

An Orientation Guide

for the
New
LBS
College
Manager

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Acknowledgements

The **Orientation Guide for New LBS College Managers** was a response to a very tangible need. In the past two years, at least six individuals assumed the role of LBS college manager. As the Guide clearly illustrates, this role is complex and highly demanding. Not only do new managers have to absorb an overwhelming amount of information in the beginning, they also have to work hard to keep their knowledge current as their programs respond to new ministry initiatives, evolving community environments and changing student profiles.

I wish to express my sincere gratitude to the following new managers who, with their demanding workloads, found the time to contribute important insight into a variety of issues and challenges associated with their positions.

They are:

Mary Blanchard, **Cambrian College**

Tina Disimone, **St. Clair College**

Barbara Glass, **Canadore College**

Andrea Leis, **Conestoga College**

Nancy Scovil, **St. Lawrence College**

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Finally, I want to take this opportunity to acknowledge the significant contribution of Lynne Wallace, Executive Director of the College Sector Committee. Her own role in training a new LBS college manager provided the impetus and vision for this project. Her wealth of experience, clear direction, ongoing support and infinite patience were very much appreciated. Thanks, Lynne.

Researcher/Writer: Dee Goforth

Introduction

The roles and responsibilities of the Literacy and Basic Skills (LBS) college manager are multifaceted, complex and demanding. These roles, which often overlap, include:

- Meeting the needs of an often hard-to-serve and diverse student population
- Supervising support staff and teaching staff
- Encouraging and supporting staff participation in professional development
- Responding to the changing demands for program accountability
- Initiating changes that promote program improvement
- Collaborating with other organizations and agencies to provide a comprehensive and co-ordinated delivery of services
- Networking on a community, regional and provincial basis

LBS managers face the additional challenges of keeping their own knowledge of the ever-changing field of adult literacy research current. How successfully new managers are oriented and trained for these demanding roles depends on a number of factors including their previous experience in the college setting, their experience with literacy/adult education, their administrative background, the number of hours and time frame allocated for training, and ongoing access to the outgoing manager. Even under the best conditions, there seems to be a huge amount of information for the new manager to assimilate.

The outgoing manager has been very helpful – but in reality, this is a ‘learn as you go’ work of constantly changing priorities/issues.

New Manager

The primary goal of this Orientation Guide is to help you, the new manager, maximize the training provided by the outgoing manager. It is not intended to be a comprehensive administrator’s manual. Rather it is meant to help you prepare for and supplement the training process.

How to Use the Guide

The Guide is divided into 9 units. The selection and content of the units are based on consultations with six new college managers. As a whole, the units provide important context and background information, statistics, terminology, organizational charts, websites, resources, and checklists. The objectives for each unit are clearly indicated. Tasks related to the content are suggested.

Your familiarity with adult literacy or your previous experience working in a college setting will help you decide which units of the Guide are most relevant. For example, three of the new LBS managers described their prior knowledge of the LBS Program as

‘minimal.’ If this describes your situation, you may choose to work through all 9 units. If you choose this option, you will notice some repetition and overlap.

Three others assumed management duties while maintaining their faculty status. As a result, they were familiar with most aspects of the LBS Program. If this reflects your situation, you may find the last 3 units (External Links, Administration and Accountability and Key Contacts) more applicable. Reviewing the objectives at the beginning of each unit will help you determine which units will meet your information needs.

The Guide is also intended to be a ‘living’ document. Space is provided for adding information, comments, contacts and resources.

The Training Format

You know how you learn best so keep this in mind as you set up the training format with the outgoing manager. The consultations with new managers showed that their training consisted of 3 methods:

- one-to one mentoring/instruction with the outgoing manager
- reading program reports and ministry documents
- talking with LBS teaching and support staff

It also important to know how many hours of training will be available to you and what the time frame is. Four of the new managers, for example, received 10 (or less than 10) hours of training and one manager received no formal training at all. Time frames varied between 1 and 3 weeks. At least 2 of the managers had ongoing contact with the previous managers. This was noted as being “particularly helpful.”

Given the limitations on time and resources experienced at all Ontario colleges, administrative orientation is minimal. Outgoing manager provided all details available – unfortunately the outgoing manager was being orientated to new job. **New Manager**

If you are carrying over projects or unfinished work from your previous position as was the case with one new manager, you will need to factor in time constraints. You may be coming on board at a particularly hectic or busy time in the program. You also may be coming on board when other kinds of valuable learning opportunities are available. These might include regional and provincial meetings and conferences.

There are so many layers, I imagine it will take a couple of years to feel on top of things...if ever. **New Manager**

Your orientation can be an opportunity to begin documenting specific roles and responsibilities that may not be itemized in your job description. Examples of these are listed in **Units # 6, # 7 and # 8.**

Unit # 1: Key Documents and Resources for Training

Objectives:

- to identify a list of key resources and websites to use during orientation
- to provide a list of additional resources developed through the College Sector Committee (CSC)

The Ministry of Training, Colleges and Universities (MTCU) is responsible for funding organizations that both deliver and develop literacy services in Ontario. The Ministry's support of research and development results in the production of a wide range of documents that respond to the needs of the field (field development priorities). It's a challenge, even for seasoned LBS college managers, to find the time to read all the documents that come across their desks. As a new manager, you may be overwhelmed by the number of resources referred to or given to you during your initial training/orientation. This unit attempts to identify the most important ones.

Key Resources

(1) Literacy and Basic Skills Program Guidelines. (Revised October 2000) MTCU, LBS Section.

These revised guidelines are meant to guide you through the many facets and features of the LBS Program. They provide information on service delivery, business planning and administration, learning outcomes and common assessment. The LBS Guidelines are constantly updated as the Program moves in new directions. For example, an additional appendix (Appendix 8) was added in January 2003. New versions of the Business Plan and the Audit Guidelines are posted each year on the Info-LBS page of the AlphaPlus website. (See page 6 for more information.)

Ministry information is written for someone who knows a lot about the program so doesn't prioritize or sequence the information presented. One has to read pages of materials to get a few key points.
New Manager

If you cannot access a copy of the Guidelines right away, you can download one from the MTCU/ LBS website: <http://www.edu.gov.on.ca/eng/training/literacy/basic/basic.pdf>



TASK: Make sure you have all the updates for the LBS Guidelines. It will be both confusing and frustrating to read information that is out of date. The Guidelines also get very specific detailing numerous bulleted responsibilities. Although these are important to know about, initially you just want the big picture.

notes:

(2) Human Resource Manual

You will want to get a copy of the HR manual at your college. It is essential for preparing Standard Workload Forms (SWF's) and for learning about important HR issues.

(3) New to Adult Literacy in Ontario: What Literacy Staff Need to Know. (2001) Ann Semple. Literacy Link South Central.

(4) New to Adult Literacy in Ontario?: What Else Literacy Staff Need to Know. (2003) Patti Miller. Literacy Link South Central.

These are excellent companion documents for the **Literacy and Basic Skills Program Guidelines** and the **Orientation Guide for the New LBS College Practitioner**. As their titles suggest, they were developed for newcomers to the field of adult literacy in Ontario. This 2001 document provides a comprehensive overview of the literacy field, detailing the present structure and listing important information in easy-to-find sections. It also includes an extensive glossary of acronyms. The 2003 document organizes new resources in the field using field development priorities as a guide. Descriptions of resources are provided to help you understand how to use them in your own program. It is not a duplication of the previous document. The 2001 document is available for viewing online at: www.llsc.on.ca. This website also tells you how to order the 2003 document.

(5) Working With Learning Outcomes: Validation Draft. (1998) MTCU, LBS Section.

The introduction of this document outlines the learning outcomes approach, describes how the Learning Outcomes Matrix is organized and discusses the features of quality demonstrations. It includes the 5 levels of outcomes which are articulated to grade levels and the Human Resources Development Canada (HRDC) essential skills. Your program

Unit # 5: Key Ministry Initiatives, Strategies and Projects

will likely have a copy. If not, call AlphaPlus at 1-800-788-1120. (For more information about this organization and its services, see **Unit # 3.**)

(6) Level Descriptions Manual. (2000) Ontario Literacy Coalition.

This manual presents the learning outcomes in a more integrated way. The level descriptions articulate to the 5 LBS levels as they appear in the Validation Draft, but provide a more holistic alternative for programming and for measuring learning. The language used is also different. Terms like summary statements, features and performance indicators are used.

The program will likely have a copy. If not, call AlphaPlus at 1-800-788-1120.

Websites

Websites referred to in the Guide are:

(1) the **College Sector Committee** website where projects, reports, resources and publications can be read/downloaded, and links to Ontario colleges, networks and other literacy organizations can be found: <http://www.collegeupgradingon.ca>

(2) the Literacy and Basic Skills website where the LBS Guidelines and other important documents are posted. www.edu.gov.on.ca/eng/training/literacy/main.html

(3) the Info-LBS page which is part of AlphaPlus' website. To access it, you must become a member of AlphaPlus by calling 1-800-778-1120 or logging on at: <http://alphaplus.ca> The Info-LBS page posts the Business Plan, the Audit Guidelines, updates to the LBS Guidelines, reminders of funding deadlines, calls for project proposals and Ministry directives. It also announces important new Ministry initiatives.

