



Employment Ontario

Literacy and Basic Skills

Performance Management Reports Training for Service Providers



Trainer Guide

MTCU Foundation Skills Unit, Program Delivery Support Branch (FSU-PDSB)
Corporate Streamlining Company, Inc.

Table of Contents

TABLE OF CONTENTS	1
PREAMBLE	3
EVOLUTION	3
SAMPLE TRAINING EVALUATION FORM	3
STAND-ALONE UNITS	4
INTRODUCTION	5
MTCU EXPECTATIONS FOR 2014-15 AND BEYOND	5
PURPOSE OF THE TRAINING	5
UNIT 1: PERFORMANCE MANAGEMENT SYSTEM.....	6
PERFORMANCE MANAGEMENT IN THE ONTARIO PUBLIC SERVICE (OPS)	6
THE CUSTOMER IS AT THE CENTRE OF THE SYSTEM.....	6
ABOVE AND BELOW THE WATERLINE	7
COMPONENTS OF A PERFORMANCE MANAGEMENT SYSTEM.....	8
EXERCISES 1 TO 3 (ANSWER KEY).....	10
UNIT 2: LBS PROGRAM SERVICES AND CLIENT PATH.....	12
THE LBS CLIENT PATH.....	12
THE COMPONENTS OF THE PERFORMANCE MANAGEMENT FRAMEWORK	13
CORE MEASURES.....	13
EXERCISE 1 (ANSWER KEY).....	14
SERVICE QUALITY STANDARD (SQS) CALCULATION	18
EXERCISE 2 (ANSWER KEY).....	19
GROUP MIND MAP EXERCISE	22
CONNECTING INPUT TO REPORTS	23
UNIT 3: DATA INTEGRITY	25
EXERCISE 1 (ANSWER KEY).....	28

UNIT 4: REPORT ANALYSIS.....	30
LEARNERS SERVED – PRO-RATED DENOMINATOR	30
CONTINUOUS IMPROVEMENT PATTERN.....	31
REPORTS AVAILABLE	32
THE LBS CLIENT PATH (EXPANDED)	32
MANAGING TRADE-OFFS.....	33
CRITICAL POINT IN THE PROCESS (‘BOTTLENECK’).....	33
EXAMPLES OF WHERE THE CRITICAL POINT CAN OCCUR	33
WHAT THE REPORT DATA COULD BE TELLING YOU	34
READING.....	34
EXERCISE 1	34
REPORT 61 CASE ACTIVITY (CLIENT LEVEL)	35
DATA COMBINATIONS	35
STAFF	35
THE BIG PICTURE.....	36
ROLL-UP REPORTS.....	36
EXERCISES 2 TO 7	36
EXERCISES 2 TO 6 (ANSWER KEY).....	37
SUMMARY.....	42
EXERCISE 1	42
APPENDICES	44
APPENDIX 1 - SAMPLE TRAINING EVALUATION FORM	45

Preamble

This training is intended to build on the Performance Management System training conducted in January and February 2013 and detailed in the [Employment Ontario Literacy and Basic Skills Performance Management System for Service Providers and Support Organizations Participant Guide](#) linked at the referenced web page.

The data used in the participant guide follows the LBS Service Provider Guidelines effective April 1, 2014.

Evolution

The LBS Program is evolving and this training contributes to that evolution.

After reading the participant guide some service providers might feel a need to tighten up execution of their standard operating procedures; others might be encouraged to *develop* standard operating procedures. To some the concept of understanding how a value on a report is calculated is new. To others what the data can be telling the service provider is new.

Regardless of the participants' current level of understanding of the reports, data integrity, and analysis there is an excellent chance there is something of value in this training for everyone.

Sample Training Evaluation Form

Trainers are encouraged to ask participants to evaluate the training, as well as their understanding of key concepts prior to the training. A sample training evaluation form is provided in [Appendix 1](#).

Stand-Alone Units

Each unit contains an objectives section, one or more content sections, an objectives review section, and usually contains exercises. The units are designed to be taught as either stand-alone sessions (in sequence) or as a one-day session, at the discretion of the trainer. Please note that Unit 4 is lengthy.

Estimated training time is six and one half hours. The time is broken down and noted below headings.

Training can be incorporated into staff meetings or to facilitate conversations about best practices amongst organization staff.

Introduction

(SLIDE 6)

MTCU Expectations for 2014-15 and Beyond

(estimated time: 2 minutes)

Present (versus discuss) that MTCU expects service providers to:

- achieve contracted commitments;
- integrate continuous improvement; and
- collect quality site level data.

Discuss the tendency to cut back on administrative activities such as the timely and complete entering of data into EOIS-CaMS, often as a trade-off to help as many people as fast as possible. Sound data integrity is necessary so analysis of reports can support continuous improvement and result in better outcomes for learners in the long run.

(SLIDE 7)

Purpose of the Training

(estimated time: 2 minute)

Read the points in the participant guide or have the participants read to themselves.



Unit 1: Performance Management System

(SLIDE 8-9)

Unit 1 is a refresher to the Performance Management System training conducted in January and February 2013 referenced in the Preamble.

Performance Management in the Ontario Public Service (OPS)

(estimated time: 1 minute)

- Performance management systems are used throughout the Ontario Public Service to evaluate the effectiveness of services provided with public funds.
- Performance management supports transparency and accountability. This way, all stakeholders know how the service system is performing and where there is room for improvement.

The Customer is at the Centre of the System

(estimated time: 2 minutes)

- The learners' goals drive everything. The reason the LBS Program exists is to help learners transition to their goals. The learners and MTCU are the two primary customers of the LBS Program.

(SLIDE 10)

Above and Below the Waterline

(estimated time: 3 minutes)

- Sound management 'below the waterline' will maximize actual results and report data 'above the waterline'. This **cause and effect** relationship is a key aspect of the LBS Performance Management System.

When discussing 'above and below the waterline' ask participants for examples of each. Below are examples:

Above the waterline includes information found in reports, including but not limited to:

- referrals in
- assessments
- learner plans
- learning activities
- culminating tasks
- referrals out
- performance outcomes
- exit and follow up data

Below the waterline includes internal business processes such as:*

- standard operating procedures
- becoming well known in the community
- service coordination to support learner referrals
- staff training and professional development
- report analysis
- investigation
- continuous improvement
- operational reports
- local service delivery practices
- how data is captured for input into EOIS-CaMS
- learner paper files
- making service provider level evidence-based decisions
- local planning and strategizing

*Some internal processes are monitored by the Ministry (i.e. learner file review, risk assessment, etc.)

