Employment Ontario Literacy and Basic Skills

LBS PERFORMANCE MANAGEMENT SYSTEM TRAINING FOR SERVICE PROVIDERS AND SUPPORT ORGANIZATIONS

JANUARY/FEBRUARY 2013

Prepared for MTCU Service Delivery Branch

Foundation Skills Unit

Warm-Up!

Evaluations

Complete first 2 pages and put in the back of your manual. You will finish it at the end of the day

Training Manual and Tabs

Insert Appendices and use tabs to divide Units and Appendices

Introductions

Your name, position, organization

Tell us something great that happened in the past week

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Rules of Play

- Phones/blackberry on "silent"

- Network during breaks – watch "side conversations"

- Recognize others may be at different levels of understanding

- Be open to new concepts or those presented in new ways

- Utilize the "parking lot"

- Feel free to ask questions to deepen your learning. You will probably find the course content will answer most of them

- Build on what is working – you already have a solid foundation

MTCU Vision

Ontario will have the most educated and highly skilled workforce in the world in order to build the province's competitive advantage and quality of life

Employment Ontario's Service Promise

The primary source of help and information about employment and training in Ontario. EO will:

- Ensure the highest quality of service and support
- Provide opportunities to make it easier to improve skills
- Provide clients with required help no matter which EO office an individual enters
- Work with employers and communities to build the highly skilled and educated workforce Ontario needs to be competitive

LBS contributes to this promise

Ontario Adult Literacy Curriculum Framework

The OALCF is the cornerstone of the LBS program and provides direction to service providers on how to deliver learner-centered, transition-oriented programming that is based on adult education principles.

The OALCF provides the standards to link the LBS program to the labour force and to the broader education and training system.

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Literacy and Basic Skills

Two broad functions:

- Service Delivery: learner-centred, goal-directed, transition-oriented, results-based

- Service development: SPs supported to deliver coordinated, quality services responsive to emerging needs identified by communities and the government within an integrated training and employment system, Employment Ontario

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Key Principles of EO Service Delivery

Key principles guide all of EO service delivery, including the LBS program.

- Accessibility

- Client-centric

- Quality

- Integration

- Cost-Effectiveness

- Accountability

- Community-based coordination

EO utilizes the expertise and local knowledge of LBS service providers

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The Transition to a "Mature" LBS

- Recent changes that have impacted SPs: OALCF, EOIS-CaMS, eChannel Reporting and the LBS PMS

- LBS PMS is being implemented in stages and will take several years to fully implement

- SPs are encouraged to be creative and innovative to "find the right ideas". Mistakes are expected

- Continuously measure, plan, review and adjust and celebrate successes (even the small "quick wins")

MTCU Expectations for 2013–2014 and Beyond

Service Providers must:

1. Facilitate seamless, effective learner transitions

2. Analyze and improve LBS Program performance

3. Provide quality instruction to learners

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Achieve Contracted Commitments

Service providers must:

- Meet or exceed the LBS Phase I Service Quality Standard

- Demonstrate organizational capacity for long term sustainability of LBS

- Ensure collected data reflects reality

- Demonstrate compliance with the MTCU agreement and LBS Service Provider guidelines

- Achieve continuous improvement targets as outlined in the 2013–2014 Business Plan

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Integrate Continuous Improvement

- Understand LBS results achieved

- Understand the cause of the achieved results

- Develop and adjust strategies for improvement

Collect Quality Site-Level Data

- Accurate and verifiable data to make informed business decisions

- Complete, consistent, timely and accuracy data

- Reliable, accurate, complete and relevant data to make evidence-based decisions

As the "business owners of data" SPs are responsible for the verification and integrity of data at a site level

Expectations: Support Organizations

Support organizations must:

1. Support seamless LBS client pathways

2. Support quality delivery by providing resource development and support

3. Support the improvement of service provider capacity

4. Support the collection and distribution of research findings and contribute regional, sector or stream perspective to LBS related research projects

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Purpose of Training

To support the LBS service providers to continue to build the capacity to deliver effective, efficient, customer-focused and sustainable LBS Service

To highlight areas where support organizations can help build organizational capacity across the LBS network

Managers and Executive Directors are expected to share this training material with their teams

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Agenda

This training will go from a macro to micro view and will include:

- An overview the LBS PMS

- Performance Management Framework (PMF)

- Business Intelligence (BI)

- Continuous Improvement (CI)

- Next Steps

Literacy and Basic Skills Performance Management System

UNIT 1: PERFORMANCE MANAGEMENT SYSTEM

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Unit 1: Objectives

By the end of this Unit participants will:

- Understand the PMS in the Ontario Public Service

- Understand the components of the PMS: Performance Management Framework; Continuous Improvement and Business Intelligence

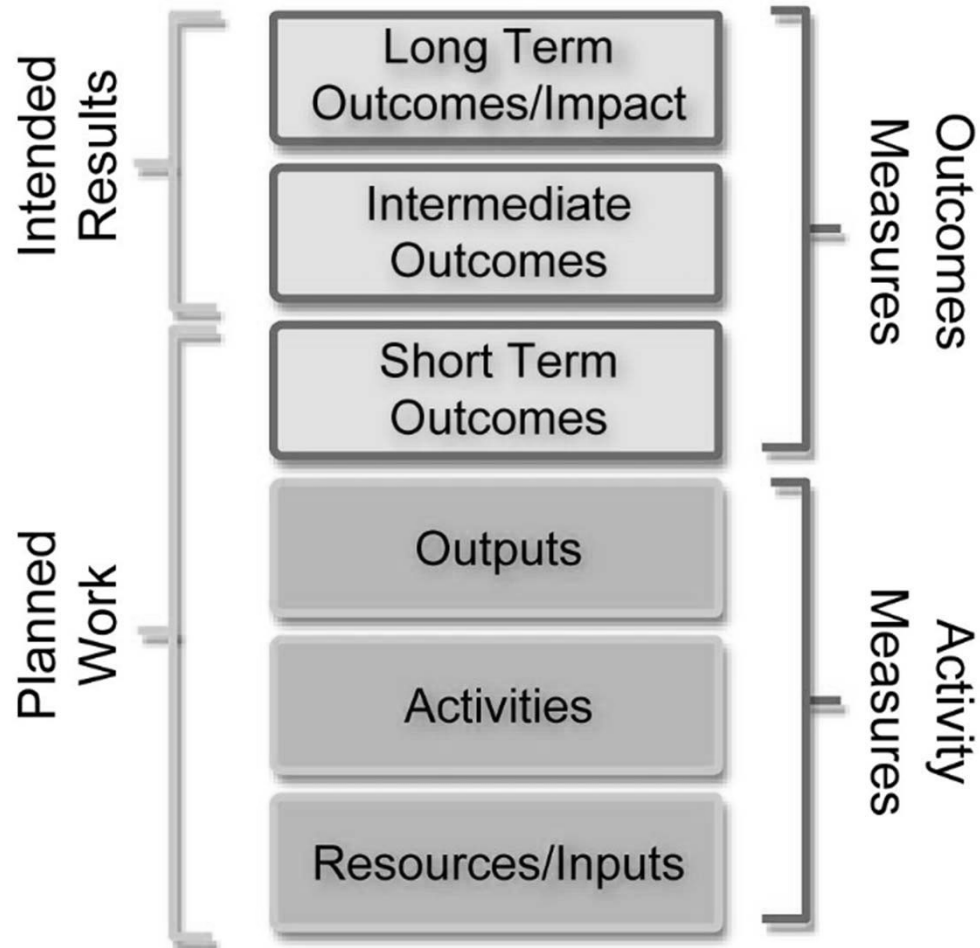- Recognize that the LBS clients and learners are at the centre of the system

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PM in the Ontario Public Service

- Outcomes and evidence-based process that is comprehensive and government-wide

- Informs decision making and ensures that funded activities align with government priorities

- Multi-year, performance-driven performance management

- Results are integrated with budgets

- Performance targets are set

- Regular performance reporting

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Logic Model

What is Performance Management?

