

The Ontario Adult Literacy Curriculum Framework (OALCF) Frequently Asked Questions and Answers Part 2

The Ontario Adult Literacy Curriculum Framework (OALCF) is a competency-based framework that supports the development of adult literacy programming delivered through the Literacy and Basic Skills (LBS) Program. LBS programming helps learners transition to their goals of work, further education and training, or independence.

This is the second in a series of Frequently Asked Questions and Answers being posted by the ministry to support the implementation of the OALCF based on actual questions that have been submitted through the OALCF mailbox.

For more information on the OALCF please visit the OALCF website at <http://www.tcu.gov.on.ca/eng/eopg/oalcf/>

Please contact us at oalcf@ontario.ca with any question or requests for further information about the OALCF.

Why are we doing this?

The OALCF improves learner outcomes by supporting adult literacy programming that is learner-centred, goal-directed and linked to a broader system of service provision.

The development of the Ontario Adult Literacy Curriculum Framework (OALCF) provides the foundation for consistent and high quality literacy training and services that will lead to enhanced learner outcomes. The task-based approach of the OALCF engages people in the relationship between literacy and their everyday lives.

The OALCF is the new cornerstone of Employment Ontario's LBS Program, which helped over 67,000 adult learners work toward achieving their goals in 2010-2011.

The Ontario Plan, Moving Forward Together – November 2007 promised:

“A Smarter Ontario: Ontario will work with the college sector and non-profit groups to design and deliver an adult literacy curriculum.”

The Literacy and Basic Skills Program service provider network had identified:

- A need for clearer learner pathways to and from LBS and AU
- Greater service coordination within Employment Ontario
- A need for a common language of assessment

The auditor general had also asked for clearer measures of learner progress.

In response, it was determined that an LBS Program curriculum framework would be developed in consultation with LBS service providers to:

- define common standards of the learning of clients across the Literacy and Basic Skills Program delivery system and,
- make LBS Program services and client outcomes more transparent for referring EO partners by emphasizing the performance of tasks needed for the learner's goal.

What is new about the Ontario Adult Literacy Curriculum Framework (OALCF)?

OALCF is the new cornerstone of the LBS Program. It includes all the activity (currently known as LBS Levels 1 – 5 and Academic Upgrading) funded by MTCU.

OALCF introduces four new concepts: goal paths, task-based assessment aligned to a competency-based curriculum framework, transition-oriented programming and service coordination/learner support.

Where are the human and financial resources coming from the Ministry to support the extra work required to implement this framework?

Many service providers are already delivering goal-directed, transitions-oriented programming and are using demonstrations as a way to assess task-based learning. This activity will continue under OALCF. Each service provider will determine the revisions in administrative or delivery practices that may be necessary and, in recognition that not all service providers are at the same point of readiness, will discuss unique challenges with their ministry ETC.

To assist with developing the capacity and understanding to implement OALCF in an efficient manner, the Ministry has taken the following steps:

- OALCF tools and resources have been posted on the EOPG OALCF website in April and October 2011 to provide all service providers with practical support in understanding the OALCF approach and new curriculum framework.
- All Service providers will receive training in early 2012 on using EOIS-CaMS.
- The Learner Plan Template and Instructions posted on the EOPG OALCF website provide service providers with an example of a Learner Plan if they do not currently have one and a “heads up” overview of the reporting expectations that will be required in 2012 through EOIS CaMS. With this knowledge, service providers have the balance of 2011/12 to determine how the change will occur and what steps they can take to prepare.
- An updated Learner Plan and Instructions will be provided in the spring of 2012.
- By April 1, 2012, all service providers will have password protected access to the Milestone User Guide, 60 milestone assessment activities in English and 60 in French, the Culminating Task User Guide and six culminating tasks for the five goal paths (two for apprenticeship to address both apprenticeship and skills training) in English and French. Service providers will have all the materials they need to do task-based and goal path related assessment.

Over the next 3 years (starting in 2011/12) the government will invest an additional \$44M in literacy and basic skills. This translates into a \$13M annual increase in the total envelope for literacy and basic skills.

The increased baseline funding level for service delivery sites will help to improve the capacity of LBS service delivery organizations to deliver consistent, high quality services to learners.

In addition to the increase to LBS base funding in 2011-2012 the ministry is also providing a one-time allocation of \$5M to help service providers prepare for a more responsive LBS delivery system that includes the OALCF, Employment Ontario Information System (EOIS) and other future program developments.