(SLIDE 11)

Components of a Performance Management System

(estimated time: 13 minutes)

Introduce the three components of the LBS-PMS:

1. performance management framework
2. business intelligence
3. continuous improvement

Facilitate a discussion about the elements of the components above. Beside each element is more information that the trainer can use to facilitate conversation:

1. Performance Management Framework (PMF):

Service Quality Standard (SQS) – The SQS is a numeric value that measures service provider performance. The SQS calculations will be discussed in Unit 2.

Organizational Capacity – An organization's ability to measure, plan, communicate and resource. The lack of organizational capacity can impact an organization's ability to serve learners efficiently and effectively.

Compliance to MTCU Agreement and LBS Service Provider Guidelines – Service providers are expected to meet all contracted

commitments within their LBS agreement.

The LBS Service Provider Guidelines provide the broad policy direction and information that is needed by service providers to deliver the LBS Program.

2. Business Intelligence (BI):

Refers mostly to how an organization is managed below the waterline; the participant guide includes descriptions.

(SLIDE 12)

3. Continuous Improvement (CI):

- a) Understand results – Know what data is included in reports, how reports are calculated, and what story is being told by the data in reports.
- b) Understand cause – Report data that is below target or inconsistent needs to be investigated to determine the cause and to support the development of improvement plans.
- c) Develop improvement plans – Plans for improvement need to be turned into action such as re-training of staff or modifying SDS standard operating procedures, or encouraging proper execution of existing procedures.
- d) Review and adjust – Follow up review is required to ensure improvement plans were the correct actions to take and to ensure they were implemented properly. Subsequent adjustments might need to be made to any improvement plan to achieve the desired outcome.

Exercises 1 to 3 (answer key)

(estimated time: 10 minutes)

In group discussion format, ask the following questions to participants then discuss the answers. Commentary to help the trainer follows each question.

1. Who is responsible for 'below the waterline' management of service provider SDSs?

- ☒ Service provider
- ☐ Provincial MTCU management
- ☐ Regional MTCU management

Service providers are responsible for 'below the waterline' business activities such as managing business systems and processes. As funder, the Ministry's role is to define services and set baseline standards for delivery and quality.

2. What is the purpose of managing business systems 'below the waterline'? (Select all that apply)

- ☒ Results will be achieved for customers 'above the waterline'
- ☒ Service provider organizations will operate with increased efficiency which increases service provider capacity
- ☒ Practitioners will be in good control of their work environment

Sound management of business systems 'below the waterline' have many positive benefits, three of which are stated above. How service providers manage their business systems is up to them. The maintenance of sound business systems can support positive outcomes for learners and the program.

3. Which of the following are true regarding 'data integrity' (Select all that apply):

- ☒ Ensures accurate evidence for the continuous improvement process
- ☒ Ensures accurate evidence for informed decision-making
- ☒ Supports MTCU policy decisions and development
- ☒ Increases transparency within the operation

Data integrity means the data is what it says it is. If the data has integrity, then when a report says 23 learners were served, in fact, 23 learners were served. If, in reality, 21 or 26 learners were served then the data does not have integrity.

Decisions are based on reported data: the need to investigate a process or an area of the organization, strategic decision-making, and the setting of organizational goals. The quality of decisions can only be as good as the quality of the data reported.



Unit 2: LBS Program Services and Client Path

(SLIDE 14-15)

(SLIDE 16)

The LBS Client Path

(estimated time: 2 minutes)

The 'client path' represents the general way learners flow through the LBS Program. The client path is introduced in this unit and discussed in more detail in Unit 4.

At this point simply show participants that clients enter at the left of the diagram and then some become learners who work their way through a series of steps and exit at the right achieving their goals.

If services are tailored to the needs of learners and are an efficient use of resources then service providers will be in a better position to maximize learners' progress and the flow of learners through the site.

The client path is provided to help service providers visualize a learner's progress through a given SDS as a linear process. Using this image as a guide may help service providers to identify where efficiencies can be found which can streamline business processes and enhance the quality of service delivered.

The Components of the Performance Management Framework

(estimated time: 15 minutes)

(SLIDE 17)

This unit looks in greater detail at the Performance Management Framework and its components, particularly the Service Quality Standard. Review the three components of the Service Quality Standard with participants. This can be found in Unit 2; page 25 of the participant guide.

Core Measures

Ask participants to read the Core Measures section and the PMF Phase II-A Core Measures section.

Review the five core measures in Phase II-A.

1. Customer Satisfaction
2. Service Coordination
3. Suitability
4. Learner Progress
5. Learners Served

Comment that two additional core measures will form part of the SQS calculation in the future: Completion of Goal Path and Learner Gains. Therefore, participants might want to start thinking along those lines and collecting data for these two core measures.

(SLIDE 18)

Ask participants to complete **Exercise 1** (Unit 2, page 28-29). Discuss responses as a group.

Exercise 1 (answer key)

(estimated time to perform exercise: 15 minutes)

(estimated time to discuss exercise answers: 25 minutes)

Ask participants to complete the blank table in the participant guide using information in the participant guide and their own experience. The answers in the table below serve to prompt the trainer as to *possible* answers.

The trainer might chose to form groups and have each group work on one or two core measures then present their responses to the larger group, possibly by having a group member write their responses on an easel. When taking up the responses ask the larger group if they can add to the lists.

Spend time trying to flush out ideas because this is a significant aspect of the training.