- Clear, strategic system for managing performance in a fiscally responsible way

- Defines what's important and expected , incentives and consequences

- Enterprise-wide to build organizational capacity within MTCU and across the service delivery network

- Identifies clear measures and standards

- Informs change

- Supports ongoing program development , innovation, priorities, resource allocation

- Enables local planning, decision making, priority setting and program management

- Ensures results are assessed against consistent factors

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Performance Management is important because...

- What gets measured, gets done

- If you don't measure results you can't tell success from failure

- If you can't recognize success, you can't reward it

- If you aren't rewarding success, you are probably rewarding failure

- If you can't recognize success you can't learn from it

- If you can't recognize failure you can't correct it

- If you can demonstrate results you can win public support
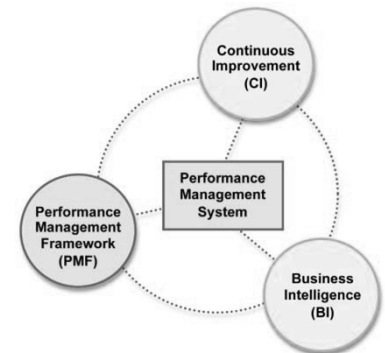
The Components of a Performance Management System
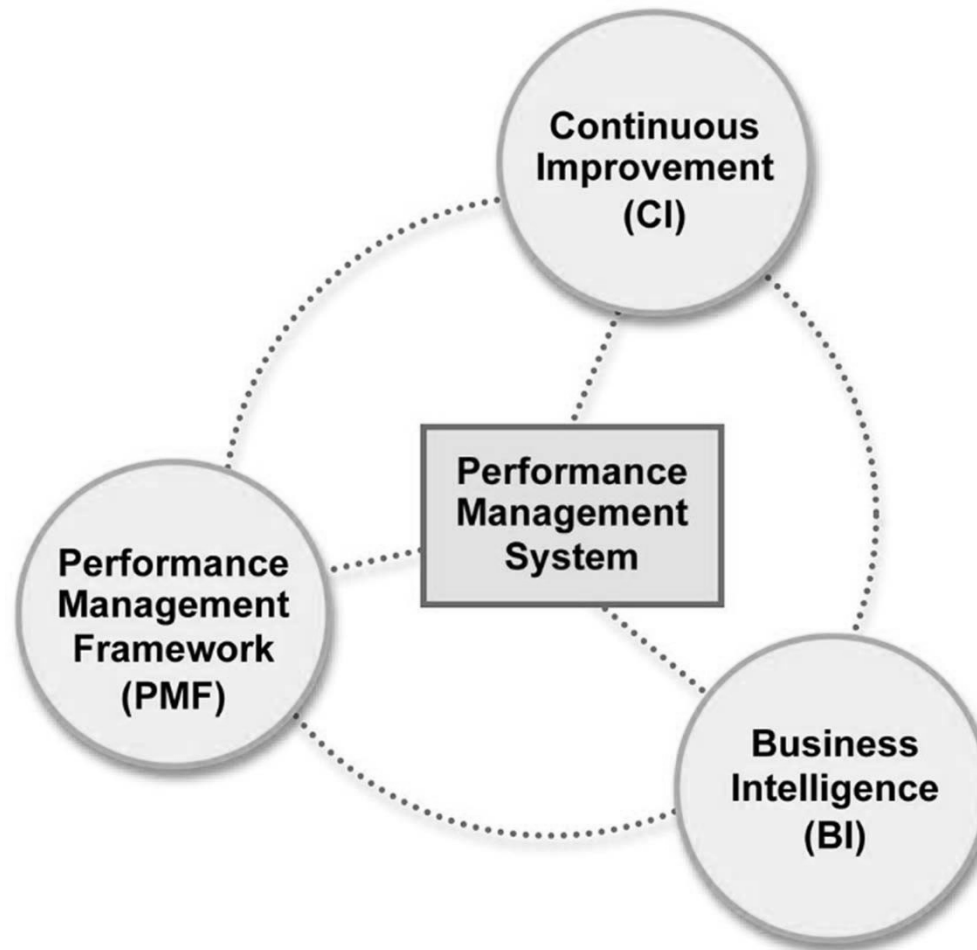
The Performance Management Framework (PMF) Mature Model Phase II

The PMF includes three components which are used to measure the quality and sustainability of Literacy and Basic Skills.

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

Business Intelligence (BI)

The three inter-related components of BI: _Technology, business processes, people._

People within SP organizations must have capacity to:

- Know what data to collect and why it is collected
- Collect the data with integrity
- Locate data in reports
- Analyze data, and
- Make evidence-based decisions to continuously improve LBS

**The raw data entered into CaMS is used to evaluate performance and make good business decisions. If the data is not valid and reliable, data analysis is futile and continuous improvement plans will be ineffective**
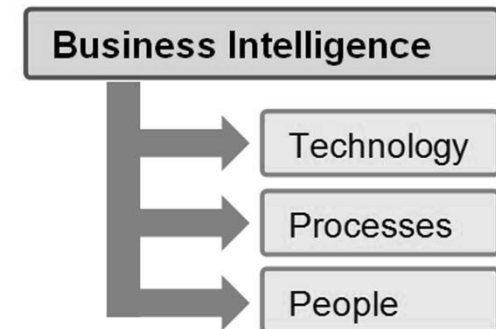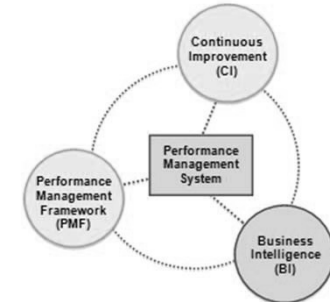
Continuous Improvement

..is the integration of <u>performance measurement and business planning</u> into daily operations. It is a logical sequence of actions which allows SPs, SOs and MTCU to:

- Review and analyze key results, not just activities and processes
- Conduct gap and impact analyses to inform future investment
- Conduct forward-looking planning for improvement and make changes based on actual results
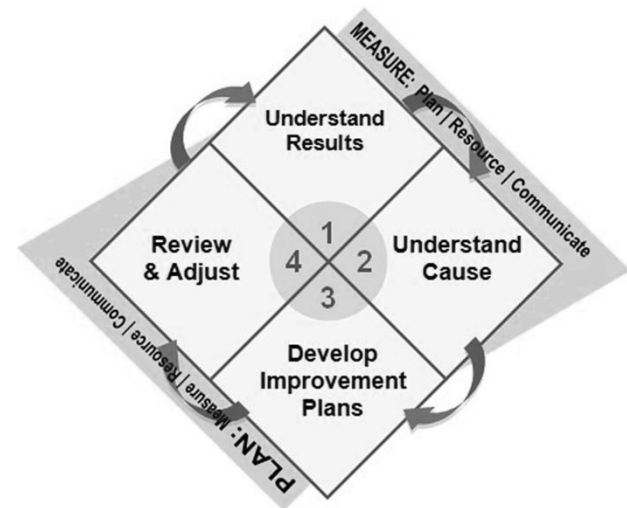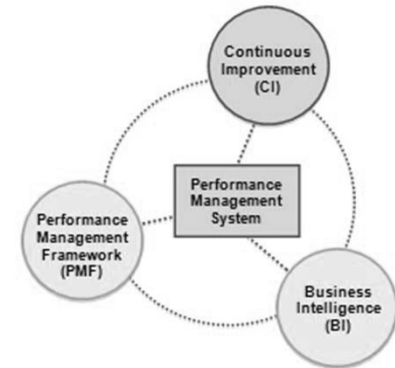
Roles and Responsibilities

One of the key benefits of an effective performance management system is the clarification of roles and responsibilities for MTCU and service provider. This includes shared responsibilities

MTCU Roles and Responsibilities

- Defines the service, sets baseline standards for service delivery and quality e.g. policy, guidelines, reporting requirements, performance expectations, advice and guidance

- Ensures transparency and accountability e.g. funding decisions, monitoring, evaluating, performance and agreements

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Service Provider Roles and Responsibilities

- Deliver services in accordance with the agreement, guidelines, performance and accountability requirements etc.

