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**LBS Data Entry Service Standards**

March 2017, updated July 2018

**Introduction**

All LBS service providers use the EOIS-CaMS data management system. However, they have found that many data entry items are not clearly defined in the data dictionary or CaMS reports guides and are open to interpretation. Therefore, not all service providers were recording certain data in the same ways. This can skew data and make it difficult to see accurate results to use in literacy service planning and co-ordination.

In order to help improve data integrity, at least in the Simcoe-Muskoka area, service providers discussed specific items of concern to develop agreements on how to enter these data into CaMS. This document is a record of those discussions and agreements, or data entry service standards. It also records when a why an agreement could not be reached.

The first 7 items are listed in order as they appear on the participant registration form (PRF).

The next 8 items are listed in the order they appear on Reports 60B(Learner Profile) and 60D(Learner Outcomes).

The rest are listed in no particular order.

**Please use these data entry standards when entering data for your learners. It will help greatly to ensure the data from our agencies is reliable.**

If service providers identify other items that need clarification, we will add them to this set of standards.

Over time, we will also review these standards to make sure they still make sense.

**SMLN LSPC Data Service Standards Notes (**updated February 2017**)**

| **Data Item** | **Background** | **Current Practice** | **Relevant Documents, etc.** | **LBS Service Provider agreement**  **Do ES providers use this?** | **What made sense to do this?** | **Reasons as to why we didn’t come to an agreement** |
| --- | --- | --- | --- | --- | --- | --- |
| **Person with disability** | Some learners do not self-identify as person a person with disability even when it is clear that they are. | Explain to the learner the advantages of disclosing and hope they do disclose.  Enter learner as having a disability only if they self-identify; remember to go back and correct this if learner later discloses | Refer to the Ontario Human Rights Code definition of “disability” <http://www.ohrc.on.ca/en/policy-and-guidelines-disability-and-duty-accommodate/2-what-disability>  **NOTE: even something like needing eye glasses can count as a disability under the OHRC definition.**  Suggestion from one SP:  Would be helpful to  have a list of benefits for those with disabilities for all SP’s to have on file and use. | Suggestion that at intake you can ask a question like : “ if there is a fire alarm/emergency in the building, do you require assistance to leave the building?” This may result in more disclosures.  Continue to explain to the learner the advantages of disclosing and hope they do disclose | Self-disclosure is a sensitive subject. Clients may be more likely to self-disclose if they understand the benefits of doing so.  Disability is a suitability factor that some SPs may need for their DSQR. |  |
| **Highest level of education –**  **< grade 12** | Some SPs unsure what to accept as having a grade 12 education – what if did high school outside Ontario, or outside Canada – how do we know it’s equivalent? Do we need to know if it is equivalent? What about the “basic” diploma vs. the “real” academic diploma? Does the SP need to ask for proof of diploma?  How to record people who have < grade 12 but have done some college? | Various practices; also some concern that if you check  <grade 12 and then enter “some college”, it deletes “< grade 12” | LBS Detailed Service Quality Report Guide.  <http://www.tcu.gov.on.ca/eng/eopg/eotransformation/cams_reporting/eois-cams_reporting_lbs_dsq.pdf>  Page 15.  These are the things from the PRF that are counted as  < Grade 12 on the DSQ report.    There is no set requirement for learner to show proof of diploma. This is up to the provider. | Take learner’s word – ASK what is highest level completed in own country, or ask “did you finish high school?”  ES PRF does ask if client did high school outside Canada. They suggest asking the questions above.  If learner has also had some other education, this can be entered in the new Additional Education section | Conforms to CaMS definition and SPs aren’t credentialing experts. Can note any details in learner files . |  |
| **Additional education:**  **“some college”** | Definition of “some college” unclear. Does this include one course? Half a course? Only completed courses? | SPs may or may not be including uncompleted courses as “some college” |  | **SUGGESTED**:  -if learner **completed** one course or more, enter “some college”  – if started in college but did not complete **any** courses, do **not** enter “some college”  Can also apply to “some apprenticeship” and “some university”. | Non-completion might be due to lack of literacy/essential skills needed to do the course. |  |