	1 Customer Satisfaction	2 Service Coordination	3 Suitability	4 Learner Progress	5 Learners Served
Why is this core measure important?	Ensures learners are satisfied with the service: both gains and treatment	Ensures SDS is communicating with community and working as a larger group to help learners	Ensures the SDS is responding to community needs and targeting clients in need of services	Provides evidence of learners progressing along their Goal Path	Provides a measure of capacity to help learners (not measure quality)
What data integrity issues must be anticipated related to this core measure?	e.g. Data not collected or entered into EOIS-CaMS	e.g. Data not collected or entered into EOIS-CaMS; Misunderstanding what a formal referral is; Formal referrals not documented	e.g. Learners' unwillingness to disclose Suitability Indicators when completing Participant Registration form	e.g. Learning activities and milestone tasks marked in EOIS-CaMS as completed when not completed, and vice versa	e.g. Make sure all learners receiving services have an active service plan in EOIS-CaMS.
What strategies could the service provider implement to increase performance in this area? (continued below)	e.g. 1. When ratings are low ask learners why, save answers then review. Discuss with staff to identify areas for improvement.	e.g. 1. Ensure all potential sources of referral know about services and have contact info. 2. Ensure SDS staff are aware of potential referral out entities, what they do, and have their contact info.	e.g. 1. Ensure outreach and service aligns with community and client needs. 2. Train staff who register learners on how to encourage learners to self-disclose suitability indicators.	e.g. 1. Monitor reports, train staff on the delivery of assessments, milestone tasks and EOIS-CaMS Service Provider management of service plans. 2. Ensure staff are trained on administering milestone tasks.	e.g. 1. Review Customer Satisfaction scores to see if there is a delivery problem which is impacting on the SDSs ability to retain existing learners or attract new learners. If so then review and adjust.

	1 Customer Satisfaction	2 Service Coordination	3 Suitability	4 Learner Progress	5 Learners Served
	<p>2. Have an evaluation strategy and work plan that engages learners in evaluating all aspects of service delivery throughout the year such as evaluating a) trainers, teachers, tutors, b) facilities, c) resources such as text books, task based activities, websites, videos. If changes result, communicate them to learners so they feel valued and appreciated.</p> <p>3. Hold learner focus groups with senior service provider staff asking learners what they like and what should be</p>	<p>3. Work with other service providers to identify local wrap around supports and provide complete service.</p> <p>4. Review referral procedures and train staff on this.</p> <p>5. Refer all learners on the Employment goal path to Employment Services (unless referred from there) to clarify their employment goal.</p> <p>6. Develop learning activities to help learners understand services and supports in their community.</p> <p>7. Ensure all learners are referred to something at exit (including secondary school credit, if</p>	<p>3. Target outreach (within the LSP group) to specific groups of learners and organizations.</p> <p>4. Implement a process to revise registration when learners self-identify suitability indicators later in the LBS Program.</p>	<p>3. Include an explanation of milestone tasks and culminating tasks and their importance during learner orientation.</p> <p>4. Involve learners in deciding which milestones are most appropriate based on their learning plan and goal path.</p> <p>5. Have a process to regularly review learner progress and administer milestone tasks accordingly.</p> <p>6. Train volunteer tutors to be able to identify when learners are ready for milestone tasks (SDS staff are to</p>	<p>2. Track actual new learner starts monthly year-over-year and YTD to understand patterns. Understanding patterns helps with strategy development.</p> <p>3. Track attendance year-over-year to understand patterns and adjust levels of service provided to meet demand.</p> <p>4. Review referrals. Are referrals from specific partners up or down? Develop targeted outreach plans where down.</p>

	1 Customer Satisfaction	2 Service Coordination	3 Suitability	4 Learner Progress	5 Learners Served
	<p>changed. Explain what can/cannot be changed. If changes result, communicate them to learners so they feel valued and appreciated.</p> <p>4. Involve learners in choosing assessment tools, learning activities, and in developing learner plans.</p> <p>5. Establish clear expectations at the onset of training.</p> <p>6. Explain the value of program evaluation at the beginning and how they will be involved.</p> <p>7. Regularly review learner plans and progress, revising as necessary.</p>	<p>applicable), unless they are employed.</p> <p>8. Follow-up with learners about the support services they received. Would they recommend these services to others?</p> <p>9. Hold workshops on site with other services such as Women's Employment Resource Centre.</p> <p>10. Hold workshops for LBS learners off site at Employment Services or a wrap-around service provider to help learners understand supports.</p> <p>11. Educate referral partners about SDS services.</p> <p>12. Track referrals in/out to identify trends, then analyse.</p>		<p>administer them).</p> <p>7. Develop learning activities to support progress related to competencies and milestone tasks identified in the service plan.</p> <p>8. Evaluate (with the learner) the value of the learning activities and how they relate to supporting them in achieving their goals; explain how milestones help to demonstrate that they are making progress towards their goal.</p>	<p>5. Have LSP group meet with Employment Services to identify community needs then target training to meet needs.</p> <p>6. Ask learners how they would promote the LBS Program.</p> <p>7. Work with other service providers to develop marketing and outreach to promote the LBS Program as a whole to the community.</p>

(SLIDE 19)

Service Quality Standard (SQS) Calculation

(estimated time to discuss SQS calculation: 5 minutes)

(estimated time to perform exercise: 15 minutes)

Explain that there is a connection between the SQS value and the activities of the SDS. Viewing the connection in the following way can be helpful:

SDS standard operating procedures >>> SDS activities >>> Data Dictionary >>> report 64 user guide >>> SQS value

SDS standard operating procedures steer SDS activities

Results of SDS activities enter EOIS-CaMS as described in the Data Dictionary

Entered data is compiled based on rules in report 64 user guide

Report 64 user guide rules explain the compilation of report 64 data

Report 64 data is used to calculate the SQS value

Point out that the five core measures combine to form the overall SQS value.

Discuss the SQS value calculation. Ask participants to complete **Exercise 2** as a group. Use the answer key below as a reference to support the group, if needed. Take up the answers. Remember to add up the five SQS values to arrive at an overall SQS value.

(SLIDES 20)

Exercise 2 (answer key)

(estimated time to discuss exercise answers: 15 minutes)

Review Mock-Up A- Report 64 Detailed Service Quality Report. Using the data provided in that report, calculate the requested values below. Reference the answer key below to support the group, if needed.