Other valuable websites are listed in **New to Adult Literacy in Ontario: What Literacy Staff Need to Know.**

College Sector Committee Resources

The following resources were developed through and are available from the College Sector Committee. (See **Unit # 9** for contact list.) While it is not urgent to read these materials immediately, they will help you get an overview of initiatives and issues in the college sector. Most of these are posted on the CSC website.

Practitioner Training

- **Teachers for Tomorrow: Phase 2. How Do We Get There?** (2002) Monte Black.
- **Teachers for Tomorrow: A Report on Practitioner Skills, Hiring and Training Needs in LBS Programs at Ontario's Colleges.** (2000) Tom Ryan.

Retention

- **What Works Phases 1 and 2.** (2000) Mary Jonik and Dee Goforth.
- **Retention through Redirection.** (2002) Dee Goforth and Mary Jonik.
- **Managing the Classroom to Improve Student Commitment.** (2003) Monte Black and Dee Goforth.

Assessment

- **What Counts as Evidence Phase 2.** (2000) Mary Jonik, Elise Sheridan and Dee Goforth.
- **More Questions.** (2000) Chan Madhavi, Ken Reynolds and Dee Goforth.

Other

- **Prepared for Success: A Study of College Preparatory Students in Post Secondary College Programs.** (2001) Terry Bainbridge.
- **Numbers Talk: A Cross Sector Investigation of Best Practices in LBS Numeracy.** (2001) Barbara Glass.

Acronyms

A list of acronyms used in the Guide is presented in *Appendix A*. A more complete list can be found in **New to Adult Literacy in Ontario: What Literacy Staff Need to Know**.

Unit # 2: Adult Literacy and the Literacy Learner

Objectives:

- to provide a general overview of adult literacy
- to present a profile of learners served by LBS college programs

What Is Adult Literacy?

Adult literacy skills exist along a continuum. Some adults can read a few simple words. Others can read printed documents but have difficulty understanding what they say. Still others can read just about anything. It is not uncommon for adults to be strong in one area (reading) and weak in another (writing).

Definitions for literacy abound and are much debated. Some definitions are broad while others are very narrow. Broader definitions usually encompass an array of competencies such as speaking, oral communication, problem-solving, creative thinking and decision-making. Literacy skills are sometimes referred to as foundation, essential or basic skills.

A widely accepted definition is the one developed for the International Adult Literacy Survey (IALS) completed in 1994. According to this groundbreaking survey, literacy is defined as the ability to understand and employ printed information in daily activities, at home, at work and in the community – to achieve one’s goals, and to develop one’s knowledge and potential.

The IALS study involved samples from seven industrialized nations. It included face-to-face testing in people’s homes. People ranged in age from 16-65 and were given everyday reading tasks at various levels of difficulty.

The IALS study looked at three domains:

- (1) **Prose Literacy** – the knowledge and skills required to understand and use information from texts such as news stories and editorials, and literature
- (2) **Document Literacy** – the knowledge and skills required to locate and use information contained in a variety of formats such as maps, forms, graphs and schedules
- (3) **Quantitative** – the knowledge and skills required to apply math operations to numbers in text, e.g., calculating tips, balancing cheque books and completing order forms

IALS used a scale for measuring literacy proficiency. The scale was divided into five levels to describe adults' skills:

Level 1 adults have extremely limited skills. They would have difficulty handling most tasks. They might be able to locate a piece of information in a simple text that is identical to the information given in the instructions.

Level 2 adults have weak skills and can only deal with simple material that is clearly laid out. The literacy tasks cannot be too involved. The reader, for example, may be able to locate one or more pieces of information in the text, with several distracters present. Low level inferences may be required. These adults often test poorly and their low level of proficiency makes new situations such as learning new job skills difficult.

Level 3 adults can generally cope with the literacy demands of everyday life and work. This level generally equates to secondary school completion and requires the ability to integrate several sources of information at one time.

Levels 4 and 5 demonstrate information processing skills at a much higher order.

Approximately 20 % of Ontarians between the ages of 16 and 69 are in the Level 1 category. They have serious difficulty with printed materials and would likely describe themselves as having problems reading.

Approximately 24% of adults in Ontario between the ages of 16 and 69 score are at Level 2 on the IALS literacy scale. These adults, too, would benefit from literacy upgrading.

The Ministry of Training, Colleges and Universities (MTCU) funds Literacy and Basic Skills (LBS) agencies (colleges, school board and community-based programs) to work with adults who fall under IALS levels 1 and 2. The Ministry developed a system of five levels (LBS levels) that correspond to IALS levels 1 and 2 or Grades 1 to 9 of the Ontario School Curriculum. LBS programs in the college mainly serve students with LBS Levels 3 to 5.

MTCU also funds Ontario Basic Skills (OBS) in the college system. Students who successfully complete their LBS levels can transfer into OBS. OBS generally offers higher level math, English, science and technology courses for entry into (a) post secondary programs that have more formal academic requirements, and (b) apprenticeship programs. Although learners who complete prescribed courses are eligible for college post secondary programs and in some cases for university programs, there are learners who need to demonstrate a Grade 12 equivalency to employers. To accommodate their needs, the CSC has completed an initiative to update the existing curriculum. This has

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resulted in a new program – the Academic and Career Entrance (ACE) Program. To be granted an ACE Certificate, learners would have to complete four courses: Communications, one Mathematics and any two other courses, e.g., Computers, Self-Management/Self Direction or Science. Learners seeking entry to post secondary or apprenticeship would still be required to complete the courses identified as pre-requisites, but these courses would be available under ACE. Although ACE is currently under review by the Program Quality Unit, Colleges Branch, MTCU, some colleges have already started to implement it.



TASK: Get an update on the status of ACE. For example, has your program implemented any part of it? Get a copy of the ACE course descriptions and learning outcomes.

notes:

The focus of the LBS Program is on adults 19 and over who are unemployed and out of school. They are expected to have facility with the English or French language. The Program has a special emphasis on adults receiving social assistance. In the previous funding year, for example, colleges delivered services to 3,600 students sponsored by Ontario Works (OW).

Why the Focus on Adults' Literacy Skills?

Adults who lack literacy skills operate at a disadvantage. Adults at the lower end of the literacy scale can expect poorer states of health, lower levels of income, poorer school performance by their children, poorer social integration and lower levels of self-esteem. Low literacy represents a major barrier to independence. It means that many Canadians are not able to participate in voting or access the services they are entitled to.

Low literacy also means many Canadians are excluded from labour market participation. According to the IALS survey, in an information age and knowledge-based economy,

good literacy skills have become synonymous with progress. Globalization, new technologies and changes in the labour market place greater demands on employment and workforce skills. For adults, this means enhancing their ability to adapt, learn and handle change. Essential skills therefore must be maintained and/or updated to provide the necessary foundation for other kinds of workforce training. Literacy skills are considered critical to this process. The survey also showed that good literacy skills have a significant effect on earnings – especially in Canada.



TASK: For more information on the IALS results and how literacy is linked to the economy, log on to:

<http://www.edu.gov.on.ca/eng/training/literacy/main.html>

notes:

What Does the Profile of the LBS College Student Look Like?

More systematic methods of statistical data gathering in the past 3 years have lead to a more complete understanding of the LBS college student. In the last funding year, 2002/2003, the total LBS college enrolment was 12,131 students. This represented an increase of 19% from the previous year.

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Gender: 56% were females; 44% were males

Age: 52% were between the ages of 25 to 44; 34% were between the ages of 19 to 24; 12% were between the ages of 45-64

Goals: 78% had further education and training as their goal; 16% had employment; 6% had independence

College LBS students by source of income:

Source of Income	Percentage of total (rounded up)
Workers Safety Insurance Board (WSIB)	3%
Ontario Disability Special Pension (ODSP)	5%
Employment Insurance (EI)	8%
Employed	24%
Ontario Works (OW)	30%
Other Source of Income	31%

College LBS students by level:

LBS Level	Percentage of total (rounded up)
One	5%
Two	11%
Three	32%
Four	28%
Five	23%

In addition, colleges served 1,682 OBS students in 2002/2003. Like the LBS population, there were a greater number of females (61%), the majority were in the 45-44 age group (53%) and the primary goal was further education and training (91%). Unlike the LBS population, their primary source of income was from employment (41%).



TASK: Find out about enrolment stats in your program. How do they compare with the provincial statistics? If there are any significant differences, how are these accounted for?

notes:

The College LBS Learner's Perspective

Statistics don't tell the real story. Every student who enrolls in the college LBS or OBS program has a unique story to tell.

The November 2002 issue of **College Matters** featured stories from seven learners who had recently joined an LBS college program. All were from different colleges. Their combined stories present a realistic picture of the challenges adults face as returnees to school. Through their stories, we discover what led them back to school, where they hope to go with their education and how they felt about starting. Here is an excerpt from one of the stories.

Allen's Story

Allen, who has been out of school for 19 years, is a single father raising 3 daughters. The youngest, his miracle child now 2, was quite a surprise. The miracle – she was born 4 weeks premature at 3.5 pounds. The surprise – they didn't know her mother was expecting!

Allen, a rebellious student, left school after Grade 10, moved to Huntsville and worked in construction and manufacturing around southern Ontario. He worked primarily as a fork lift operator on contract. Allen loves playing baseball and might coach a team for the girls.

