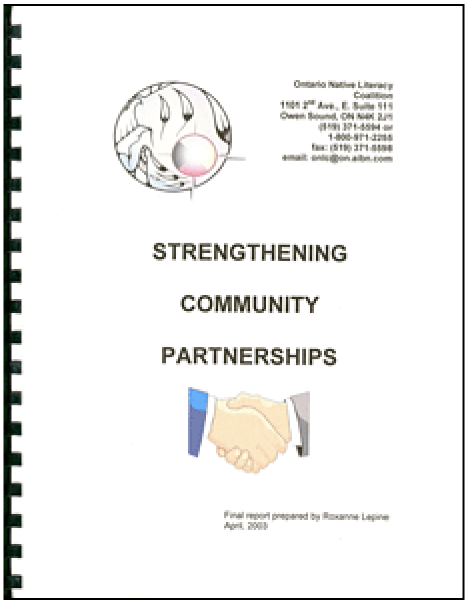

Ontario Native Literacy Coalition

Strengthening Community Partnerships

Final report prepared by Roxanne Lepine
April 2003

All external links within this document were valid at the time of publication

Acknowledgements

Miigwech, to our Host organizations and Practitioners for participating in this project.

Miigwech to the Ministry of Training, Colleges and Universities and the National Literacy Secretariat for the funding to make this project possible. Without your continued funding support the field of Native Literacy could not continue to advance. Gchi-miigwech!

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Project Synopsis

Incorporated since 1988 and operating under the guidance of a volunteer Board of Directors, the Ontario Native Literacy Coalition (ONLC), one of four umbrella literacy groups funded by the Ministry of Training, Colleges and Universities (MTCU), provides provincial networking and supports field development. The ONLC currently serves twenty-six (26) Native literacy programs throughout Ontario. Concurrently with this project there were two other very important projects being researched, which were Field Development Project Phase II Moving Toward Action, and Practitioner Development Strategy III.

The Strengthening Community Partnerships project was intended to educate and inform communities and host organizations of the requirements and realities of LBS (Literacy and Basic Skills) funded Native literacy delivery, program development and administration. It was developed to improve communications with host organizations and stakeholders, and increase awareness and understanding of the every day demands being placed on practitioners.

In the original proposal, it was anticipated that contact with host organizations and stakeholders would be made through regional gatherings of sort. However, in discussing the objectives of this project, looking at time frames, and rethinking how best to utilize limited funding dollars, it was decided that site visits would be the appropriate venue to deliver this project. The reality is that host organization representatives do not have the time to attend information sessions on behalf of programs they administer, nor do they have the budget to support travel to such events. Individual site visits afford the opportunity for open, frank discussion, the exchange of vital information, and personal contact with the Ontario Native Literacy Coalition.

In-person meetings are usually best for giving and gathering information, however experience has proven that once the meeting is over, participants generally forget much of what was discussed. In order to address this, a Reference Guide was developed which was left with each host organization representative upon completion of the meeting. The Reference Guide contains information regarding LBS program guidelines, MTCU expectations, resources, contacts, and sample forms. A copy of the Reference Guide is included in this report.

Weather and road conditions were contemplated, as the project began in the fall and wrapped up in the spring. Physical location of each site was another consideration in the planning of this project, as some of the programs are situated in a very remote area of the province. For example, as Moosonee has no in/out access road, flight or train can only arrange transportation to and from this location. This is time consuming and costly as rail service is infrequent, and air travel is well in excess of $600, return from Timmins.

Once research was completed, and the Reference Guide was developed, site visits were scheduled. Since the project was only funded for a six (6) month period, it was imperative for the ONLC consultant to meet with, and provide information to, as many host organizations as possible. Travel took place from November 2002 — January 2003. The consultant was able to visit 17 sites. They include Windsor, Sarnia, London, Fort Erie, Niagara, Hamilton, Six Nations, Toronto Council Fire, Peterborough, Lakefield, Sault Ste. Marie, Thunder Bay, Fort Frances, Kenora, Sioux Lookout, Timmins, and Moosonee.

On average, each site visit took approximately 2¼ to 3 hours to complete. Some visits lasted as long as 41/2 hours, depending on the extent of the host organization's knowledge and understanding of roles and responsibilities of Native literacy program development and delivery. During discussions, the consultant reviewed the contents of the Reference Guide with the participants, ensuring that each party was dear on their roles and responsibilities, including the importance of meeting MTCU mandates, and how to use administrative tools to collect and report data.

As part of the site visit, the consultant discussed the ONLC's function in supporting Native literacy programs in Ontario. Many host organizations were confused about the mandate of the Ontario Native Literacy Coalition and its role as the provincial network for the Native stream. For example, some agencies were under the impression that the Ontario Native Literacy Coalition is the body that is responsible for the disbursement of Native literacy dollars. To provide clarity, participants were given a brief overview of the history and mandate of the ONLC. They were also given the opportunity to make requests for support and training, and to provide feedback regarding the ways in which they need advocacy to sustain their programs. At this point, participants were also asked to provide feedback regarding the project, its objectives and outcomes, which were used as a means to evaluate this project.

As a wrap up to the in-person site visits, a host organizational/program profile was completed. The Ontario Native Literacy Coalition will continue with this effort on a regular basis. The profile information will be collated into a quick resource that outlines all member Native literacy programs and the organizations which host them. This information will be invaluable to learners moving from one geographic region to another and it will provide the ONLC with essential data about its member programs. (See Appendix)

The site visits have proven to be a constructive experience for all individuals involved. Although time was limited, all objectives have been met. This project has had a positive impact in many ways.

Highlights include:

- Host organizations are more aware of the realities and challenges facing Native literacy practitioners
- Supervisors of Native literacy practitioners now have a clearer understanding of the practitioners' responsibility to MTCU
- Host organizations are more aware of their responsibility to the literacy program and the funding agency
- Practitioners report a more open line of communication with their supervisors and renewed commitment to supporting the Native literacy program
- Host organizations and practitioners have a better understanding of the role of the Ontario Native Literacy Coalition
- Feedback received during in-person visits indicates a strong need for training in the recruitment, training and management of volunteers
- Host organizations are more informed about the mandated Literacy Services planning process and their role in the process
- New practitioners have a point of reference for orientating themselves to their new positions
- Supervisors of new practitioners will be better equipped to assist them in familiarizing themselves with the duties of the Native literacy practitioner, and can direct them to seek support from ONLC
- Practitioners have been provided with sample forms for administrative tracking purposes that will assist them in meeting MTCU mandated initiatives, and accountability procedures
- Host organizations and programs have been more consistent in contacting the ONLC for guidance or direction since their site visit
- Lines of communication between the provincial network and its member programs have been improved. Hosts and practitioners have reported they were pleased to have the ONLC finally have the resources to be able to visit their programs

- Many sites reported changes in literacy practices that compliment service delivery and include outside stakeholders (i.e. new partnerships with libraries and local service clubs)

As indicated in the original proposal, there were several objectives.

OBJECTIVE #1

Explore and strengthen the Literacy Services Planning relationship

During in-person site visits to various Native literacy host organizations, the LSP was discussed in detail. Although each site visited claimed they are participating in the LSP, several individuals reported issues and concerns. They include:

- Sharing ideas at LSP tables often leads to others in attendance borrowing "ideas" for program development and project content which duplicate services in specific geographic areas; this is especially true when preparing project proposals
- LSP is time consuming for some, as they are required to commit volunteer time to the process
- Travel is an issue for some of the more remote Native literacy programs; travel to and from LSP meetings require some practitioners to be away from their programs for two days, which leaves the program unattended
- Finances are an issue with many host organizations, as they do not have the dollars to support travel to and from LSP meetings
- Many practitioners feel they are "outnumbered" at the LSP table, as they are generally the only Native program practitioners in attendance
- Issues, which affect Native learners, are not adequately addressed through the LSP process
- Some LSP participants do not respect the geographic parameters established by the partners and will go outside their designated area to recruit learners. This creates a competition and tension between the partners. Most Native programs are not operated from a competitive approach and so they let this go to the detriment of the program.

Because participation in the LSP is a mandatory requirement of all LBS funded programs, all practitioners interviewed are attending meetings. However, it appears most are attending under duress for many of the above stated reasons.

In further discussing LSP issues and concerns, several strategies were reviewed which would make individual program participation more positive. For example, regular attendance at the LSP table has led to access to training and resources for some of the Native programs, so this was encouraged. Additionally, host organizations and practitioners now have a clearer idea of the purpose for LSP meetings, what their role is in the LSP, and how they can use this process to support their individual programs. Included in the information reviewed and left at each site is an overview of the required LSP function and a copy of the Regional Network, Literacy Services Planning Area and Local Training Board list.

OBJECTIVE #2

Develop a statement of relationship with program and host organization/community that relates to the needs that each has for the other

This objective was one of the primary, positive outcomes of the project. As the result of making individual, in-person site visits, program practitioners and host organizations were given a forum to openly and honestly declare their struggles and conflicts within the agency, and in general.

Roles and responsibilities were discussed and each participant had the opportunity to identify their needs. A sense of unity and support, which most practitioners reported was missing, was an anticipated outcome of the visits. At least two program practitioners have reported that greater support on behalf of the E.D of the host organization is being enjoyed since the site visit. This has translated into one of the literacy programs securing a dedicated space to run the program. This was a long-standing issue at that centre.

During discussions at site visits, the host organizations were encouraged to see the literacy program as a priority. It was evident that both host organizations and literacy programs shared mutual desires to enhance relations and services. It is believed, based on statements made by host organizations and practitioners, that the key ingredient in the success of this component of the project was the availability of a consultant. Acting as a mediator between parties, and encouraging open communication, the consultant, in conjunction with the ONLC staff, was able to facilitate agreements that satisfied all parties, and provided clarity. Host organizations and practitioners made realistic commitments to one another.

Since making the initial site visits, the ONLC has been contacted by some of these host organizations wishing further assistance in developing and strengthening their relationships. Of particular interest is one site that requested an additional meeting with the Strengthening Community Partnerships consultant to refine commitments and reiterate responsibilities. The ONLC was able to assist these stakeholders in reaching an amicable solution. Upon further follow up with this site, it was reported that the program is now reaping the benefits of a more constructive association with its host organization.

OBJECTIVE #3

Improve awareness of the needs of Native literacy programs and host organizations

In preparation for meeting this objective, a Reference Guide was developed which outlines all aspects of LBS program delivery. Upon visiting each site, the consultant went through the Guide with host organizations to educate and clarify responsibilities of Native literacy practitioners. Core Quality Standards were reviewed; giving host organizations an outline of the basis that forms LBS funded Native literacy program development, delivery, and accountability guidelines. This provided a clearer idea of host organizational responsibilities. Since financial accountability has been expressed as an area of concern by many Native literacy practitioners, budgets and the disbursement of LBS funds was discussed at length.

As the result of addressing this objective, one program has reported that their host organization has agreed to completely separate literacy dollars from the general education fund. In taking this approach, there will be more stringent tracking and disbursement of the literacy funding. This has been implemented to ensure that the literacy program reaps the full benefit of funding, and to allow for realistic, future program development, and planning.

OBJECTIVE #4

Support the reduction of practitioner turnover in the Native literacy field

It is a fact that the Native literacy field has experienced a very high practitioner turn over rate in the past several years. A number of programs have experienced 2-3 changes in a two-year period. Many have stated this is due in part to the increased administrative demands being placed on practitioners and the lack of training they received. The opportunity for cross training prior to an experienced practitioner’s departure is virtually non-existent as finances are limited. Newcomers are unaware of where to turn for assistance or where to access resources. A new practitioner is given the tremendous responsibility of delivering a vital service without any direction or assistance. And often, due to the gap in replacing the literacy staff, learners have disappeared so learner recruitment is the first priority they are assigned. Without a good understanding of literacy service delivery it is difficult to promote it. Most host organization representatives that participated in this project were not aware of all of the duties associated with being the Native literacy practitioner. As such, it stands to reason that they would not be of any assistance in advising or directing a new practitioner.

Providing the Reference Guide and making an in-person presentation to host organization representatives about the duties and responsibilities of an LBS funded organization does not ensure that practitioner turnover rate will be reduced. However by making this contact and leaving information about the requirements and the kind of support that is available through the ONLC, new practitioners will have improved support and know where to turn for ongoing assistance. During follow-up with various sites, it was reported that the Reference Guide has proven to be a valuable resource, especially for the newer practitioners. In addition, host organization representatives reported that the Reference Guide would be helpful in orientating new practitioners.

OBJECTIVE #5

Create (local) structures to support the Native literacy program

During site visits, barriers and challenges to successful delivery were identified and discussed. Funding was consistently identified as an issue, as was the lack of available volunteers. Most organizations admitted to lacking the training necessary to recruit, train and manage volunteers, whether for utilization specifically for the literacy program or for the delivery of the overall range of services that were offered. Programs located in northern Ontario reported that they face geographic obstacles as well. Due to their location, access to resources of any kind is limited.

