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**Notes and Tips from CaMS Learning Day, 2018**

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# Service Quality Standard (SQS) and CaMS Case Activity Report

[**SQS Calculations Presentation for SMLN CaMS Day 2018**](http://literacynetwork.ca/wp-content/uploads/2019/01/SQS-Calculations-Presentation-for-SMLN-Cams-Day-2018.pptx)

**What is an SQS?**

* the sum of the actual core measure weighted values - Customer Service + Effectiveness + Efficiency.
* Weight = the percentage of achievement against the service quality target set by the service delivery site (Actual/Target value).
* The standard & related SQS value represent the minimum core measure value that a service delivery site should aim to achieve

**The SQS is a combined statistic that offers a summary of how well a program is doing in all areas measured by MTCU.**

All SQS information can be found on pg. 3 of the **Detailed Service Quality Report (DSQR)**. It provides a summary of how a program is performing in terms of YTD targets, provincial standards.

The SQS is 6.0 for everyone. Reports are delivered reflecting the months past. So September report shows numbers only up until the end of August.

Phase 2B of the performance management framework, that includes Learner Gains, is on hold for the foreseeable future.

**SQS Calculation** (see Presentation slides for detail on where the numbers are

pulled from)

**(YTD actual percentage/100) x (SQS weighting/100) x 10= SQS**

You can compare the current score for your program with the target score set by MTCU to get a quick view of **which areas need attention**.

Most importantly, the SQS report shows you what areas are **weighted highest** in calculations. Notice that **Suitability** is weighted 20% but only targeted at a value of .60, whereas **Customer Satisfaction** is weighted at a lower 15% but is targeted at a value of 1.35. Despite weighting, changes to Customer Satisfaction will impact your SQS more directly (generally).

**Formulae to calculate aspects of SQS:**

1. Customer Satisfaction

# of closed LBS plans with a 4 or 5 service rating

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# of closed LBS plans with a 1-5 service rating

1. Service Co-ordination

# of plans with one eligible referral option selected

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# of closed service plans YTD

1. Suitability

# of suitability factors associated with YTD closed LBS plans

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# of closed service plans YTD

1. Progress

# of service plans with ≥ 1 competency milestone "attained“

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# of YTD closed AND active LBS service plans

**Calculate YTD Actual % for learners served:**

Learners Served YTD Actual = #Active Learner YTD

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 # prorated target

Prorated target is calculated based on month:

 Expected Learners Served per month = Total Learners Served Target

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 12

Multiply this answer by the # of the month you are predicting and you will have the prorated target.

See the presentation slides for more details and calculations for predicting SQS.

Charlotte reminded the group that though only one referral counts on the DSQR during a service plan, enter all referrals, as they are being reviewed by your ETC. You need to show you know what’s going on all year long, so enter everything as it happens.

Agencies are marked for review if you are 25% off target (what you should have done) --- you will receive an e-mail. If the trend continues, you will be put on review. In spite of the weightings on the various score on the DSQR, Ministry monitors all the interconnections.

There are **maximum values for some aspects of the SQS** – so exceeding your target doesn’t get you a better score.

**Q: When to enter the information from the Participant Registration Form (PRF)?**

Recommended to do this as soon as possible, because CaMS has an automatic start date – this is the **date you first enter the learner into CaMS**. Some agencies wait to enter PRF until they are sure about commitment; however, milestones & learning activities don’t count if their dates are earlier than the entry date in CaMS.

**Duplicate Learners**

* If return within the fiscal year, not a new learner
* If close file, then learner comes back in new fiscal, counts as 2 learners

**Progress**

The DSQ calculations use the number of people who COULD have done a milestone in the calculation compared to the number of milestones completed. Therefore, you might not want to enter in a lot of learners if there will be a long delay for milestones –- it will result in a low progress score if many have not done any milestones yet.

[**PHASE IIA Performance Management Overview CHART**](http://literacynetwork.ca/wp-content/uploads/2019/01/PHASE-IIA-Performance-Management-Overview-CHART.docx)

[**16-17 Learner Plan**](http://literacynetwork.ca/wp-content/uploads/2019/01/16-17-Learner-PLan.docx)

[**CAMs ENTRY instructions for PRF for SHARING**](http://literacynetwork.ca/wp-content/uploads/2019/01/CAMs-ENTRY-Instructions-for-PRF-for-SHARING.pdf)

[**CaMS EXIT instructions for Exit Forms for Sharing**](http://literacynetwork.ca/wp-content/uploads/2019/01/CaMs-EXIT-Instructions-for-Exit-Forms-for-Sharing.pdf)