Regional networks and three cultural/linguistic stream organizations have been funded to provide service providers with the assistance they need to develop the organizational capacity to implement OALCF in 2012.

Sector and stream organizations were provided with support and resources to deliver two training sessions (spring and fall 2011) to orient service providers to the new tools and resources.

The implementation of the EOIS-CaMS will increase administrative time required for reporting. How will funding be augmented to allow for the extra administration without taking time away from what we do in the classroom?

Service providers currently report on a wide range of assessment activities. Reporting on the completion of selected Milestone and Culminating tasks may replace another type of assessment that the service provider has been doing and therefore may not be an increase but rather an exchange of time and effort. The milestone and culminating tasks provide the service provider and the learner with important information about the learner's ability to apply their skills and knowledge. They are not an "add on" but an important aspect of competency-based programming.

Reporting on learner assessment results should not be significantly different from what service providers currently do which is to carefully track learner progress in the learner plan and in the learner file so that it is clear to the service provider and to the learner that the program is meeting its objectives. Entering the results in EOIS-CaMS is done by those who are authorized to do so.

With the implementation of EOIS CaMS, we will move to "real" time reporting rendering obsolete the current administrative practice of creating a PDF and submitting reporting data at the service delivery site level through the LBS-IMS interim process. The elimination of the need to collect and report on contact hours has also been a positive administrative change.

Goal Paths and LBS

When and how do we know we have to register the student?

One of the five services that all LBS service providers deliver is Information and Referral (I&R). Service providers provide walk-in or referred clients with information about the LBS services they and other LBS service providers in the community provide for various goal paths. After receiving this information, the client may choose to follow up with programming at that site or may opt to be referred to another LBS service.

As part of the monthly reporting of aggregate I&R activity in EOIS-CaMS, LBS service providers will be able to report: the number (#) of individuals served by I&R (visitors), # of individuals referred to other Literacy Providers, # of individuals referred to other programs and services, and # of individuals on the wait list.

If the client opts to continue with the process, the service provider will conduct some general (screening) assessment activities to make sure that their service is the right one for this client. Once it is determined that the LBS service and the client are a good fit, the service provider will, together with the client, complete the LBS Participant Registration form which is required to set-up the client in EOIS-CaMS. With the client's signed consent, information can be reported in EOIS CaMS. Once further assessment is done and the broad competencies are determined for that client, an LBS Service Plan is created in EOIS-CaMS by LBS staff. Only authorized LBS staff can maintain the LBS Service Plan. At this point, the client then becomes a learner, and the further details of the learner plan can be completed. The LBS Service Plan informs the Learner Plan but the 2 are not the same. The learner plan includes additional instructional and assessment information which does not appear on a service plan.

Should we be only accepting students who we can serve?

As noted in the answer above, a Literacy and Basic Skills (LBS) service provider will provide information and referral (I&R) services to all clients who come to any LBS centre. Once it is mutually agreed that the client can benefit from LBS services at a particular site it is essential that the service provider's assessment services confirm what the client will be able to achieve with the programming that service provider is offering.

In other words, the LBS service provider must do all it can to ensure that the client will get the method of instruction, content, skill development and competencies that the

learner needs for their goal path to transition from LBS to their next steps. A service plan for a client **should not be opened** (which makes a client a learner) unless these requirements are met.

Can a learner access more than one LBS service provider at the same time?

Yes. A learner can access more than one LBS service provider at a time and each service provider will create and maintain an LBS Service Plan for those learners in EOIS CaMS. A learner can have multiple active LBS Service Plans at one time. Each service provider after opening a service plan will develop a learner plan that meets the gaps in the learner's competencies and knowledge. Each service provider will work with the learner to determine what milestones will be achieved in their program.

It is unlikely that a learner will have achieved all milestones in one program before opening a new learner plan with another service provider but if that is the case, the second service provider will record the learning activities and culminating task that are relevant to the learner and will note that the required milestones have already been met and therefore will indicate that the goal path is successfully complete

Practitioners are not counsellors. How do we implement the service coordination?

Service coordination requires that service providers know what services are available to learners so that they can move through the broader network of educational, training and social service options they need during or at exit from the LBS Program. A practitioner is not required to be a counsellor to know the services and contact information that are important to the learners they serve. They do however need to have a good information and referral protocol in place which is a service that the LBS regional networks are funded to develop in consultation with service providers in each community.

All funded Employment Ontario services are required to provide clients with clear, well-marked paths to the training and employment information and services they need.