In addressing these issues, the consultant offered suggestions for creating local structures to support Native literacy programs. These suggestions include:

- Canvassing seniors' groups, colleges, universities and service dubs to recruit volunteers and to seek funds
- Enlisting LSP partners' assistance in training volunteers and accessing resources
- Soliciting Elder and Advisor involvement
- Developing an advisory committee comprised of community members and host organization representation
- Ensuring a solid relationship with agencies serving the community by promoting the program and developing referral protocols
- Seeking sponsorship for the program from local businesses and community groups
- Creating awareness and market the program by using free advertising offered in the community, and making presentations to local agencies and organizations
- Utilizing resources available through Alpha Plus Centre and local libraries

Some notes on the funding challenges in Native Literacy:

Lack of available dollars means lack of available manpower. Therefore, practitioners and host organizations may need to consider volunteers to assist in the delivery and administration of Native literacy programs. This has been identified as a viable solution to supporting Native literacy service delivery. Another source of identified training need is in the area of proposal writing so that programs can tap into alternative funding sources and not be 100% dependent on government funding. The ONLC is planning to offer training in both of these areas in the fall of 2003.

Findings

When organizing research findings and comparing differences between northern and southern programs, it became evident that each site has a different idea of what "holistic" means and exactly what Native literacy delivery represents in the province of Ontario. It appears that northern programs offer traditional cultural components more often than southern sites. Northern programs and organizations regard "holistic service delivery" as including personal development and life skills support and due to isolation are often the only service available to meet these needs. Southern programs concentrate on "academia" more so than culture or tradition and have more community resources available so learners can be referred on.

In addition there are differences in the challenges they face:

Issues in North

- Racism and stereotyping due to high alcohol abuse rate
- Language barrier with no support; many people speak Ojibway, Cree or Ojicree
- Remoteness of programs and large geographic region, which they serve; no transportation
- Program expenses are higher (heat, gasoline, travel) with no additional funding to support their costs
- Lack of available manpower; shortage of volunteers; small communities; many people related

Language

Although it is not supported by MTCU, language is a very real roadblock in delivering literacy services to individuals whose first language is Ojibway, Cree or Ojicree. Kenora and Moosonee have been identified as two sites, which face this barrier on a daily basis due to the geographic client base, which they serve. Materials gathered from Alpha Plus Centre or those that are developed by practitioners are written in English. Curriculum must be translated into understandable language for the learner, which in turn requires the practitioner to focus more time and attention to deliver services. Not all practitioners speak their Native tongue, therefore requiring the practitioner to enlist the assistance of a translator. Furthermore, every host organization that was contacted during this phase of the project expressed concern for the loss of language. Each time this topic arose, it was recommended that **the ONLC continue lobbying for language inclusion in Native literacy programs or seek out alternate funding bodies which may support the revitalization of Native language.**

Issues in South

- Competition for funding between mainstream and Native program
- Competition for learners between mainstream and Native program
- Minority at LSP table
- Ensuring no duplication of services; geographic parameters are not dearly defined when some programs are close in proximity
- Transient learners and the inability to track them

Programs located in the northern part of the province experience many of the hardships faced by southern sites. However, there are a few issues, which have been identified as unique concerns in the north, that hinder their ability to develop and maintain program quality and service to the degree that southern programs can. This in turn, impacts more negatively and directly on the learners, and the community as a whole. As indicated above, these are real impediments to delivering a Native literacy program in the north.

No matter which site was visited, feedback received indicated that all Native literacy practitioners are experiencing difficulty with administrative tasks in one form or another. Host organizations and Native literacy practitioners expressed support for the development and implementation of standardized forms for administrative purposes. Every practitioner reported that standardized forms and processes would help to alleviate confusion over how to use each tool (training plan; assessment) and assist in organizing program administrative tasks. The development and implementation of standardized forms would also assist host organizations in orienting new practitioners.

Host organizations and practitioners are not utilizing volunteers. They claim it is time consuming to recruit volunteers and that they have no knowledge of how to train or manage them once they are recruited. Practitioners cannot fulfill all the administrative expectations of MTCU, nor can they perform all functions without additional manpower. The reality is that programs cannot afford two full-time staff persons so utilizing volunteers in order to ensure program development and learner advancement seems to be a viable option.

Throughout the duration of the Strengthening Community Partnerships project, the consultant fielded questions and offered guidance to practitioners who are overwhelmed, unsure, or new to their job. There is a definite need for a full-time ONLC Field Worker to provide this support. Many Native literacy practitioners are new to their positions, and have no one to orientate them. Due to funding restrictions, there is no opportunity for host organizations to provide cross training for new practitioners.

During site visits to Native literacy programs in Ontario, feedback was received and information was gathered from host organizations regarding program needs and individual expectations of the ONLC, as the network for Native literacy. Several common themes emerged, regardless of region. They have been prioritized and are listed below:

- The ONLC requires a full-time Field Worker on staff to help in orientating new practitioners or those who are experiencing difficulty in an area of their job. The field worker would provide training, support and relief for practitioners.

- The ONLC should clearly define what "holistic" is and what it really means; dearly identify and state what makes Native literacy distinct and unique; develop parameters for Native literacy; focus on cultural component.

- Develop standardized forms for administrative purposes; Native literacy practitioners should be using the same administrative tools from program to program. ONLC should know how to use each form. This would assist in simplifying the administrative tasks of practitioners.

- ONLC to assist host organizations in learning how to recruit, train, and manage volunteers including cultural sensitivity.

- Information Management System (database for learner and agency statistical data) is not user friendly; very confusing; not enough training or support; additional training required not online, must be face to face; suggest two persons per agency have this training.

- MTCU needs to hire Native consultants to monitor Native programs; should provide sensitivity training for consultants who are non-Native.

- LSP is not working; it is time consuming; individual programs are not heard; ideas and plans shared at LSP meetings are sometimes adopted by others at the table.

- Lack of technical support; practitioners have no support, even after contacting the Alpha Help desk the problems are still there. Practitioners are not systems analysts or programmers, but are expected to install software, execute downloads to patch IMS, etc.

- Lobby for additional funding for Native stream; more money is needed to hire assistants or additional staff; funding must match MTCU expectations; travel dollars needed especially for northern sites as they are isolated from training opportunities and resources in metropolitan areas.

- More resources needed; more reliable contact people needed; no one at Alpha.

- Programs want to offer family literacy at sites; more lobbying needed for family literacy; Native literacy programs cannot compete with other family literacy programs in urban locations where Early Years Literacy centres have been set up

- ONLC should lobby MTCU for consistency with MTCU site visits; e.g. some sites have been told only to complete mandatory IMS fields by their MTCU consultant, others are told they only have to complete the "highlighted" areas and generate reports so they can examine them for planning purposes, etc. when they are struggling to get the data entered on time each month.

Ontario Native Literacy Coalition Responses to Challenges in the Field

1. The ONLC will actively lobby to get a full time Field Worker on staff.
2. The ONLC is committed to continuing its work to eradicate racism and to lobby for the revitalization of Native language. ONLC is currently writing a proposal on the revitalization of Native language and how it relates to literacy and will be sending it to the Ministry of Canadian Heritage for funding.
3. The ONLC is committed to the preparation and submission of a proposal to address the need for volunteer recruitment, training and management as well as proposal writing that will provide needed instruction to the field.
4. ONLC will explore the development of standardized forms.
5. ONLC will explore creative ways to address the field's ongoing struggles with data entry and report generation using IMS.

Actions Taken: Phase II proposal development.

During an interim project meeting with the Ontario Native Literacy Coalition's MTCU Consultant, discussions centered around the benefit and viability of a second phase of the Strengthening Community Partnerships project. Because of the success of the first phase, it was agreed by all parties present, that this project warrants further attention and development.

In an effort to respond to requests and recommendations made from the field during site visits by the Strengthening Community Partnerships consultant, and with the support of the MTCU Development Consultant, the Ontario Native Literacy Coalition has developed and submitted a proposal that will address the following field priorities:

- Define and develop a framework for Native literacy in Ontario; clearly state what makes Native literacy unique and distinct, and unify acceptable methods for service delivery

- Provide training on the recruitment, training and management of volunteers and also proposal writing

- Create and implement standardized administrative tools for use in Native literacy programs.

STRENGTHENING

COMMUNITY

PARTNERSHIPS

Reference Guide
Appendix Page

Strengthening Community Partnerships

Introduction

For more than 14 years, the Ontario Native Literacy Coalition has been providing training and support to Native literacy practitioners throughout the province. This has been accomplished by maintaining interaction with funding agencies and having direct contact with each Native literacy program. In order to offer a quality Native literacy program, each practitioner must meet the needs of the learner, host organization and funding agency.

Through contact with the field, it became evident that practitioners are experiencing an increasing level of stress. Some coordinators feel that the organization which hosts their program does not fully appreciate the tremendous workload that they must carry. There are certain mandatory requirements which must be adhered to from the funding agency; there are responsibilities to the host organization; there are administration and documentation tasks; and then there's program development. Most Native literacy programs do not receive adequate funding which presents a major problem from the start. This affects the learner to staff ratios, which in turn affects the coordinator's ability to service every client seeking assistance. With all the demands being placed on Native literacy practitioners and increasing stress levels, the end result to some degree, is the high coordinator turn over rate. This impacts the host organization and the community in a negative way by upsetting the consistency in staffing for clients seeking service.

The objective of this project is to educate and inform communities and host organizations of the requirements and realities of LBS (Literacy & Basic Skills) funded Native literacy delivery, program development and administration. It is intended to improve communications with host organizations and stakeholders, and increase awareness and understanding of the every day demands being placed on practitioners.

The following information has been compiled for use as a quick reference guide in assisting to establish clarity of the roles and responsibilities of Native literacy programs within communities and host organizations.

Please note that all information contained in this guide was extracted from original Ministry of Training, Colleges & Universities. (Formerly M.E.T. Ministry of Education & Training) and Ontario Native Literacy Coalition publications.

The ONLC wishes to thank the Ministry of Training, Colleges & Universities, Human Resources Development Canada and the National Literacy Secretariat for their financial support in this project.

Ministry of Training, Colleges & Universities

Core Quality Standards

Back in 1995, the Ministry of Training, Colleges & Universities (known as M.E.T. Ministry of Education & Training at the time) developed and implemented 18 core quality standards as a means of evaluating Native literacy programs operating in Ontario. These Core Quality Standards clearly outline the Ministry's expectations of Native literacy programs including service provision to learners, organizational responsibilities and meeting funding requirements. In order to receive continued, and in come cases increased funding, each of the core quality standards must be in place and enforced within each Native literacy program.

They are as follows:

1. **Program Mission**
   A quality literacy program has a dearly written statement of mission and objectives which it follows and shares with the people involved in the program and with other stakeholders in the community.

2. **Community Focus**
   A quality literacy program is rooted in the community it serves. Learners participate in decisions that affect them and their communities. The program reflects its own objectives and strengthens individuals, their communities and their cultural identity.

3. **Program Commitment to Learners**
   A quality literacy program values, plans for and provides opportunities for learners to increase literacy and numeracy skills, life skills, critical thinking and problem solving.

4. **Learner Commitment to Program**
   A quality literacy program asks for a realistic commitment of time and effort from learners to meet their identified goals.

5. **Respect for Learners**
   A quality literacy program maintains a good rapport and promotes mutual respect among learners, practitioners, and others in the organization. Programs provide a supportive learning environment, respect for learners' privacy, and constructive feed-back on achievements.

6. **Learner-Centered Approaches and Methods**
   A quality literacy program uses approaches and methods that respect learners as individuals and that are learner-centered. It supports learners to participate individually and collectively in order to take control of their learning.

7. **Access and Equity**
   A quality literacy program respects differences. It has structures and supports in place to increase access and equitable outcomes for learners and to help learners from all backgrounds to reach their goals.

8. **Learning Assessment**
   A quality literacy program evaluates learner progress on an on-going basis. The process involves the learner and contributes to the learner's development.

9. **Instruction Time**
   A quality literacy program offers instruction often enough and long enough to allow learners to make reasonable progress toward their literacy goals. The frequency and

duration of a program may vary according to learner needs and objectives as well as to the resources available to programs.

10. **Ratio of Learners to Instructors**
    A quality literacy program has a ratio of learners to instructors which is appropriate to learners needs and levels as well as to the mode of instruction.

11. **Learning Materials**
    A quality literacy program uses a wide variety of learning materials which are consistent with the program's philosophy, suitable for adults, and relevant to learners needs. The materials are in accord with the Ontario Human Rights Code.

12. **Practitioner Training**
    A quality literacy program has practitioners trained in adult education with a focus on basic skills training. They have initial and on-going training.

13. **Outreach**
    A quality literacy program uses positive and effective strategies to attract learners and other participants.

14. **Support Services**
    A quality literacy program helps learners get the support services they need, either in the program or in the community. For example, these services are transportation, child care, counselling, assessment, and information and referral for economic, cultural and social needs.

15. **Organizational Links**
    A quality literacy program has community and organizational links:
    1. to meet program goals;
    2. to help learners move successfully from one educational program to another; to greater community involvement, to further training, or to employment;
    3. to integrate and strengthen literacy delivery at the local level; and
    4. to ensure that literacy education is integrated within the broader educational and training system.

16. **Program Accountability**
    A quality literacy program does what it says it will do. It is accountable to its learners, sponsoring organizations, partners, community and funders. All stakeholders, including learners and sponsoring organizations, are responsible for the success of the program.

17. **Administrative Accountability**
    A quality literacy program develops and maintains sound financial and administrative systems in order to provide accurate and timely program, statistical, and financial information.

18. **Program Evaluation**
    A quality literacy program evaluates its effectiveness annually. Evaluation of the program is a participatory and continuous process.

LBS Business Plan Outline

As part of the continued future planning process, the Ministry of Training, Colleges, & Universities requires each Native literacy program which it funds to provide a business plan. This business plan is used as the basis for project service development and delivery, as well as funding requirements for future program planning. It is broken down into several categories.