**Tips**

* Save DSQRs by actual end date
* Create a follow-up form in a fillable PDF and send to learners who don’t have phones
* Remember that ‘referred in’ from LBS doesn’t count in the service co-ordination score on the DSQR, but ‘referred out’ to LBS does count
* Reports 64 and 60B do not pull the same information
* In order to know what is going on all year, enter everything as it comes in
* Milestones and learning activities don’t count if their dates are earlier than the learner entry date in CaMS
* Remember, if the learner leaves and returns within the fiscal year, they are **not** a new learner
* If you close learner file, and then they come back in the new fiscal year, it counts as two learners.
* Do not add in a lot of learners if there will be a long delay for milestones

**Raw Data File**

The EOIS External reference Group wanted the DSQ report on a weekly rather than monthly basis. In response, MTCU gave users a monthly **raw data file** – in the list of reports, they are called ‘DF’. They are in CSV format – hard to figure out the field names. There is a guide for the raw data file.

# Case Activity Report - Report #61

The EOIS External Reference Group pushed for a report #61 that reflects locations/instructors within a site. It was important for her to know the location of the centre with regard to their student numbers. There is now an ‘inactive’ column which means 60 days with no activity in CaMS.

Report 61 is an Excel spreadsheet, so the data can be manipulated and sorted to get the information you need. The cell size formats need to be the same so that sorting can be done.

**Tips for using the case activity report**

* **Make a copy of report 61 and call it “amended”** - then you can manipulate this report
* Unmerge all cells
* Hide all the columns that you don’t need, such as the learner gains and CLB columns
* Remember that heights and widths of cells need to be the same
* Widen the columns or set the cells of field names to “wrap text”, so you can see the full field name (title)
* Delete EO information (logos, etc.)
* hide or delete closed learners that still need follow-up before you manipulate data for active learners
* Delete the top text rows
* Sort data
* Check the **milestones** for learners – check they have been recorded and recorded correctly – can see how many in progress and how many are completed – check before close learner file! If you remove a milestone and don’t replace it with a new one, the system deletes the learner, so check before closing – reduces the score for progress
* Learners must be working on a **competency**. Check the case activity report to ensure it is marked with a YES. If there is no competency recorded, the learner will not count. Also check the ‘**approved/active’** column.
* 60 days without action in CaMS = **inactive**; ETC’s are monitoring, looking for inactive files - You do not have to do a milestone, just adding a comment will keep a learner from becoming inactive – can do this directly in learning activities, under “plan content’, or the comments section of ‘Plan Summary’.
* If you know a learner is going to be inactive for a period (summer) put a note in the file to indicate that they will be returning.
* Community-based can use this report to check for missing tutor reports
* The program **start date** is the date that you **enter the learner** into CaMS
* Do not fall behind on your follow-ups.
* ‘**Program Duration’** – uses the information from ‘Program Start Date’ and ‘Program End Date’. However, data in this is often not good because few agencies can keep up with entering everything at the correct times. If MTCU is using this to determine how long people are in the program, and eventually using aggregated information to determine how long people SHOULD be in programs, it would be ideal to **keep this up-to-date**. If the learner is entered into CaMS near the time they are finished, it will look like they were only there a short time – it may look odd if they have also completed several milestones in such a short time. MTCU allows only 3% of learners to be “short-term”.
* In ‘referred out’, “**Multiple**” – more than 1 referral out – but only “1” is included in the count (system counts the number of learners who have been referred out, not the number of referrals made)
* Another **new column**: **Case Owner** – helps when looking for stats for each location of a site or each instructor’s class within a site
* Check ‘**Program Status’** column for Active, Closed, Approved
* **New column: RE-ENTRY** – in same fiscal year – helps to determine learner numbers – now doesn’t count learner twice
* **Report 61** also helps Judy to determine who needs to do a milestone. She highlights these to help her visualize this. There should always be a milestone in progress.

Also on Report 61at the bottom:

* Responses to learner satisfaction surveys by learners – from exit form
* Data at bottom – now has current & previously closed numbers of learners
* Goal path summary at bottom – not sure if this includes the follow-up learners – better to use Report 60D for this

# Administration Tips

1. The CaMS data entry system is not intuitive. **The data-entry person within each organization needs to understand what the questions mean and how the data is used. They should know and be able to question what is on the entry form.**

Those who are completing the participant registration forms (PRF) with the learners need to ensure that the forms are complete and if they are not complete, note why. Agencies should use a checklist to make sure everything has been entered.