‘YTD All Participants - Actual’ obtained from the Core Measures section X **‘Service Quality Weight’** obtained from the Service Quality section X **10** (to the maximum SQS value allowed shown in the table below):

- a) Calculate the SERVICE QUALITY ‘Actual’ column value for **Customer Satisfaction**.

$$100\% \times 15\% \times 10 = \mathbf{1.50}$$

- b) Calculate the SERVICE QUALITY ‘Actual’ column value for **Service Coordination**.

$$83\% \times 25\% \times 10 = \mathbf{2.08}$$

- c) Calculate the SERVICE QUALITY ‘Actual’ column value for **Suitability**.

$$26\% \times 20\% \times 10 = \mathbf{0.52}$$

- d) Calculate the SERVICE QUALITY ‘Actual’ column value for **Learner Progress**.

$$100\% \times 30\% \times 10 = \mathbf{3.00}$$

- e) Calculate the SERVICE QUALITY ‘Actual’ column value for **Learners Served**.

$$175\% \times 10\% \times 10 = \mathbf{1.75} \quad \text{MAX } \mathbf{1.00}$$

Maximum SQS Value allowed = 1.0 (see table below)

f) What is the **overall SQS value** for this SDS?

Phase IIA SQS	Prov. Value	Target Value	YTD All Participants Actual (%) A	Weight B	Actual A X B X 10	Maximum SQS Value
Customer Service	2.6	2.6		40%		
Customer Satisfaction	1.35	1.35	100%	15%	1.50	1.5
Service Coordination	1.25	1.25	83%	25%	2.08 (rounded from 2.075)	2.5
Effectiveness	2.4	2.4		50%		
Suitability	0.6	0.6	26%	20%	0.52	2.0
Progress	1.8	1.8	100%	30%	3.00	3.0
Efficiency	0.9	1.0		10%		
Learners Served	0.9*	1.0*	175%	10%	1.00 (1.75)	1.0
Total	5.9	6.0		100%	8.10	10.0

* While the provincial standard for Learners Served is 90%, service providers commit to serving 100% of their learner targets as articulated in the LBS agreement.

Phase II-A (2014–16) – Maximum SQS Values

Dimension	Measure	Weight	YTD Actual	SQS Value	Maximum SQS Value*
Customer Service (40%)	1. Customer Satisfaction	15%	90%	1.35	1.5
	2. Service Coordination	25%	50%	1.25	2.5
Effectiveness (50%)	3. Suitability /Learner Profile (all 12 indicators)	20%	30%	0.60	2.0
	4. Learner Progress	30%	60%	1.80	3.0
Efficiency (10%)	5. Learners Served	10%	90%	0.90	1.0

Overall Service Quality Standard	5.90	10
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Group Mind Map Exercise

(estimated time: 15 minutes)

After reviewing Exercise 2 results develop an SQS value 'mind map' with the group. A mind map is a central idea written in the middle of a page with related ideas branching out.

In this case, the related ideas affect the SQS value. They are not merely related to it.

Write 'SQS value' in the centre of two or more flip chart pages taped together for size then ask the group "What could affect the SQS value?". Write the answers on the paper branching out from 'SQS value'.

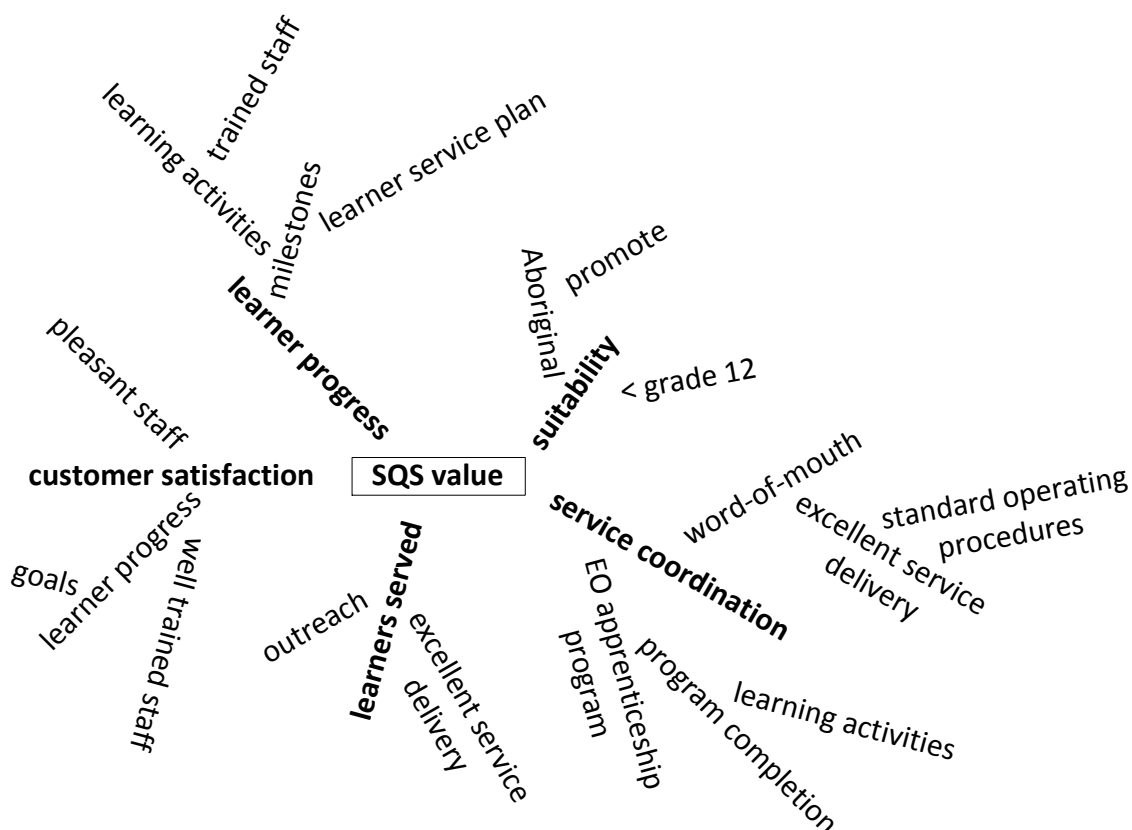
The group will likely come up with the five core measures as they form part of the calculation of the SQS value. These would be drawn as five branches growing away from 'SQS value' as shown in the diagram below.

The core measures themselves can have branches. These branches can include the SDS activities that affect the individual core measure values such as performing outreach and delivering learning activities.

Things that affect SDS activities can branch out further such as standard operating procedures, word-of-mouth, and so on.

The mind map is an excellent way for participants to understand cause and effect—causes that change the SQS value.

Below is a sample mind map:



Connecting Input to Reports

(estimated time: 15 minutes)

Have an open discussion asking participants how they are currently capturing the data noted in the column 'Input Form Data' of the table.

Ask participants which reports they are currently using and what they use it for.