A complete LBS Business Plan includes the following:

Section 1. Agency Profile

This section is used to enter information about the head office of your agency. Information includes:

- agency number and site number as assigned by MTCU;
- Corporate Head (legal signing authority)
- Legal/Corporate Name of Agency
- Contact for all LBS Sites

Section 2. Summary of Projected Services and Funding Request for Agency

This section is used to summarize the projected program activity and funding request for your agency. Each program is eligible for Training Support funding so this should be included in your request for funding dollars. This is also the section where practitioners must justify funding requests by reflecting projected and previously achieved levels of LBS activity. Time spent on future planning for delivery of service to learners, administration demands and program development must be accounted for.

Section 3. Site Profile

The term site" refers to the address where the agency carries out the administration of its delivery services. Information requested here would include:

- Site Name and Agency Name
- Site Number (each program is assigned a site number by MTCU for identification purposes)
- LSP (Literacy Services Planning) network*
- Delivery Stream*

*Literacy Services Planning is an initiative which was designed to assist communities and regions in making future plans for the advancement of community-based literacy. **All Native literacy coordinators are expected to participate in this process**. As participants in the LSP, practitioners throughout the literacy field come together to share information and provide guidance and leadership to the direction that program development must take in order to meet the needs of the communities which they serve. The LSP is the most cost effective way of bringing coordinators and stakeholders together to develop strategies for addressing growing needs, without duplicating services. This is also an excellent way of networking, resource gathering, and promoting your program.

*Currently, the Ministry of Training, Colleges & Universities funds what they refer to as four (4) separate "delivery streams". Each "stream" is separate and distinct in its funding needs, client base, and how they deliver literacy services. The four (4) streams are as follows: Anglophone; Francophone, Deaf, and Native.

Section 4. Projected Services By Site

In this section, practitioners are expected to provide information regarding projected hours and number of learners for training plan development, assessment, contact hours, and projected training levels. As the Ministry of Training, Colleges & Universities has developed five (5) Literacy & Basic Skills levels, each learner must be assessed and assigned an LBS level in order to be counted in statistics reporting. It is crucial for coordinators to keep accurate records regarding service delivery and projection as this is one of the major factors which affect current and future funding levels in each geographic region.

Section 5. Operational Assessment

In this final section, practitioners are asked to assess the overall success of the program that they coordinate. Specifics referring to capabilities or future plans for program and organizational capacity building, technology advancement, and computer-based learning delivery are requested.

Each Native literacy program receives a complete package from the Ministry of Training, Colleges, & Universities which includes instructions for development of the business plan. Practitioners who are having difficulty can contact their MTCU Field Consultant or the Ontario Native Literacy Coalition for assistance.

Core Funding

Most Native literacy programs receive their primary source of income from the Ministry of Training, Colleges & Universities. This is referred to as “core” funding. Core funding is to be used to cover expenses directly related to program operation, development, and service delivery. Training support dollars are available for learners who need childcare, transportation and other approved supports in order to attend the literacy program. The section that asks if the program is applying for training support dollars is found in the Business Plan. The box must be checked off in order for the program to receive these dollars. They can only be spent on learner supports where there is an identified financial need and detailed tracking is required. The MTCU guidelines and recommended form are located 3 pages overleaf. The training support dollars are intended for the learners’ expenses and therefore are paid to the learners wherever possible e.g. learner pays babysitter daycare services while at the learning program and submits a receipt — Literacy Coordinator provides reimbursement.

As funding is minimal, it is crucial to develop and adhere to an operating budget which clearly allocates dollars for fixed expenses such as salaries, rent, utilities, etc. Input from coordinators assists with program development and setting training priorities. (See Funding Flow Chart next page) The core funding is provided to the program in quarterly installments as outlined in the LBS Payment Schedule (found 2 pages overleaf). For many years the core funding has been tied to historical allocations. The MTCU is currently reviewing the funding model. (See letter 3 pages overleaf for more information).

Sample Core Funding Operating Budget

Revenue:

MTCU (core funding)	$00000.00	
Training Support Dollars	0000.00	
Donations	000.00	
Fundraising	000.00	
Total Revenue	$00000.00	$00000.00

Expenses:

Salaries & Benefits		
Coordinator ($15/hr x 35hr/wk x 52 wks)	$00000.00	
Assistant ($10/hr x l5hr/wk x 52 wks)	0000.00	
Benefits @ 11% of salaries	000.00	
Total Salaries & Benefits	$00000.00	$00000.00
Rent	0000.00	
Utilities	0000.00	
Phone	000.00	
Office Supplies	000.00	
Training Supports	000.00	
Admin to Host Organization @ 15%	0000.00	
Total Expenses	$00000.00	$00000.00

Funding Flow Chart

Ministry of Training, Colleges & Universities (MTCU)
(core funding)

↓

Host Organization / Sponsoring Agency
(responsible for MTCU core funding)

↓

Native Literacy Program
(practitioner responsible for service delivery)

↓

Learners
(benefit from harmonious relationship)

↓

National Literacy Secretariat (NLS) or
Human Resources Development Canada (HRDC)
(project dollars; not continued funding)

↓

Host Organization / Sponsoring Agency
(responsible for project dollars)

↓

Native Literacy Program
(responsible for project development)

↓

Learners
(receive benefits from project)

Literacy and Basic Skills Payment Schedule for Agencies 2002-2003				
Month	**Community Agencies & School Boards <$100,000**	**Community Agencies > $100,000**	**School Boards > $100,000**	**Colleges**
Frequency	quarterly	first payment 25%, monthly payment begins in July	monthly	monthly
Total Allocation includes Operating and Training Support. Payments are made approximately between the 8th and the 11th of each month and are rounded to the nearest hundred. Adjustments to payments will be made as necessary based on the 2001 -2002 financial reconciliation.				
April '02	Community Agencies: 35% of total 2001-02 allocation School Boards: 25% of total 2001-02 allocation 25% of total 2001 -02 allocation	25% of total 2001-02 allocation	1/12 of total 2001-02 allocation	1/12 of total 2001-02 allocation
May	no payment	no payment	1/12 of total 2002-03 allocation	1/12 of total 2002-03 allocation
June	no payment	no payment	1/12 of total 2002-03 allocation	1/12 of total 2002-03 allocation
July*	50% of total 2002-03 allocation minus amount of April payment	1/12 of total 2002-03 allocation	1/12 of total 2002-03 allocation	1/12 of total 2002-03 allocation
August	no payment	1/12 of total 2002-03 allocation	1/12 of total 2002-03 allocation	1/12 of total 2002-03 allocation
September	no payment	1/12 of total 2002-03 allocation	1/12 of total 2002-03 allocation	1/12 of total 2002-03 allocation
October	25% of total 2002-03 allocation	1/12 of total 2002-03 allocation	1/12 of total 2002-03 allocation	1/12 of total 2002-03 allocation
November	no payment	1/12 of total 2002-03 allocation	1/12 of total 2002-03 allocation	1/12 of total 2002-03 allocation
December	no payment	1/12 of total 2002-03 allocation	1/12 of total 2002-03 allocation	1/12 of total 2002-03 allocation
January '03	25% of total 2002-03 allocation	1/12 of total 2002-03 allocation	1/12 of total 2002-03 allocation	1/12 of total 2002-03 allocation
February	no payment	1/12 of total 2002-03 allocation	1/12 of total 2002-03 allocation	1/12 of total 2002-03 allocation
March	no payment	1/12 of total 2002-03 allocation	1/12 of total 2002-03 allocation	1/12 of total 2002-03 allocation

Copy of a letter from
Ontario Ministry of Training, Colleges and Universities

November 6, 2002

Dear Literacy Colleague,

Further to my October 2nd message, I am pleased to announce that we have engaged the consulting firm Mercer Delta to begin the review of funding for the delivery of literacy services in Ontario. Under the direction of Jason Ducharme, Mercer Delta will help us develop a funding approach that is based on a clear set of principles and is both fair and transparent, and will allow us to meet growing expectations for more effective, efficient and accountable services.

Because input from service providers is crucial to this process, feedback from agencies will be gathered in a couple of ways. Mercer Delta will very shortly initiate a discussion group on ALPHA-COM on a number of key questions. The discussion group is entitled LBS Funding Model Review. In order to request subscription to this discussion group, please go to http://alphacom.alphaplus.ca/review and follow instructions. The new discussion will appear in your "My Discussion" page. Your feedback, gathered throughout November, will inform the drafting of overarching principles that will guide the development ala new funding approach.

A working meeting to discuss those principles and their implications will then be held with a representative cross-section of agencies in Toronto at the beginning of December.

By the end of March 2003 we hope to bring forward a strategy for the staged implementation of a new funding approach. The implementation will be staged and the first changes will likely be reflected in the 2004-2005 fiscal year. By that time we should see a funding model that is fair, easily understood and designed to support new and innovative forms of delivery of literacy services to the diverse community of learners in Ontario. This review will not have an impact on the 2003-2004 business planning process.

I believe that your input will strengthen the funding approach we adopt and I hope you take the opportunity to participate. I look forward to our dialogue over the weeks to come.

Yours sincerely,

original signed by

Anne Rachlis
Senior Manager
Literacy and Basic Skills

Learner File Documentation

In order to operate a well-balanced, accountable program, the Ministry of Training, Colleges & Universities requires that learner files contain particular mandatory information and documentation. It includes:

Intake

Upon first meeting with a prospective learner, the coordinator must collect some basic information such as name, address, phone number, age group, etc. This is done through the completion of an intake form. A mandatory requirement for Intake Forms is the Release of Information/Disclosure language found in the LBS guidelines. (See first page of Sample Forms)

Assessment

Prior to beginning to work with the learner, an assessment must be done to determine skills gaps and present skills in relation to LBS levels in communications and numeracy. At this point, an individual learning styles assessment must also be completed. This is done to assist with identifying a starting point in the development of a client's training plan, and as a means of gathering and providing appropriate learning material. Refer to MET's Goal Directed Assessment: An Initial Assessment Process and Native Learning Styles, An Assessment Tool, for more detailed information. As well, the Ontario Native Literacy Coalition has provided training on common assessment and has produced a CD entitled Common Assessment in the Native Literacy Field, which is available from the ONLC office.

Training Plan Development

Each learner must have a plan for reaching his/her goal. The training plan is designed to provide learning activities and demonstration activities which connect learners to the next steps toward their goals. Training plans include a schedule and process for ongoing review of a learners achievement.

Goal Setting

An integral component to developing a successful training plan and demonstrating measurable learning outcomes is the inclusion of goal setting. With the assistance of the program coordinator, learners decide which goals they would like to achieve and which are realistic and relevant to their learning path. For further detail, please refer to MET's Goal Directed Assessment: An Initial Assessment Process.

Learning Outcomes

Learning outcomes are designed to assist literacy delivery agencies funded by the Ministry of Training, Colleges & Universities in recognizing and recording the progress of adult learners in Native literacy programs. They are designed to express learners progress in terms of Ontario curriculum, grades I through 9. In 1998, the MTCU introduced the Learning Outcomes Matrix. The Matrix includes skill sets and success markers which cover all five (5) LBS levels. Please refer to Working with Learning Outcomes: Literacy Ontario, for further detail and instruction.

Tracking

It is important to track a learner's progress as they reach each goal and set new ones. This is an ongoing process. Tracking serves as a way of encouraging learners through their learning path and identifying problem areas.

Exit Outcomes

While it is true that people come and go, it is important for coordinators to track reasons that clients move on or drop out of the literacy program. In order to plan for future service provision and program development, coordinators must know how many people found jobs, how many went on to further education, or how many just gave up and quit.

Please note that samples of the following have been provided as a basis for developing individual documentation forms according to program needs:

- Disclosure of Information Statement (MTCU required)
- Intake Form
- Assessment Form
- Training Form
- Tracking Form
- Exit Outcome Form

Information Management System (IMS)

Historically, Native literacy coordinators have been expected to report their program statistics by manual means. That is until recently. The Ministry of Training, Colleges & Universities has developed the Information Management System (I.M.S.) which is now being used to collect and report statistics to the funding agency. Now, stats are recorded and sent electronically through the use of the information management system, thus alleviating the need for a paper trail.

MTCU provided regional, on-line training to coordinators prior to implementation, however many coordinators continue to have difficulty using the system. Research conducted by the ONLC's Field Development Consultant indicates that a great number of practitioners are experiencing stress over their inability to maneuver through the separate information management system fields. As this is a mandatory requirement for receiving continued program funding, it is of paramount importance that coordinators submit detailed stats to MTCU on time. If you are experiencing continued difficulty, contact your MTCU Field Consultant immediately to report problems. You may also want to contact the AlphaPlus Help Desk for assistance.

A. Introduction

1. What is the LBS-IMS?

LBS-IMS is the acronym for the Literacy and Basic Skills Information Management System. The LBS-IMS serves three main functions as:

- the Ministry of Training, Colleges and Universities (MTCU) database
- an agency database called the LBS-Agency System
- an electronic data transfer platform.

2. Why did the Ministry decide to implement an Information Management System?

The Ministry decided to implement the LBS-IMS to improve the efficiency, effectiveness, and accountability of the LBS program.

The LBS-IMS:

- provides the Ministry with information on an agency's current LBS program
- collects data by individual learner instead of in aggregate form
- contributes to improved overall program management
- saves time because it reduces the number of times data is entered
- minimizes the possibility of error in tracking statistics
- reduces paperwork.