In some instances, there will be data missing from the PRF. This lack of data might affect your organization’s reports. Sometimes it is an address that is missing, that could be because the learner does not have a permanent address. One strategy to help is to use the LBS centre location as address – make a comment in notes and remember to change this if learner gets an address.

1. **Correct Birthdate is crucial!**

It’s an absolute nightmare to have duplicate files – caused by learner giving slightly different info at each service provider – especially between ES and LBS – usually LBS has to remove it and it is not easy to do! So check that learner isn’t already registered in your agency or with another – can see a learner’s ES plan on EOIS.

When you enter an address and it doesn’t pop up in the Postal Code drop-down list, you can enter General Delivery. First, make sure learner’s information is correct, call Canada Post for postal code.

How to get it into CaMS? What’s the implication of not having it in CaMS? – **make a case note in CaMS with the true address.**

1. **Data Entry**

Set up a system with staff to clearly identify who does what and when; include step-by-step process for all to use. All members of staff, including those who work on the front desk and answer the phones, have a part to play in making sure the correct data gets entered into CaMS appropriately.

Sample data entry/process information:

1. Gateway Centre for Learning data entry process and checklist – includes specific process for cross-checking data entry into CaMS and template for noting files that need to be cross-checked

[**GatewayCFL Learner Data Entry Checklist-CrossChecking Process**](http://literacynetwork.ca/wp-content/uploads/2019/01/GatewayCFL-Learner-Data-Entry-Checklist-Cross-Checking-Process.pdf)

[**GatewayCFL Files to be checked in CaMS template**](http://literacynetwork.ca/wp-content/uploads/2019/01/GatewayCFL-Files-to-be-Cross-Checked-in-CaMS-Template.pdf)

1. Barb Elam’s instruction tips (Simcoe County District School Board) – entering case, search, step-by-step how to enter:

[**CAMs ENTRY instructions for PRF**](http://literacynetwork.ca/wp-content/uploads/2019/01/CAMs-ENTRY-Instructions-for-PRF-for-SHARING-1.pdf)

[**CaMS EXIT instructions for Exit Forms**](http://literacynetwork.ca/wp-content/uploads/2019/01/CaMs-EXIT-Instructions-for-Exit-Forms-for-Sharing-1.pdf)

1. **Performance management**
* Judy at Barrie Literacy Council developed a DSQR ‘cheat sheet’ to help her understand how the scores on the DSQ are calculated. The information comes from the Registration form. Judy found that the data dictionary helped her to understand what is important and what is not.

[**Perf. Mgmt #64 explanation-Judy**](http://literacynetwork.ca/wp-content/uploads/2019/01/Perf-mgmt-64-Explanation-Judy.docx)

[**Performance Mgmt results 18-19 incl.Central-sample**](http://literacynetwork.ca/wp-content/uploads/2019/01/Performance-Mgmt-results18-19-incl-Central-Judy.xlsx)

* She has noted that referrals are not as tightly controlled as they used to be. Referral forms are good, but a business card will do to confirm that a referral has been made.
* If you see discrepancies on the registration form, make a note.
* Service providers have found that more learners are readily disclosing if they have a disability. Some are still reticent or are not comfortable with disclosing. Keep a copy of the [definition of disability](https://www.aoda.ca/the-act/) by AODA. It is to the learner’s advantage to disclose. Sometimes this is easier if the person who is doing the entry paperwork discloses some disability that they have, e.g. diabetes. Learners may feel more comfortable about disclosing. DOCUMENT your file - this will help when dealing with ETC and monitors.
* Keeping your SQS high will help if you cannot increase that actual number of learners served.
1. **Milestones**
* Milestones need to be geared to the learner’s goal path. Has to complete one **milestone related to goal path**.
* Document changes in learner’s health & abilities
* Christa – don’t enter “not attained” until exit learner – they can re-attempt the same milestone later
* Learning activities don’t count towards progress score
* LBS agencies can share a milestone if they are sharing a learner and the training by each agency has contributed to the learner’s progress.
* in each year, 60% of learners have to complete a milestone
* if learner disappears – don’t cancel milestone. If you cancel, the learner will not count in ‘learners served’. Decide if OK to lose the learner or not, for your agency. One or 2 might not matter, but more than that could make a big difference. Is your concern about numbers or about progress score? Progress score is from ‘attained’ re: number of learners who **could have** attained.
* re: start date – can’t use “cancel” but when entering into CaMS, you can force through the pop-up, and it removes the start date
* Q: If you have a milestone that has been started, can you remove the milestone? It was suggested that users can remove the start date and save it updated and downloaded - it is now not started.
* Learners cannot attempt the same milestone for six weeks after a failed attempt.
* Georgian College Muskoka uses a different but similar milestone if the learner has not met the one attempted.
1. **Feedback from learners** is another area that is sometimes hard to get. If an organization waits until the learner has completed their time with the program, following up can be problematic.
* Measured on the number of responses that were 4 or 5.
* Learner response rate – agency should meet the average for the region.