| **Source of income**  **– Other**  **vs.**  **– No Income** | The indicator “Source of Income” caused a lot of confusion among learners and staff alike. In particular, the check box “No Source of Income”, found on the paper registration form, often went unchecked even though learners subsequently indicate they are unemployed in another portion of the form. | Inconsistent – some SPs considering if the revenue is reportable on income tax, but others are not – unclear to SPs | 1. Source of Income – “While some learners will have multiple sources of income, this question is asking for the main source of income, i.e. where they get the majority of their income.” (EOIS-CaMS LBS Data Dictionary, January 2015) 2. No source of income – no definition provided. 3. Other – no definition provided | **Other** means person receives cheque/payment in their own name - can include pension, investment income, etc.  **No Source** means supported by family, friends, savings, etc. - also includes homeless people and inmates at CNCC in Penetanguishene  Where does “severance” fit? Severance cheque was issued to the person, but once in bank account, it is technically savings. **For the purposes of our stats collection chart, we suggest you add this in with “other” on our templates.** | The key point is income is considered taxable by the Income Tax Act  Sources of income not included in this definition include gifts, inheritance, some types of insurance payments or under the general care of family or friends. |  |
| **Time out of training: >6 years out of training is a suitability factor** | Service providers were unsure if there were criteria for the type of training or the length of training. | Some Service Providers record as recent training if learners say they took **any** type of training, regardless of duration of training -- even short-term or one-day workshops as “training”.  Therefore, would not record this suitability factor for this learner.  Some providers define it as a longer-term full course, like PSW or truck driving, etc. Anything less would not count, so this suitability factor would be recorded by the service provider.. | 2015 Data Dictionary:  Training – no definition  Formal education – no definition  **Western Region TCU Response (QUILL Network):**  Currently there is a definition in the data dictionary for the suitability indicator ‘time out of training’.  The definition states that “Suitability / Learner Profile Indicator (Phase II) - More than 6 years out of training”.   There is no written definition of “how long the training should be”, however, confirming that training can be of any length. For additional information see:  <http://www.tcu.gov.on.ca/eng/eopg/publications/eois_cams_lbs_data_dictionary.pdf> | **Agreement that to count, the training must have been completed. (Nov. 2016)**  Still discussing length of training – no agreement on how long the training should be to count and therefore not be able to record this suitability factor. | Unsuccessful attempts could be due to lack of skills needed to complete. | May not come to agreement on length of training, especially if we go with the Western Region response. No response from Central Region on this yet. |
| **Time out of formal education/**  **training/work** | **N/A** is an option when you get into CaMS, but is missing on the paper-based PRF |  | LBS participant registration form | **For now, just add this manually to the paper-based form** | MTCU not planning to make more changes for some time. |  |
| **Greater than 6 years out of training, education** | Discussion around how people are using the “N/A” option, and how people are recording a client who has never had any training. | Most use **Yes** if client has never had training or education and aren’t using N/A. |  | Agreement that it makes sense to use “N/A” if the learner is in a **concurrent** program or is employed. Otherwise, use “yes” if learner has never had any training.(greater than 6 years without training)  Georgian College staff will have to check with manager to see if this would be OK, as currently they are not using N/A at all. |  |  |
| **Full-time vs. part-time student – what is the definition of “full-time” for LBS?** | Some LBS learners were being considered ineligible for ES assisted services because they said they were full-time students, though not actually attending more than half-days or more than a few full days per week | SPs have been told by ETCs that it depends on each LBS agency’s definition of “full-time”.  LBS providers feel that LBS should **never** be considered “full-time” and have requested that from MTCU as a directive to ES providers. LBS training is flexible and adjustable, according to the student’s needs. | **Western region TCU Response (QUILL Network):**  Full-time or part-time is defined by the learner identifying as a student attending **outside** of the LBS program.    **No direct response from Central Region to-date.** | LBS providers are inclined to tell students they are not full-time, but this has not been formally agreed. | Still in discussion. |  |
| **Referral out to Employment Services (ES)** | Sometimes learners have already been to ES (or referred in from ES) so generally no referral to ES during service. | Varies among service providers |  | However, LBS learners should be referred out to ES when leaving LBS and ready to work.  (Might depend whether ES service plan is closed or still open?) | Shows service co-ordination and progress along goal path. |  |
| **Referred out to Adult Credits (OSSD)** | Adult high school credit programs not included in list of choices | some using high school, others using Other- Structured/formal referral | **N/A** | When LBS learner moves to adult credit program, it seems the current preference is to record this as a referral out to “high school”. On our stats analysis template, we are calling this “High School/adult credit program”. | In the 2 school boards, the adult learning centres are considered to be high schools.  This shows on DSQ as part of Referred Out - Registered for education/training to  complete high school or equivalent |  |