3. How do LBS agencies transfer data to MTCU?

The LBS-IMS provides a common platform that allows agencies to transfer data to a centralized Ministry database. The data sent is an extract of the data collected at each LBS site. The data is encrypted to ensure confidentially and sent electronically to MTCU via the Internet.

4. What data is transmitted to MTCU?

The majority of the data that is transmitted to MTCU is the data used to generate the *LBS Activity Report*. Agencies do not transmit the *LBS Activity Report*; rather they transmit the data used to generate the report.

Examples of some of the data fields that are transmitted are:

- Agency/Site — Profile and contact information
- Learner — *MTCU learner ID, date of birth, gender, reporting postal code, intake source of income*
- Program Involvement — *Start date and exit date*
- Training Plan — *Goal*
- Services Delivery — Services delivered to LBS learners, including exits and follow-ups
- *Exit reason, exit status, and exit literacy level*
- *Information and referral data.*

5. What is the MTCU Learner ID?

The MTCU Learner ID is a unique identifier used to represent a learner on the LBS-IMS system. This unique identifier is generated using the learner's First Name and Last Name, Date of Birth, and Gender. The learner's name is not transmitted to MTCU; however, it remains on the agency system. This convention for generating the MTCU learner ID will be common to all programs in the Training Division at MTCU.

6. What are mandatory fields?

Certain fields are *mandatory* and must be completed when entering data on the LBSIMS. Some fields are mandatory for MTCU reporting while other fields are system- mandatory. The mandatory fields are colour-coded so that users can easily identify them. The mandatory fields, learner's date of birth, and gender are used to generate the MTCU learner ID, and are used for reporting purposes as well. On the other hand, although the learner name is needed to generate the MTCU learner ID, it is not reported to MTCU. The learner name is system-mandatory.

Another concept is *conditionally mandatory*. These are fields that are only mandatory when data in a particular screen is entered. For example, the fields in the Assessments screen are only mandatory when you open that screen to enter an assessment. When you enter assessment data, you must enter the **Assessment Date, Assessment Type (Initial, Ongoing** or **Exit)**, and the **Overall Literacy Level**. All the fields are mandatory. The system will not let you save unless all fields are completed.

7. What does MTCU use the data for?

The Ministry uses the data to generate statistical reports on the activity of the LBS Program to meet internal reporting requirements. The information also assists the Ministry in making informed decisions about program design, development, and management.

8. Are all LBS agencies required to submit information using the LBS-IMS?

Submitting statistical information to MTCU is part of the contractual agreement LBS funded agencies have with MTCU. All LBS-funded agencies were required to send their data to MTCU using the LBS-IMS starting April 1, 2001.

9. What are the agencies' responsibilities for the LBS-IMS?

All LBS-funded delivery agencies must:

- transmit data to MTCU on a monthly basis and follow the procedures to verify that the data is accurate
- verify that the data received by MTCU is consistent with the data that they transmitted
- ensure that their agency, site profile, and contact information is current
- ensure their staff are trained to enter data
- maintain the database and install new versions and patches to transmit current activity
- go to the LBS-IMS Web site at http://lbsims.edu.gov.on.ca/ on a regular basis to read reports and the latest communications posted
- follow good operating practices, inducing managing security levels and performing data backups on a regular basis.

10. Can the LBS-IMS be integrated with existing local applications?

The LBS-IMS does not allow data to be imported from local applications. Since the applications are different, it would have been difficult to create a database to import existing data into the LBS-IMS with any degree of reliability.

The LBS-IMS has a **Refresh Reporting Database** feature that allows you to make a copy of the database. The copy of the database is saved in *Access* and from this copy, you can export fields into another database or develop locally defined reports.

11. Can the agencies use the LBS-IMS to track non-LBS learners?

Yes. The LBS-IMS can be used to maintain information at the agency-level for non-LBS learners. Non-LBS learners are identified under **Sponsor Name and Type** in the **Sponsors** screen under **Client Sponsors**. This data is not reported to MTCU.

12. What are the advantages of LBS-IMS from an agency's perspective? It seems very time-consuming to enter data.

Agencies should find the LBS-IMS a useful tool for managing caseloads, monitoring service delivery in an ongoing way, planning, and managing learners' progress and outcomes.

13. Is the LBS.4MS flexible enough to capture data for local needs?

Local data requirements can be defined by inputting values in tables created for local use. These are listed under **Codes** in the **Maintain** drop-down menu in the *LBS Agency System Manual*. There are also Notes fields on most screens for capturing data. This data is not reported to MTCU.

Currently, there are no reports developed that will give you information on these locally defined codes. To benefit from using these extra fields, you would have to be able to develop locally defined reports.

14. How can we develop our own reports locally?

You need to know how to produce reports using *Access 2000* or a report-generation tool such as *Crystal Reports*. As well, you will need to know how to navigate through the LBS-IMS database linking the various fields to get the information you need.

To develop local reports, first create a copy of the database. To do this, left-click **Maintain** in the toolbar and highlight **Refresh Reporting Database** in the drop-down menu to create a copy of the reporting database in *Access*.

15. What hardware and software are required to run the LBS-IMS and to send data to MTCU?

In addition to the LBS-IMS application, agencies need a Windows 98 (or later) operating system, 15-inch monitor as well as an Internet connection to transmit the data. These specifications are consistent with the specifications outlined by MTCU for the purchase of the computers for administration purposes. It should be noted that the LBS-IMS can operate on *Windows XP Professional. Windows Me* and the home version of *XP* are not supported.

Agencies need to have *Access 2000* to use the **Refresh Reporting Database** feature when they run locally defined reports.

16. What computer skills does a person need to operate the LBS-IMS?

LBS agency staff need basic computer skills to operate the LBS-IMS. The system is identified by an icon or symbol on the computer desktop. As with any Windows application, the user ducks on the icon to open the system. The system was tested by staff from a variety of LBS agencies to ensure its user-friendliness.

17. What supports are available to train or help LBS agency staff to use the system?

Several supports are available to LBS agency staff:

- Ongoing training courses are offered by AlphaPlus. To contact AlphaPlus for training, send an e-mail to training@alphaplus.ca (formation@alphaplus.ca)
- Instruction manuals and definition documents
- The **LBS-IMS Help Desk** at AlphaPlus can be contacted for technical problems at:
    - 1-877-772-2345 (toll free) for service in English
    - 1-877-575-4840 (toll free) for service in French
    - 416-322-1012, ext. 430 in the local Toronto area, or via e-mail support@alphaplus.ca

18. What manuals are available for users of the LBS-1MS and what kind of information does each manual contain?

The following documents and tools are posted on the LBS-IMS Web site, and were forwarded to agencies to help use the LBS-IMS:

- *LBS-Agency System Manual*: Describes in detail how to set up the LBS-IMS system and input data
- *Steps*: Outlines the steps to take in setting up the LBS-IMS and entering data
- *Guide to Using the LBS Activity Report*
- *LBS Activity Report Verification Tool*
- *Instructions for Backing Up Data*
- *Contact Time Recording*
- *Glossary of Technical Terms*
- *Newsletters.*

19. What is the schedule for delivery sites to transfer activity data to MTCU?

By 5:00 p.m. on the 15th of each month, LBS delivery sites must transmit their most current data for the previous month's activities. For example, data for the month of September must be sent by October 15. If the 15th falls on the weekend, the transmission is due on the next business day after the 15th. For example, if the 15th is a Saturday, the data must be transferred on Monday the 17th. The yearly schedule for the transmission of data is posted on the LBS—IMS Web site.

20. Who is allowed to see the data at MTCU?

Data is stored on a central server at MTCU. Security levels are in place at the Ministry to ensure data confidentiality and to limit who can access the various components of the application.

21. Can agencies upload their monthly data before the 15th?

Yes. Agencies can upload the previous month's data at any time between the 1st and 5:00 p.m. on the 15th

22. Can agencies transfer data at any time during the day?

Yes. Data can be transferred 24 hours a day. The closer one gets to 5:00 p.m. on the 15th, the heavier the Internet traffic is to MTCU and you could experience transmission delays. It is advisable to send the transmission before the 15th.

23. What is a patch?

A patch is an addition to an existing software application that corrects an existing problem or provides an enhancement such as additional fields or reports. Each patch comes with a description of what it will do. Most software application vendors release patches, which can be downloaded from their Web site or ordered directly.

24. How do the agencies know what patches are available?

The most recent patches are posted on the LBS-IMS Web site at http://lbsims.edu.gov.on.ca/

When a new patch is posted, a message appears on the front page in the *What's New* section. To download the patch, go to the **System Upgrades** section of the Web site. Accompanying the patch is a description of the items contained in the patch, as well as downloading and installation procedures.

25. Is the LBS-IMS available in French and English?

Yes. The system and its supports and documentation are available in both languages.

26. How do I know what version is currently installed on my computer?

When you log onto the LBS-IMS, the version that you are currently running is displayed at the top of the log-on screen.

27. Who developed the LBS-IMS?

A third-party vendor, Information Balance, Inc. (IBI), developed the system. Throughout the development process, IBI worked closely with staff at MTCU and staff from a range of LBS delivery agencies. The development of the system is managed by Centre AlphaPlus Centre.

28. If for some reason, I will be unable to transmit for a given month, what should I do?

You need to call your MTCU Field Consultant if you will not be transmitting for any given period.

29. The Help Desk staff do not fully understand how LBS is delivered at the various sites. They sometimes tell me to call our MTCU Field Consultant. Should they not have more training instead of having me call someone else?

It is important to appreciate that the roles and responsibilities of the Help Desk staff and MTCU staff are different. The people who work at the **Help Desk** are AlphaPlus staff. As a service agency, AlphaPlus has responsibility for providing technical support to agencies delivering LBS services.

The Help Desk staff can help you with questions related to how to enter data on services such as assessments, follow-up, and training plans on the LBS-IMS.

Questions relating to *LBS Program Guidelines* such as policies, services, definitions, etc. need to be answered by MTCU staff.

B. Entering Learner Information

1. The system won't always let users edit or delete information. What happens if data is entered in error?

Data can be edited or deleted including learner data. Sometimes you have to delete data in a specific order because the system does not allow data to be deleted if other data is dependent on it. For example, you cannot delete a session or class where attendance is confirmed until you delete the attendance field and remove the names of all the learners and practitioners in the session. Please contact the **LBS-IMS Help Desk** to walk you through the process.

2. What is a Program Involvement Period?

A Program Involvement Period is the period of time that a learner receives LBS services. The program involvement period begins when you open a learner file and select an **Intake Date**. This needs to occur on or before the date a learner is assessed. The program involvement period ends when the learner exits the program or when the learner changes his or her **Client Sponsor**.

Once a learner has exited the program, an is recorded. If a learner returns, you do not need to enter the learner again. Simply set up a new program i**Exit Date**nvolvement period and enter the new intake date.

3. What is a Client Sponsor? How does this differ from Source of Income?

The Source of Income field is used to capture information on which resources the learner has to support himself or herself at intake (the start of the program involvement period). Only one source of income can be recorded. In cases where there are multiple sources of income and Ontario Works (OW) is one of these, it is important to identify Ontario Works as the source of income.

On the other hand, **Client Sponsor** is used to indicate who is paying for the learner to participate in the LBS Program. The default is LBS. In other words, unless you have a learner with another type of sponsor, you do not need to set the client sponsor.

In those instances where someone else, such as an employer, an insurance company, or Workplace Safety and Insurance Benefits (WSIB) is funding the learner's participation in the LBS Program, you must first create a new sponsor.

You do this by left-clicking **Maintain** and choosing **Sponsors** from the drop-down menu to open the **Maintain Sponsor** screen. Next, left-click **New Sponsor** and enter the appropriate information. You will then be able to choose the appropriate sponsor for your learners from the drop-down menu under **Sponsor Name and Type** in the **Sponsors** screen under **Client Sponsors**. Only those learners with an LBS sponsorship get aggregated into the *LBS Activity Report*. Because the *LBS Activity Report Verification Tool* uses the data that goes into the LBS Activity Report, learners with sponsorship other than LBS will not be in the tables in the verification tool.

4. **A learner has recently enrolled in the LBS program at my agency. She is on maternity leave from her job and Is collecting Employment Insurance. How do I enter her source of income?**

The learner's **Source of Income** is Employment Insurance (EI).

5. **How can I enter a learner who is younger than 16 years of age?**

The *Literacy and Basic Skills Guidelines* (Program Introduction, page 7) state that a learner should be 19 years old to participate in the LBS program and that persons who are 16 to 19 years are to be considered exceptions. The LBS-IMS reflects the eligibility criteria for the LBS Program; therefore, the system does not accommodate persons younger than 16 years. If you have learners who are 16 to 19, please enter a note under **Notes Details** in the **Notes** field explaining the circumstances of the exception.

6. **When I look at the Demographic Profile Information sections on the *LBS Activity Report*, the totals are not all the same. The totals for age and gender are the same but the number by training goal is different Why is this?**

Entering the training goal is a conditionally mandatory field (see **mandatory fields** in this document). A goal is only entered when you make a choice from the drop-down menu under **Training Plan** in the **Summary of LBS Participation** screen. This means that the learner can be recorded as having received training (training includes *assessment service, training plan development*, and *training*) and exited without a goal having been entered for the learner. The goal that is recorded in the LBS-IMS is the goal that is established through the training plan development process.

The number of learners by goal will be the same as the number of learners by age and gender if all learners have had a training plan developed and entered in the system.

7. **Can agencies request a learner's date of birth?**

Agencies need to make reasonable efforts to solicit actual date of birth information for all learners who receive training at their agency. Requesting a date of birth for a learner does not violate the confidentiality of the *Freedom of Information and Protection of Privacy Act*.