Given that MTCU funds high school equivalency, why is it not named in the goal paths?

MTCU funds service providers to help students gain the skills and competencies that they are missing that will enable them to prepare either directly or indirectly for a high

school equivalency credential such as GED or ACE. MTCU through the LBS Program does not maintain or issue a high school equivalency certificate itself. The Ministry of Education governs and issues the GED and the Colleges Branch (Program Quality Unit) at MTCU has approved the Academic Career Entrance (ACE) courses that result in an ACE certificate which is issued by individual colleges. ACE is equivalent to a high school diploma for specific purposes such as college entry, apprenticeship registration and acceptance by many employers. ACE and the GED serve as an equivalent to the Ontario Secondary School Diploma (OSSD) for certain purposes as outlined above. It is the responsibility of the service provider to discuss with an LBS learner the purposes for which credentials, diplomas or certificates are needed by the learner and which are recognized and accepted by the next step stakeholder.

Goal paths do not prescribe specific curriculum or specific credentials but instead point the service provider to the expectations and requirements that a learner needs in order to successfully transition from LBS and rely on the professional judgement of the service provider to tailor the LBS service to the learner.

Is preparation for GED an eligible activity under LBS?

Yes the LBS Program will help a learner gain the skills and competencies they need to be a successful participant in a GED Preparation course which is specifically designed to prepare students for the GED test. These courses are available through private trainers, some School Boards and other organizations e.g. First Nation Band. The LBS Program is learner centred which means it is not curriculum driven. LBS services must be based upon the strengths and gaps a learner demonstrates. One size (a curriculum) does not fit all.

(Please also see the question below)

Which goal(s) path is appropriate for a learner who wants to work toward getting the GED?

The goal path will depend on the purpose for which a learner needs the GED. For example:

- if a learner needs a GED to gain a specific job as required by the employer, then the goal path is employment.
- if a learner needs a GED as the prerequisite for a skills training course, or apprenticeship, then it is apprenticeship goal path.
- If a learner wants a GED to get into a college course, then it is postsecondary and then the practitioner and learner would have checked first with the college to see if they accept a GED.
- If a learner simply wants a GED for personal purposes, the independence goal path would be chosen.

Literacy and Basic Skills (LBS) is not curriculum driven, and does not deliver curriculum-based programming that results in a certificate. The LBS Program must respond to the gaps in knowledge the learner has, and provides the skills, competencies that a learner needs for a specific purpose. Formal recognition of learning resides with other non-LBS Program bodies.

Which goal(s) path is appropriate for a learner who wants to work completing high school equivalency?

See the answer above.

Which goal(s) path is appropriate for a learner who wants to work taking training through Ontario Works that is often offered by private trainers?

If an LBS funded service provider is providing services to Ontario Works learners to gain the literacy and basic skills required for them to participate successfully in an Ontario Works sponsored training program, the apprenticeship goal path which includes skills training would be chosen.

Has a Learner's Gains assessment tool has been chosen yet?

The Ministry is currently considering an assessment tool for Learner Gains that has been developed by Bow Valley College and which is currently being piloted in Ontario and other provinces. Once the Ministry receives the pilot results and makes a decision about its appropriateness for Literacy and Basic Skills (LBS) learners, the Ministry will communicate with service providers.

Academic Upgrading and OALCF

Where does ACE fit in all of this?

Currently (2011/12), the LBS Program describes learning activity as LBS Levels 1 – 5 and Academic Upgrading. Under the OALCF, these terms will no longer be used for the purposes of 2012/13 Literacy Services Planning and Coordination (LSCP), Business Plans and in the LBS Service Provider Guidelines. All LBS Program funded activity will be described using the common language of goal paths, competencies and transition-oriented programming. A common core of LBS Program activity and outcomes can now be compared across all service providers increasing accountability and transparency.

Under OALCF, learners will continue to take ACE courses when it is demonstrated by the service provider that this content and this mode of delivery (modular or on-line) are appropriate to the learner and are required to successfully complete the goal paths of apprenticeship, postsecondary or, in some cases, employment where grade 12 equivalency is required and ACE is recognized.

The Ministry does not prescribe content or curriculum but rather requires that all LBS service providers prepare the learner with the competencies, skills and knowledge for achieving a required credential, meeting the entry expectations of an external institution or employer, or gaining other learning requirements for successful transition to their goals.