Suggestions to collect feedback:

1. Barrie Literacy Council does a learner satisfaction survey which mimics the MTCU questions while learners are still in the program. LSSM does the same with small group workshops.
2. Owen Sound Georgian College has set up a customer satisfaction survey in Survey Monkey – the College’s own questions plus the 3 MTCU questions. They text the link to learners. There is a new app called “Connect” that will allow a computer to text messages to learners who only use text messaging to communicate.
3. Many organizations have noted over time that the best way to contact learners is via text message.
4. Convert the Follow-up form to a fillable PDF or Word document, and send to learners who don’t have a landline.
5. **Learner Files**

**What do you need to keep in the learner file?**

With regard to monitoring visits, everyone needs to know what needs to be in the learner files for monitor visits. Sometimes you will need multiple copies of things.

There are no guidelines for what to keep in the file after exit. There are guidelines for what is needed in an active learner file.

**Checklist of what needs to be in the learner file** – some agencies have separate portfolios files for learners. Put a few samples from the portfolio into the “official” learner file.

Remove excess papers from student files – you have to store student files for 8 years. Suggestion from Georgian – record test scores on tracking sheets and shred the actual tests – after 12-month follow-up, shred work and keep the tracking sheets.

[**Georgian College – LBS Comm Barrie (tracking sheet)**](http://literacynetwork.ca/wp-content/uploads/2019/01/Georgian-College-LBS-Comm-Barrie.xlsx)

[**GC-Midland exit File Check List**](http://literacynetwork.ca/wp-content/uploads/2019/01/GC-Midland-Exit-File-Check-List.pdf)

Learning activities can be kept by the learners when they exit, as long as work is recorded.

Learning styles - good for a Tutor to do with their Student – needs to be in learner file

Charlotte’s rule of thumb is to have less in the file to sign.

**Other tracking sheets and learner file documents:**

[**LSSM CaMS Quality Assessment Checklist-Final**](http://literacynetwork.ca/wp-content/uploads/2019/01/LSSM-CaMS-Quality-Assessment-Checklist-FINAL.docx)

[**LSSM Learner file summary**](http://literacynetwork.ca/wp-content/uploads/2019/01/LSSM-File-Summary.docx)

[**Gateway CFL Learner File Summary**](http://literacynetwork.ca/wp-content/uploads/2019/01/GatewayCFL-Learner-File-Summary.pdf)

[**16-17 LES Learner Plan**](http://literacynetwork.ca/wp-content/uploads/2019/01/16-17-Learner-PLan-1.docx)(Simcoe County District School Board)

[**Checklist for successful transition from LES to employment**](http://literacynetwork.ca/wp-content/uploads/2019/01/Checklist-for-Successful-Transition-into-Employment-SCDSB.doc)

[**Checklist for successful transition to Skills training at SCDSB**](http://literacynetwork.ca/wp-content/uploads/2019/01/Checklist-for-Successful-transition-to-Skills-training-at-SCDSB.doc)

1. **Customer satisfaction**

**What other questions do people ask in customer satisfaction survey?**

The ministry requires does not require agencies to have their own exit questions, but most agencies find it helpful to do so.

The MTCU questions are geared only to how the training has helped people with employment. Question #1 is related to direct employment. Give an explanation when filling this out - explain that the question is really about if the LBS program helped them in their future employment options not necessarily are they employed now.

If they had a different goal, you need to **add your own questions** to get the information you need. For example:

1. How did the training help you reach whatever your goal?
2. Questions related to the actual teaching process, timing of course, room conditions, etc.; might evaluate after each segment of a workshop or course. E.g. If you were doing this workshop, what would you add? (Literacy Society of South Muskoka)
3. What was most helpful for you? Do you feel prepared to take the next step? What could we have done to make it easier? (Barrie Literacy Council)
4. Is there anything specific about the organization that you would like to say? (Gateway Centre for Learning). Some of these ‘testimonials’ can be used for the success stories that the ministry wants to collect now.
5. **Data entry tip for Information & Referral (I&R):**

Tracking informal Information and referral (I&R) in more detail can help agencies determine the effectiveness of outreach efforts. It might also generate formal referrals from the informal ones, if they are followed up. Karena from Barrie Literacy Council shared a tracking form they developed to track information and referral (I&R) – it also tracks their wait list. LSSM also has a tracking form for I&R.