The Ministry realizes that on occasion a learner may not know his or her date of birth or won't divulge it. In either case, agencies will need to make an educated guess. Not entering the actual date of birth of the learner should be an exception to the rule. When the actual date of birth for a learner is not used, please enter a note under **Note Details** in the **Notes** field explaining the circumstance of the exception.

8. **What happens when we do not have a surname for a learner?**

The first and last name of a learner is used to generate the MTCU Learner ID. In some instances, you may not have a learner's surname. This can occur when a learner will not give you his or her name, or when the learner is involved in a program that protects his or her identity, such as individuals who are in jail. When you do not have access to a surname, follow one of the following protocols listed in order of priority:

- use the first initial of the surname
- use the first initial of the first name.

When you are not using the actual surname of the learner, please enter a note under **Note Details** in the **Notes** field stating the protocol you used.

9. Can a learner's information be captured and sent electronically to a "referred to" agency? In other words, can information entered on a database be sent to outside agencies?

No. Data cannot be transmitted electronically to another agency.

10. When are learners active or inactive?

Learners are active if they have received a service in a given reporting period. A service is defined as training (assessment service, training plan development, and training), exit, or follow-up.

Inactive learners have not received a service during the reporting period.

C. LBS Services

1. What is the difference between Information and Referral and Assessment?

Information and Referral contact hours include time spent:

- In person and on the telephone with learners, other individuals, and stakeholders to provide information about the LBS Program
- Making presentations to groups about LBS services
- Screening potential learners to determine if the LBS Program at the agency is appropriate to meet their needs.

An individual who receives information and referral services is referred to as a client. The difference between a client and a learner is that you need to open a file on the LBS. (MS to create a learner. The contact hours spent on information and referral are not assigned to a specific learner. Sometimes, an agency will conduct a screening to determine if the client's skills are at a level for which the agency offers training. If the agency does not create a learner profile, then the activity is counted as an information and referral activity.

When you conduct an **Assessment**, you are required to open a learner file.

These services are defined in the *LBS Program Guidelines*. For more detailed information, please refer to the guidelines.

2. What Is Screening?

Screening is part of information and referral and is required to determine the most appropriate way to proceed with a client who seeks the service of an LBS agency. In order to make an appropriate referral, staff at an LBS agency need to determine the broad category of client need. Screening is entered in the **Monthly Values** screen under **Information and Referral**. The difference between screening and assessment is that assessment usually identifies specific training needs.

3. What is the Program Intake Date and why do I have to fill it In?

The **Program Intake Date** is the beginning of the **Program Involvement Period**, that is, the date a learner enters a program. The program intake date needs to occur on or before the **Assessment Date**.

4. How should assessment contact hours be separated from the contact hours entered for training?

In the LBS-IMS, **Assessment service, Training plan development** and **Training** are all reported as training contact hours. In the past, many agencies found it awkward to separate hours spent on assessment service and training plan development from training hours, as many assessment and training plan development services take place during training sessions.

If you choose, you can enter these activities separately by setting up separate sessions and recording the service type. In the *LBS Activity Report*, these services are reported as one total under **Training Delivered**.

5. Do all training contact hours have to be assigned to a learner?

Yes, all training contact hours in the LBS-IMS are assigned to a specific learner.

6. How do I record contact hours for a learner who hasn't had an assessment yet?

You record contact hours in the usual way, by confirming attendance in the **Services Delivery** screen. When a learner has not been assessed and assigned an overall literacy level, the contact hours for the learner will be recorded as **LBS "A."** The literacy level is the literacy level of the learner at the time of the contact and "A' shows that an overall literacy level has not yet been assigned.

On the date you assign an overall literacy level to a learner, contact hours entered after that date will be recorded at the literacy level you have assigned. Entering a literacy level for a learner will not retroactively change previous contact hours to the new level, even if the date of the training contact is after the date entered for the assessment. If, through reassessment, you change a learner's literacy level, all training contact hours entered from that date will be recorded at the new overall literacy level.

Changing a learner's literacy level is done following re-assessment and is recorded on the **Assessments** screen. For example, if a learner is assessed at **LBS 2** and is then reassessed at **LBS 3** on May 17th, contact hours will be recorded as **LBS 2** until May 17th and **LBS 3** after that date, given that the reassessment level is entered before contact hours are recorded.

7. What is the Overall Literacy Level?

The **Overall Literacy Level** is determined through the assessment process and corresponds to the principal domain of the learner's short-term goal.

The person's **assessment** indicated:

Communications			**Numeracy**	
Reading LBS 2	Writing LBS 1	Effective Speaking & Listening LBS 4	Performs Basic Operations with Numbers LBS 2	Uses Measurement for Various Purposes LBS 2

The **overall literacy level** is LBS 1.

8. What is the Principal Domain?

The LBS learning outcomes are divided into three domains (*communications, numeracy* and *self-management/self-direction*). Currently, only the domains of communications and numeracy have been assigned LBS levels. The **Principal Domain** is the domain that the learner will need to focus on the most (in terms of time) in order to achieve the requirements of the short-term goal. For example, if two-thirds of the learner's program consists of communications outcomes and one-third numeracy outcomes, then the principal domain is communications. If the learner is assessed at different levels of ability on the component outcomes within the communications domain (i.e., reading, writing, speaking, and listening effectively), then choose the lower or lowest level.

If the learner's program includes content equally in the two domains, choose communications as the principal domain and the lower or lowest level of achievement in the component outcomes.

Here is a chart to show the principal domain:

Short-term Goal on Training Plan: To become workforce-ready by increasing communications skills to LBS 3 and numeracy skills to LBS 3:

Short-term Goal on Training Plan: To become workforce-ready by increasing communications skills to LBS 3 and numeracy skills to LBS 3:

Communications will be 2/3 of the person's program (based on the requirements of the goal)	**Numeracy** will be 1/3 of the person's program (based on the requirements of the goal)

The person's **principal domain** is communications.

9. Why is it so important to enter literacy levels?

Literacy levels have always been used to measure contact hours. However, the levels can vary depending on the skill being learned and whether or not learners are developing skills in one area only. While agencies must enter an overall literacy level for a learner, they also have the option of recording literacy levels in different skill areas. These are locally defined.

10. Can agencies place learners with different literacy levels in the same class or session?

Learners with different literacy levels can be placed in the same class or session. Contact hours are recorded against the literacy level of each learner, not against the literacy level of the class or session.

11. How do I enter the level of a learner whose assessment results indicate that the learner's skills are higher than the levels offered by my agency? For example our agency serves learners to LBS 3 and we recently assessed and referred someone who is at level OBS IV to a college. How should I enter the hours spent assessing the learner?

You set up a learner file on or before an assessment. The contact hours doing an assessment will be captured at LBS A" until you enter the assessment level. Enter the contact hours spent doing the assessment, then record the assessment level for the level of the learner, complete the referred to fields, and enter that the learner left after assessment.

12. How do I report contact hours for a learner who is receiving instruction In different LBS levels for various subjects?

You do not record contact hours in the different levels for an individual learner. All contact hours are calculated using the overall literacy level of the learner at the time that the contact hours for the service are recorded. Please refer to **overall literacy level** for more details.

13. How do agencies enter the hours that staff spend on work like writing training plans and creating learning activities?

Contact hours are, by definition, hours spent with a learner (see *LBS Program Guidelines*, Appendix 5, *Key Definitions*). Contact hours are distinguished from the hours spent on tasks required to support the delivery of the LBS Program, for example preparing learner activities. The Ministry recognizes both types of hours in the funding model.

14. How do I enter hours spent on developing a demonstration?

A demonstration is usually part of the assessment process. If you spend time with the learner discussing how his or her learning will be demonstrated, that counts as contact hours. If, however, you are developing a demonstration on your own, this is not considered as contact hours and cannot be entered into the LBS-IMS. It is recognized that agencies spend non-contact hours in delivering and administrating the LBS Program.

15. How do I record contact hours for a learner using AlphaRoute?

There is no feature in the LBS-IMS to specifically track training using AlphaRoute. During 2002-2003, LBS agencies are using AlphaRoute to enhance on-site delivery, so the hours that a learner spends on AlphaRoute are entered like any other training contact hours.

The time that a learner spends working on AlphaRoute without a practitioner present is not recorded. Similarly, if you spend time reviewing the exercises that a learner has completed for AlphaRoute, after the session and without the learner, the time is not recorded. Once AlphaRoute is used for distance learning. information on how to record contact hours will be distributed.

16. How does a learner advance to the next literacy level?

Changing a learner's literacy level is done following a re-assessment and is recorded in the **Assessments** screen. For example, if a learner is assessed at **LBS 2** and is then reassessed at **LBS 3** on May 17th, contact hours will be recorded at **LBS 2** until May 17th and **LBS 3** after that date, given that the reassessment level is entered before contact hours are recorded.

17. Do I enter an Exit Literacy Level when a learner finishes one literacy level and moves to another?

No. The **Exit Literacy Level** is entered only when a learner exits the program. When a learner moves from one level to another, this is captured as **Ongoing** under **Assessment Type** in the **Assessments** screen.

18. When do I use Sessions and when do I Schedule Classes?

Whether you use **Sessions** or **Schedule Classes** is a business decision made by your agency. Review the *Contact Time Recording* document (available on the LBS-IMS Web site) to determine which format of programming is best suited for your method of delivering services. Sessions are the more straightforward choice and give you greater flexibility in recording contact hours. **Schedule Classes** was designed to respond to requests from agencies offering scheduled classes. Schedule Classes provides you with a class list that can be used for managing classes and recording attendance.

You can use either format or a combination of both. It is not an either-or choice. Agencies that deliver one-on-one instruction are the most likely candidates for the sessions-based format. If you use classroom delivery, scheduling classes is probably the more efficient approach. Learners can be enrolled in both types of delivery at the same time.

19. When scheduling a class, can instructors sort the names of the learners in alphabetical order?

The **Learners** and **Practitioners** columns in the Services Delivery and Schedule screens can be sorted by left-clicking on the column heading. The default sort is by **Person** name.

20. Do I have to re-enter all my learners at the beginning of a new fiscal year?

No. The learners will automatically carry-over. A learner is considered to be carry-over if he or she received an LBS service in last fiscal year and has not exited the system. If you entered a learner in the system in the previous year and he or she did not receive any service, the learner is counted as "news' when service begins.

The overall literacy level of the learner will be the literacy level (new or ongoing) recorded as of April 1st.

21. Can I put some of my contact hours, such as Follow-up or Assessment service in one of the Information and Referral categories, rather than creating a learner file and setting up a session?

All learner contact hours are recorded by setting up a **Class** or **Session** and by confirming the learner's attendance. This is the only way learner contact hours are calculated for the *LBS Activity Report*.

All hours entered under **Information and Referral** are counted as **Information and Referral** under **Service Type** only.

22. Why do I have to enter a new assessment level when a learner returns to the program after an exit has been entered for the learner?

All learners re-entering the LBS program need to be re-assessed. This is because a learner's overall literacy may sometimes change when they are away from a learning environment. A learner may also be re-entering the program to meet a new goal for which no previous level has been recorded.

When a learner re-enters the LBS program, you must set up new program involvement period and enter an assessment (**Overall Literacy Level** and **Assessment Type**). Until an overall literacy level is entered for the current program involvement period, contact hours will be recorded as LBS "A" in the *LBS Activity Report.*

23. If my program closes for a period of time, do I need to exit all the learners or put them on a leave of absence?

From a system perspective, you do not have to exit the learner, nor do you put the learner on leave. There may be business reasons why you might want to exit the learner or put the learner on leave. If you do exit the learner, you will need to set up a new program involvement period and assessment when that learner returns.

24. My list of learners is growing and it is becoming time-consuming to scroll through all the names each time I want to set up a session. Can the system be changed to only show active learners?

In the current design of the LBS-IMS, a learner remains in the drop-down list for one year after an exit has been recorded to allow for follow-up. MTCU is looking at options for recording follow-up other than through the use of sessions. Once we have implemented a new recording mechanism, a learner will no longer appear in the list of learners once an exit has been recorded.

In the meantime, new features have been introduced in version 2.1.0 to make it easier to navigate through the list of learners and scheduling sessions.

D. Training Support

1. How do I report my Training Support expenditures to MTCU?

Starting with the July 2002 transmission (of June data), agencies and sites were expected to report training support expenditures on a monthly basis. This information will be transmitted as part of your monthly transmission process.

You can enter the data in one of two ways:

- You can record expenditures under **Training Support** in the **LBS-Learner Information** screen to record expenditures, by learner, on a transactional basis. That is, each time you give an individual learner training support for child care, transportation or other reason, you enter the amount under **Training Support**. The data is then aggregated and reported to MTCU as part of your transmission. You can preview the data and edit as required in the Training Support reports.

- If you do not enter data by learner under Training Support, you can enter aggregate data, amount and number by training support type broken out by Ontario Works (OW) learners and all learners. Each month, you need to enter year-to-date expenditures from April 1st to the end of the reporting period.

This new feature is part of version 2.1.0, posted to the Web site June 2002. Instructions on using the *Training Support Reporting Tool* were posted along with patch 2.1.0. You are encouraged to register for training on how to make best use of the Training Support reports.

2. What paper documents does an agency need to keep to document training support expenditures?

The requirements for documenting training support expenditures have not changed. You need to comply with the *LBS Program Guidelines* for audit and program accountability.