For the purposes of matching learner need with OALCF goal paths, service providers may use content that is not explicitly found in the OALCF and may use assessment methods that are not task-based. For example, ACE biology and physics are not found in the curriculum framework because these are subjects of academic skill development which don't apply to all goal paths. However, they are learning activities that may be required to transition to postsecondary education. The service provider must use their professional judgement to include content and methods of delivery and assessment that suit the needs of the learner to achieve the requirements of their goal.

Should ACE be a goal pathway?

The five OALCF goal paths were identified by LBS service providers in a consultation process held in 2006. It was agreed that these goal paths covered the broad range of

purposes that learners had for coming to LBS and were easily understood by members of the public without requiring additional explanation. Goal paths do not suggest curriculum but point the service provider to the expectations and requirements for the learner to successfully transition from LBS.

The LBS Program is not curriculum-based. MTCU does not prescribe curriculum but depends on the professional judgment of service providers to provide learner-centred programming. Learners are assessed to determine gaps in knowledge and their programming is tailored to provide learners with what they are specifically missing in order to achieve their goals.

ACE is the content that is delivered by colleges when learners are preparing for postsecondary, apprenticeship or some employment goals. The ACE Certificate (issued by Colleges) is what some learners want to earn while in postsecondary preparation programming.

Neither ACE courses nor an ACE Certificate is a goal path just as the GED and the OSSD are not goal paths. The goal paths capture the broad purposes for why an adult comes to the LBS Program. It is the service provider who determines together with the learner, what the specific program content (e.g., ACE courses) and mode of delivery will be based on taking into account the individual's prior learning, available time and needs. As a result, no two learner plans are the same and that is what is unique and essential about an adult education program such as LBS.

Where does ACE fit into the current framework?

Six broad competencies organize the learning content that is required for tasks that are related to the five goal paths. Learners can expect to develop the ability to integrate and apply up to six competencies for goal related tasks at any LBS funded program delivered by colleges, school boards and community-based organizations. A competency-based curriculum signals the importance of both developing and applying skills for authentic purposes. Service providers can no longer only develop literacy and academic skills – the learner must also gain the competencies to apply new learning to real life tasks.

The OALCF describes learner proficiency using 3 levels of performance. The OALCF levels are informed by the same factors (task and performance descriptors) that drive complexity at Essential Skills Levels 1, 2, and 3. It is generally accepted that an Essential Skills Level 3 task can be performed by an adult who has grade 12 or

equivalency level ability. This is only a very rough comparison because skill development ascribed to a child's grade level is not directly comparable to competencies that help adults perform real life tasks.

ACE courses are compatible with the OALCF competencies, levels and approach. Although more skill oriented, ACE courses include all six OALCF competencies and ACE courses require a learner to perform academic related tasks at a Level 3 complexity. Some tasks may be at a higher or a lower complexity level.

The skills that learners develop through ACE courses will be tracked by the service provider but not reported to the Ministry. The service provider will only report to the Ministry the successful completion of goal-related learning activities.

Milestones and culminating tasks that are aligned to the curriculum framework will be provided to service providers by the Ministry in 2012 and will be used to indicate learner progress in performing tasks that relate to the five goal paths. Milestone and culminating task results will be reported to the Ministry as will completion of the goal path and required learning activities.

How do colleges offering ACE receive referrals when ACE is not a stated goal?

The current LBS guidelines require that all service providers in a community coordinate and plan their literacy services together as facilitated by the Regional Network. The Regional Networks as part of their funded activity also promote awareness of and understanding of LBS services in a community to non-LBS stakeholders. LBS service providers and Regional Networks will need to work together to communicate to the public and key referral stakeholders what LBS learners are prepared for at an LBS service.

Saying that a college prepares learners for the literacy and basic skills they need to transition to postsecondary, apprenticeship/ skills training or employment is a very clear and easy to understand description for a referring service provider.

We are a college and, as such, often have learners that complete only one subject. If, for example, a student comes into LBS and only needs Chemistry in order to enter Post-Secondary, would they need to take the culminating task even if that task relates only to Reading/Writing/Research skills?

Yes, in order to record in EOIS-CaMS that the learner successfully completed their goal path, three performance indicators for the measure, Completion of Goal Path must be attained. The mandate of the LBS Program is to provide the instructional and other supports (e.g., referral, training support, etc.) a learner needs to be prepared for transition to their next steps beyond LBS. In order for the ministry to know if our services are in fact doing this, information on the completion of performance indicators is reported in EOIS-CaMS. For measuring Completion of Goal Path, there are three performance indicators: milestones, culminating task and learning activities.