- Manage resources e.g. funding, budget oversight, financial and data systems

- Manage business systems and processes e.g. human resources, information, communication, customer service; organizational capacity; information and referral

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Support Organization Roles and Responsibilities

SOs include regional networks, stream, sector and service organizations

The functions and activities of the SOs are similar in that they broadly provide support to service providers

All SOs model continuous improvement and performance management practices support LBS and SPs to continuously improve organizational capacity and service delivery

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Shared Responsibilities

Shared responsibilities of MTCU, SPs and SOs:

- Ongoing review and evaluation of service design, performance management framework and customer service expectations

- Raising the level of service quality across the province so that all Ontarians have access to high quality services

- Identifying leading edge and innovative practices in service design, delivery and performance management

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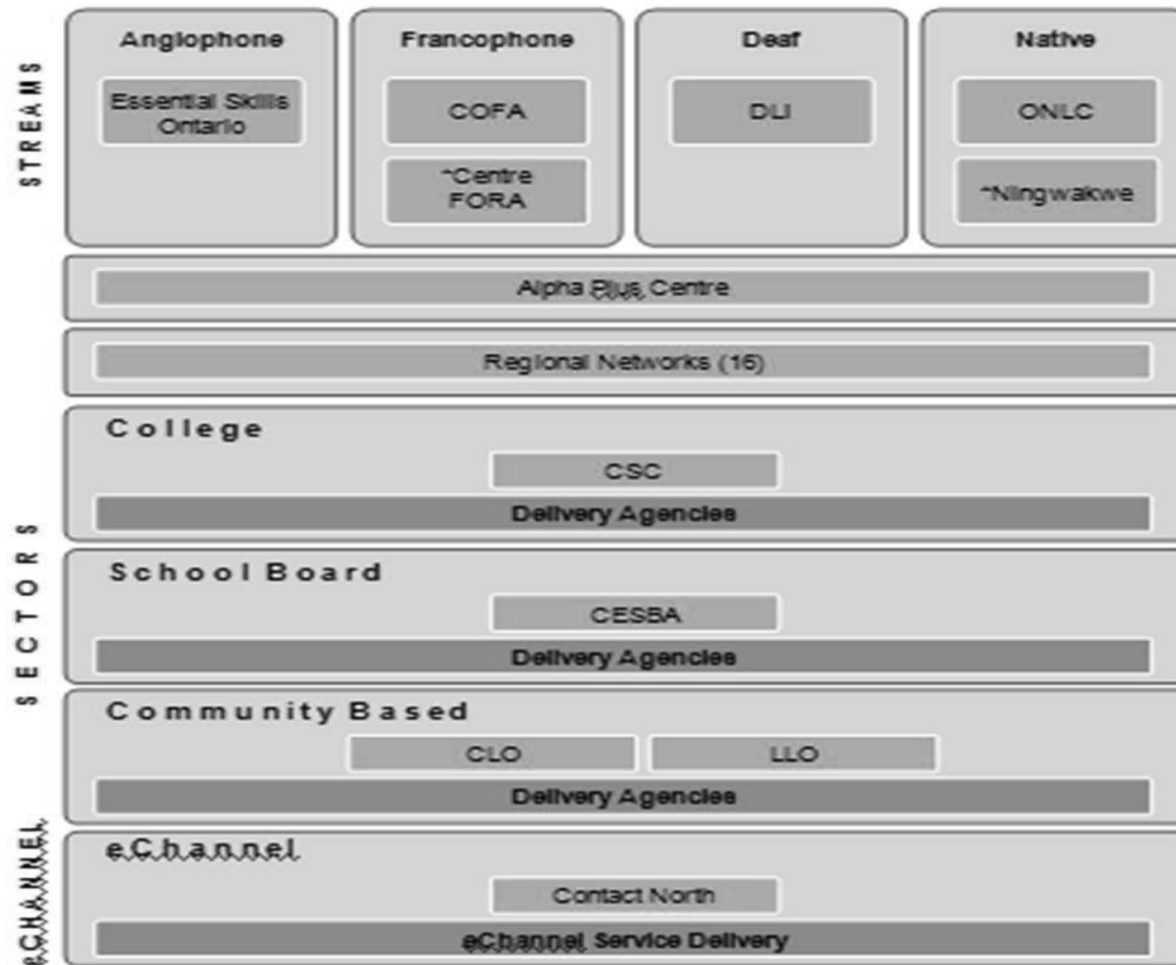
The "Waterline"

"Above the waterline": the products and services you
provide/deliver to your primary customers to respond
to their needs and expectations

"Below the waterline": your business foundation

or organizational/service provider capacity:

- Plan

- Measure

- Communicate

- Resource

- Etc...

Above and Below the Waterline

If SPs and SOs appropriately and consistently manage business systems "below the waterline", the "above the waterline" results tend to look after themselves

Exercise: Primary Customers

Think of your primary customers, the person(s) or organization(s) without whose support your program would cease to exist.

Who are they, what do they expect and how will they measure your success "above the waterline"?

The Customer is at the Center of the System

LBS is a learner-centred, goal-directed, transitions-oriented and results-based service with a few **primary customers:**

- Clients/Learners
- MTCU

Both parties expect effective, efficient, customer-oriented services

Literacy and Basic Skills Performance Management System

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UNIT 2: PERF ORMANCE MANA GEMENT FRAMEW ORK

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Unit 2 Objectives

By the end of this Unit participants will understand:

- The components of the Performance Management Framework (PMF)

- The Service Quality Standard (SQS) including the 3 dimensions and 7 core measures

- The reason for each core measure, data integrity issues related to each core measure and how to increase performance in each core measure

- The 4 dimensions of organizational capacity (OC): measure, plan, communicate, resource

- SP responsibility to comply with LBS guidelines and agreements

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The Performance Management Framework (PMF) Mature Model

The PMF includes three components which are used to measure the quality and sustainability of Literacy and Basic Skills.
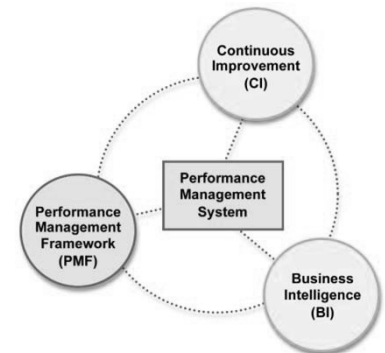
1. Service Quality Standard

2. Organizational Capacity

3. Compliance with MTCU Agreement and LBS Guidelines

PMF: Service Quality Standard (Phase II)

Measures the overall quality of the service provider:

- Who is served (i.e. profile of suitability)
- What happens to them (i.e. outcome or impact of service)
- How well learners think they have been served (service coordination and customer satisfaction) and
- The value for the investment (efficiencies)

OVERALL SERVICE QUALITY

Effectiveness 60%
- Suitability/Learner Profile
- Completion of Goal Path
- Learner Progress
- Learner Gains

Customer Service 30%
- Service Coordination
- Customer Satisfaction

Efficiency 10%
- Learners Served

Organizational Capacity
Measure | Plan | Communicate | Resource
AGREEMENT & GUIDELINE COMPLIANCE

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LBS Service Quality Standard (SQS)