When discussing the 'Connecting Input to Reports' section stress that the input data should be captured on written source documents not simply entered into EOIS-CaMS.

Stress that the quality of input will affect the quality of output captured in reports and used for analyzing SDS activities and performance.

Stress that there is a connection between the source data and the report data. This will be discussed in more detail in Unit 4 during the 'Continuous Improvement Pattern' section. The report user guides and the Data Dictionary can help with understanding these connections. A sample page from each can be found in Appendix 2 and Appendix 3 of the participant guide.

Unit 3: Data Integrity

(SLIDE 22-23)

(estimated time to discuss Unit 3: 15 minutes)

(SLIDE 24)

What is Data Integrity?

- Includes: the collection of data; entry into EOIS-CaMS; paper documentation
- Regarding each of the above the data must be complete, consistent, timely, and accurate

(SLIDE 25)

Who are the Business Owners of the LBS Program Report Data?

- Service providers are the business owners of the LBS Program report data and are responsible for the verification and integrity of data at an SDS level.

(SLIDE 26)

How does MTCU use LBS Report Data?

- The data is used in setting standards for service quality and delivery and for developing policy surrounding the program.
- MTCU monitors compliance to agreements.
- MTCU uses the evidence the data provides to demonstrate the value and successes of the LBS Program.

How does a Service Provider use LBS Report Data?

- Possible answers include:
 - monitor compliance to the agreement with MTCU
 - ensure services are delivered in compliance with the LBS Service Provider Guidelines
 - monitor the value of services being delivered by the service provider
 - train new staff
 - conduct analysis to support continuous improvement
 - conduct analysis to improve the capacity for service delivery
 - identify best practices to enhance quality of service delivery

(SLIDE 27)

What data quality assurance checks or systems does your SDS have in place to ensure data is collected accurately and on time?

- Possible answers include:
 - knowledge of what, how and when data needs to be collected
 - written standard operating procedures
 - training of staff and ongoing professional development
 - use of standardized forms for data collection

What quality assurance checks does your SDS have in place to ensure the data is entered into EOIS-CaMS accurately and on time?

- Possible answers include:
 - standard operating procedures requiring all source documents be input before the end of the day, or certainly before the EOIS-CaMS cut-off for inputs
 - validate data input, comparing data in EOIS-CaMS to source documents
 - review of reports to identify inconsistencies

What is the role of service provider staff and management in data integrity?

- Staff enter data therefore must be sure to enter data accurately, on time, and in the correct place in EOIS-CaMS.

- Staff also collect data; therefore, they need to be careful to ensure all necessary data is collected accurately and on time.
- Because of the above, management must ensure staff understand the importance of data integrity and report analysis.

(SLIDE 28)

What Effect does Orderliness in an Organization's Operations have on its Ability to Deliver Services?

- Orderliness pushes out confusion, helping to make things clear for all members of an organization.
(With the increase in understanding that orderliness brings things are less confusing. With consistent and clear processes, energy is not wasted performing tasks of little or no value.)
- Orderliness increases certainty and reduces misunderstandings and errors.
(Orderliness is logical. When things are orderly there is a better chance they can be understood and fewer errors or misunderstanding can occur.)
- Orderliness expands an organization's capacity to deliver services.
(When one knows what one is doing and time and energy are not being wasted one can focus on important tasks and get them done effectively and efficiently. More work can get done in less time.)

Exercise 1 (answer key)

(estimated time to perform exercise 1: 15 minutes)

(estimated time to discuss exercise 1 answers: 10 minutes)

(SLIDE 29)

Use **Exercise 1** to facilitate discussion with the group.

Review report 64 data provided in Appendix 1 of the participant guide. What data integrity issues could account for the unusual numbers [the four bolded Num (numerator) and Den (denominator) numbers]?

- **Learner (numerator)** - Chances are that the 'Learner' numerator value at only 2 is a result of input errors. The value of 11 for the 'Learner Response Rate' shows data is being collected and input however 2 satisfactory ratings out of 11 seems very low. This could indicate that data was not input correctly and further investigation is necessary.
- **Service Coordination (numerator)** – The value of zero could indicate that formal referrals are not being entered or not being entered correctly into EOIS-CaMS.
- **Suitability (numerator)** - The low value of 57 could indicate the need for service provider staff to discuss the importance of self-identification with learners. Has the Participant Registration form been filled out in its entirety to support data collection, and has it been entered correctly into EOIS-CaMS?
- **Progress (numerator)** – The perfect score of 64 service plans with at least one milestone completed during the reporting period, out of 64 service plans active or closed within the period, could indicate milestones being entered as completed when they were not completed. This might occur because EOIS-CaMS forces the users to choose a milestone number when inputting 'attained' outcomes. Instead of checking the learner paper files to determine whether milestones were completed, out of convenience any number greater than zero could have been entered.

Often issues in the reports can be linked back to “below the waterline’ activities. When an issue is identified consider questions such as:

- Could this be the result of incomplete or inaccurate source data?
- Could this be a result of staff error in entering data?
- Could this be the result of unclear processes and/or procedures?
- Could this be a system issue?

These questions link back to the components of business intelligence (technology, business processes and people) and are an important part of the investigative process.

Unit 4: Report Analysis

(SLIDE 31-32)

(SLIDE 33-35)

Learners Served – Pro-Rated Denominator

(estimated time: 5 minutes)

Perform the example below on an easel to show the group the different outcomes between using a pro-rated 'Performance Commitment Annual Target' and not using one. They will quickly see why using a pro-rated number is better for their SDS.

By performing the pro-ratio to the number of months in the report the 'YTD All Participants – Actual' percentage is more meaningful.

Below is an example:

Performance Commitment Annual Target	= 105
YTD All Participants – Num	= 65
Months in the report as at December 31	= 9 months

Annual Target - Not Pro-Rated

If the 'Performance Commitment Annual Target' is NOT pro-rated the Carry over 'YTD All Participants – Actual' value is:

$$65 / 105 = \mathbf{62\%}$$

Annual Target - Is Pro-Rated

If the 'Performance Commitment Annual Target' is pro-rated the Carry over 'YTD All Participants – Actual' value is:

$$105 \times (9/12) = 79$$

65 / 79 = **82%** This is a more accurate reflection of the SDS's efforts to-date.