In the example above, the learner's learning activities are included in the ACE Chemistry course. The practitioner will determine which milestones apply to the learner (*keep in mind that LBS is not only about skill development, it is about enabling learners to use and transfer their skills*) and the postsecondary goal path culminating task will show that the learner has the other important competencies expected at the post secondary level (reading/writing/thinking). Having a credential is not always a guarantee that all the required competencies, skills and knowledge are present. Since the LBS Program is not a credentialing body, having the learner do milestones and a culminating task along with their learning activities is not a requirement for his or her transition to postsecondary. Although not stated in the example, it can be presumed that this student already has the credential or mature student status that has been accepted by the college registrar. So the performance indicators are not a requirement for transition but they are requirements for the funded organization to demonstrate accountability to the ministry that they are providing learners with services related to the LBS Program mandate which is to prepare learners for *successful* transitions.

If the learner only wants a Chemistry course and does not want to do milestones or a culminating task then that is their choice. In this case, the service provider would respect the learner's decision and will only report in EOIS-CaMS that the learning activities were completed successfully. At this early stage of the performance management framework it is very important that service providers report accurately in EOIS-CaMS what actually happens in their programs. Over time, the data will be analyzed to know if adjustments are needed or whether there is clear evidence that links performance indicators with short, medium and long term impacts.

It is the responsibility of the service provider to discuss with the learner the value to both the learner and to the LBS Program to have assessment results for all 3 indicators for the purposes of analyzing the impact of the LBS Program.

Are service providers accountable for outcomes when a learner has been referred out?

LBS service providers are accountable for the achievements that are outlined in the learner plan and reported on (milestones, culminating tasks, learning activities, learner gains) in EOIS-CaMS. The service provider is, however, responsible for confirming that a referral out was successfully completed.

Referrals Out is a sub-goal that can be attached to a service plan. Service providers will record these referrals on their service plan.

What is in scope for computer programming delivered by LBS service providers (level of complexity and who should be in the class)?

LBS service providers incorporate digital technology in all LBS programming both as an aid to learners achieving literacy and basic skills and as a competency required for all 5 goal paths. If the learner meets the LBS Program's eligibility and suitability criteria, it is unlikely that he or she will only need computer skills but the exceptions should be reviewed with your ETC.

The curriculum framework includes 6 competencies, one of which is Use Digital Technology. A competency-based approach says that competencies are used together to enable a person to achieve a task. A competency is not a stand alone subject. In the case of "use digital technology", the task-based nature of our competency-based approach asks, what do you need to use digital technology for? The task will undoubtedly require a person to find and use information or communicate ideas and information or engage with others (other competencies), etc. to complete the task. Digital technology is taught as it helps to activate and engage other competencies for the purposes of a task.

OALCF also requires that the program be goal-directed. To open a service plan in EOIS-CaMS, the learner must identify a goal path. The learner will use digital technology for goal-related tasks that will be performed at a Level 3 or below. Digital technology will not be taught apart from its purpose and context. How much digital technology is taught will depend on the entry expectations of the goal.

If a student has completed LBS/OALCF at a school-board based service provider (say, currently a level 5 English) and then transfers to a college LBS/OALCF service provider to complete an ACE course to meet post-secondary entrance requirements, how do we "document" progress in EOIS-CaMS if the student has already met Level 3 competencies at the previous service provider for that "content area"?

Each service provider opens a service plan for the learner for which they are responsible. A learner plan is then developed. To show learner progress, a minimum of one milestone is required. It is likely that a learner who has been referred to a second service provider to continue their preparation for their goal will have at least one milestone that they still need to demonstrate. If this is not the case, no learner progress will be tracked in EOIS CaMS by the second service provider.

Performance Management Framework and EOIS-CaMS

Who will have access to EOIS-CaMS?

EOIS-CaMS is a web-based application that will be made available to authorized Literacy and Basic Skills (LBS) service providers and staff users. Three system roles will be available to LBS service delivery organizations:

- Service Provider Manager,
- Service Provider Administrator, and
- Service Provider Caseworker.

Each of these roles can engage in various transactions in EOIS-CaMS. (*Specific information on these roles is available at the EOIS-CaMS section of the EOPG*). At the service provider level, access to the system is managed by what is called the Service Provider Registration Authority (SPRA). The SPRA will be a staff member of the LBS service delivery organization who has been authenticated by the ministry. The LBS SPRA will be responsible for setting-up system users in his/her respective organization, based on specific terms and conditions that will be outlined to LBS organizations. Each LBS service delivery organization will be assigned a specific number of user licenses and user accounts.

