outcomes** we expect to see as time goes on include these:

- a more literate Ontario
- more individuals involved in lifelong learning
- a skilled workforce
- stronger communities

The key question to ask in order to identify an outcome is, “What difference did it make?”

**terms & references****comment**

## outputs

Units of service the agency provides, for example, numbers of programs, events, outreach activities, products or programs.

Outputs are usually expressed as numbers. For example,

- number of learners registered
- number of hours the program ran,
- number of \$\$ spent on training supports
- number of contact hours
- number of training plans completed

Usually, outputs provide little-to-no information on the actual impacts, benefits or changes brought about by the program, but they do provide a record of program activity.

**terms & references****comment**

## participant profile

Descriptions of learners in the program which, when combined, create a snapshot of each LBS program that is unique and contributes to an understanding of factors affecting overall agency success.

Participant profile information that is gathered by LBS agencies assists MTCU in determining fair expectations of agency performance and overall success in the area of effectiveness. Programs whose participant profiles show a high number of hard-to-serve learners, for example, will not be expected to perform at the same level or produce the same results as programs whose learners are much easier to serve. Specific details related to participant profile data have not yet been released.

## percentage fulfillment

Figures shown as a percentage that represents the degree of success achieved to date in reaching a stated goal or target.

If, for example, an agency's goal is to register 20 new learners into the program, and, so far, there are 15 new learners, the percentage fulfillment is 75%. Occasionally, records show that an agency has exceeded a particular target. When that happens, the percentage fulfillment would be shown as maybe 120% or 135%.

**terms & references****comment**

## performance management

Bringing about, or producing desired results through decision- making and implementation of change based on agency assessment.

Ultimately, it is the responsibility of the Program Manager or Program Administrator to manage and produce quality performance on the part of the agency.

In LBS, performance management involves using CIPMS to plan and organize agency activity and achieve the best possible results. Agency assessment in a CIPMS, for example, helps managers

- set new performance goals,
- decide either to keep or change current policy or programming to meet those goals,
- determine how resources will be used,
- set out a plan of action,
- document activities and monitor progress,
- make adjustments when necessary along the way to ensure success.

**terms & references****comment**

## performance measurement

The work of assessing overall agency success by examining achievements of effectiveness, customer satisfaction and efficiency in relation to stated goals for programs and services.

Performance measurement includes gathering information, analyzing the data, interpreting the results and coming to a conclusion about agency performance. Overall agency success is determined by performance measurement in the following areas:

Efficiency -

- how much work is done with the resources you have to work with e.g. little waste of time, energy, and money; best results with the people, money, materials and facility you have

Customer satisfaction -

- how happy the clients are with the services they received

Effectiveness -

- how the agency's work measures up to the performance standards
- how close the actual results are to the results the agency set out to achieve

**terms & references****comment**

## performance measures, success measures

Particular elements of performance that agencies monitor on a regular basis in order to get reliable information on program achievement, charges and overall agency progress.

Success Measures are concrete descriptors or targets that constitute success or represent achievement; what success looks like.

Learner status at exit, cost per contact hour, and goal attainment are all examples of performance measures that can tell a story about agency performance when analyzed over time.

Agree-upon success measures and standards among LBS agencies help “set the bar” and bring consistency to the definition of success.

**terms & references**

**comment**

## performance management framework

A system established to formalize performance management using specific measures to improve achievement and reduce non-achievement. CIPMS is the performance management framework for LBS.

Working within a performance management framework can help agencies build capacity for providing quality of services given the resources they have available. CIPMS provides core measures for effectiveness, customer satisfaction and efficiency and offers LBS a systematic approach and processes to follow for managing continuous improvements.

## terms &amp; references

## comment

## provincial minimum standard

Similar to the baseline standard; the basic level, or lowest acceptable level of performance for the province overall.

Expressed as a provincial average or provincial target, the provincial minimum standard lets agencies see what the current provincial goals look like and what constitutes acceptable performance provincially. Agencies are not all expected to match provincial targets, but provincial targets do let agencies see where they fit and provide, for some, a realistic goal to aim towards.

Ontario currently has set 2 Provincial Minimum Standards for LBS:

1. a maximum of 12% Lost Contacts at exit,
2. a minimum Learner Satisfaction rate of 85%.

**terms & references****comment**

## results

Desired outcomes or outputs of a program or service; a change, a new condition (outcome) or product (output) that exists as a consequence of agency activity; information generated through assessment activity that becomes the basis for decision-making either to keep things the same, or to plan for and implement change.

Results may be expressed as anticipated outputs (activities) or outcomes (accomplishments) that an agency is striving to achieve. For example, "Our expected results include a 20 % increase in the number of employment-focused programs we offer." Results can also be data on agency activity gathered through assessment that leads an agency to new decisions or adjustments in programs and services. For example, "Results show three programs are at risk because of low numbers." or "Based on our assessment results, we can say we are right on target for meeting our projected goals."

## results-based performance measurement

An assessment approach that examines processes as well as achievements in order to evaluate overall agency performance.

Results-based performance measurement looks at not only what the agency accomplished, but also what the agency did and how they did it in order to achieve those results. Typically, this kind of assessment would examine things such as: agency planning, teamwork, activities and evaluation processes.

## terms &amp; references

## comment

## self-assessment process (SAP)

Agency work of assessing its own performance by comparing the organization's outcomes to original objectives, identifying variances, determining cause, and developing, implementing, monitoring and adjusting a plan to produce better results.

The four steps of a CIPMS SAP are:

1. Understanding Results
2. Understanding Cause
3. Plan to Improve
4. Review Plan and Adjust

MTCU has developed the *Agency Assessment of Organizational Capacity in Literacy and Basic Skills Guide and Tool* to assist agencies with a self-assessment process.

Carrying out the four steps of an SAP involves,

- comparing actual agency activity and results with the agency's stated goals and targets
- identifying any differences that exist between the actual outcomes and the stated targets
- finding out why a discrepancy exists (if there is one)
- creating a plan to achieve outcomes and goals that match
- checking regularly to make sure the plan is unfolding as it should and is showing promising results

**terms & references****comment****target**

A clearly stated objective or planned result that acts as a reference for comparison purposes and for determining levels of success. Targets may include outputs and/or outcomes an agency hopes to achieve within a given time frame.

A target is a particular result the agency hopes to achieve within a given time frame. There are different kinds of targets, for example,

- a) a product (output) such as a presentation to a local community group on employment training programs and services, to take place before March 31,
- b) a change (outcome) such as 15 learners ready for transition into Adult Credit programming by January 1,
- c) a program expectation (output or outcome) such as 85% learner satisfaction rate on exit in June, 2008, or increased efficiency as a result of new intake process reported by 75% of practitioners.

**terms & references****comment**

## tracking

The work of observing and documenting activity and results over time in order to create a performance history or record for comparison purposes.

LBS programs use a wide range of tools and methods for gathering and tracking information for assessment purposes.

Tools include surveys (such as the Learner Satisfaction Survey), questionnaires, forms for collecting opinions, checklists, systems for tracking and generating data (i.e. the IMS and the IMS Monthly Activity Reports), charts for tracking agency data and data summary sheets; methods include interviews, focus groups, case studies, polling, and personal observation. Best practice with regard to tracking includes sharing resources and tools with other LBS partners and collaboration on the development of new tools and effective processes.

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