(SLIDE 36)

Continuous Improvement Pattern

(estimated time: 7 minutes)

The points to stress are the steps:

1. Analyze a report to identify anything odd, undesirable, or excellent. Look for values below the annual target or above it but trending lower. Look for very high values which are indicators of strong success in an area which you want to continue.
2. Investigation is often required to determine the cause of the undesirable report data. Investigation can include discussions with staff, reviewing report 61 'Case Activity' and possibly other reports, and reviewing paper files.

The report user guides and the Data Dictionary can help with understanding the connection between the source data and the reports. A sample page from each can be found in Appendix 2 and Appendix 3 of the participant guide. The user guides and Data Dictionary provide adequate guidance in most situations. The key is to show participants that these two tools are available.

MTCU is always working to improve and develop tools to support service providers in delivering the LBS Program. Service providers should ensure they are signed up for the Employment Ontario RSS feed to ensure they receive notifications about any new tools or resources.

3. 'Devise an improvement plan then implement it' can be as simple as directing staff to handle something slightly differently or as complex as revising the SDS's standard operating procedures.
4. Review the outcome of the implementation and revise the plan if necessary. This step is necessary to ensure a positive outcome and ensure that the action taken is actually leading to its intended outcome, improved performance.

Reports Available

(estimated time: 3 minutes)

Ask the group which reports they use and how they use the reports:

- 19A Follow-Up Cases (Client Level)
- 20 Inactive Cases (Client Level)
- 60A All Data – Information and Referral
- 60B Learner/Profile is an eight-page report providing a variety of learner profile data in summary form in both absolute numbers and percentages.
- 60D Outcomes
- 61 Case Activity (Client Level) (sample report not provided)
- 64 Detailed Service Quality Report (DSQR)

The participant guide cross-references sample reports in the Appendices Appendix 4 to 7).

(SLIDE 37)

The LBS Client Path (expanded)

(estimated time: 10 minutes)

The 'client path' was introduced in Unit 2. It is expanded upon in this unit. Understanding the client path is a critical tool that can be used to improving overall SDS service delivery.

State the five major steps learners flow through and their component steps that are shown in the diagram. The five large steps are listed below. There is commentary on each of these five steps in the participant guide if you choose to refer to them:

1. Intake
2. Assess

3. Learner Plan
4. Training
5. Exit and Follow-Up

Cover where report 64 'Detailed Service Quality Report' captures core measures data along this path. The diagram has arrows indicating the points in the process where the data is captured.

Understanding the client path can help:

- increase the volume of learners advancing through the LBS Program
- increase the quality of service delivery
- reduce the cost of achieving the above two

Managing Trade-Offs

The volume of learners moving through the program, the quality of service delivery, and the cost of operating the SDS are always constraining each other. For example, moving more learners through the client path could affect the quality of service delivered or it could increase the cost of operating the SDS, if not managed correctly. Well-written standard operating procedures and fully trained staff can allow more learners to be served yet keep service quality high and costs down.

Critical Point in the Process ('bottleneck')

Understanding the learner flow (how learners move along the client path) helps staff identify a critical point in the process – a point in the process that restricts the flow of learners moving through the program often referred to as a 'bottleneck'. This is an area where staff needs to make an attempt to increase the flow of learners moving through the program.

The bottleneck can change points on the client path over time as the mix of learner profiles or learner progress change, or as a result of action taken by the SDS.

Examples of where the Critical Point can occur

Intake – Client inflow can be low, or learner intake can be low. The SDS can have lots of service delivery capacity but few learners to serve.

Assessment (at intake) – Staff might not be available to perform assessments leaving clients waiting.

Learner Plan - Staff might not be available to develop learner plans.

- Staff might not be sufficiently trained on data input into EOIS-CaMS.

Training - The learning activities developed for learners might be too difficult causing learners to be unable to complete milestone tasks or the culminating task.

- Too many learning activities might be selected for learners keeping them at the 'learning activities' step longer than needed.

Follow-Up – No staff assigned to perform the exit and follow-up surveys.

What the Report Data could be Telling You

The sub-sections of the participant guide match the steps in the client path to specific reports. The purpose of these sub-sections is to inform participants of what the data could be indicating.

Reading

(estimated time to read: 15 minutes)

Give the participants a few minutes to read over some of the sub-sections at their discretion, section 'Report 61 Case Activity (Client Level)', and section 'Data Combinations' then go on to the exercise below. Note: Core measure 'Completions' is currently not on Schedule E of service provider commitments to the Ministry. It is included in this section because of its importance and because it may become a performance measurement requiring contractual commitment at some point.

Exercise 1

(estimated time: 40 minutes)

Ask the participants to form their groups then assign each group two of the 12 client path diagram steps. Using the examples in the participant guide or their own ideas ask participants to come up with an example of what a report could be telling them for each of the two steps, and be prepared to explain them to the overall group.

Exercise 1 follow-up: Ask one person from each group to present one scenario to the overall group.

(SLIDES 38-41)

Report 61 Case Activity (Client Level)

(estimated time: 5 minutes)

Discuss this report as written in the guide and ask participants if they use the report and how they have used it. Try to encourage others to use this report. It can be a very good investigative tool as it includes active service plans. This can help service providers understand the current mix of learners as the main report (report 64 Detailed Service Quality Report) displays data based mainly on closed service plans.

Data Combinations / Staff / The Big Picture / Roll-Up Reports

(estimated time to read: 10 minutes)

(estimated time to discuss: 10 minutes)

Ask participants to read the above four sections then discuss. Commentary is provided below.

Data Combinations

Before covering this section ask the group for data combinations that can help lead them to continuous improvement opportunities. Data combinations are simply data in reports where more than one piece of data is used for analysis. The participant guide contains three possibilities. After the group has exhausted their ideas, review the three possibilities contained in the participant guide.

Encourage participants when they return to their SDSs to try to view report data in combinations for the purpose of data analysis and continuous improvement.

Staff

Discuss the points made in this section of the guide. The theme is that service provider management need to support staff to ensure they know what they are supposed to do and are properly trained to do what is expected of them.

The Big Picture

The point to stress is that by performing report analysis and any necessary investigation on a monthly basis the information necessary to complete the Quarterly Status and Adjustment Report (QSAR) will already be available. There should be no stress or rush when it is time to prepare the report.