Each **dimension** has **core measures** within it and is weighted to demonstrate value and to "tell a story" about the quality of LBS delivery. The "mature" LBS PMF:

Dimension - Customer Service:

1. Customer Satisfaction of the learner
2. Service Coordination (i.e. referrals in and out)

Dimension - Effectiveness:

3. Suitability/Learner Profile (i.e. Suitability indicators)
4. Completion of Goal Path (i.e. milestones, culminating tasks, activities)
5. Progress (i.e. milestones)
6. Learner Gains

Dimension - Efficiency

7. Learners served

OVERALL SERVICE QUALITY

Effectiveness 60%
- Suitability/Learner Profile
- Completion of Goal Path
- Learner Progress
- Learner Gains

Customer Service 30%
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- Customer Satisfaction

Efficiency 10%
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Organizational Capacity
Measure | Plan | Communicate | Resource
AGREEMENT & GUIDELINE COMPLIANCE

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Phase I (2012–14)

Dimension	Measure	LBS Prov. Target	Perf. Comm. Ann. Target	Weight	Prov. Value	Target Value	Maximum Value
Customer Service (33%)	1. Customer Satisfaction	85%	85%	33.33%	2.83	2.83	3.33
Effectiveness (33%)	2. Suitability/ Learner Profile • OW/ODSP • Age (>45 to <64)	29%	29%	33.33%	0.97	.97	3.33
Efficiency (33%)	3. Learners Served	90%	100%	33.34%	3.00	3.34	3.34
			Service Quality Standard		6.80	7.13	10.0

LBS PMF: Phase 2 – 2014-2015

Dimension	Measure	Prov. Standard	Perf. Comm. Ann. Standard
Customer Service (30%)	1. Customer Satisfaction	85%	85%
	2. Service Coordination	TBD	TBD
Effectiveness (60%)	3. Suitability/Learner Profile (all 12 indicators)	TBD	TBD
	4. Learner Progress	TBD	TBD
	5. Completion of Goal Path	TBD	TBD
	6. Learner Gains	TBD	TBD
Efficiency (10%)	7. Learners Served	90%	100%

Start with the End in Mind

- Although MTCU will only evaluate the SP on three core measures, learners and community partners will have other expectations, some related to all seven core measures

- SPs need to deliver quality service now and build a foundation for quality service in the future.

- The data tells a story, overlooking four core measures means the story will be incomplete

Below the waterline, start with the end in mind and focus on all 7 measures now

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EOIS-CaMS LBS Reports

Site-level raw data collected in CaMS is rolled-up into reports to enable better decision making

- Performance Reports (Report 64): MTCU and SPs use these reports to monitor and evaluate performance

- Operational Reports (Reports 19A, 60A, 61): SPs can use these reports to monitor, manage and continuously improve "below the waterline"

Detailed Service Quality Report (DSQR) Key Points

- It is the ONLY report MTCU uses to evaluate site performance so make sure it is accurate!

- Most of the data in the report relates to CLOSED service plans

- Service plans must contain one or more ACTIVE or COMPLETED <u>competency type</u> sub-goal to be a "learner served" BUT if the only sub-goal selected is "Learning Activities", then the closed service plan will not be included in the report" (DSQR 64).

Although in Phase I SPs will only be evaluated on the 3 core measures, the raw data for all core measures is being collected therefore Report 64 does include data for all 7 core measures.

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Exercise: Core Measures

Use Appendix 2: Report 64 Guide to find the core measure assigned to your group. Read the definition, then discuss and summarize your answers to these questions:

What is the definition of the core measure and why it is important?

What strategies could the SP implement to increase performance with each core measure?

Exercise: DSQ Report 64

Identify the following:

- Three service quality dimensions

- Seven core measures

- LBS Core Measure Provincial Targets

- SP Performance Commitment Annual Targets for Phase I (Schedule E core measure targets by SP)

- Year to date Participant Core Measure Actuals—% target achievement, numerators and denominators

- % Year to date Target

- Service Quality Phase I Provincial Target

- SP Performance Commitment Service Quality Phase I Annual Targets

- Allocations and Expenditures

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Medium Sensitivity

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Literacy and Basic Skills - Detailed Service Quality - Ref # 64

SDS ACME INC.
YTD 04/01/2012 - 12/31/2012

Run time parameters: EN, 2021A
Service Provider: ACME INC.
Service Delivery Site Name: 2021A - ACME INC.
Report Period: 04/01/2012 - 12/31/2012
Report run frequency: **Monthly.** This report's data is current to date 14-01-2013 01:03:24 AM
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LBS CM #	SERVICE QUALITY CORE MEASURES	LBS Prov. Target	Perf Com Ann.Target	YTD All Participants			% YTD of Target
				Num	Den	Actual	
	Customer Service						
1	**Customer Satisfaction**	85%	85%	18	18	**100%**	118%
	Learner			18	18	100%	
	Learner Response rate			18	21	86%	
2	**Service Coordination**			10	21	**48%**	
	1. Referred in			7		33%	
	2. Referred out - registered in Education			0		0%	
	3. Referred out - registered in Training			4		19%	
	4. Referred out - registered in ES			0		0%	
	5. Referred out - registered or confirmed receiving services with community resources that support learning			0		0%	

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LBS CM #	SERVICE QUALITY CORE MEASURES	LBS Prov. Target	Perf Com Ann.Target	YTD All Participants			% YTD of Target
				Num	Den	Actual	
	Effectiveness						
3	Suitability (Phase I)	29%	29%	11	21	26%	90%
3	Suitability (Phase II)	29%	29%	50	21	24%	82%
	1. <Grade 12			15		71%	
	2. OW/ODSP recipient			6		29%	
	3. No source of income			0		0%	
	4. Crown ward			0		0%	
	5. More than 6 years out of education			10		48%	
	6. More than 6 years without training			9		43%	
	7. Age over 45 and under 64			5		24%	
	8. History of interrupted education			4		19%	
	9. Disabled			0		0%	
	10. Aboriginal			0		0%	
	11. Deaf			1		5%	
	12. Francophone			0		0%	
4	**Completions (completion of all three indicators)**			1	21	5%	
	1. Learners who complete all Milestones			13		62%	
	2. Learners who complete Culminating task			1		5%	
	3. Learners who complete the Learning Activities			17		81%	
	Effectiveness (continued)						
5	Progress			49	65	75%	
				49		75%	
	1. % of Learners who complete at least one Milestone						
6	Gains			0	21	0%	
	1. % of Learners who show gains			0		0%	
	Efficiency						
7	Learners Served	90%	105	65		83%	
	New			65			
	Carry over			0			

Report Version 0.0.1.0 last revised on April 25, 2012

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SERVICE QUALITY - PHASE I	6.80	7.13		6.96	98%
	Prov Value	**Target Value**		**Actual**	**Weight**
Customer Service	2.83	2.83		3.33	33%
Customer Satisfaction	2.83	2.83		3.33	33%
Effectiveness	0.97	0.97		0.87	33%
Suitability	0.97	0.97		0.87	33%
Efficiency	3.00	3.33		2.75	33%
Learners Served	3.00	3.33		2.75	33%
SERVICE QUALITY - PHASE II				4.62	
				Actual	**Weight**
Customer Service				1.95	30%
Customer Satisfaction				1.00	10%
Service Coordination				0.95	20%
Effectiveness				1.84	60%
Suitability				0.24	10%
Completions				0.10	20%
Progress				1.51	20%
Gains				0.00	10%
Efficiency				0.83	10%
Learners Served				0.83	10%