Because Allen had briefly attended Durham College on a part-time basis several years ago, he was aware of college programming. He found the Sheridan program and

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approached OW for admission. Recently separated, he knew he needed to improve his employment situation in order to provide for his girls, “At first I was a little intimidated about returning to school, but once I got here I realized that the sky is the limit. My little girls growing up was a big motivator to improve my life and theirs. I want to get into a post secondary program at the college and might even move on to a university program.”



TASK: See *Appendix B* to read the rest of Allen’s story and the stories of the other six LBS students. Develop a composite of these seven students. Consider their demographics, goals, motivators and barriers. If you were designing a program for these students what kinds of program features and supports do you think would be needed to help them succeed?

notes:

Unit # 3: Literacy Delivery and Development in Ontario – An Organizational Overview

Objectives:

- to provide a clear picture of what Literacy and Basic Skills (LBS) is and where it is situated within the larger organizational structure of the Ministry of Training, Colleges and Universities (MTCU)
- to show by means of organizational charts how organizations responsible for delivery and development of LBS services are connected

The LBS Section

The LBS Section is responsible for funding the organizations that **deliver** and **develop** literacy services in Ontario. It is part of MTCU which holds provincial responsibility for post secondary education, and skills and apprentice training.

Among its many responsibilities, MTCU:

- develops policy for Ontario Colleges of Applied Arts and Technology
- provides Ontario colleges and universities with funding
- delivers the Ontario Student Assistance Program
- conducts labour market research



TASK: Log on to the website below for information about MTCU and a full organizational chart. There are 3 divisions that report directly to the Minister. Take note of the Training Division and what departments it is responsible for.

<http://www.edu.gov.on.ca/eng/general/general.html#train>

notes:

See *Appendix C* for Organization Chart 1 which highlights the Training Division. This division oversees the operation of the Skills Investment Branch. This is where the LBS Section is situated. LBS services focus on the employment and employability needs of

adults so that the literacy skills they gain will help them find jobs, keep the jobs they already have, or apply for jobs that require more skills.

The LBS Program

All MTCU funded literacy agencies in Ontario deliver the same program – Literacy and Basic Skills. The **core** business of the LBS Program is service delivery. More than 300 sites provide literacy services to approximately 46,000 learners in Ontario. 30% of these are LBS College students. The LBS Program provides five interrelated services:

- Information and Referral – services that provide information about local literacy programs and services in the community
- Assessment – services that gather background and diagnostic information so that learners receive relevant and appropriate training
- Training Plan Development – services that plan and document training based on learners’ goals
- Training – services that include effective literacy instruction using a variety of methods and approaches which produce measurable results
- Follow-up – services that involve contacting learners once they have left the program to determine the value and effectiveness of the other four services

Let’s look at how the LBS Program is organized. See **Appendix D** for Organization Chart 2. This chart shows delivery of the LBS Program by 3 sectors (college, school board and community-based) across 4 streams (Anglophone, Francophone, Native and Deaf). This may seem complicated, but the LBS Program responds to the needs of a diverse group of adults in Ontario and ensures they have a choice of delivery options. The chart does not imply, however, that all sectors have programs in all four streams. The expression, “streams and sectors” is one you will hear frequently in your new position as LBS college manager.

The LBS Program also supports service development to ensure quality service delivery. Service development includes three kinds of services to the field. They are:

1. Local planning and co-ordination
2. Field support
3. Research and development

Organization Chart 3 in **Appendix E** includes all the organizations that provide support and development to the streams and sectors. The chart emphasizes (by bold text and borders) those organizations and agencies your program is most likely to be in contact with.

Key Ministry Personnel

- Patti Redmond: Director, Skills Investment Branch.
- Anne Rachlis: Senior Manager, LBS
- Harold Alden: Manager, LBS Literacy Development
- Florence Guy and Dan Kay: Managers, LBS Program Delivery

The LBS Program communicates with delivery agencies through Info-LBS and through LBS field consultants.



TASK: For more information about the LBS Program, consult or review Section 2 of the LBS Guidelines – (1) Functions and Services and (2) Focus and Eligibility
www.edu.gov.on.ca/eng/training/literacy/main.html

notes:

Let’s take a quick look at the main roles and responsibilities of the different organizations that provide support and development to the literacy field. Contacts for these organizations are located in **Unit # 9**.

The Four Umbrella Groups

Stream	Umbrella Group	Roles & Responsibilities
Native	Ontario Native Literacy Coalition (ONLC)	<ul style="list-style-type: none"> • Provide a provincial voice • Facilitate communications between the literacy field and MTCU • Co-ordinate and/or manage field development projects • Educate the public and key stakeholders about the literacy needs of adults
Deaf	Goal: Ontario Literacy for Deaf People (GOLD)	
Anglophone	Ontario Literacy Coalition (OLC)	
Francophone	La Coalition Francophone	

The Ontario Literacy Coalition

The OLC is your umbrella group and it is much larger than the others. The OLC works to ensure that people who have literacy challenges live full lives – at home, at work and in

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their communities, that they have access to high quality supports and opportunities and that they can find and use the information they need.

The OLC shares information, promotes co-operation and provides opportunities for the continued development and improvement of literacy delivery in Ontario. The OLC undertakes field development projects and produces research reports and other products useful to the literacy field.

Although the OLC primarily serves the Anglophone stream, it often brings together many different people and groups to help it do its work. This is done through the Board of Directors, the Advisory Roundtable that includes regional and sectoral literacy networks and two learners, and the Adult Learners Network of Ontario, made up of eight learners from across Ontario. The OLC participates in public events to promote literacy, and creates and distributes literacy publications including its newsletter, **Literacy on the Move**. With the support of its members, the OLC is a strong voice for all people who have literacy challenges in Ontario.

The Four Sectoral Networks

Sector	Sectoral Networks	Roles & Responsibilities
College	College Sector Committee for Adult Upgrading (CSC)	<ul style="list-style-type: none">• Serve the large Anglophone stream in Ontario• Identify and address delivery issues• Facilitate communications• Manage research projects
School Board	Ontario Association of Adult and Continuing Education School Board Administrators (CESBA)	
Community-based	Community Literacy of Ontario (CLO)	
Community-based	Laubach Literacy of Ontario (LLO)	

College Sector Committee for Adult Upgrading (CSC)

There are 22 Anglophone colleges and 3 Francophone colleges in Ontario. The CSC is responsible for co-ordinating activities related to the delivery of the LBS Program in the college sector. The CSC is a sub-committee of the Association of Colleges of Applied Arts and Technology of Ontario (ACAATO) reporting through the Training and Development Co-ordinating Committee (T&DCC). The CSC is funded by MTCU to:

- enhance communication between the College Sector and the MTCU
- represent the College Sector in MTCU initiatives
- conduct research
- manage literacy development projects
- educate key stakeholders including the general public provincially about adult preparatory programs

The CSC has a provincial executive committee which meets bi-monthly. Each of the 4 regions (Central, Northern, Eastern and Western) has two representatives on the committee. In addition there is one representative from the Francophone colleges on the committee. Regional program managers meet quarterly to discuss issues of regional and provincial concern.

Another communication tool of the CSC is the quarterly newsletter, **College Matters**, which is distributed to all college, community-based and school board programs along with regional and sectoral networks, College Boards of Governors and Senior College Administrators. The CSC has also published a number of project reports relating to practitioner training, the participation of Ontario Works clients in LBS programs, retention, numeracy and post secondary admission. **Unit # 1** lists these resources.

The Regional Networks

Sixteen regional networks support delivery in their geographic regions. There may be several communities in each region. Within each community there may be more than one agency delivering the LBS Program. It is the role of the regional network to facilitate literacy community planning (also referred to as literacy services planning). This process brings together representatives from sectors and streams and other community services to develop a Literacy Services Plan (LSP) for the community. This helps facilitate effective delivery, avoid duplication and ensure that the widest range of learners’ needs are met.



TASK: Find out important information about your regional network. This might include what agencies participate in meetings, when the meetings are scheduled, who chairs the meetings and what important initiatives the network is involved in. Try to get a good overview of the LSP process.

notes:

Literacy Service Organizations

Three literacy service organizations provide information resources and technical support to the field. They also develop learning materials. Centre FORA serves the Francophone stream, Ningwakwe Learning Press serves the Native stream while AlphaPlus serves all four streams.

AlphaPlus is a large organization that helps users (tutors, instructors, trainers, volunteers, and researchers) find relevant resources and information on a variety of topics. Trained staff are available to answer general literacy-related questions, to recommend materials and to provide referrals to other literacy resources. Once you become a member, you are eligible to borrow books, audio tapes, videotapes and software online. You are also able to purchase a number of publications.

AlphaPlus produces:

- A newsletter, [Access Alpha](#)
- Quick lists (short bibliographies on selected topics)
- The Guide to Literacy Services in Ontario

AlphaPlus also features:

- AlphaCom, an online discussion system, and
- AlphaRoute, an interactive, online learning environment



TASK: Ask the outgoing manager for a tour of AlphaPlus. Become a member by calling 1-800-788-1120 or logging on at <http://alphaplus.ca>. Find out about participating in discussion groups on AlphaCom. Take a brief tour of AlphaRoute.

notes:

Please Note: Unit # 7 lists examples of roles and responsibilities of the LBS college manager associated with the various service organizations and networks.