If entering data on an aggregate basis, you need to track how much money in total is spent on training support and keep documents demonstrating which individual learners received it, when they received it, and whether or not the learners were Ontario Works (OW) clients. You should also track how much training support each learner receives. This will help you balance your training support tracking system. Furthermore, agencies are responsible for meeting Canada Customs and Revenue Agency requirements regarding taxable benefits.

If you use the screens, by learner, to record training support expenditures, the expenditures are automatically calculated for you.

3. My agency pays transportation costs for volunteers. How do I enter training support paid to a volunteer?

Training support is intended to go directly to a learner and is not intended for volunteers. If an agency uses funds to support volunteer travel or child care costs, this should be part of the agency's budget and not the training support allocation provided by MTCU.

E. Volunteers

1. Why do agencies need to enter the time volunteers spend on administration?

This reporting requirement is consistent with reporting requirements in previous years. The time volunteers spend on administrative work is entered once a month under **Value in the Agency Parameters** screen.

The **Services Delivered by Volunteers** section on the *LBS Activity Report* reports on the number of volunteers and volunteer hours contributed to the delivery and administration of the LBS Program.

2. How is volunteer time entered?

This is done by capturing the hours a volunteer spends on delivering learner-related services (contact hours), or by recording the hours a volunteer spends on board/ administration work.

Recording volunteer contact hours is done by setting up a class schedule or session, entering the learner, and the practitioner. Volunteers are set up in the **Staff Practitioners** and **Volunteer Practitioners** screens before placing them in a schedule or session.

There can be more than one practitioner, staff member, and volunteer in the same schedule or session. Whenever attendance is confirmed by left-clicking the **Mark Full Attendance** button in the **Services Delivery** screen (under **Training Learner Services**), volunteer hours will be automatically recorded.

To record volunteer hours in board/administration work, enter these activities in the **Monthly Values** screen along with **Information and Referral** activities.

3. **The volunteers in my agency work on information and referral. How does - the LBS-1MS capture that activity?**

The LBS-IMS does not capture the number of volunteers under **Information and Referral** in the **Monthly Values** screen and therefore does not report the number. What is captured are the number of information and referral activities and hours doing this service, volunteer and total.

4. **Sometimes my agency uses learners to tutor other learners at a lower literacy level. In addition, staff volunteers do administrative work outside of regular paid hours. How should these instances be recorded?**

The LBS-IMS allows agencies to capture the same person in various roles in different screens. For example, let's say a person is both a learner and a volunteer. If that person is entered as a **New Learner** in the **LBS-Learner Information** screen, he or she is classified as a learner. If the same person is entered as a **New Volunteer** under **Volunteer Practitioners** in the **LBS-Agency** screen, that person is also a volunteer.

However, if an agency enters the identical name in both screens, they will get an error message. The same holds true for staff practitioners, volunteer practitioners, agency contacts, and so on.

To enter a person in two different roles, you need to enter the person a second time using a slightly modified name. For example:

- Learner: *Anne Parker*
- Volunteer: *A.M. Parker*

5. **How do agencies enter hours that volunteers spend travelling to events for the LBS Program?**

These hours are entered in the **Monthly Values** screen under **Service Type** as **Administration (Hours)**.

6. **How do agencies enter hours that volunteers spend on training to become practitioners/tutors?**

This time has never been reported to MTCU.

F. Reports

1. **The numbers on my *Transmission Control Summary Report* do not match the numbers in the *LBS Activity Report*. Should I be concerned?**

The *Transmission Control Summary Report* and the *LBS Activity Report* serve different purposes and are not intended to be compared with one another.

The *Transmission Control Summary Report* shows the number of records that were transmitted to MTCU. There are no selection criteria for these records by service or by reporting period.

It is important to note that in your monthly transmission to MTCU:

- You transmit data and not a report. In other words, you transmit the data that forms the *LBS Activity Report*.

- All data from the beginning of the current fiscal year (which starts April 1st) be included in each transmission. The system does not differentiate between data that is new or data that has been edited since your last transmission, but sends all data from the beginning of the fiscal year. This will not change until we begin archiving.

The *LBS Activity Report* replaces the *Statistical and Financial Report* that agencies used to submit semi-annually to MTCU to report on learners and services delivery.

2. In my LBS Activity Report, the number of learners In the Learner Demographic Profile sections Is often fewer than the total number of learners by literacy level In the training delivered. Shouldn't these be the same?

The number of learners by literacy level in the **Training Delivered** section of the *LBS Activity Report* can be equal to or greater than the number of learners in the **Learner Demographic Profile** sections, never less than.

In the **Services Delivery** sections, a learner is counted each time he or she moves to a different literacy level. If for example, a learner starts a program at LBS I and during the year progresses through LBS 1, LBS 2, and LBS 3. The learner is counted as a separate learner in each of the literacy levels.

In the **Learner Demographic Profile** Sections of the *LBS Activity Report*, a learner s only counted once and that is by the first literacy level entered in the fiscal year. For a new learner this is the initial assessment, and for a carry-over learner the initial or ongoing assessment level recorded on April 1st The level recorded in the **Learner Demographic Profile** sections does not change as the learner progresses through various levels throughout the year.

3. In the *LBS Activity Report*, how are "new" and "carry-over" defined? Is the learner "new" if a new program involvement period is created for that learner?

Whether a learner is considered "new' or "carry-over" depends on whether or not the learner received service in last fiscal year. If a learner received a service in the last fiscal year and is receiving services this year, the learner is carry-over. Service includes training, exit, or follow-up. Exiting a learner and setting up a new program involvement period does not change the status of a learner in any given year.

If a learner is entered but does not receive service, he or she is not assigned a status. If for instance you set up a learner in the LBS-IMS in March and do not provide any service in that fiscal year, the learner is not assigned a status. When you do the assessment in April, a "new" status is assigned to the learner.

4. How do I make sure that the data transmitted to MTCU matches the data that MTCU receives?

To ensure data integrity, please allow yourself time to complete the following steps each month:

- Once you have completed your data entry for the month, run the *LBS Activity Report* and review the data to see if it reflects what you think your learners and contact hours have been for the reporting period.

- The reporting period for *LBS Activity Reports* posted to the LBS-IMS Web site is from April 1st, the first day of the fiscal year, to the end of the month for which you are reporting. Run the *LBS Activity Report* for this time period.

- To print the *LBS Activity Report*, left-click **Reports** in the menu bar in the **LBS Agency** screen. Next choose **Standard Reports** in the drop-down menu. The **LBS-Agency Reports** screen will appear. Left-click on **LBS Activity Report** to open the report. Fill in all the **Report Criteria (Start Date, End Date, Site Name)**. Run the report. If you want to preview it before running it, left-click the **Preview** button.

- If you feel that your data is not accurate, use the *LBS Activity Report Verification Tool* to validate your data.

- Edit your data where necessary.

- Regenerate your *LBS Activity Report*. Keep a copy of this report.

- If you are satisfied with the data in the *LBS Activity Report*, build an **MTCU Transfer File** and send it to MTCU. Make sure your printer is on when you transmit so that you receive a hard copy of the *Transmission Control Summary Report*. Keep a copy as a receipt.

- A day or two later, go to the LBS-IMS Web site and check to see if the *Transmission Control Summary Report* posted there is the same as the *Transmission Control Summary Report* that was printed when you transmitted your LBS Activity Report. If the numbers match, this means that the number of records transmitted were the number received.

- If the numbers do not match, or if the *Transmission Control Summary Report* is not posted, call the Help Desk. The numbers are:
    - 1-877-772-2345 (toll free) for service in English
    - 1-877-575-4840 (toll free) for service in French
    - 416-322-1012, ext. 430 in the local Toronto area, or via e-mail support@alphaplus.ca

- After the 20th day of the month, you have three working days to go to the Web site to verify that the LBS Activity Report posted matches the one that you printed just before you transmitted. If the reports do not match, call the Help Desk.

  It is always advisable to transmit the data for the month as early as possible after the 1 of the following month. The closer one gets to 5:00 p.m. on the 15th of the month, the heavier the month-end traffic becomes, and the slower your transmission will be. You should allow yourself enough time to contact the **Help Desk** should you need to.

M.T.C.U. Field Consultant Site Visit Checklist

As a means of providing accountability for funding Native literacy programs in Ontario, the Ministry of Training, Colleges & Universities employs Field Consultants, whose key responsibility is to ensure that programs who receive government funding are adhering to Ministry mandated criteria and guidelines. This is done through site visits and electronic communication. The MTCU Field Consultant's Program Visit Report contains several components. The checklist includes:

A. Financial Accountability

- financial reports are reviewed and approved by the board of directors/managers annual audited statement available if required by LBS guidelines
- expenditures consistent with proposed budget
- policies in place for approval of expenditures
- miscellaneous expenses itemized in ledger
- separate budgeting and accounting for LBS funding is up-to-date
- all expenses can be directly linked to delivery of LBS services
- receipts or documentation for all expenses are available
- details of fee for service arrangements are available
- financial reports submitted on time with all info required

Training Support

- program policies and guidelines for training support are in place and consistent with LSP and OW (Ontario Works) guidelines
- documentation of expenses for individual learners with receipts
- tracking of training support expenses to OWIODSP clients

B. Administrative Accountability

- program policies and procedures are in place as per LBS guidelines
- internal communication strategy supports timely distribution of key information
- job descriptions for agency staff are up to date
- building is accessible to students with physical and sensory disabilities
- contact hours and number of learners as per Schedule B (business plan)
- documentation of learners (attendance sheets) complete and consistent with submitted stats reports
- statistical and other reports submitted on time
- individual learner files accurately track the learners progress over the course of his/her stay in the program
- board or program administration have an active role in providing direction and support to the program - learners are involved in decision making process
- program evaluation strategy is closely linked to Core Quality Standards program evaluation is ongoing
- agency has made improvements based on analysis and feedback through evaluation process
- evaluation includes input from all sources - learners, staff, board members, stakeholders, etc.

C. LBS Services

information and referral protocol is in place

assessment tools are appropriate and linked to Learning Outcomes and learner goals

goal setting process is learner-centered

all learners have initial assessment and documentation in learners file is adequate

method and frequency of ongoing assessments are appropriate and include self- assessment

learners are aware of criteria for assessment which include self-assessment of progress towards goal

assessments identify learning styles and appropriate methods of service delivery for individual learners

time spent on assessment/goal setting activities is accurately documented and compiled for statistical reports

training plans in place

learners participate in development of training plans

training plans give details of training to be provided to learner

training plans establish time lines that are appropriate

training plans include a schedule and process for ongoing review of learners achievements

training plan format and content can be easily understood

contact hours for training plan development are tracked and documented

Training

training activities as proposed in business plan are adhered to

training utilizes approach consistent with Learning Outcomes

Learning Outcomes are fully implemented

design/provide learning activities and demonstrations appropriate to adult learners and their goals as identified in their training plans

learners commit an appropriate amount of time that will ensure measurable progress towards goals

referrals to other literacy or community services are supported by the training plan appropriate agency support for instructor/tutor

#of learners in each class/small group

#of tutor-learner pairs

Follow-Up

- follow up at 3 & 6 months
- results of follow-up evaluation
- database in place for follow-up
- exit record - LBS level and status at exit

D. Literacy Services Planning

- program coordinator is actively and productively involved in LSP outcomes for the community
- service delivery activity reflects LSP

E. Learner Interviews

- learners feel they have an opportunity to participate in decision making for program and setting their own goals
- learners understand and participate in goal setting activities
- learners understand and participate in training plan development
- learners understand eligibility criteria and appropriate goals for LBS activity

When trying to anticipate what the MTCU Field Consultant will be looking for during their site visit, refer to the 18 Core Quality Standards mentioned earlier in this package. If you are adhering to all 18 standards, then your program is well within the guidelines for funding and you are meeting your funding requirements. Failure to fall within the established guidelines could result in a suspension of funding, or in more serious cases, withdrawal of funding all together. Following a site visit, the coordinator will receive a written report outlining action items and issues identified and remedies and time frames for rectifying them.

Remember, if you are experiencing difficulty in complying with any of the MTCU mandated initiatives you can contact your MTCU Field Consultant or the Ontario Native Literacy Coalition for assistance.