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Allocations and Expenditures		Allocation	YTD All Participants			%
			# Clients	Expend	Avg cost	Alloc Spent
Operational Allocation		$ 100,000				
Field Support		$ -				
Training Support		$ -	0	$ -	$0	0%
Transportation support			0	$ -	$0	
Childcare support			0	$ -	$0	
Other support			0	$ -	$0	
Other Funding 1		$ -				
Other Funding 2		$ -				
Other Funding 3		$ -				
Other Funding 4		$ -				
Other Funding 5		$ -				
Other Funding 6		$ -				
Other Funding 7		$ -				
Other Funding 8		$ -				
Other Funding 9		$ -				
Other Funding 10		$ -				
TOTAL		$ 100,000				

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Customer Service: Customer Satisfaction Pg.8

Numerator: # of service plans with satisfaction rated at 4 or 5

Denominator: sum of service plans with satisfaction from 1 to 5

YTD Actual: % of closed service plans with satisfaction rated 4 or 5 divided by the total number of service plans rated 1 to 5

YTD of Target: Achievement of Actual against Target

Sample DSQR:

$$\frac{\text{Plans rated 4 or 5}}{\text{Sum of plans rated 1 to 5}} = \frac{18}{18} = \textbf{100\%} \text{ YTD Actual}$$

$$\frac{\text{YTD Actual}}{\text{YTD Target}} = \frac{100\%}{85\%} = \textbf{118\% YTD Target}$$

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	7. Age over 45 and under 64			5		24%	
	8. History of interrupted education			4		19%	
	9. Disabled			0		0%	
	10. Aboriginal			0		0%	
	11. Deaf			1		5%	
	12. Francophone			0		0%	
4	**Completions (completion of all three indicators)**			1	21	5%	
	1. Learners who complete all Milestones			13		62%	
	2. Learners who complete Culminating task			1		5%	
	3. Learners who complete the Learning Activities			17		81%	
	Effectiveness (continued)						
5	Progress			49	65	75%	
				49		75%	
	1. % of Learners who complete at least one Milestone						
6	Gains			0	21	0%	
	1. % of Learners who show gains			0		0%	
	Efficiency						
7	**Learners Served**	90%	105	65		83%	
	New			65			
	Carry over			0			

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Efficiency: Learner Served Pg.23

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Numerator: sum of new AND carry over service plans in fiscal

Denominator: Pro-rated annual Schedule E target (<u>not shown</u>) = Annual target divided by 12, multiplied by # of months in fiscal

YTD Actual: Sum of new and carry over plans divided by target # of new and carryover plans for reporting period

YTD of Target: YTD actual divided by Annual target

Sample DSQR:

$$\frac{\text{New and carryover plan}}{\text{Pro-rated Target}} = \frac{65}{78.75 \ (105/12 \ \text{x \# of fiscal months})} = \textbf{83\%} \ \textbf{YTD Actual}$$

$$\frac{\text{YTD Actual}}{\text{YTD Target}} = \frac{83\%}{100\%} = \textbf{83\% YTD Target}$$

PMF: Organizational Capacity

All successful, sustainable organizations, regardless of sector, have a solid business foundation to provide and sustain effective, efficient and customer oriented services.

SPs *demonstrate* OC dimensions are woven into day-to-day operations:

- Measure
- Plan
- Communicate
- Resource

Organizational Capacity and Data

Dimension	OC Indicator	Definition
Planning	Demonstrated use of data	The SP has evidence that non-financial data is analyzed and evaluated to make both short- and long-term program/service changes that reflect local labour market and community needs.
Measuring	Results management	The SP has systems and processes in place to track performance against agreements and commitments and standards.
Resourcing	Administrative processes	The SP has administrative systems in place (admin, finance, HR, IT) that support the organization's business commitments to customer service, quality and operational performance.
Communicate	Governance	The service provider has evidence of a governance structure which has process/policies in place to ensure accountability to funders, clients/learners, the community and its own staff.

This is some of the "below the waterline" as it pertains to Data

Risk assessment

The Ministry's new risk assessment methodology presents an opportunity for MTCU staff to build stronger relationships with service providers and for service providers to build capacity

The risk assessment methodology will also help MTCU identify the most appropriate level of oversight and support needed to ensure an EO SP meets program objectives

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Compliance to the Agreement and LBS Guidelines

All SPs are expected to achieve Schedule E commitments, in-year and within budget, and achieve improvement targets as outlined in the 2013-2014 business plan

Literacy and Basic Skills Performance Management System

UNIT 3: BUSINE SS INTELLIGENCE

Unit 3 Objectives

By the end of this Unit participants will understand:

- The definition of "business intelligence" and its role in program and learner service delivery

- The LBS Services and Client Path

- The importance of data integrity to the whole Performance Management process and to develop learner plans

- How the data collected into EOIS-CaMS is used to evaluate site performance and to make appropriate business decisions at the site community and provincial levels

- The types of performance and operational reports available including the Detailed Service Quality Report (DSQR)
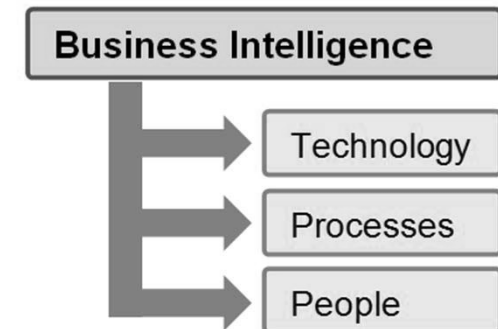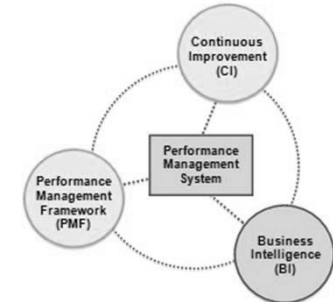
Business Intelligence (BI)

The three inter-related components of BI: *Technology, business processes, people.*

People within SP or SO must have capacity to:

o Know what data to collect and why it is collected

o Collect the data with integrity

o Locate data in reports

o Analyze data, and

o Make evidence-based decisions to continuously improve ES

The raw data entered into CaMS is used to evaluate performance and make good business decisions. If the data is not valid and reliable, data analysis is futile and continuous improvement plans will be ineffective

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Business Intelligence

The raw data entered into CaMS at a user level, impacts the ability of SPs and MTCU to assess performance and make good business decisions going forward. If the data entered is not valid and reliable, data analysis is futile and continuous improvement plans will be ineffective

While MTCU continues to focus on improvements to the technology - EOIS-CaMS - to support business intelligence, SPs need to strengthen business intelligence capacity as far as their own technology, processes and people are concerned

This starts with ensuring that the SP LBS team has a clear and consistent understanding of LBS and how performance is measured

Service Delivery and Data

Sometimes it is difficult to understand the importance of data especially when it seems that data related tasks take time away from serving learners.
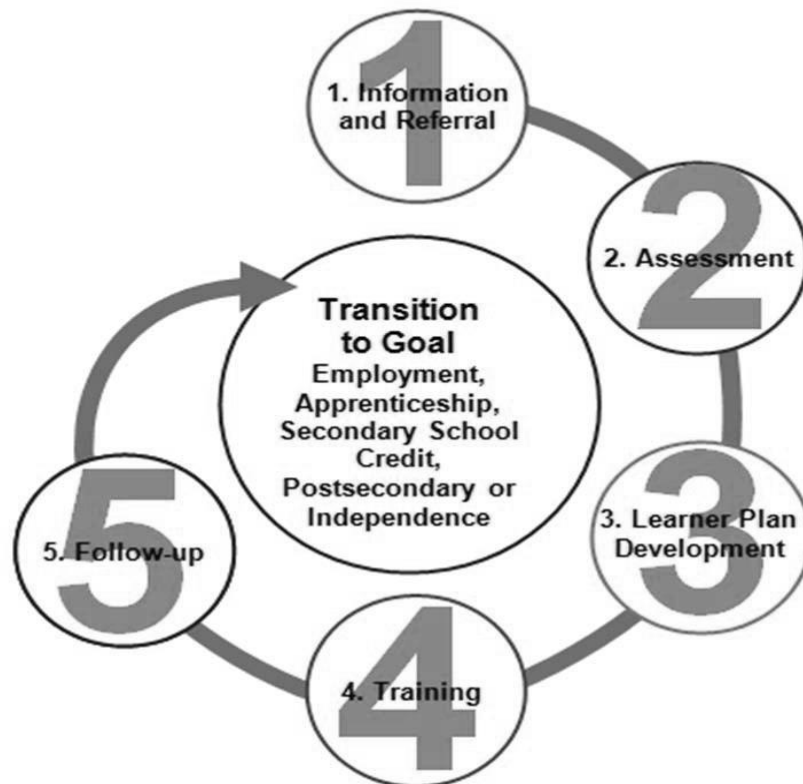
Collecting valid and accurate data supports increased   customer satisfaction especially when the data is translated into knowledge and used to make quality, evidence-based service decisions