Unit # 4: Key Principles and Features of the LBS Program

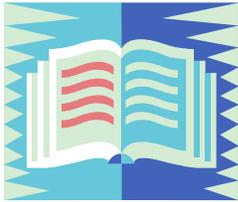
Objectives:

- to describe the principles of the LBS Program
- to identify unique features of the LBS Program

Principles of the LBS Program

The LBS Program provides adults with the opportunity to learn the literacy skills which will help them attain their goals and link them to the labour force. The LBS Program ensures that adult literacy learners in Ontario have a choice of delivery options and methods of instruction that support learner mobility. Learners can enter or re-enter literacy training depending on their personal circumstances.

The LBS Program operates by important basic principles. It is results-based and accountable. The LBS Program is also community-based, i.e., agencies provide services that are appropriate to the community. The Program is accessible but flexible. Learners are provided with reasonable and equitable access to services, and agencies are expected to accommodate the needs of learners. The LBS Program is linked to the broader education and training system and is considered part of the continuum of educational and training opportunities available to Ontarians.



TASK: Review or consult Section 1, Preliminaries, of the LBS Program Guidelines for further information about the Ministry's vision and program principles. If you don't have a printed copy at your disposal, log on to:

www.edu.gov.on.ca/eng/training/literacy/main.html

notes:

Features of the LBS Program

The LBS Program has 3 key features that have far-reaching implications for delivery agencies. The LBS Program is said to be learner-centred, goal-directed and outcomes-based.

Learner-centred: The Ministry clearly states that all literacy services – delivery and development – are linked to the learner. This means that the program takes its direction from the learner. It validates who the learner is, what the learner wants and needs to learn, and what the learner brings to the learning situation. Each learner is expected to have his/her own training plan, to have input into it and be able to describe the skills s/he is developing.



TASK: Get a copy of the training plan used in your college program. Find out how training plans work, when and how they are introduced to learners, how frequently they are updated and who has access to them. For more information about training plans, read or review the piece on training plan development in Section 3 of the LBS Guidelines.

www.edu.gov.on.ca/eng/training/literacy/main.html

notes:

Goal-Directed: The Ministry recognizes that learners who have clear, achievable goals have a better chance of succeeding in the LBS Program. The Ministry identified three main goal paths – employment, further education/training and independence. Delivery agencies are expected to help individual learners set realistic short-term goals and link the development of their skills to their goals. Short-term goals are described as what learners can be reasonably expected to achieve within the time they are prepared to commit to the program. They are recorded on the training plan to help learners understand the steps that are required to achieve them.

Outcomes-based: The Ministry introduced a new language (learning outcomes) and approach (outcome-based learning) to Ontario’s literacy programs. Learning outcomes are broad statements of the knowledge, skills and behaviours that learners demonstrate at five levels of proficiency. Learning outcomes enable agencies to document learners’ progress within and across five LBS levels. They support goal-directed learning and emphasize successful demonstration of skills in the performance of real-life activities – in the workplace, the community, or the home.

These features are part of and have evolved through the LBS Program Reform Process. In 1998, MTCU initiated an extensive multi-year program reform through the Recognition of Adult Learning Strategy (RALS). It consists of four phases:

1. Learning Outcomes
2. Common Assessment
3. Articulation
4. Accreditation

Phase 1 Learning Outcomes

Learning outcomes, as previously mentioned, are broad statements of the knowledge, skills, and behaviours that learners demonstrate at five levels (LBS levels) of proficiency. These statements provide a common language to describe and document learner progress. The learning outcomes were introduced to the field in 1998 in the Ministry document, **Working with Learning Outcomes: Validation Draft.**

They are comprised of the following:

- Three literacy domains: Communications, Numeracy, and Self-Management and Self-Direction
- Component outcomes within each domain, e.g., Read with Understanding for Various Purposes
- Skill sets within the component outcomes, e.g., Read to Find Information and for Research
- Success markers (and transition markers) within the skills sets. e.g., makes reasoned judgements on the accuracy and reliability of information found

The outcomes are also linked to the Ontario Curriculum (Grades 1 to 9).

Many practitioners found the skills sets and success markers too analytic. In 1999, the Ontario Literacy Coalition (OLC) was funded to provide a more holistic version of the outcomes. This resulted in the document, **The Level Descriptions Manual.** LBS practitioners have the option of using (a) the more analytic approach (b) the more holistic approach, or (c) a combination of both.



TASK: Read the introduction to both documents. Do a quick comparison of both approaches. Skim through the levels. Which approach appeals to you? Find out which approach or approaches teaching staff are using.

notes:

Phase 2 Common Assessment

Common assessment refers to the use of compatible tools and approaches across the field, not to the imposition of a single assessment tool. Common assessment builds on the learner-centred, goal-directed, outcomes-based approach to learning. It encourages the use of a variety of assessment tools, recognizing that there is more than one way for a learner to demonstrate attainment of an outcome. It helps ensure that LBS delivery agencies understand each other's assessment results thus providing a method for establishing the portability of results among LBS agencies and other organizations.

The final two phases of RALS will address articulation and accreditation of adult learning in literacy programs. Phase 3 is now underway with a new initiative (Workplace Essential Skills Research Project) described in Unit # 5.

Demonstrations

Assessment of learning outcomes is accomplished through demonstrations which represent a unique form of assessment central to LBS Programming. They reflect real-life situations that present learners with complex, ambiguous, open-ended problems closely related to their goals. Demonstrations take place within authentic contexts and use authentic materials as much as possible. Demonstrations require the learner to integrate and apply a number of skills in the performance of the goal-related task. They also focus on the transferability of skills. While other forms of assessment might be used,

demonstrations are considered a key part of an agency’s overall assessment plan or strategy.

Demonstrations may be used for initial, ongoing, or exit assessment. The nature of the demonstration may differ depending upon the type of assessment for which it is being used. Demonstrations that mark end points such as transition within a program or exit readiness will be more comprehensive in nature since they reflect the entry requirements for the learner’s new short-term goal.

For many agencies, the introduction of learning outcomes represented a shift from traditional, curriculum-based teaching approaches. This has resulted in a challenging and sometimes difficult journey for many LBS practitioners. They have had to interpret and adjust to new literacy standards, learn about effective goal-setting approaches, develop appropriate (and sometimes individualized) learning activities, and incorporate demonstration activities into their current assessment structures. They’ve also had to find the time and means to get together with practitioners from other agencies to share information on the types of assessment tools they use and to compare assessment results.



TASK: Ask about the overall LBS assessment approach at your college. Find out what kind of demonstrations the teaching staff have developed or which ones they have found effective. Identify challenges related to the use of demonstrations and outcomes-based learning in the college setting.

notes:

Unit # 5: Key Ministry Initiatives, Strategies and Projects

Objective:

- to learn about current Ministry initiatives and how they might impact on your LBS program

Literacy for the Workplace

The Workplace Literacy Strategy was released in 2000 to further develop LBS and extend literacy services to the workplace. See Appendix 6 of the LBS Guidelines for a description of this initiative:

<http://www.edu.gov.on.ca/eng/training/literacy/basic/basic.pdf>

The strategy has two parts:

1. **Workforce** which focuses on making LBS-funded services more responsive to the workplace, so that learners are better prepared for entering or remaining in the workforce
2. **Workplace** which focuses on making LBS-like services available to the workplace on a fee-for-service basis

Workforce literacy is usually delivered in LBS classrooms and is more generally applicable than the specific demands of a given workplace. Workplace literacy is usually delivered on site. While there has been some initial activity to introduce workplace literacy to the field via five pilot sites, full implementation has been delayed. The new activities, **Taking Stock** and **Building Capacity**, initiated by the Ministry in 2003-2004, are designed to strengthen the capacity of delivery agencies to serve learners with employment goals. **Taking Stock** involves a site survey and a community survey that together will provide an overview of where agencies are at with workforce activities. **Building Capacity** involves professional development opportunities for practitioners in workforce literacy.

These initiatives are very timely for colleges. In November 2003, the colleges of Ontario Network (CON*NECT) signed an exclusive 3-year agreement to use and distribute TOWES, (Test of Workplace Essential skills) in Ontario. Twenty colleges are included in the agreement with the developer, Bow Valley College (in Alberta). TOWES is a comprehensive assessment tool that can measure a full range of essential skills needed by Canadian workers in today's job market. Essential skills are those skills used by people to conduct a wide range of everyday life and work tasks. They also provide people with a firm foundation for acquiring other skills and knowledge. The essential skills tested by TOWES include reading text (prose passages), document use and numeracy.



TASK: More information about the Ministry workforce initiatives can be found in the 2004-05 Business Plan. Log on to the Info-LBS page. The message was posted on November 24, 2003.

To get a quick overview of workforce literacy, log onto the OLC website for a four page fact sheet: <http://www.on.literacy.ca/> (Click on 'About Literacy'.)

Find out if your college is using TOWES. If so, how is your program involved? To get more details about TOWES, log on to:

<http://www.towes.com/whatis.asp>

notes:

Ontario Works Mandatory Literacy Testing and Training Initiative

In the past three years, at least four regional network initiatives were undertaken to facilitate the referral of increased numbers of Ontario Works (OW) clients to LBS programs. OW has impacted on regions in different ways. These initiatives have helped forge agreements and partnerships between LBS organizations/agencies and OW. Other initiatives, completed and in progress, have attempted to study the impact of increased numbers of OW clients in the classroom itself. These various initiatives and projects have shed light on the challenges and pressures OW clients face as participants in LBS programs. They have also provided tools, strategies and training to assist assessors and practitioners in addressing their challenges, barriers and needs.