The same will be true for the Business Plan. In addition to influencing provincial targets the work performed during the year will be readily available during plan preparation time providing strong evidence for next year's LBS Business Plan.

Roll-Up Reports

Present what is noted in this section.

Exercises 2 to 7

(estimated time to do exercises 2 and 3: 10 minutes each)

(estimated time to discuss exercises 2 and 3: 10 minutes each)

(estimated time to do exercise 4, 5 and 6: 5 minutes each)

(estimated time to discuss exercise 4, 5 and 6: 5 minutes each)

(estimated time to do exercise 7: 10 minutes)

(SLIDE 42)

- Ask participants to form their groups again and do **Exercise 2** (Calculate the 'YTD All Participants Actuals').

Exercise 2 follow-up: Depending on how many groups there are, if five or less ask each group to tell you how to perform one calculation and write their answer on the flip chart. If there are more than five, simply ask the overall group what the calculations and answers are. Write the calculations and answers on the flip chart.

(SLIDE 43)

- Ask participants to form their groups again and do **Exercise 3** (Calculate the '% YTD of Target') using the same core measures they used in exercise 2. For those groups who drew Learners Served (which does not have a % YTD of Target) ask them to choose one of the other core measures for this exercise.

Exercise 3 follow-up: Ask one person from each group to read out the calculation and their answer. Write the calculations and answers on the flip chart.

- Ask participants to form their groups again and do **Exercises 4, 5, and 6** (What is the main issue the SDS is having?).

Exercises 4, 5, and 6 follow-up: Ask the overall group what answer they have for each of the three questions and ask the remaining participants if they agree with the answer. Use the trainer guide answer key below to explain the answers but consider other points of view from participants.

- **Exercise 7:** Ask participants to tell the group about any wins they had analyzing reports in the past. And did it require investigation and performing continuous improvement.

Exercises 2 to 6 (answer key)

2. Using the report 64 data provided in Appendix 9 (of the participant guide) calculate the requested values that would show on report 64 Detailed Service Quality Report (For calculations please see Appendix 10 of the participant guide):

[Note to trainer: Ask participants to perform the calculations for a) to e) then ask for volunteers to write calculations on a flip chart for the group to see. If there are no volunteers start to write the calculations on the flip chart asking the group what is next. Fill in the parts where there is no input from the group].

Requested Values [and answers]:

- a) Calculate the 'YTD All Participants **Actual**' value for 1. Customer Satisfaction.

YTD All Participants **Num** / YTD All Participants **Den**

$$48 / 53 = 91\%$$

- b) Calculate the 'YTD All Participants **Actual**' value for 2. Service Coordination.

YTD All Participants **Num** / YTD All Participants **Den**

$$35 / 70 = 50\%$$

- c) Calculate the 'YTD All Participants **Actual**' value for 3. Suitability.

YTD All Participants **Num** / YTD All Participants **Den** divided by 10*

$$244 / 70 = 349\% / 10 = 35\%$$

Be sure to explain the footnote to the Suitability example in Appendix 10 of the participant guide reprinted below. 'YTD All Participants Actual' is the average percentage of identified suitability indicators per learner.

“* Even though there are 12 indicators “a service plan can only have one selected from ‘OW/ODSP Recipient’, ‘No Source of Income’, and ‘Crown Ward’” therefore the calculation divides by 10, not 12.”

- d) Calculate the 'YTD All Participants **Actual**' value for 4. Progress.

YTD All Participants **Num** / YTD All Participants **Den**

$$42 / 112 = 38\%$$

- e) Calculate the 'YTD All Participants **Actual**' value for 5. Learners Served.

YTD All Participants **Num** / Perf Com Ann. Target (pro-rated YTD*)

$$103 / (182 \times 9/12^*) = 103 / 137 = 75\%$$

* Remember to perform this pro-ration to the month of the fiscal year which in this exercise is December 31. For further explanation on this pro-ration please see the section titled 'Learners Served – Pro-Rated in Unit 4 of the participant guide.

3. Using the report 64 data provided in Appendix 11 (of the participant guide) calculate the requested values that would show on report 64 Detailed Service Quality Report (For calculations please see Appendix 12 of the participant guide):

[Note to trainer: Ask participants to perform the calculations for a) to d) then ask for volunteers to write calculations on a flip chart. If there are no volunteers start to write the calculations on the flip chart asking the group what is next].

Requested Values [and answers]:

YTD All Participants **Actual** / Perf Com Ann. Target

- a) Calculate the ‘% YTD of Target’ for 1. Customer Satisfaction.

$$82\% / 90\% = \mathbf{91\%}$$

- b) Calculate the ‘% YTD of Target’ for 2. Service Coordination.

$$46\% / 50\% = \mathbf{92\%}$$

- c) Calculate the ‘% YTD of Target’ for 3. Suitability.

$$24\% / 30\% = \mathbf{80\%}$$

- d) Calculate the ‘% YTD of Target’ for 4. Progress.

$$68\% / 60\% = \mathbf{113\%}$$

4. Comments on Mock-Up 2 (Appendix 8i of the participant guide) are as follows:

1. Customer Satisfaction % YTD of Target of 111% indicates learners are very pleased with services.
2. Service Coordination % YTD of Target of 113% indicates the SDS is making good use of the community to help learners.
3. Suitability % YTD of Target of 142% indicates the SDS is reaching target learners in need.
4. Progress % YTD of Target of 147% is excellent. Learners are progressing extremely well.
5. Learners Served YTD All Participants - Actual of 55% is very low (poor).

Conclusion: The SDS provides excellent service however its intake of new learners is poor. Or the data is not being input into EOIS-CaMS correctly.

5. Comments on Mock-Up 5 (Appendix 13 of the participant guide) are as follows:

1. Customer Satisfaction % YTD of Target of 95% indicates learners are generally pleased with services.

2. Service Coordination % YTD of Target of 108% indicates the SDS is making good use of the community to help learners. The sub-categories show the SDS is especially strong at referring out to other service providers.

3. Suitability % YTD of Target of 15% indicates the SDS is not reaching target learners in need.

4. Progress % YTD of Target of 129% is excellent.

5. Learners Served YTD All Participants - Actual of 108% is healthy. It shows there is an inflow of new learners. The 'New' sub-category confirms this.