Collecting data efficiently and accurately is part of building organizational capacity (OC) "below the waterline"

LBS Program Services

LBS Program Services

A clear understanding of the components of the LBS program, the OALCF and the client/learner goal path is an important first step on the road to data integrity and demonstrating service excellence.

LBS Terms

As noted in the LBS SP Guidelines:

Clients are adults who access Information and Referral or assessment services, <u>but who will not be receiving LBS training services at your site</u>.

Learners are adults <u>who receive LBS training services </u>to achieve a milestone or learning activity and <u>have a learner plan.</u>

Assessment and Learner Plans

Assessment:

- A key component of the LBS program and embedded in all components of the service, <u>including Information and Referral</u> (IR)

- Any process or procedure that gathers information for making decisions about a client/learner's knowledge, skills, behaviours and abilities.

- A critical part of everyday activities in a literacy program as decisions are made on how to best meet client/learners' needs

- Includes a wide range of approaches - informal and formal

Assessment and Learner Plans

An "LBS Learner Plan" includes all of the information collected pertaining to a learner, the "LBS service plan" is the learner information entered into CaMS.

An "LBS client" only accesses the Information and Referral component of the LBS service; the client becomes a learner when a Learner and Service plan are created.
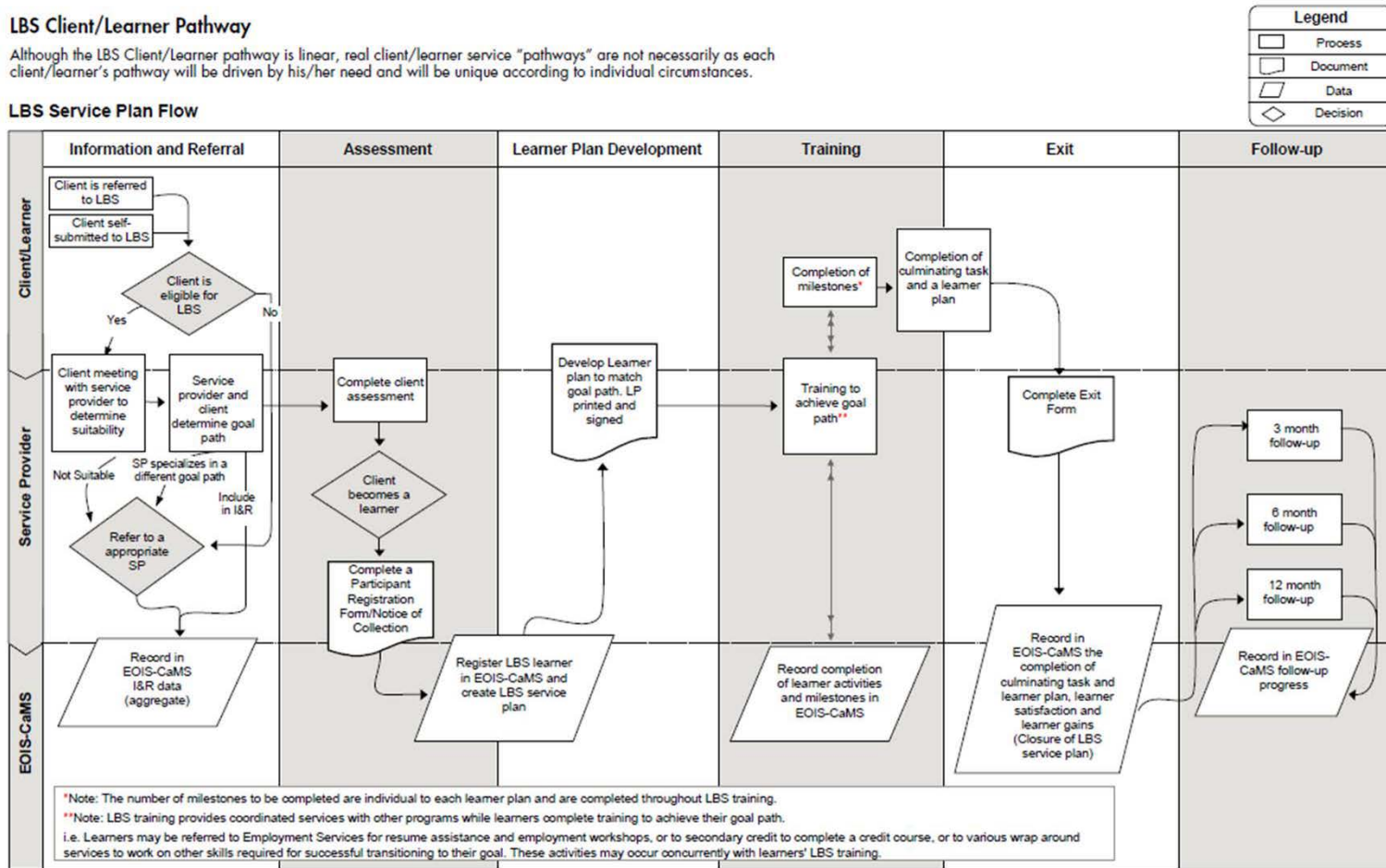
EOIS-CaMS and LBS

CaMS data entry begins when a learner service plan is entered into the system and ends when the follow-up obligations for the client have been completed by the service provider.

CaMS allows SP staff working with learners to:

- Identify what must be done to meet the program goals
- Create a plan of supportive activities to help learners meet those goals
- Document a history of activities previously provided
- Track their progress in meeting those objectives

Literacy and Basic Skills Plan

- The **goal** is the <u>overall outcome</u>
- The **goal path** is the route taken to achieve goals/outcomes
- **Sub-goals** break the main goal down into more <u>specific components</u>. A service plan may have one or more sub-goals
- Plan items are the <u>specific services, benefits and learning activities</u>

There must be at least one sub-goal and plan item to open a service plan; additional sub-goals and plan items can be added later in service.