Field Consultants and Coordinators - Literacy and Basic Skills

Field Consultants	**Telephone Number**
Audrey Anderson	(705) 564-3030 ext. 37
Tonya Beveridge	(416) 326-5887
Vince Blanchard	(705) 495-8515 ext. 24
Laura Hamilton	(519) 885-6862
Daniel Kay	(416) 326-5483
Sandra Miners	(416) 326-5472
Sande Minke	(519) 885-6366
Lise Renaud	(613) 545-4435
Audrey Spence	(416) 326-5493
Nycol Vinette	(613) 731-6446
Mary Zoccole	(807) 345-7568

Co-ordinators	**Telephone Numbers**
Alain Broux	(416) 326-5465
Janet Pond-White	(416) 326-5461
Lisa Rickett	(416) 326-7385

Regional Network, Literacy Services Planning Area and Local Board

Local Training Board Area	Regional Networks	Literacy Service Planning Areas
1. Eastern Ontario Training Board	Literacy Link Eastern Ontario	• Tri-County & Prescott-Russell
2. Ottawa-Carleton Training Board	Ottawa Carleton Coalition for Literacy	• Ottawa-Carleton
3. Lanark, Renfrew & Algonquin Training Board	Literacy Link Eastern Ontario	• Lanark County • Renfrew County
4. Lennox & Addington, Frontenac, Leeds & Grenville Training Board	Literacy Link Eastern Ontario	• Frontenac • Frontenac-North • Leeds & Grenville LSP
5. Eastern Central Ontario Training Board	Literacy Link Eastern Ontario	• Hastings/Prince Edward-Bancroft • Hastings/Prince Edward-Belleville, Trenton, Madoc • Hastings/Prince Edward-Picton • Hastings/Prince Edward-Kingston
6. Kawartha Lakes, Northumberland, Haliburton Training Board	Literacy Ontario Central South	• Lindsay • Haliburton • Peterborough • Cobourg
7. Durham Region Local Training Board	Literacy Network of Durham Region	• Durham Region
8. York, South Simcoe Training & Adjustment Board	Metro Toronto Movement for Literacy	• York Region
9. Toronto Training Board	Metro Toronto Movement for Literacy	• Deaf/Deaf & Blind • East York/Scarborough • Etobicoke-York/ North York • Toronto
10. Peel-Halton Dufferin Training Board	Peel/Halton/Dufferin Adult Learning Network	• Orangeville Brampton • Caledon • Mississauga

Local Training Board Area	Regional Networks	Literacy Service Planning Areas
		• North Halton • South Halton
11. Waterloo-Wellington Training & Adjustment Board	Project READ Literacy Network	• Cambridge • Kitchener-Waterloo • Waterloo-Rural • Guelph • Wellington-Rural
12. Hamilton-Wentworth Training Board	Adult Basic Education Association	• Hamilton
13. Niagara Training & Adjustment Board	Literacy Link Niagara	• Fort Erie • Niagara Falls/Niagara on the Lake • Niagara West • Port Colborne/Wainfleet • St. Catharines/Thorold • Welland/Pelham
14. Grand Erie Training & Adjustment Board	Literacy Link South Central	• Haldimand-Norfolk • Brant
15. Elgin, Middlesex, Oxford Local Training Board	Literacy Link South Central	• London • Middlesex • Oxford • Elgin
16. Southwestern Ontario Training Board	Tri-County Literacy Network	• Chatham Kent • Windsor Essex
17. Sarnia-Lambton Training Board	Tri-County Literacy Network	• Lambton County • Chatham Kent
18. Bruce-Grey-Huron-Perth-Georgian Triangle Training Board	Queensbush Initiatives for Literacy & Learning Inc.	• Huron-Perth • Grey-Bruce • Georgian Triangle
19. Simcoe County Training Board	Simcoe County Literacy Network	• South Simcoe (Alliston) • Barrie • Midland (North Simcoe) Orillia & District

Local Training Board Area	Regional Networks	Literacy Service Planning Areas
20. Muskoka, Nipissing, Parry Sound Local Training & Adjustment Board	Simcoe County Literacy Network Mid North Network	• South Muskoka • Bracebridge, Gravenhurst & Huntsville • Parry Sound • South River • North Bay • Sturgeon Falls
21. Sudbury & Manitoulin Training & Adjustment Board	Mid North Network	• Sudbury • Espanola • Manitoulin Island
22. Algoma Training Board	Mid North Network Literacy Network Northeast	• Blind River • Desbarats • Elliot Lake • Sault Ste. Marie Service Planning & Coordination • Wawa
23. Far Northeast Training Board	Literacy Network Northeast	• Kirkland Lake • Cochrane • Haileybury • Timmins • Moosonee • Iroquois Falls • Chapleau • New Liskeard • Hearst • Kapuskasing
24. North Superior Training Board	Northwestern Ontario Literacy Network	• Thunder Bay Literacy Services Planning Committee
25. Northwest Training and Adjustment Board	Northwestern Ontario Literacy Network	• Kenora Literacy Services Planning Committee • Fort Frances Literacy Services Committee

Tips for Operating a Native Literacy Program

With input from the Native literacy field, The Ontario Native Literacy Coalition has identified helpful tips which assist in offering a well balanced, quality **Native** literacy program. Suggestions that have been offered are detailed below.

- Enlist the assistance of volunteers. Canvas seniors groups, colleges, universities and community service clubs to recruit volunteers. Be sure to do a reference check on each volunteer prior to utilizing them.

- Strike an Advisory Committee comprised of representatives from social service agencies, educational institutions, learners, Elders, Council members and interested business people.

- Create community awareness by marketing your program. Take advantage of free advertizing offered in your area. Post flyers in grocery stores and community centres.

- Participate in Local Service Planning in your area. Not only is this mandatory from MTCU, but it is an excellent way to market and promote your program and services. This will also ensure that services are not duplicated in any geographic area.

- Provide appropriate curriculum based on learners needs. Existing curriculum materials can be tailored to meet program requirements.

- Provide a "sign-in" book at your site for your learners. This will assist in gathering stats and help in determining trends for future planning.

- Tutors are an important component in a learners ability to succeed in the **Native** literacy program. Offer appropriate tutor training to all potential tutors. Tutor training will familiarize volunteers with the program arid empower them to serve learners more effectively.

- Utilize Elders in your community.

- In keeping with the "holistic” approach to literacy, it is important to maintain a current list of service agencies for client referral.

- Keep apprized of your operating budget. Provide input into its development and adhere to budget line items at all times.

- Use a telephone log sheet to track incoming and outgoing calls to the Native literacy program. This will assist in calculating contact hours which are included in stats reports.

Resources

The following list of resources will assist practitioners in meeting learner needs and funding requirements:

LBS Guidelines MTCU

- Core Quality Standards (M.E.T. Ministry of Education & Training)1997198
- Working With Learning Outcomes; literacy and Basic Skills Section (M.E.T.) 1998
- Native Learning Styles An Assessment Tool (Ningwakwe Clearing House) 1996
- Common Assessment in the Native Literacy Field (Ontario Native Literacy Coalition) 2000
- Measuring Learning Readiness (Peterborough Native Learning Program) 1999
- Native Literacy Curriculum (Ningwakwe Clearing House) 1997
- Native Literacy Resources Inventory (Ningwakwe Learning Press) 2000
- Native Materials Collection (Alpha Plus Centre) 2000 **
- Communications Strategy (Ontario Native Literacy Coalition) 2001
- Goal Directed Assessment: An Initial Assessment Process (M.E.T. Ministry of Education & Training)

** As Native literacy delivery is recognized as a distinct and unique process with a diverse and varying client base, it is important to be able to offer culturally appropriate learning materials to learners. AlphaPlus Centre can assist with accessing appropriate curriculum for learners of all levels. AlphaPlus Centre also has an extensive video lending library.

SAMPLE

FORMS

Literacy and Basic Skills
Native Learning Program Intake Form

Personal Information (Please Print)

Mr. ☐ Mrs. ☐ Ms. ☐ Miss ☐ Other:____________

Last Name: First Name: Initial(s):

Street Address: Apartment:

City or Town: Postal Code: Province:

Phone Number: (   ) Sex: ☐ M ☐ F

Alternate Phone Number: Name:

Emergency Phone Number: Name:

Is it okay to identify ourselves as the Literacy Centre? ☐ Yes ☐ No

Age:____ **Date of Birth:_m/d/yr______________**

☐ 16 – 18 ☐ 19 – 24 ☐ 25 – 44 ☐ 45 – 64 ☐ 65+

How did you find out about us?

Referral Information

☐ OW ☐ HRDC ☐ ACL ☐ Self ☐ Family ☐ Friends ☐ Other

What is your source of income?

Name of Case Worker: ______________________________

☐ Ontario Works
☐ Ontario Disability Support Program
☐ Workplace Safety and Insurance Benefits
☐ Employment Insurance
☐ Employed
☐ Other (Please specify): ______________________________

Are you: ☐ a Canadian Citizen ☐ a Landed Immigrant ☐ on a Work Permit ☐ on a Student Visa ☐ Aboriginal ☐ Other (Please specify) ____________

Why are you here?______________________________

☐ Employment
☐ Training/Education
☐ Independence

Literacy and Basic Skills
Native Learning Program Intake Form

List 3 jobs that you have had volunteer or paid:

What did you like or dislike about your job?

1. ______________________________
2. ______________________________
3. ______________________________

Have you ever had a home based business? ☐ Yes ☐ No
(i.e. Woodworking, Day Care)

List the tasks/duties that you did at your jobs (in or out of the home)	Skills that you learned from these tasks

Education

☐ up to grade 8 ☐ Grades 9, 10 & 11 ☐ Grade 12 ☐ Basic/Special ☐ Correspondence Courses ☐ Co-op ☐ Best Subjects ______________________	☐ Post Secondary ☐ Apprenticeships ☐ Other Training ☐ Special Interest ______________________	Workshops/Training ☐ WHMIS ☐ Diversity ☐ Smartserve ☐ CPR/First Aid ☐ Computer ☐ Union ☐ Other ______________

Is there anything that will affect your attendance and can we help?

☐ Child Care
☐ Transportation
☐ Other

Literacy and Basic Skills
Native Learning Program Intake Form

Confidentiality

I understand that any information from this interview can be given to the tutor, coordinator and assessor and will not be released to any other persons without my written permission.

Name (Printed): ____
Signed: ____
Dated: ______________________

Student Obligation

I, (please Print name) ____________________________________, understand that as a part of being a student at the Native Learning Program, I will keep in strict confidence any information about the agency's programs and the other people in those programs.
Any information – verbal, written, observed or done by computer regarding clients and their families will be held in complete confidence.

Name (Printed): ____
Signed: ____
Dated: _________________________

Explained & Understand

All of this information has been read and explained to me and I understand it.
Name (Printed): ____
Signed: ____
Dated: _________________________

Personal Intake & Assessment Worksheet

Assesor____________ Date _________

Participant ____

Address (mailing)____

Address (actual) ____

Phone # _________________________ Postal Code ______________________

Contact: in case of emergency: Name:________________ Phone # ___________

☐ Referred ☐ Sponsored by: ____________________________________

Age Group: ☐ 16-24 ☐ 25-44 ☐ 45-64 ☐ 65+

Education:

Last grade completed ____ ☐ Special ☐ Basic ☐ General ☐ Advanced

Where? ______________________________ When? ____________

(name of school, city & country)

Other educational programs:	Attended/Attending	When
Literacy	☐	___________
ESL	☐	___________
Apprenticeship	☐	___________
Post Secondary	☐	___________
Other	☐	___________

Goals:

Personal ☐	Employment ☐	Other program support ☐
Upgrading ☐	Other ☐ ___________________	

____

____

____

____

____

Preferences	Environment
☐ Days Mon. Tues. Wed. Thurs. Fri. Sat. A.M. ☐ ☐ ☐ ☐ ☐ ☐ P.M. ☐ ☐ ☐ ☐ ☐ ☐ ☐ Evenings ☐ ☐ ☐ ☐ ☐ ☐ ☐ Times available ________________ ________________ ________________ Number of hours per week ______ Interests ☐ Clubs ☐ Collecting ☐ Computer ☐ Cooking ☐ Crafts/Art ☐ Cultural ☐ Games (cards,bingo)etc. ☐ Home Maintenance ☐ Gardening ☐ Music ☐ Listen ☐ Perform ☐ Vehicle Repair ☐ Outdoor Activities ☐ Reading ☐ Mags ☐ Books ☐ Newspaper ☐ Sports ☐ Watch ☐ Participate ☐ Travel ☐ T.V. ☐ Volunteer ☐ Woodworking/Construction ☐ Other________________ ________________	Location in the Literacy Center ☐ in the Library ☐ at home ☐ __________ other ☐ busy ☐ quiet ☐ Special considerations: ☐ ESL ☐ Disabled (allergies etc.)________________ ________________ Pace (most comfortable with) (lots of homework) Busy ☐ (more work as I finish) Steady ☐ Work slowly and carefully ☐ Work at the same pace for all activities ☐ Work at different pace on harder jobs ☐ Work quickly making mistakes, then check it over ☐ Check your work as you go ☐ Get the work done and get out of there ☐ Interaction (learning) Work alone ☐ Large Group ☐ Small Group ☐ (working) Team Work ☐ Individual Work ☐ Manage Others ☐ Self Management ☐ Moderate Supervision ☐ Close Supervision ☐ Flexibility: Unstructured (frequent change) ☐ Some changes ☐ Stay with one thing until its completed(Little Change) ☐ Informal (self directed) ☐ Formal (teacher directed) ☐ Teacher/Tutor preference: Age ___ M ☐ F ☐ Describe best teacher:________________

Learning Styles

Preferences

Understand instructions best:

☐ Verbal ☐ Written ☐ Detailed (step-by-step) ☐ General (overview of results)

other____

Understand writing best:

☐ Listen/Point form ☐ Graphs/charts ☐ Paragraphs/Articles ☐ Large Print ☐ Small Print

other____

Remember names/numbers by:

☐ Repeating (out loud or silently) ☐ Writing down ☐ Picturing ☐ Association (relating)

other____

If someone was going to teach you how to ______, How would you want them to do it?

☐ show you how to do it

☐ write it down step-by-step

☐ tell you how

☐ watch them do it then try yourself

☐ let you do it & tell you how as you go along

☐ write it down after they tell you

☐ stop & think about it before going on

☐ ask questions & discuss it

Observed Behaviours during the interview

Communication - Voice clear☐ understandable☐ unclear☐ slow☐ fast☐

Presentation of ideas (giving information, questioning, discussing, expressing, general conversation)

Comments:____

____

____

Recommended Actions	Location / Program	Time	Done
Refer to 1-1 tutoring			
Refer to small group			
Refer to Academic Upgrading credit☐ non credit☐			
Refer to correspondence			
Refer to training school/apprenticeship			
Refer to counseling/personal support services			
Obtain school recoreds			
Testing			
Other agency			

➢ All of the information will be kept in strict confidence & will only be shared with the Program coordinator & teacher to set up a learning program.

