

The Literacy Link – Supporting you through change

February 2017



Performance Management Support

Literacy Link South Central continues to be committed to providing performance management assistance to LBS service providers. Through this newsletter, LLSC shares tools, resources and information that can be used to impact your organization's performance management. If there are specific topics you would like to see in upcoming issues, please contact Literacy Link South Central at literacylink@gmail.com

2016 Annual Report of the Office of the Auditor General of Ontario

If you haven't reviewed the [Annual Report of the Office of the Auditor General for 2016](#), we suggest you do. Section 3.04 addresses Employment Ontario and highlights 18 recommendations. None of these recommendations directly refer to Literacy and Basic Skills. Instead, the recommendations focus on Employment Programs and Apprenticeship. But a careful reading between the lines shows where and how Literacy and Basic Skills (LBS) Programs could play a role in realizing some of the recommendations. Of particular note, the report states that "funding models need to be reviewed to ensure funding is provided based on needs rather than on historical funding patterns." We hope this will result in good news for LBS.

Employment Ontario Recommendations and Literacy and Basic Skills

The chart below identifies some of the recommendations made in the Auditor General Report and suggests how such recommendations could or should impact Literacy and Basic Skills programs.

Recommendation	Role for Literacy and Basic Skills
<p>#2: To ensure funding is properly allocated to service providers of Employment Ontario, MAESD should:</p> <ul style="list-style-type: none"> Periodically update information related to the labour market and location indicators used in the funding model to ensure they reflect current employment, demographic and cost conditions in communities across the province Ensure that the targeted number of clients to be served by each service provider, and the associated funding, are adjusted to reflect the actual level of services being provided 	<p>LBS programs and Regional Networks may wish to consider:</p> <ul style="list-style-type: none"> Talking about suitability indicators at LSP tables. Are they still relevant? Are there new indicators that could/should be added? Informing themselves about local demographic and employment conditions. Do we have systems in place to do this? To document the conditions? Keeping close tabs on current or emerging wait lists, as well as your targeted number of learners by program, and by community
<p>#5: MAESD should identify common deficiencies among service providers during its various monitoring activities and address these system-wide</p>	<p>MAESD’s response to this recommendation is to dedicate resources to identify and analyze trends and gaps. While MAESD’s focus will most likely be on Employment Services and Apprenticeship, LBS could and should continue to identify trends and gaps through Literacy Service Planning</p>
<p>#7: MAESD should seek ways to increase the completion rate of apprentices by:</p> <ul style="list-style-type: none"> Developing and implementing strategies to improve completion rates for apprentices in both compulsory and voluntary trades <p>#9: MAESD should develop methods to gain more insight into the factors causing apprentices to withdraw from the table; and, where feasible, develop strategies to address these factors.</p> <p>#12: MAESD should identify key reasons individuals fail to progress through their apprenticeships and apply</p>	<p>MAESD’s response to this recommendation cites the “participation of traditionally under-represented groups” – groups that are likely over-represented in LBS programs.</p> <ul style="list-style-type: none"> Be aware of and contribute to local discussions related to apprenticeship in your community. We know that a lack of basic skills – especially math – is one of the reasons some apprentices drop out. Make sure this issue is identified in your community Be able to demonstrate that you are adding to your LBS agency’s resources and knowledge re: LBS supports for apprenticeship Promote the importance of early identification of literacy issues for apprentices There are a LOT of trades – over 150 – and it’s challenging for any one program to be proficient in preparing learners for ALL trades.

Recommendation	Role for Literacy and Basic Skills
<p>intervention techniques system-wide</p>	<p>Discuss at LSP how preparing learners for the trades might be shared among literacy providers. Could trades be clustered?</p> <ul style="list-style-type: none"> • Consider a collaborative or community approach – not one that involves each LBS provider making its own pitch <p>Spoiler: Several regional literacy networks have business plan deliverables for 2017-2018 that relate to supporting apprenticeship, including LLSC and QUILL Learning Network. Stay tuned...</p>
<p>#16: To ensure funding is spent on training or otherwise preparing people for jobs, better inform program and funding decisions and ensure that skills training promotes occupations with future employment, MAESD should:</p> <ul style="list-style-type: none"> • obtain forecast labour market data by region and occupation, and other labour market information • evaluate the work of the local boards and local employment planning councils 	<p>We know that LBS programs are not ONLY about employment, but employment is an important pathway.</p> <ul style="list-style-type: none"> • Invite Planning Board staff to sit at Literacy Service Planning tables. If this is not possible for due to insufficient staffing, request they attend as a guest speaker • Discuss labour market information and what impact, if any, it has on LBS programming. If there has been an increase in employment in manufacturing, do any local LBS programs have manufacturing preparation programs (short-term, targeted programming)? • Could occupational or sector-specific preparation be discussed at LSP tables? • LBS programs and networks in Local Employment Planning Councils will want to ensure that lack of skills is identified, where appropriate, and inform LEPC planning. Likewise, LEPC data on labour market information could and should be shared with LBS programs

Summary

The most recent Auditor General Report will likely result in changes for Employment Ontario. Where possible, it's best to be aware of changes that may be on the horizon and aware of why they might be implemented. The ideas presented in this performance management newsletter are only suggestions, but we encourage all LBS programs and LBS support organizations to look at how and where they can assist with the implementation of the recommendations contained in the Auditor General's Report.

Questions or Comments?

If you have any questions or comments about this newsletter, please email us at literacylink@bellnet.ca or call us at 519.681.7307.

If you have any suggestions for future content that you'd like to see, we'd love to hear from you as well.

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