Decisions on who should have access to the system will be left to the LBS organization, as they will be better positioned to identify staff that must have access for the delivery and administration of LBS. LBS organizations will be in a better position to make informed decisions once they review the EOIS-CaMS Training Resource Guide and complete the mandatory EOIS-CaMS online training modules. All EOIS-CaMS training resources can be found under the EOIS-CaMS section of the EOPG.

How will performance be measured in 2012/13?

The client and learner data that will be entered into EOIS-CaMS will generate statistical reports that will reflect the new LBS Performance Management Framework (PMF) performance indicators. Learner data on new performance indicators must first be collected over time to inform new benchmarks. The new LBS Service Provider Guidelines provide more information about Phase I and Phase II of the PMF for LBS.

How does eligibility fit into the PMF?

Client eligibility for the LBS program is the first consideration. The next consideration is to determine if the LBS Program is reaching those with multiple barriers to learning (suitability). The PMF provides an interim and mature weighting for suitability.

A number of learners leave straight after assessment and do not come back to the service provider. Should the provider complete a learning plan in this case? How does this affect the SQS score?

Service providers may want to revise their intake processes to reflect the requirements of completing the mandatory LBS Participant Registration form and initial assessments prior to data entry in EOIS-CaMS. A client must give their consent before a Case Owner (data entry person) register the client in EOIS-CaMS and creates an LBS Service Plan. If the learner leaves after the LBS service plan is created in EOIS-CaMS, a service provider is responsible for closing the LBS service plan within the system (indicating the client has left) and conducting follow-ups.

Why is independence not counted as a successful outcome in 2011-2012?

Currently, MTCU tracks the outcomes of Employment and Further Education and Training for exiting learners. In 2012 when the PMF takes affect, independence as a positive outcome will be counted. Independence is a goal path to which all the measures apply.

Will we be penalized if learners do not follow through on referrals we have made to community service providers?

No. EOIS-CaMS requires that you provide data accurately. Many data fields contribute to the analysis of program results. At this early stage, MTCU needs at least a year or two of data about the LBS Program before any service standards can be set that contribute to funding decisions. The most important requirement of service providers is to report results accurately.

If we are responsible to follow up on community referrals, can we simply ask the learner or must we contact the service provider directly? Would we need to have additional consent from the learner for each referral?

Each service provider must determine the process they will use to follow up on community referrals to determine if the referral was successful.

How will we be able to track or follow-up with our learners if they change their contact information?

This is an operational issue that will be resolved as appropriate to the resources and administrative circumstances of each service provider. Keeping a record of a learner's current contact information while they are in the program and after they leave is challenging but there are many good practices to learn from. Within EOIS-CaMS there are various forms of contact information that can be recorded for a learner such as alternate addresses, email addresses and telephone numbers. We encourage service providers to make use of these fields and record as much contact information as possible; updating this information when necessary.

Employment Service (ES) has a performance indicators definitions chart. Do you know when we will receive similar guidelines for LBS programs?

If this is in reference to the LBS performance management indicators definitions, then the information is available in the LBS Service Provider 2012 guidelines, section 3.6. This document is posted on the Employment Ontario Partners Gateway website at the following link:

http://www.tcu.gov.on.ca/eng/eopg/publications/20111109_lbs_guidelines_2011.pdf

In time, further definitions will be provided as required.

Beyond their 10%, will ES be able to exit a client as a positive exit when the learner comes to an LBS program?

Referral from Employment Service to LBS Service Provider is a positive outcome.

How do we keep track of referred out / referred in with an ES client who is not "assisted"?

If an ES client self-refers to LBS, this will not be captured as a formal referred in from ES but there is an opportunity to report on other ways the client heard about the program.

What happens if a learner has an active LBS service plan within EOIS-CaMS with another service provider and has also referred to us?

Within EOIS-CaMS, a learner can have multiple LBS service plans active at the same time. After completing the LBS Participant Registration form with the learner, your organization would create a new LBS service plan, indicating what services the learner is receiving from your organization. It is incumbent upon each of the service providers to demonstrate that the learner is receiving distinct services in their LBS service plan. Each service provider will be accountable for preparing the learner for the elements of their learner plan.

Please contact us at oalcf@ontario.ca with any question or requests for further information about the OALCF.