Signature: ______________________________ Date: ______________

Skills Training / Technical	When?	Completed?	Level
School (elementary/secondary)			
College / University			
Workshops			
Correspondence			
Personal interest			

Student I.D.

Please Print

Last Name	Given Name(s)
Date of Birth	Age
Address	Apt. No
City	Province
Postal Code	Telephone
Signature	Date

Education

1. What was the last grade or course you completed?

   ____ ❑ Basic ____ ❑ General ____ ❑ Advanced

2. How long ago was this?

3. bid you have extra support?

4. What type of learning setting is best for you?

   ❑ One-to-one tutoring ❑ Small group ❑ Classroom

5. What days and times, are best for you?

Reading Skills

Say these letters.

1. d o r p e ☐

2. in bag ride garden father ☐

3. She likes to eat an apple.

   He sleeps most of the day.

   I give her nuts and seeds to eat. ☐

4. The latest weather report was not good news. A snowstorm had dumped two feet of snow on the town. Streets were closed because ploughs could not get through the drifts. Workers spent hours opening emergency routes to hospitals. The power went out in many neighbourhoods. Homes had to have fires to keep warm. Some people had no means to keep warm. The police helped these people get to warm shelters. A radio report told parents to keep their children indoors. The same report warned that a new storm would arrive during the night. ☐

Vocabulary

Choose one word from each line and write a sentence using the word you have chosen:

television	*window*	*cup*

1. ____

run	*visit*	*repair*

2. ____

comfortable	*big*	*yellow*

3. ____

outside	*quickly*	*yesterday*

4. ____

on	*under*	*across*

5. ____

faith	*beauty*	*prejudice*

6. ____

Word Skills

Fill in the blanks.

1. The opposite of *good* is ___________________ .
2. The opposite of *hard* is ___________________ .
3. The opposite of *false* is ___________________ .
4. The opposite of *after* is____________________ .
5. The opposite of *left* is ____________________ .
6. The opposite of *friend* is __________________ .
7. The opposite of *speaking* is ________________ .
8. The opposite of *interior* is _________________ .
9. Look up the word that is your answer for #6. If you made a spelling mistake, correct it.

Grand Sweepstakes

******Win $10,000******

Colour TV, or a Camera

No purchase necessary

Drawing will be held on June 6

Here's how to enter:

1. On the second card, mark "Yes" or "No" to show whether you want to subscribe to GOOD NEWS MAGAZINE.
2. Mail the card with your name and address by March 31

1. To enter this contest, you must

   - ☐ send a drawing
   - ☐ buy something
   - ☐ mail a card

2. The number of prizes is ---

   - ☐ 10,000
   - ☐ 3
   - ☐ 1

3. The name of the magazine is ---

   - ☐ *Grand Sweepstakes*
   - ☐ *TV Guide*
   - ☐ *Good News Magazine*

4. The last day to enter is ---

   - ☐ June 6
   - ☐ March 31
   - ☐ March 21

Writing Sample

You are writing for an adult audience who might not have thought much about your subject and would like to learn more.

1. Choose one of the following topics:

   What it takes to be:
   - a good parent, son or daughter
   - a healthy person
   - an effective worker
   - a good friend
   - a good athlete

2. Write a paragraph about your topic below.

3. When you have completed your writing, proofread your work carefully.

4. Make your changes and write a good copy.

____

____

____

____

____

____

____

____

____

____

____

Numeracy Skills

Complete the following patterns

1. 2, 4, 6, 8, _____, _____, _____, _____

2. 3, 6, 9, 12, _____, _____, _____, _____

3. 5, 10, 15, 20, _____, _____, _____, _____

4. 125, 150, _____, _____, 225, _____, _____, 300, _____, _____

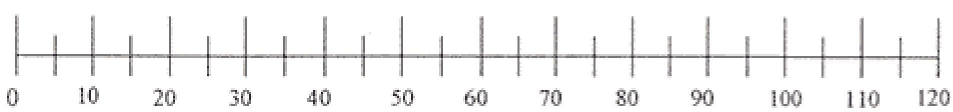
5. Write the number words for the following:

Sample:

812 **eight hundred and twelve**

1305	
47	
104	

6. Place these numbers 34, 47, and 89 on the number line below.



7. a) Round each number. to the nearest ten

b) Round each number to the nearest hundred.

34 →	432 →
47 →	150 →

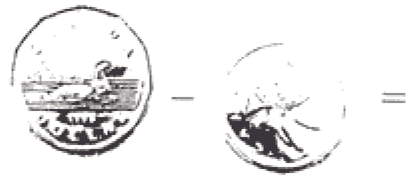
Addition

1. a) $7 + 6 =$ b) $\begin{array}{r} 8 \\ \underline{+21} \end{array}$ c) $\begin{array}{r} 25 \\ \underline{+37} \end{array}$

d)

Subtraction

2. a) $8 - 3 =$ b) $\begin{array}{r} 16 \\ \underline{-4} \end{array}$ c) $\begin{array}{r} 87 \\ -\underline{48} \end{array}$ d)



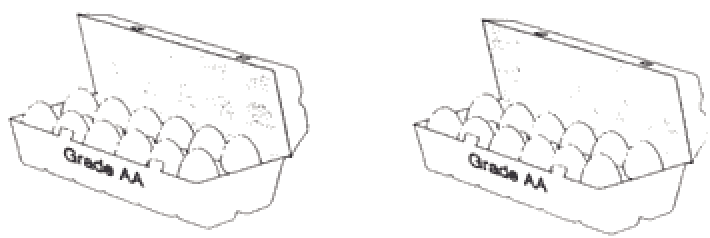
Multiplication

3. a) $4 \times 8 =$ b) $\begin{array}{r} 86 \\ \underline{\times 2} \end{array}$ c) If one apple cost 50¢ how much would 6 apples cost?

Division

4. a) $18 \div 6 =$ b) $4\overline{)192}$

5. Look at these two dozen eggs. There are 3 people. Each person gets the same number of eggs. How many eggs will each person get?

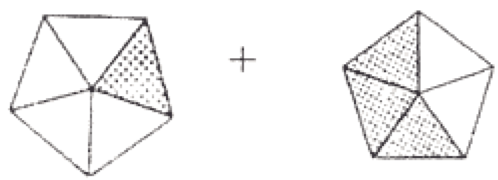


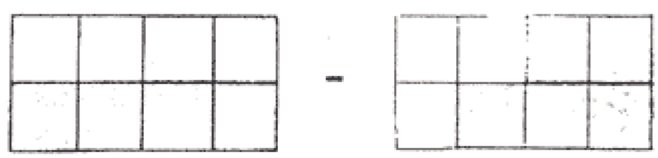
Decimals

1. a) $.20 + .20
   b) $.20 + .90
   c) $1.58 + .90

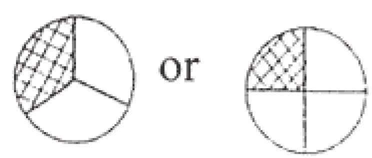
2. a) $.60 - .30
   b) $.70 - .48
   c) $3.45 - .70

Fractions

3. a) $\frac{1}{3} + \frac{2}{3} =$
   b) 

4. a) $\frac{9}{5} - \frac{7}{5} =$
   b) 

Circle the bigger fraction in each pair:

5. a) $\frac{1}{4}$ or $\frac{3}{8}$
   b) $\frac{5}{6}$ or $\frac{2}{3}$
   c) 

Percents

6. Express these fractions as percents.
   a) $\frac{19}{100}$
   b) $\frac{1}{2}$

7. Express these percents as fractions.
   a) 99%
   b) 50%

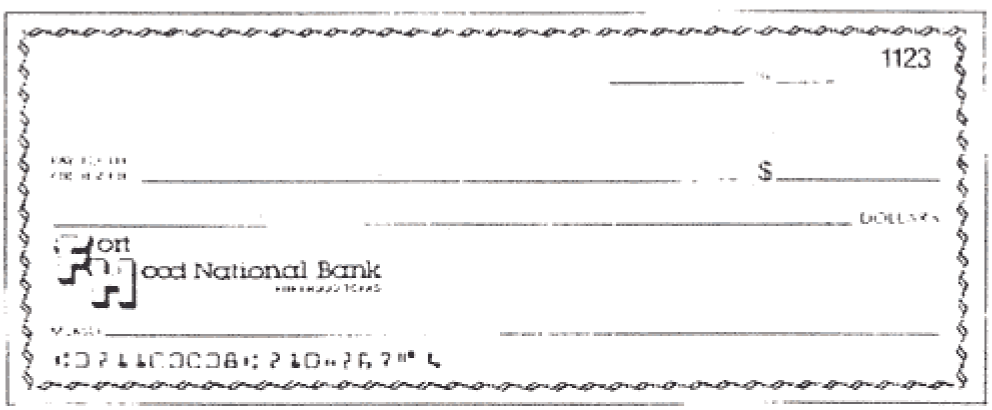
Numeracy Skills cont'd

On Saturday, Kim is going to Discount Duds to buy winter boots for her 3 kids. The boots cost $12.99, $14.99 and $19.99.

1. How much are the boots going to cost altogether with no tax?

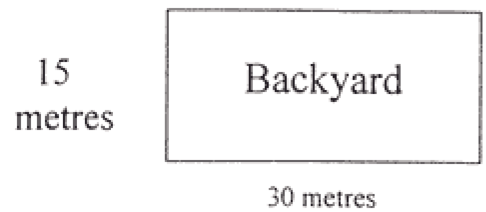
   ____

2. Write the cheque.



Measurement

1. Joe wants to put a fence around his backyard. How much fencing will Joe need?

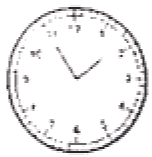


2. If your son or daughter had a normal temperature, what would it be in both Fahrenheit and Celsius?

3. If it was -20 degrees Celsius outside, would you be able to go canoeing?

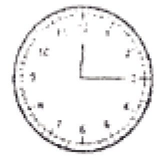
Time Measurement

1. Look at the clocks and write the time from each below it.



a) ----------------

b) ----------------



c) -----------------

2.

Look at the clock to get the time for the questions below
The time now is ____________.
The time 3 hours **from** now will be _____.
The time 1 hour **earlier** was ___________.

3. Please fill in the Time Sheet below.

Time Sheet

From	To	Amount of Time that has passed	
11:30 a.m.	6:45 p.m.	hrs	mins
8:15 a.m.	1:45 p.m.	hrs	mins
10:30 a.m.	2:00 p.m.	hrs	mins
	Totals:	________hrs	_______mins

Total hours and minutes: _____hrs ___mins

Word Problems with Time

Try these questions!

1. Marie spent 40 minutes on her math homework on Monday and 35 minutes on Tuesday. How long did she work on her math homework altogether? ______minutes.
   Now express this time in hours and minutes. _________________

2. You leave your little boy at the daycare centre at 9:00 a.m. every morning and pick him up at 3:00 p.m. You want to get a part-time job at an office about . an hour from the daycare centre. Considering your son's daycare hours and taking travelling time into account, what are the hours you can work?
   I can work from ___________ a.m. to ___________ p.m..

3. Sam is driving to Nova Scotia. His friend told him that he made the trip in 72 hours. How many days did it take? _____

Training Plan for:

Date: **Completed by:**

Background Information:	**Required Supports:**
	Travel ☐ Yes ☐ No **If yes amount:** **Child care ☐ Yes ☐ No** **If yes amount:** **Other support/services required:**

Goals:
Long-term Goal:
Short-term Goal: Related to: ☐ Further Education and Training ☐ Employability ☐Independence

Training Plan for:

Training Plan:		
Start Date:	Proposed Completion Date:	Actual Completion Date:
# of hrs/week:	#of weeks:	Total of Projected Contact Hours:
Factors affecting attendance:		Total of Actual Contact Hours:
Initial :	Interim:	Final:

Training Plan Review:			
Date:	Reviewer:	Action	Time Taken:

Short Term Goal Achieved? ☐ Yes ☐No	If "No", estimate progress made towards achievement (ie: 25%)
Identify factors that relate to the completion or non-completion of the short-term goal.	

Training Plan for:

Domain	Learner has these skills	Skills required for learner to reach goal	Learner will be working on	Demonstration Activity	Date Achieved

Training Plan for:

Name/Type of Learning Styles Assessment:	Completed on:	Learning Styles Result:
Instructor's plan for incorporating the learning style into the lessons.		

Transferable Skills Acquired - job, volunteer, personal	When and Where:	How do these relate to the learner's goal?

Training Plan for:

[illegible]				Date of Exit:
Communications	Beginning Level:	Level at exit:	Skills Achieved:	Comments
Numeracy				
Self-Direction/Self-Management				

Training Plan for:

[illegible]		
Date	Completed by:	Results: What is the learner doing? Is it related to their goal?
3 month		
6 month		

Learner Tracking Form

NAME: ____

DATE	ACTIVITY

Participant Exit Form

NAME: ____

DATE OF EXIT: ____

Reason for Leaving

- ❑ Employment
- ❑ Pursue Further Training/Education
- ❑ ____ Other ABL/ABE Program

  ____ Credit Program in School Board

  ____ College Upgrading/Preparatory Program

  ____ Skill Training

  ____ Other Training Program
- ❑ Achieved Personal Objectives
- ❑ Unknown