See Data Entry Tool (Appendix 1)

Structure of plan

Goals	Sub-Goals	Plan Items
Employment	Competencies	Benefits
Apprenticeship	• Find and use information	Services
Secondary School Credit	• Communicate ideas and information	Learning Activities
Post-secondary	• Understand and use numbers	
Independence	• Use digital technology	
	• Manage Learning	
	• Engage with others	
	Learning Activities	
	Referrals	
	Training Supports	

SPs must have "business intelligence" to develop learner plans:

- Gather

- Decode/organize

- Analyze

- Collaborate

Literacy and Basic Skills Performance Management System

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UNIT 4: CONTINUOUS IMPROVEMENT

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Unit 4 Objectives

By the end of this Unit participants will:

- Understand Continuous Improvement (CI) including the CI process and the MTCU annual business planning cycle

- Recognize the importance of data analysis and reporting to assess the quality of service being provided to clients and learners

- Examine the relationship between site data collection and the LBS performance reports

- Evaluate site performance against provincial standards and agreement commitments and identify challenges to be expressed in the Quarterly Status and Adjustment Reports (QSARs)

Continuous Improvement

The integration of performance measurement and business planning into the daily operations of an organization to continuously improve service

The four steps can be used for formal and informal business planning at macro and micro levels

The 4 CI steps align with the 4 dimensions of organizational capacity
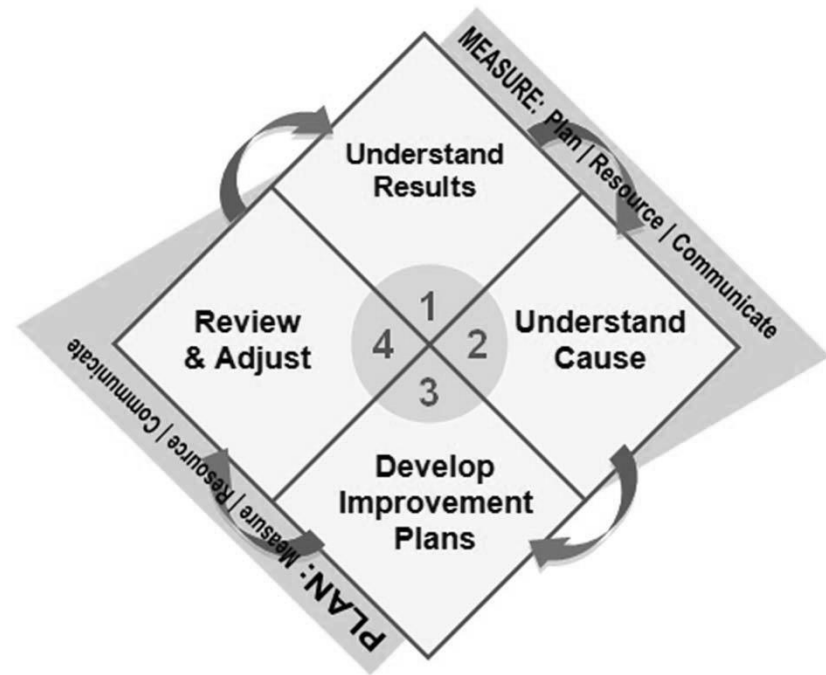
Data Analysis Defined

"A practice in which <u>raw data is ordered and organized so that useful information can be extracted from it</u>. The process of organizing and thinking about data is key to understanding what the data does and does not contain…It is important to pay attention when data analysis is presented, and to <u>think critically</u> about the data and the conclusions which were drawn."

Annual Business Planning Cycle

The annual business planning cycle sets the stage for on-going continuous improvement and includes:

- Business Planning
- Reporting
- Monitoring

The LBS PMS is evidence-based - SPs must ensure the raw client/individual data entered into EOIS-CaMS is valid and accurate as it is the primary data MTCU uses to determine if a SP is achieving its contracted commitments

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Annual Business Planning Cycle

STEP 1:
Understand Results
(November)

ACTIONS TO BE TAKEN:
- Review your results against provincial standards and contracted goals for the year (based on Schedule B commitments)
- Understand context of standards
  - Targets are initially set to establish baseline data
  - Standards are developed based on actual data
  - Not based on a theoretical structure of what should be
  - Not stretch targets

STEP 4:
Review and Adjust

ACTIONS TO BE TAKEN:
- Provide quarterly reports on the achievements you have accomplished
- Outline the adjustments you decide to make in order to more effectively achieve the commitments in your Business Plan

MTCU CONFIRMS PROVINCIAL STANDARDS BASED ON ACTUAL RESULTS BUSINESS PLANS GO OUT
(November)

SERVICE PROVIDERS REPORT ACHIEVEMENT & PLAN ADJUSTMENTS
(Quarterly or as required)

SERVICE PROVIDER IDENTIFIES STRENGTHS, GAPS & VARIANCES
(November to January)

Understand Results

Review & Adjust

1 4 2 3

Understand Cause

Develop Improvement Plans

MTCU APPROVES ANNUAL TARGETS & CONFIRMS FUNDING
(April)

SERVICE PROVIDER INDENTIFIES AREAS FOR IMPROVEMENT
(November to January)

SERVICE PROVIDER SUBMITS BUSINESS PLAN TO MTCU
(January)

STEP 2:
Understand Cause
(November to January)

ACTIONS TO BE TAKEN:
- Consider the cause of your results
- Identify what you have done to achieve those results
- Identify external impacts that affected your operation both positively and negatively
- Identify outcomes that are higher than provincial standard
- Identify what caused you to achieve results below provincial standard
- Assess strengths, gaps and variances to decide what is to be continued and reinforced and what is to be changed

STEP 3:
Develop Improvement Plans
(November to January)

ACTIONS TO BE TAKEN:
- Review the factors that impact your operation and generated the results you have achieved
- Identify the areas for improvement
- Incorporate action plan to realize improvement as part of your overall Business Plan
- Develop Business Plan following the guidelines in the Business Plan package sent out in November

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Below the Waterline Opportunity

Planning is a dimension of SP organizational capacity as results need to be <u>achieved by design not by accident</u>. Although not directed by MTCU, SP should be business planning and monitoring on a daily, monthly and quarterly basis "below the waterline", at macro and micro levels, to allow the SP <u>to build a solid, sustainable organization.</u>

Point to Ponder:

- How do you measure your results and plan for improvement on an ongoing basis?

The Annual Business Plan and Reporting

Service providers are required to report to MTCU on the delivery of LBS and the use of funds. Service providers are required to report in three areas:

- Learner/Individual Data
- Service Provider Performance by service delivery site
- Financial Management and Accountability

Data integrity is key when it comes to the data entered into EOIS-CaMS . Physical learner files must include documentation to support the data entered, such as the rationale for service decisions.

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Exercise: Business Owners of Data

It is the responsibility of the SPs, as the "business owners of data", to ensure data collected then entered into CaMS is accurate and complete.

What quality assurance (QA) checks and balances do your site(s) have in place prior to closing an LBS learner plan and CaMS service plan?

Below the Waterline Opportunity

As a service provider or support organization, it is important that you build organizational capacity "below the waterline" to ensure LBS services are appropriate and timely.

Points to Ponder:

- What do you think you need to record and/or monitor "below the waterline" to ensure your services are appropriate and timely? What are the risks if you don't? What are the benefits if you do?

Quarterly Status Adjustment Report (QSAR)

- A mandatory reporting tool

- A consistent approach for SPs to report to the Ministry

- Requires SPs to review performance commitments/deliverables and budget management for each funded service delivery site from the LBS business plan and the LBS agreement

- Organization describes any adjustments to business practices to achieve performance commitments and deliverables by the end of the next quarter or by year end

Schedule and Procedure for QSAR Submission

MTCU expects SPs to meet the QSAR submission deadlines indicated in the template

SPs must follow the reporting cycle

QSAR Process

Service Delivery Sites required to complete the QSAR on a quarterly basis and submit to MTCU at pre-determined times. MTCU will provide written feedback.

MTCU expects SPs to demonstrate that they:

- Understand results they need to achieve and why they are not achieving them

- Know what their actual results are telling them

- Develop and implement improvement plans

These are key activities to manage an effective, sustainable organization

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QSAR Questions 2012-2013

1. Identify Schedule E budget and/or performance targets that have not been achieved this quarter and strategies and actions to achieve targets by year-end.

2. Are your expenditures aligned with your business plan commitments?

3. What are the actual percentages of learners served within each of the five OALCF goal paths compared to your projected numbers?