| **Service co-ordination between LBS and ES** | Some Referrals Out don't get counted – referrals to either LBS or ES can be missed in case of multiple referrals for an individual. However, all **referrals in** do get counted; |  | Could use All-Case Activity reports, or individual learner info (if not too many learners) to track referrals to ES or LBS; also suggestion by an ES provider to alert their R&I staff to track number of people they refer specifically to LBS -- other ideas?? | Therefore, by using the referral -in stats, ES providers can see the actual number of people referred by LBS and LBS providers can see the actual numbers referred by ES – we need to start sharing this data with each other.  Need to work out process if we pursue this. | All providers need to be aware that number of referrals may be greater than is showing on CaMS reports. |  |
| Differing practices around who is referred to ES or LBS |  |  | **Suggestion:**   1. Any ES clients with less than grade 12 should be referred to LBS. 2. Anyone referred from LBS to ES should become an assisted client, if not already. |  |  |
| **Outcomes at exit**  **– Unable to work** | Discussion began when SPs unsure how to record pregnant individuals, and people moving into credit programs that don’t start right away, or people hired but job hasn’t started yet | Some recording these students as unable to work, some as unemployed |  | Not able to work at the time of exit for physical or mental reasons, for example, on disability of some kind, or health reasons or other circumstances prevent person from working. | Being pregnant does not mean “unable to work”, unless there are other health issues that means the person cannot work. |  |
| **Outcomes at exit - Unemployed** |  | Physically and mentally able to work and no extenuating circumstances, but doesn’t have a job at the time of exit.  This can include pregnant people who are not on Employment Insurance. | These people are truly unemployed. |  |
| **Outcomes at exit - Employed** |  | If person has been hired but job hasn’t started yet, they are “employed”.  **NOTE**: LBS providers would like to be able to include “employable” in this category but this is not allowed in CaMS at this time. | Valid employed outcome – person has accepted offer of employment. |  |
| **Referred out – Registered in…….** | Question whether the learner referred has to actually be registered and receiving the referral partner’s services or if making the referral is enough to count on the DSQ. We have been told that making the referral is enough; however, our agreement this year says the referred learner has to have been received/in receipt of service. | Inconsistent – some SP think they need confirmation of actually registered in AND receiving services, other are OK with knowing the learner just made contact.  Need consistent definition of " received" – e.g. that the learner made contact | LBS Agreement  **Confirmed by Central Region-Barrie ETCs**: Just need proof that **contact was made** - verbal or written - from the learner or the referral partner. | As per confirmation, formal referral out just needs confirmation that contact was made with the referral partner. Confirmation can come from the learner or the referral partner. It can be verbal, a business card, returned referral form, etc. – protocol developed with each referral partner. | **Example**: if school board LBS learner is referred to secondary credits, exits for the summer, they can’t register until September but still a good referral has been made and need to close their file and count as formal referral.  **Example**: referred to community service on exit – highly unlikely learner will return to let you know they have made contact, and often community service won’t confirm either. However, may be able to find out in follow-up. |  |
| **Culminating task – response options** | RE: the question whether learner has completed the culminating task, choices in CaMS are: yes, no, no response. There was discussion around how people are using the “no response” option. | Some use it when the learner did not attempt the culminating task, or when the learner doesn’t show up for the exit interview. |  | **Decision to use Yes and No options only.** | Only the number of “Yes” responses count on the DSQR. Is there really a need to track “No” (completed but not attained) and “no response”? Culminating Tasks are not being done that often. The college checks in to determine whether there are appropriate for any learners. No one at SMLN agencies the table has used “No response” since the discussion at the LSPC tables in January. |  |
| **Deceased learners** | CaMS requires outcomes data to close a file. | For deceased learners, some have chosen “unable to work”. One SP contacts the ETC to close the file. |  | Recommended that SP’s contact their ETC and ask them to close the file. | There is no option in CaMS for a deceased learner. |  |
| **How to record GED as a learner goal** | It is a credential.It is a North American standard. Currently, we have been told to record what the learner wants the GED for, as the goal path. However, for some learners, the GED **IS** their goal. | Some providers record learners with a GED goal as having “Secondary School Credit” goal, since the GED is an equivalent.  Others do not – they list only one of the other 4 goals.  Service providers feel the SSC goal path needs to be redefined to include “or equivalent”. |  |  |  | Most feel that it should be added to the secondary school credit (SSC) pathway, especially when getting the GED IS the goal. However, the College cannot record it this way, as they are not the supposed to have clients with a secondary school goal. Because of this, there is a no clear decision as to how to record this. |