[**Info & Ref report template-Barrie Literacy Council**](http://literacynetwork.ca/wp-content/uploads/2019/01/Info-Ref-report-template-Barrie-Literacy-Council.doc)

[**LSSM I&R Reporting**](http://literacynetwork.ca/wp-content/uploads/2019/01/LSSM-I-R-REPORTING.docx)

# Exits and Completions

**Exits**- **Use a checklist of things to review prior to closing file;** you can’t go back and add or change information after closing file.

* MTCU has started to focus more on outcomes
* The options available for entering ‘Completions’: attained, not attained, cancelled
* *Cancelled* is used at Gateway if learner is exiting without completion.
* ‘Has learner successfully completed all plan items’ – if one milestone not successfully completed but everything else has been, in the big picture learner has successfully attained all activities, so you can say YES.

**Sample Exit checklists to use prior to closing learner file:**

[**Gateway CFL Exit Checklist**](http://literacynetwork.ca/wp-content/uploads/2019/01/GC-Midland-Exit-File-Check-List-1.pdf)

[**GC-Midland exit File Check List**](http://literacynetwork.ca/wp-content/uploads/2019/01/GC-Midland-Exit-File-Check-List.pdf)

**Reason for exit- completion**

* Dave stated that if clients do a small workshop (date sensitive), they are marked as complete.
* Charlotte said the if they have achieved their goal, and they are ready to move on to secondary school credits, then they are complete regardless of milestones or culminating tasks. Ignore whether done all activities.
* Completion – has attained all the plan activities (progress score but more for phase 2B) – 3 steps to be reached for this, but not discussed today

**Completion of sub-goals**

* Can you close a service plan if the sub goal has not been completed?

You can close a service plan even if the sub goal plan has not been completed. The milestone has to be completed (attained or not attained).

* You can close service plan even if sub-goal has been left blank. Some question as to why that is – most people said they go the extra step and close the sub-goal.

**Outcomes at exit**:

* if learner has been hired but job doesn’t start right away, still enter their outcome at exit as ‘employed’ , not ‘unemployed’
* if learner has been accepted in a post-secondary or secondary school credit program but it doesn’t start right away, enter outcome at exit as ‘post-secondary’ or ‘secondary school credits’, not ‘unemployed’

# MTCU’s EOIS External Reference Group

Charlotte sits on the EOIS External Reference Group. She reminder everyone that it is very important to tell MTCU what changes and improvements they would like to see done to CaMS. For example, ways to streamline so you don’t have to use so many clicks to enter data or move around the system – why it would help (save time), how important a specific change would be, etc. She has set up a [Google Form for service providers](https://sites.google.com/scdsb.on.ca/eoisfeedbackforcharlotte/home) to enter in requested changes and issues they are having.

MTCU has already made some changes, as per requests from service providers.

# Review of Current LBS data entry standards (SMLN agencies)

[**SMLN Data Entry Standards full**](http://literacynetwork.ca/wp-content/uploads/2019/01/SMLN-Data-Entry-Service-Standards-Updated-July-2018.docx)

[**SMLN Data Entry Standards summary**](http://literacynetwork.ca/wp-content/uploads/2019/01/SMLN-Data-Entry-Standards-Sept.2018-simplified.docx)

1. **Highest Education Level**

CaMS will record only one selection for this field. Some learners have some college but still have less then grade 12. In order to get the suitability points for “less than grade 12”, ask the learner if they have completed their grade 12. If not, you can record them as less than grade 12 – may need to explain to them why you are doing this, as learner may be proud they did some college; however, if they were unsuccessful at a course, it is likely because they lack some basic skills or knowledge. Record their college experience in their file.

1. **Source of income**

Other income vs. no income - matters for suitability; use the data entry standard – if learner does not receive any T4 or T4A, record as “No source of income”.

1. **Time out of training**
* still no agreement on what length of training is considered “training” – some agencies consider any length of workshop etc. in a formal learning setting, others define it as more than just a workshop
* what is the difference between education and training? Suggestion that one way to distinguish is to think of it in terms of what sex education is, versus what sex training would be.
* Has the person been in a formalized learning environment?
* LBS providers have agreed that whatever the length of training was, it must have been completed to count. What you decide is complete or not complete is an agency-by-agency decision.
1. **Full-time:** is it hours as per full-time work? Or program schedule?
2. **GED:**

Service providers have still not fully agreed on how to record this; Georgian College still cannot use secondary school credit goal path.