One College Sector Committee (CSC) project, **What Works**, focused on the retention of OW learners in LBS college programs. It collected considerable data from a variety of stakeholders. These included OW program participants, OW case workers, teachers, counsellors, program managers and regional networks. This project developed and field tested three retention strategies and was completed in 2001.

The mandatory literacy testing of OW clients intensified the need for additional research. There has been a 34% overall increase of Ontario Works participants in LBS programs since last year.

Unit # 5: Key Ministry Initiatives, Strategies and Projects

The Project Read Literacy Network recently completed Reaching Out: Supporting Ontario Works Clients in LBS Programs. The project developed and field tested 9 retention strategies with programs in all three sectors.



TASK: Consult **Appendix F** for a profile of OW clients developed through Phase 1 of **What Works**. Find out about the impact of OW participants on your LBS program. Are the numbers increasing or decreasing? What kind of relationship has your network forged with the local Ontario Works Office?

notes:

Literacy Research Strategy

The Ontario Literacy Research Strategy was released in 2000. The purpose of the strategy has been to promote quality research that will inform both practice and policy leading to improvement in literacy education for adults. Although there had been a great deal of research activity in previous years, there were concerns with issues of quality, application and dissemination of products. There were also varying degrees of interest in the value of research and varying levels of awareness about funded research activities. A number of important findings emerged from the consultations that took place with various stakeholders.

The findings include:

- The need to focus on applying research in practice
- Establishing general directions and priorities for research
- Clarifying who conducts research, what types and when
- Encouraging more academic and theoretical research in adult literacy
- Linking practitioners to research and incorporating them into the research process
- Improving the quality of literacy research
- Sharing information about research and disseminating research results

At present MTCU supports both short-term and long-term research initiatives, many of which are co-funded by the National Literacy Secretariat (NLS), a division of Human Resources Development Canada (HRDC). The initiatives are co-ordinated through a “Call for Proposals” process whereby the Ministry uses information gathered by the streams on field development priorities. Those priorities are announced on the Info-LBS page. While any LBS funded agency may submit a proposal, umbrella groups, networks and service organizations have specific research and development mandates. Areas of priorities have included access to literacy programs, program outreach, common assessment, computer-based learning, learner retention, family literacy and workplace literacy.



TASK: To find out what the project priorities are for this year, log onto Info-LBS at <http://alphacom.alphaplus.ca/alphacom>. The priorities were posted February 21, 2003 and will tell you a great deal about the direction of the LBS Program in Ontario. Ask about research projects the CSC has initiated. Find out if your college LBS program is participating in any of the initiatives.

notes:

Practitioner Training Strategy

Each sector network (CESBA, CSC, CLO and LLO) received funding in 1999 to develop a practitioner training strategy that would meet the training needs of practitioners working within its particular sector. These projects are now moving into their third and possibly final stage.

The title of CSC project is **Teachers for Tomorrow**. Phases 1 and 2 resulted in (a) a list of skills identified by literacy practitioners and LBS program managers as essential to the success of a full-time entry level practitioner in LBS college programs and (b) a series of recommendations around ‘grandfathering’ and PLAR (Prior Learning Assessment &

Unit # 5: Key Ministry Initiatives, Strategies and Projects

Recognition). At the conclusion of Phase 3, the following tasks (among others) are expected to be completed:

- Submission of an adult literacy educators' program to the Colleges branch for program approval based on consultation
- Implementation of a consistent grandfathering policy for all colleges
- Identification and analysis of current college training which should have a PLAR link to a certificate
- Development of a plan for maintaining the currency of skills for college literacy teachers



TASK: See Appendix G for a list of essential skills for the entry level practitioner. Find out if or how they have been used in a hiring situation at your college. Gather information about the currency of teachers' skills and how their professional development needs are determined.

notes:

Continuous Improvement Performance Management System Initiative

This initiative was introduced early in 2003 and focuses on three core measures used in measuring success. They are efficiency, effectiveness and customer service. LBS also introduced three changes to how business is carried out. They include:

1. A Revised LBS Monitoring Form

The field-tested monitoring form will be in use starting April 1, 2003. It introduces a standardized rating system and has been redesigned to clearly outline the requirements for the delivery of LBS.

2. Post Training Services: A new Appendix to the LBS Guidelines

The appendix clarifies the Ministry's requirements for exit and follow-up. All LBS agencies are required to report on the status of the learner at exit. This includes providing a reason for every learner leaving the program. All agencies are expected to have policies and procedures in place for learner exits and post-training services. Agencies are also expected to have policies in place for attendance. Follow-up now requires that agencies contact learners who have achieved their goals. This will be carried out at 3 and 6 months after they have left the program for the purposes of documenting their status.

3. A Learner Satisfaction Survey

The survey represents an effort to better understand learner satisfaction with the program. As of April 1, 2003, all agencies will be required to use the survey with students who are exiting the program.



TASK: To find out more about this initiative or have a look at the new monitoring form or the learners' survey, log on to Info-LBS at <http://alphacom.alphaplus.ca/alphacom>. This form is attached in the message posted January 30, 2003. You might wish to review your program's policies and procedures as they relate to attendance, progress and behaviour

notes:

Networking Review

This review which was launched in the fall of 2002 has two main goals. The first one is to identify the supports and the services that are required for LBS Program delivery. The second one is to develop a set of principles to guide how network supports and services are provided. Phase 1 provided an overview of the services currently provided by the networks. Phase 2 which involves the delivery agencies will identify the services they currently use and need.

Funding Review

The goal of this initiative, announced in October 2002, is to develop a new funding model for literacy delivery agencies in Ontario that is flexible, transparent and fair. The Ministry met with steams and sectors and set up discussion groups on AlphaCom to gather feedback. Information on the design of the model will be shared with the field by the end of 2004. Changes to funding, however, are not expected until 2005-06.

Workforce Essential Skills Research Project (WESR)

This project, which started in the spring of 2003, responds to learners' needs to move easily from LBS funded programs to the broader training and employment sectors. The project supports the Workforce/Workplace Literacy Strategy by consolidating information about the skills and the learning environments that support successful transitions. It also supports the Recognition of Adult Learning Strategy (RALS) by identifying relationships with training and employment sectors that are needed for articulation. LBS funded agencies will be asked to participate by providing feedback.

Unit # 6: Internal Links – LBS Program Personnel and College Services

Objectives:

- to provide a brief overview of the LBS Program in the college setting
- to identify key personnel involved in support and training
- to identify examples of program-related roles and responsibilities of the LBS manager
- to identify links to other services in the college setting

In Unit # 4 you were given an overview of the key features of the LBS Program. It's vital to see how the LBS Program works in your particular college setting and to identify important internal links.

LBS programs may look quite different from college to college. Factors such as program size, number of sites and the kinds of working relationships with other delivery agencies in the community combine to influence the structure, focus and management of programs. LBS college programs, for example, can range from 130 students to well over 500. In larger programs, there may be several support staff in place each with his/her specific roles and responsibilities. In smaller programs, one or two support staff may assume all the responsibilities. Some colleges do not have satellite programs while others have as many as four or five.

Program similarities do exist, of course. Most, if not all LBS college programs operate on a year-round, continuous intake basis. They do student recruitment, information sessions, intake, distribution of training support dollars, initial assessments, placement and training of students and training plan development. They provide orientation for new students and counselling support. They offer students a mix of group and individualized learning experiences and access to technology. They monitor attendance and progress and follow up on students when they leave the program. Programs are also in a process of change responding to MTCU initiatives/directives, changing client profiles and needs, and evolving community environments. It is not surprising, then, that programs may be at different stages with certain initiatives such as workforce literacy.

Unit # 5: Key Ministry Initiatives, Strategies and Projects



TASK: Start a list to develop a profile of programs at each site, if one is not already available. You can begin by gathering information on:

- number and location of sites
- statistical information on students at each site
- number, names and status (full-time and part-time) of staff at each site
- program responsibilities of staff of each site
- telephone numbers and email addresses of staff
- number and function of classrooms, e.g., computer lab, testing room

Program Personnel

There can be as many as four categories of key personnel involved in the delivery of LBS in the college setting. Administrative support staff and teachers make up the core. Their number and specific responsibilities, of course, vary from college to college. Larger programs may have program advisors (academic advisors or counsellors) and site co-ordinators. The following chart provides a quick overview of the four categories along with examples of some of their primary responsibilities. You can adapt it to your own situation.

Key Personnel and Responsibilities			
Administrative Support Staff	Teaching Staff	Program Advisor (Counsellor)	Site Co-ordinator
<input type="checkbox"/> Recruitment/Intake /Referral	<input type="checkbox"/> Initial assessment and placement (Testing Centre may also be involved)	<input type="checkbox"/> Orientation of new students	<input type="checkbox"/> Overseeing program and reporting to Program Manager
<input type="checkbox"/> Maintaining program statistics	<input type="checkbox"/> Course development	<input type="checkbox"/> Personal and academic counselling and support	<input type="checkbox"/> Forwarding program statistics to Program Manager
<input type="checkbox"/> Allocating Training Support	<input type="checkbox"/> Teaching	<input type="checkbox"/> Redirecting students	<input type="checkbox"/>
<input type="checkbox"/> Scheduling and attendance	<input type="checkbox"/> Ongoing and final assessment	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Follow-up of exited students	<input type="checkbox"/> Participating in student progress meetings	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Administrative Support Staff

Following is another chart that provides examples of the manager’s roles and responsibilities as they relate to support staff. You can use it to check the ones that apply to you and to add other ones.