Conclusion: The SDS is providing quality services to a good volume of learners however it is doing a poor job at servicing the target learners. Or the data is not being input into EOIS-CaMS correctly.

6. Comments on Mock-Up 6 (Appendix 14 of the participant guide) are as follows:

1. Customer Satisfaction % YTD of Target of 54% indicates learners are not pleased with services.

2. Service Coordination % YTD of Target of 57% needs further review. The value could be low because of low referrals in or low referrals out, or both. Looking at Referrals In we see they are good at 10. However Referrals Out is low. All combined Referrals Out are only 4 which is less than 1/4 of all referrals. For some reason learners are not being referred on. It could be because they are not completing the program.

3. Suitability % YTD of Target of 134% indicates the SDS is doing an excellent job of reaching target learners in need.

4. Progress % YTD of Target of 56% indicates a serious problem of some type that needs to be investigated. Learners are not progressing.

5. Learners Served YTD All Participants - Actual of 75% is low. It could be that learner dissatisfaction with their progress has resulted in poor word-of-mouth which is keeping new learners away.

Conclusion: The SDS is struggling to move learners through the LBS Program. [Note: 11 months into the year and if this were year-end there would be 44 carryovers into next year (86 served - 42 closed = 44, a few more carryovers than last year's 37. This too indicates that the SDS might be struggling to move learners through the program.]

(SLIDE 44)

In exercises 4, 5, and 6 above participants performed the first step of continuous improvement which is 'understand results'. Encourage discussion on the remaining three steps.



Summary

(SLIDE 46)

(estimated time: 5 minutes)

Ask the group to summarize the training and write the main points on a flip chart. Ensure all the points in the summary are covered.

If time permits, re-visit key areas in the guide as a refresher.

Exercise 1

(estimated time: 5 minutes)

Perform this exercise by asking the overall group the following question:

1. Explain one new way you will perform report analysis when you return to your SDS.

In case there are no replies have some suggestions ready. Below are a few pulled from Unit 4 Report Analysis:

- Report 20 Inactive Cases reveals service plans that have not been updated for at least 60 days. Since keeping learners moving through the program is critical, inactive cases should be reviewed to determine if there is any way to keep the learners moving along their goal path. Is it a matter of the learners requiring training supports, a reminder phone call, or do the learners feel that the learning

activities are not relevant their goals? Investigation and subsequent action could possibly unclog some stuck learners.

- Report 60D Outcomes reveals the per cent of learning activities that have been completed for service plans closed during the reporting period. What could be changed to improve this value? Are learning activities simply not being completed in EOIS-CaMS; in which case, there is an opportunity to improve data integrity? Or are learning activities not being completed by learners?
- Report 64 DSQR – 5. Learners Served can indicate the visibility of the service provider in the broader community. It can indicate the degree to which the service provider has made itself well known to other community resources, other programs and services, and to the general public.
- Report 61 Case Activity contains specific data on individual learners. The data can be useful during investigation such as when investigating learners who exited prior to completion. Perhaps learners are being accepted into the program when they should be referred out. Re-training of staff on performing assessments could be an opportunity for continuous improvement.

(SLIDE 47)



Appendices

Appendix 1 - Sample Training Evaluation form

Participants' recording their knowledge of key concepts prior to the training and after the training ensures that knowledge transfer has occurred. Any gaps in knowledge transfer can be repaired by way of returning to those areas for retraining.

Training evaluation by participants helps trainers adjust their training to that which is most effective.

For the above two reasons, trainers are encouraged to utilize training evaluation.

Training Evaluation

Training Location	Date
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1. **a) At the beginning of the session** select the one choice in the table below that most describes your “current state” pertaining to each key concept:

- **Don’t Know:** you are not aware of the concept
- **Know:** you are aware of the concept
- **Explain:** you could explain the concept to others
- **Apply:** you know enough about the concept to implement it at your organization

Key Concepts	BEGINNING				END			
	Don't Know	Know	Explain	Apply	Don't know	Know	Explain	Apply
Introduction								
MTCU expectations of service providers for 2014-15 and beyond								
Unit 1: LBS Performance Management System								
Understand the components of the Performance Management System								
Recognize that the LBS clients and learners are at the centre of the system								
Unit 2: LBS Program Services and Client Path								
The LBS Client Path								
The components of the Performance Management Framework								
The reason for each core measure, data integrity issues related to each core measure and how to increase performance in each core measure								
The Service Quality Standard (SQS) including the 3 dimensions and 5 core measures								
Service Provider responsibility to comply with LBS Service Provider Guidelines and agreements								
Connecting inputs to reports								

	BEGINNING				END			
	Don't Know	Know	Explain	Apply	Don't know	Know	Explain	Apply
Key Concepts								
How to calculate the Detailed Service Quality Report (report 64) SERVICE QUALITY 'Actual' column value								
How to calculate the Detailed Service Quality Report (report 64) OVERALL SQS value								
Unit 3: Data Integrity								
The two main user groups of LBS data, and how each uses the data								
The business owners of the data and how they can ensure data integrity								
The effect of data integrity efforts on orderliness								
Unit 4: Report Analysis								
Understand the 'Learners Served – YTD All Participants-Actual' calculation on report 64 Detailed Service Quality Report								
Understand the four steps of the continuous improvement process								
Reports available for analysis or to help with investigations								
Understand what report data could be telling you								
Understand the usefulness of report 61 Case Activity								
How to calculate the 'YTD All Participants Actual ' values on Detailed Service Quality Report (report 64)								
Calculate the ' % YTD of Target ' values on Detailed Service Quality Report (report 64)								

1. **b) At the end of the session**, select the one choice in the table above that most describes your “current state” pertaining to each key concept:

- Don’t Know: you are not aware of the concept
- Know: you are aware of the concept
- Explain: you could explain the concept to others
- Apply: you know enough about the concept to implement it at your organization

2. Please rate the following statements using the scale 1 through 5 where:
1 = Strongly Disagree and 5 = Strongly Agree.

	1	2	3	4	5
The difficulty level of the training was about right					
I can apply the information at my organization					
The presentation met my needs					
The trainer actively involved me in the learning process					
As a result of this training, I am more confident with report analysis					
This information will assist us [our site(s)] to manage LBS services “below the waterline”					

3. What were the overall strengths of the session?

4. What were the overall challenges of the session?

5. How could we improve the session?

6. Other comments and suggestions?