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Review the DSQR and fill in the three columns for each core measure: LBS Provincial Target (LBS Prov. Target), Performance Commitment Annual Target (Perf Com. Ann. Target), Year- To-Date All Participants Actual (YTD All Participants Actual)

Calculate Variance

Exercise: Detailed Service Quality Report

Dimensions and Core Measures	LBS Prov. Target	Perf Com Ann. Target	YTD All Participants Actual	Variance (+ -)
Customer Service				
Customer Satisfaction				
Service Coordination	TBD	TBD		
Effectiveness				
Suitability (Phase I)				
Completions	TBD	TBD		
Progress	TBD	TBD		
Gains	TBD	TDB		
Efficiency				
Learners Served				
Interim Service Quality Target				

Exercise: Detailed Service Quality Report

Dimensions and Core Measures	LBS Prov. Target	Perf Com Ann. Target	YTD All Participants Actual	Variance (+ -)
Customer Service				
Customer Satisfaction	85%	85%	100%	+15%
Service Coordination	TBD	TBD	48%	NA
Effectiveness				
Suitability (Phase I)	29%	29%	26%	-3%
Completions	TBD	TBD	5%	NA
Progress	TBD	TBD	75%	NA
Gains	TBD	TDB	0%	NA
Efficiency				
Learners Served	90%	100%	83%	-17%
Interim Service Quality Target	6.80	7.13	6.96	-.17

Ontario   **EMPLOYMENT ONTARIO**

Generated on: 01/14/2013

Medium Sensitivity

Literacy and Basic Skills - Detailed Service Quality - Ref # 64

SDS ACME INC.
YTD 04/01/2012 - 12/31/2012

Run time parameters: EN, 2021A
Service Provider: ACME INC.
Service Delivery Site Name: 2021A - ACME INC.
Report Period: 04/01/2012 - 12/31/2012
Report run frequency: **Monthly.** This report's data is current to date 14-01-2013 01:03:24 AM
Information presented in this report is for Ministry/Service Providers use only and is not intended for distribution - Medium Sensitivity

LBS SERVICE QUALITY CM # CORE MEASURES	LBS Prov. Target	Perf Com Ann.Target	YTD All Participants			% YTD of Target
			Num	Den	Actual	
Customer Service						
1 **Customer Satisfaction**	85%	85%	18	18	**100%**	118%
Learner			18	18	100%	
Learner Response rate			18	21	86%	
2 **Service Coordination**			10	21	**48%**	
1. Referred in			7		33%	
2. Referred out - registered in Education			0		0%	
3. Referred out - registered in Training			4		19%	
4. Referred out - registered in ES			0		0%	
5. Referred out - registered or confirmed receiving services with community resources that support learning			0		0%	

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LBS CM #	SERVICE QUALITY CORE MEASURES	LBS Prov. Target	Perf Com Ann.Target	YTD All Participants			% YTD of Target
				Num	Den	Actual	
	Effectiveness						
3	Suitability (Phase I)	29%	29%	11	21	26%	90%
3	Suitability (Phase II)	29%	29%	50	21	24%	82%
	1. <Grade 12			15		71%	
	2. OW/ODSP recipient			6		29%	
	3. No source of income			0		0%	
	4. Crown ward			0		0%	
	5. More than 6 years out of education			10		48%	
	6. More than 6 years without training			9		43%	
	7. Age over 45 and under 64			5		24%	
	8. History of interrupted education			4		19%	
	9. Disabled			0		0%	
	10. Aboriginal			0		0%	
	11. Deaf			1		5%	
	12. Francophone			0		0%	
4	**Completions (completion of all three indicators)**			1	21	5%	
	1. Learners who complete all Milestones			13		62%	
	2. Learners who complete Culminating task			1		5%	
	3. Learners who complete the Learning Activities			17		81%	
	Effectiveness (continued)						
5	Progress			49	65	75%	
				49		75%	
	1. % of Learners who complete at least one Milestone						
6	Gains			0	21	0%	
	1. % of Learners who show gains			0		0%	
	Efficiency						
7	**Learners Served**	90%	105	65		83%	
	New			65			
	Carry over			0			

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Exercise: QSAR – Results and Causes

- What is your overall impression of this service provider's performance? Have any Schedule E targets not been achieved?

- What are the potential causes for performance or non-performance?

- What additional information would help you understand their current performance?

Exercise: QSAR – Develop Improvement Plan

- What are the overall areas of improvement you think they should include in their QSAR? Why?

- What strategies, within their control, might assist them to increase their performance?

Reporting Roles and Responsibilities

Service Providers:

- Examine and analyze operational and performance reports

- Complete Quarterly Status and Adjustment Report

- Complete the Estimate of Expenditure Report

- Submit an Audited Statement of Revenue and Expenditure Report

Reporting Roles and Responsibilities

MTCU:

- Review the Quarterly Status and Adjustment Report

- Review and analyze the monthly LBS DSQR

- Review service provider Schedule E and business plan

- Review the Estimate of Expenditure reports

Below the Waterline Opportunity

In addition to complying with MTCU reporting requirements the QSAR provides the opportunity for internal business planning, the QSAR could be an "output" of internal business planning to demonstrate your organization's capacity to measure and plan "below the waterline" to build a solid business foundation.

Point to Ponder:

- What internal structures and processes do you have in place to celebrate successes and continuously improve your LBS services?

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What is Monitoring?

It ensures that SPs are complying with agreements and funds are spent as specified. In addition, the process is meant to provide the Ministry with information regarding compliance to the LBS guidelines and the demonstration of organizational/service provider capacity.

- Monitoring is conducted throughout the duration of the agreement through a combination of 'off site' and 'on site' activities
- During the agreement period, events may occur that will result in additional monitoring

There are 2 types of visits:

Program Monitoring and Program Support

Evaluation for Continuous Improvement

LBS SPs should develop an internal agency evaluation system that includes:

- Monitoring and evaluation systems to ensure LBS Program activities and outcomes are consistent with those specified in the contract and the LBS Program Guidelines

- Management review of learner files

- Method for gathering other service delivery organization and stakeholder input and feedback

- Method for gathering client and learner input and feedback

Summary

Summary

You are encouraged to use this material, and other LBS resources (e.g LBS Guidelines and documents on EOPG) to train your teams and to continue to develop capacity "below the waterline" which includes:

- Achieving contracted commitments

- Integrating continuous improvement into the fabric of the organization

- Collecting valid and reliable site-level data to support solid business decisions

This is just the beginning of the learning process

Summary: Learning Objectives

Hopefully, at this time, you have a deeper level of understanding regarding:

- The LBS PMS and how it contributes to service quality excellence and a sustainable LBS service that makes a real difference

- The PMF: the 3 dimensions of service quality, the 7 core measures and the Service Quality Standard; Service Provider Capacity; and Compliance with the LBS agreement and guidelines

- BI: the connection between the OALCF, the raw data entered into CaMS and service provider performance measurement and management; the importance of service and data integrity; service provider responsibilities; and EOIS-CaMS reports

- CI: the EO CI process; the MTCU annual business planning cycle; the QSAR; internal service provider operational planning; and ongoing data analysis

- The EOPG resources available related to the LBS PMS including the above

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Below the Waterline Opportunity: Next Steps

Activity	Participants	Date
Develop policies and procedures related to quality assurance and business intelligence		
Complete the "primary customers" exercise		
Compare the client service pathway in this manual to the SP pathway to determine gaps, if applicable		
Review the SP Schedule B with team members and highlight the importance of data integrity		
Complete the "core measures" exercise and discuss Phase I and Phase II core measures		
Complete the QSAR exercises on pages Unit 4, pages 13 & 14		

It is expected that you will take this information back to your SP and train others responsible for the integrity and the analysis of your EOIS-CaMS data.

Where will you begin?

Exercise: LBS PMS

Choose (and share in plenary) one to three words to describe where you are "at" right now….

Complete Evaluations

THANK YO U !