Key Areas	Examples of Managers’ Roles and Responsibilities
Recruitment/Intake /Referral	<ul style="list-style-type: none"> <input type="checkbox"/> Co-ordinate intake dates with intake staff and program advisor <input type="checkbox"/> Provide updated program information as requested <input type="checkbox"/> Publicize program in media <input type="checkbox"/> Participate in information sessions as requested by network or community partners <input type="checkbox"/> Address intake exceptions with support staff <input type="checkbox"/> <input type="checkbox"/>
Maintaining Program Statistics using the Information Management System (IMS) *	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure that stats are maintained according to MTCU guidelines <input type="checkbox"/> Examine stats on a monthly basis to track issues and concerns <input type="checkbox"/> Ensure download is completed on the 15th of each month <input type="checkbox"/> Compile mid-year and year-end stats for CSC and MTCU field consultant <input type="checkbox"/> Ensure Registrar’s information needs are met <input type="checkbox"/> <input type="checkbox"/>
Training Support	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure that training support dollars are distributed without interruption to students <input type="checkbox"/> Ensure that data is entered accurately in the IMS and college financial systems <input type="checkbox"/> Provide assistance and advice to students as required <input type="checkbox"/> Decide on exceptional cases <input type="checkbox"/> <input type="checkbox"/>
Attendance, Scheduling and Follow-up of Exited Students	<ul style="list-style-type: none"> <input type="checkbox"/> Review attendance policy and update as required <input type="checkbox"/> Ensure that the attendance policy is enforced <input type="checkbox"/> Evaluate the follow-up process on a regular basis and revise as necessary <input type="checkbox"/>

* (See Unit # 8 for a brief description of the IMS system)

Teaching Staff

The roles and responsibilities of the teaching staff may not be as clearly defined as those of the support staff and they may vary even more from college to college. They are also subject to constant change as they respond to the changing needs of the learner and various community/provincial initiatives. It is essential, therefore, to get a clear understanding of your program’s priorities. These might include:

- Increased delivery through technology
- An increased emphasis on follow-up of exited students
- Training plan development
- Addressing the needs of hard-to-serve clients
- Strategies for improved retention and/or attendance
- Increased emphasis on workforce demonstrations
- Addressing different learning styles in a continuous intake, individualized program

Some of the manager’s responsibilities for teaching staff will be very practical ones such as preparing time tables, booking classrooms, and selecting replacement staff. Assigning workloads will involve preparing Standard Workload Forms (SWF’s) for unionized faculty. The outgoing manager can help you identify other key areas such as supervision of teaching staff, program development and student progress. The chart below provides examples of specific responsibilities. You can use it to check the ones that apply to you and to add other ones.

Key Areas	Examples of Roles and Responsibilities
Supervision of Teaching Staff	<input type="checkbox"/> Attend subject working groups <input type="checkbox"/> Ensure participation in professional development activities <input type="checkbox"/> Ensure regular performance reviews <input type="checkbox"/>
Student Progress	<input type="checkbox"/> Ensure that monitoring and implementing are done regularly and consistently <input type="checkbox"/> Work with teaching staff to ensure timelines are accurate and realistic <input type="checkbox"/> Work with teaching staff to ensure that alternative strategies are in place for students who are not progressing <input type="checkbox"/>
Program Development	<input type="checkbox"/> Work with teaching staff to identify additional strategies for addressing attendance <input type="checkbox"/>
	<input type="checkbox"/> <input type="checkbox"/>



TASK: Ask the outgoing manager for copies of course outlines. They will provide you with a good overview of the structure and content of the program.

notes:

College Services

The college setting offers a wide range of services to all students. The LBS student can take advantage of many of these services which include:

- Peer Tutoring
- Library
- Learning Centre
- Special Needs Centre
- Health Services
- Career Counselling



TASK: Find out what kinds of services are used by LBS students at your college setting. Identify related responsibilities, such as facilitating meetings for LBS staff, ensuring appropriate referrals or maintaining effective communication links.

notes:

Administrative Links

Important administrative links within the college include:

- Registrar’s Office
- Human Resources
- Purchasing
- Instructional Technology
- Accounting



TASK: The Registrar’s Office represents the legal contract between the student and the institution. Make sure that you get a good overview of the main functions of the Registrar’s Office. This could include admissions, registration, records, grades, policies and procedures. Find out how these functions relate to the LBS program. Identify the specific information needs of the Registrar’s Office.

notes:

Unit # 7: External Links – Local, Regional and Provincial

Objective:

- to identify various responsibilities associated with participation and involvement in LBS service organizations and networks

This unit lists a number of external links and a wide range of responsibilities that are associated with them. Some responsibilities will be more relevant and important than others. You may use these lists to check off responsibilities that apply to your situation and to add other ones.

Local Links

Literacy Network

Examples of Manager's Responsibilities:

- Participate fully in the LSP process
- Take turn at chairing the LSP meetings
- Share program information and statistics
- Share referral statistics
- Participate in developing a common agreement on assessment
- Participate in the development of a community referral process
- Participate in network initiatives such as community information sessions, literacy celebrations and activities and professional development
- Participate as board member of the network if possible
- Act as liaison between the network and college frontline staff facilitating participation in professional development and distributing reports and information
-
-

I made a number of assumptions about what I already knew. The role of the LSP Committee, in particular was totally outside of my previous experience. I've assumed a number of positions over the years, and there seems to be a larger learning curve than I've experienced in the past. **New Manager**

Regional Links

CSC Regional Working Groups (refer to Unit # 3 for more information about the College Sector Committee)

There are four regions in the province – North, Central, East and West. LBS college managers within each region meet face to face and electronically on a bi-monthly basis.

Examples of Manager's Responsibilities:

- Share information regarding preparatory program concerns
- Help set agenda, take and distribute minutes
- Identify representative to the CSC
- Act as liaison to front-line staff, e.g., ensure relevant CSC reports are distributed to staff
- Organize a training event for front line staff
-
-

Provincial Links

The College Sector Committee (refer to Unit # 3 for a description of the committee)

Examples of Manager's Responsibilities:

- Provide mid-year and year-end stats
- Respond to requests for information used in projects and reports from MTCU, ACCATO and other colleges
- Provide articles for newsletter
- Provide feedback for project workers
- Pilot relevant project initiatives
- Attend one provincial meeting a year
- Act as liaison with front-line staff
-
-

Ontario Literacy Coalition (refer to Unit # 3 for a description of OLC)

Examples of Manager's Responsibilities:

- Renew annual membership
- Encourage membership of front-line staff
- Respond to requests for information and participation on projects
- Participate in provincial conferences
- Distribute reports and newsletters published by the OLC
-

Unit # 5: Key Ministry Initiatives, Strategies and Projects

AlphaPlus (refer to Unit # 3 for description of AlphaPlus)

Examples of Manager's Responsibilities:

- Become a member of AlphaPlus and register for AlphaCom
- Participate in relevant discussion groups on AlphaCom
- Check Info-LBS regularly for updates and important announcements
- Distribute reports and newsletters to front-line staff
- Provide annual program description
-
-

Unit # 8: Administration and Accountability

Objectives:

- to outline the manager's key responsibilities related to program and fiscal accountability
- to look at how program accountability is demonstrated and measured

MTCU is the primary funder of your LBS college program. As part of this funding, all LBS funded agencies are required to demonstrate accountability. Accountability is a guiding principle of the LBS Program and is built into the LBS Program. The LBS Guidelines (Sections 2, 5 and 6) describe what the Ministry means and expects in the way of agency, administrative and financial accountability.

The Literacy and Basic Skills Contract is a multi-year contract that governs the relationship between the delivery agency and Ministry. It covers a period of three years.

The Business Plan and the Audit Guidelines form the basis of the Contract.

The **Business Plan** (for delivery agencies) represents agencies' written commitment to provide services. It outlines agencies' goals based on:

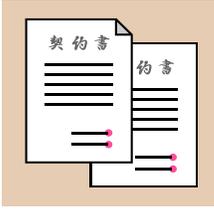
- community demographic and labour market information
- program statistics
- the agreements reached to develop the Literacy Services Plan (LSP)

It further identifies indicators that demonstrate how the goals will be met. Your agency is accountable for achieving the results projected in your business plan. The plan will also include a business plan from each site program.

The negotiated results of the annual business planning process are reflected in Schedule B of the contract. Schedule B sets out the services/projected activities and funding allocation for the coming year. The Ministry completes Schedule B and sends it to the delivery agency once the funding allocation has been confirmed.

The Business Plan is updated annually and posted on Info-LBS in November. It is due in December.

Unit # 5: Key Ministry Initiatives, Strategies and Projects



TASK: Get a copy of the most recent Business Plan. Find out about the Ministry priorities reflected in it. Check who has legal signing authority. In most colleges the Business Plan is signed by the president of the college. Ask about the status and role of the Local Training Board for your area. Read the Narrative Summary. This will give you a good overview of key achievables.

notes:

The Audit Guidelines outline the Ministry's financial reporting requirements and due dates. They are updated annually and posted on Info-LBS on the AlphaPlus website in March. Audited statements are due in July.



TASK: Gather all important information related to budget, e.g., key contacts in college administration and accounting department, number codes for LBS budgets, reporting framework to MTCU and Audit Guidelines.

notes:

The **Annual Business Planning Cycle** (Appendix A in the Guidelines) shows the time frames for the business plans, funding and reporting. It is updated annually and posted on Info-LBS.

Statistical Reporting

The LBS Information Management System (IMS) was developed to capture LBS program data electronically. It is the only statistical reporting tool used and the agency's administrative accountability is reflected in the timelines and accuracy of data transmission.

The website, <http://lbsims.edu.gov.on.ca/eng/login.asp>, is available for all LBS agencies to access LBS IMS system information. LBS Activity Reports are now posted on this website. A document entitled: **Frequently Asked Questions on the Literacy and Basic Skills Information Management System** has recently been posted on the website as well. The FAQ's provide answers to questions about data entry and application.

The AlphaPlus Help Desk is also available at 1-877-772-2345 for agencies experiencing problems with transmission.

The Student Satisfaction Survey (referred to in Unit # 5) is considered part of the reporting system. Survey results are due October 30 and April 30 of each year.

Internal Agency Evaluation

As part of the contract with MTCU, your program must conduct yearly program evaluations which include consultations with students, staff and stakeholders – especially referring agencies.

Core Quality Standards

The eighteen Core Quality Standards (CQS) are a key component of the accountability process. They can be found in Appendix 3 of the Guidelines:

www.edu.gov.on.ca/eng/training/literacy/main.html

The CQS have been in place for several years and most agencies have a process or system in place for achieving them or making progress towards achieving them. The process involves defining the features of the standards and identifying the evidence that shows the standards are met. This process is carried out annually and usually involves consultations with students, staff and referring agencies. The results of this process are incorporated into the overall Business Plan for which the agency is accountable.



TASK: Review the eighteen standards. Find out how they are incorporated into program activities, how the overall consultation process works and what the results are.

notes:

Program Monitoring

The focus of the monitoring process is the site visit which is conducted by the LBS field consultant. There are two types of visits according to the new monitoring guidelines implemented in April 2003 – the program monitoring visit and the program support visit. They determine your agency’s compliance with the Guidelines and the Standards, and identify best practice as well as areas that can be improved. A new rating system has also been introduced. They are: exemplary, meets requirements and does not meet requirements. The Field Consultant will complete a report and forward it to the agency.



TASK: Go to Info-LBS: <http://alphacom.alphaplus.ca/alphacom> to get a copy of the new monitoring guidelines and monitoring forms. Find out about previous site visits. Ask about how best to prepare, who was consulted, what kinds of questions were asked and how the results were reported. Ask to look at past monitoring reports or get a copy of the action plan that resulted from the visit.

notes:

Accountability to the College

The LBS Program must work efficiently within the framework of the college organization. This means operating within two sets of guidelines – the college’s and the Ministry’s. Sometimes this results in two lines of accountability, For example, financial information concerning training support dollars must be reported to the both the college administration and the Ministry.

The college is also a unionized workplace. It is critical to know about the collective agreement and what it means in terms of staffing and Standard Workload Forms (SWF’s).

The college has an annual cycle of its own that is different from the LBS annual planning cycle. You will want to know what impact those differences have on your program and what this means in terms of administrative accountability.



TASK: Find out where and how the LBS program is situated within the organization of the college. Ask the outgoing manager to identify all important administrative structures and what the lines of accountability are. Get a copy of the collective agreement.

notes:

Key Responsibilities

The following checklist outlines several key responsibilities related to administration and accountability. You may use this list to check off responsibilities that apply and to add other ones.

Business Plan

- Identify projected services
- Ensure information for your agency’s profile is accurate
- Ensure that key participants are aware of what is contained in the business plan
- Ensure that realistic targets such as contact hours are set and monitored
- Submit an annual business plan in December
-
-

Unit # 5: Key Ministry Initiatives, Strategies and Projects

Financial

- Establish yearly budget
- Approve purchases
- Monitor budget
- Identify budgetary concerns and keep college administration and MTCU aware of concerns
-
-

Statistical

- Ensure that stats are maintained according to MTCU Guidelines
- Ensure that monthly stats are forwarded on the 15th of each month
- Compile mid-year and year-end stats for CSC and for your MTCU field consultant
- Ensure that mid-year and year-end stats are forwarded
- Examine stats on a monthly basis to track issues and concerns
- Ensure Registrar's information needs are met
-
-

Internal Agency Evaluation

- Ensure that stakeholder input continues to be collected
- Ensure that course and program evaluations are available
- Distribute relevant reports to staff and ensure follow-up action is taken
-
-

CQS

- Ensure that an effective system or approach is in place to review the Core Quality Standards
-
-

Program Visits

- Facilitate program visits which could include providing information in advance
- Follow up on issues identified at program visits with an action plan
- Keep the Ministry informed of any important changes in programming, concerns of staff or internal developments
-
-

Unit # 9: Key Contacts

Objective:

- to provide a list of key contacts related to LBS Program service delivery and support

You may have several reasons for contacting individuals and organizations in the literacy field. You may want to find out about new provincial initiatives, professional development opportunities or innovative classroom resources. You may want to network or share important program information. Communication happens in many ways and on many levels in the literacy field. To reflect this, mailing addresses, phone numbers, fax numbers, websites and email addresses have been provided where possible.

This contact list includes the CSC contacts, LBS managers, regional networks, sectoral networks and umbrella organizations.

CSC CONTACTS	
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<p>Barbara Glass <i>CSC Chair</i> Canadore College <i>Northern Chair</i> P.O. Box 5001, 100 College Drive North Bay, Ontario P1B 8K9 e-mail: glassb@canadore.on.ca phone: 705-474-7600, ext. 5455 fax: 705-495-7904</p>	<p>Sara Katz <i>Central Rep.</i> Centennial College 1450 Midland Ave., Suite 300 Toronto, Ontario M1P 4Z8 e-mail: skatz@centennialcollege.ca phone: 416-289-5001 fax: 416-289-6024</p>

Unit # 5: Key Ministry Initiatives, Strategies and Projects

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<p>Janet Arnett Georgian College P.O. Box 130, 355 Cranston Cres. Midland, Ontario L4R 4K6 e-mail: jarnett@georgianc.on.ca phone: 705-728-1968, ext. 5346 fax: 705-526-5124</p>	<p>Crystal Bradley Humber College 205 Humber College Blvd. Etobicoke, Ontario M9W 5L7 e-mail: crystal.bradley@humber.ca phone: 416-675-6622, ext. 4606 fax: 416-675-3793</p>
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College Sector Committee for Adult Upgrading

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Unit # 5: Key Ministry Initiatives, Strategies and Projects

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Appendix A

List of acronyms used in the Orientation Guide.

ACAATO – Association of Colleges of Applied Arts and Technology of Ontario

ACE – Academic and Career Entrance (Program)

CESBA – Ontario Association of Adult and Continuing Education School Board Administrators

CLO – Community Literacy of Ontario

CQS – Core Quality Standard

CSC – College Sector Committee for Adult Upgrading

EI – Employment Insurance

GOLD – Goal: Ontario Literacy for Deaf People

HRDC – Human Resources Development Canada

IALS – International Adult Literacy Survey

IMS – Information Management System

LBS – Literacy and Basic Skills

LLO – Laubach Literacy of Ontario

LSP – Literacy Services Plan

MTCU – Ministry of Training, Colleges and Universities

NLS – National Literacy Secretariat

OBS – Ontario Basic Skills

OLC – Ontario Literacy Coalition

ONLC – Ontario Native Literacy Coalition

ODSP – Ontario Disability Special Pension

OW – Ontario Works

PLAR – Prior Learning Assessment & Recognition

RALS – Recognition of Adult Learning Strategy

SWF – Standard Workload Form

T&DCC – Training and Development Co-ordinating Committee

TOWES – Test of Workplace Essential Skills

WESR – Workforce Essential Skills Research

WSIB – Worker Safety Insurance Board

Appendix B

Following are profiles on seven college students from across the province who started their LBS program in the fall of 2002. They were asked what led them back to school, where they were hoping to go and how they felt as they started their difficult and challenging journey.

Allen Kayes, Sheridan

Allen, out of school for 10 years, is a single father raising 3 daughters. The youngest his miracle child, now 2, was quite a surprise. The miracle - she was born 4 weeks premature at 3.5 pounds. The surprise – they didn't know her mother was expecting! Allen, a rebellious student, left school after grade X, moved to Huntsville and worked in construction and manufacturing around southern Ontario primarily as a fork lift operator on contract. Allen loves playing baseball and might coach a team for the girls.

Because Allen had briefly attended Durham College on a part-time basis several years ago, he was aware of college programming. He found the Sheridan program and approached OW for admission. Recently separated, he knew that he needed to improve his employment situation in order to provide for his girls, “At first I was a little intimidated about returning to school, but once I got here I realized that the sky is the limit. My little girls growing up was a big motivator to improve my life and theirs. I want to get into a post secondary program at the college and then might even move on to a university program.”

Allen's parents are well educated. His father has a business degree and MBA studies: his mother is a college graduate working for a law firm in Toronto as a legal assistant. They support him 110%. As part of his preparation to enter school, the family moved to a larger house, and his parents drive the children to day care.

Allen placed in LBS 3 math and 5 communications and will have to complete OBS to enter post secondary. He is stronger in math and more concerned about communications. He was anxious about his intake assessment and wishes he'd done more refreshing before the test. He especially likes being able to progress at his own rate. At home he finds it difficult to study until the girls are in bed, but each night Stephanie, Ashley and Michelle work quietly while Dad does homework. The first week was a challenge getting familiar with the program, but his rapid progress was very encouraging.

He feels that getting his life organized especially day care was the most important preparation for entering school. He has already made a lot of friends who call him to discuss assignments. He was afraid before he started that he couldn't do it. Now he is very encouraged by his initial success in the program, “I really want to improve life for my daughters. Nothing will stop me now!” His teachers agree, “Allen brings exuberance to his studies that encourages others and will lead to his success.”

Scott Valois, Algonquin College

Scott left high school after Grade X and has returned to school to make a better life for himself. He felt he could work all his life to make other people rich or to make himself rich. He knows that education is the first step to escaping minimum wage jobs with no benefits.

Scott felt he was too old to go back to high school and after an interview with the Algonquin Academic Referral Centre was particularly pleased he could start immediately at no cost. He is planning to enroll in Small and Medium Business Management, a two year diploma program. He started in LBS 5 and must complete OBS communications, computers and math. Already he has completed the computer prerequisite.

He initially felt the two week orientation was a waste of time. He was anxious to get started. Now he appreciates that it helped him get “up to speed” faster especially the math review. He is happy to be in class with others who know why they are there and have goals. He was disappointed that he would not be obtaining a high school diploma, but he is satisfied that he will be getting what he really wants – entry to post secondary.

Scott lives with his girlfriend’s parents who are very supportive. He works part time for her father and has been able to reduce his work commitment to Saturdays only. Once he completes his studies his girlfriend will be returning to school. He reads on the bus and has quiet time to study before the others get home.

People in his life are very proud of him. He has discovered he enjoys writing stories about the interesting things that have happened in his life, and his teacher is really encouraging him. His self-esteem and confidence have improved significantly.

Scott is enthusiastic, “I’m more confident in my work and I feel great knowing I’m on the right track for my future.” He has clearly made an impression on his teachers, “It is a teacher’s pleasure to facilitate and assist a student like Scott who has a lot of potential and just needs to be guided in the right direction. With Scott’s enthusiasm and positive attitude, I know he will be successful in whatever he pursues. Keep up the good work Scott!”

Tasha Roy, Canadore

Tasha is a 21 year old single mother who has been out of school for 6 years. She left school before graduation because of her pregnancy, but her life had been difficult long before that. Tasha was the first youth, at 14, to be admitted to the North Bay Detox Centre. She has been clean for 7 years and plans to enter the 2 year Drug and Alcohol Counselling Program at Canadore.

She heard about the program from her boyfriend’s mother, a former Canadore teacher, and was motivated to enroll for a number of reasons: personal growth, a desire to be a good role model for her boys and a recognition that post secondary education is necessary to get a good job. She worked in a nightclub after leaving school as well as volunteering at the YMCA and the North Bay Museum and Arts Committee. Of course her biggest job was raising two boys aged 2 and 3. Tasha’s hobbies are dance, hiking and painting.

Unit # 5: Key Ministry Initiatives, Strategies and Projects

Tasha thought about entering the program for a year before registering. She knew it was important to ensure her personal life was in order particularly daycare arrangements. She feels taking this time to organize was important along with carefully thinking through the decision and asking herself, “Am I ready to be here?”

Her biggest concern before she started was “taking the bus to school”! She also has a documented learning disability in math and anticipates this subject will be the most challenging. She started in LBS 4 communications and 3 math and will have to complete LBS 5 math and OBS communications. Testing makes her anxious, but she is trying to take it as it comes.

Her family has been very supportive. Although her father is unsure of how to respond, her mother is “bragging” to her co-workers. Tasha knows she has to get rid of the negative influences in her life and look at the “big picture” especially her “long term” goals and how school fits in. She is able to work at home once the boys are sleeping.

During the first week, the best thing was proving to herself she could get to school and get things accomplished. The worst was a confrontation with someone from her past. She has made some new acquaintances and at the end of the first three weeks is still certain of her training goal and feeling more confident she can achieve it.

Tasha says, “Determination will be my foundation for success.” Her teacher says, “Tasha is a pleasant person who appears to be committed to achieving her goal of entering the Drug and Alcohol Counselling Program. She seems grateful for the opportunity to return to school.”

Kimberly Wilson, Conestoga

Kimberly, a 30 year old, has been out of school for 13 years. She lives with her partner and 17 year old stepson. Drug abuse resulted in Kimberly leaving school. She was never encouraged as a child to do well in school, but all that has changed. Now she is self motivated to do well. She has goals to work towards, a good support system and wants things in life. She recognizes that the first step is working on her education.

Kimberly is currently enrolled in the Focus for Change Program at the Waterloo Campus. She was especially interested in the self-esteem portion of the program. Kimberly thought about coming to school for five months before attending an information session. During this time, her “lack of self confidence surfaced”. She was afraid that by going back to school she would find the answer to the question of “how smart” or “not smart” she is.

Kimberly’s most immediate barrier is money, but she also knows her lack of confidence holds her back. She is easily distracted and must often ask her teachers to repeat information. She knows that math and communications especially grammar will be a challenge, but she is confident in her verbal skills. She is starting in LBS 3 communications.

Kimberly returned to school because she wanted to succeed at something for the first time in her life. She knew her first step was addressing her drug addiction. Clean and straight for 8 months she has changed her life style and attends meetings regularly. She is also attending after care sessions in anger management. She says she is ready to meet any

obstacles and believes taking the time to address her personal barriers was critical before starting school.

Kimberly is interested in woodworking, music, children, sports such as hockey and baseball and Nascar racing. She is planning to complete her upgrading and enroll in Social Services. Ultimately she would like to pursue a career in law enforcement as a police or corrections officer.

Kimberly's family was initially overwhelmed by her decision, but was convinced it is a positive change which they support. Her home is quiet, and she has an excellent environment for studying and learning. She is confident about tests if she has an opportunity to prepare and is interested in the subject.

Her greatest fears before starting the program were both failing and succeeding, but her first week was positive and encouraging. It gave her the opportunity to realize that she was smarter than she thought. Changing her daily routine was the most difficult task.

Kimberly says' "I'm a deserving person in society. I can become productive and functional. I can start a career and live life among others." Her teachers say, "Kimberly has started her journey with an open mind and an open heart. She appears prepared and aware of the full load ahead and is ready to accept it. With the support around her, her determination and willingness to try, I believe she will succeed. ... Kimberly is such an incredible person and is truly an inspiration. She deserves every happiness, every opportunity and every success that life has to offer."

Shital Patel, Durham

Shital is a 19 year old woman whose immediate family lives in Africa; her aunt in the United States and her uncle in Oshawa. She returned to Canada after an eight year absence. In June 2002, she completed her O and A levels. She was in the final cut for a National Tennis Team and enjoys water polo, basketball and hockey.

Shital returned to school to improve her math skills after reading about the program in the college calendar. She has applied to the Legal Administration Program at Seneca College for January 2003. Ultimately Shital would like to continue in a university law degree program.

She sees her weak math skills as well as OSAP residency guidelines as barriers to entering post secondary. She is starting in LBS 3 math and will have to complete OBS by January. She is also concerned about the possibility of not getting into her post secondary program especially in this double cohort year as well as whether her international documents will meet Canadian standards or prove to be a barrier.

Her mother and father are very supportive and want her to be successful in whatever she chooses to do. Her aunt and uncle are pressuring her to succeed, but they would like her to change her goal. Although she has no interest in science, they are recommending she pursue sciences to leave all avenues open. If she is not in her post secondary program by January, her family has advised her she will be returned to Africa.

For Shital there have been major adjustments especially the return to Canada and the absence of her immediate family. She has arranged housing through the College

residence. She finds the classroom quiet and conducive to learning, but at home her roommate can be a distraction.

Shital finds math a challenge, but she is feeling very positive about her experiences with math in the program. She has a few friends and is enjoying her increased independence. Shital is very excited about moving forward with her goals. Her teacher says “Shital began the program doubting her ability in math and has quickly found a new level of confidence regarding the subject.”

Carrie, Fanshawe

Carrie is a 28 year old single mother who worked as a building superintendent with her husband after leaving school. She has recently gone through a very difficult separation and is fighting for sole custody of her 2 year old daughter.

Her daughter was her motivation for returning to school – she wanted to be able to provide for her and not have to rely on others especially her ex-husband. She had always wanted to work towards a better job. She enjoys fashion and working out. Her ultimate goal is a career in the recreational industry possibly as a personal trainer.

Because Carrie was diagnosed with a general learning disability, she was attracted to a college upgrading program because of the support and resources available to help her deal with her learning disability. She was also attracted by the “go at your own pace” learning environment. She anticipates math will be the most difficult subject. She is starting at LBS 3 math and communications and will need to complete OBS in both areas. She is very nervous about testing and says, “I always feel that I’m going to fail it.”

Her family is very supportive about her return to school and praise her for doing well and offer lots of encouragement. Carrie lives in the country and does not have access to bus services so her family is providing transportation. Because her return to school means she can’t work full time, she has been forced to go on Ontario Works and is adjusting to a significant decrease in her level of income.

Realizing that transportation and day care were her major barriers she took care of them before starting the program. Her daughter is in day care so she can attend school and do homework after class. But she finds it impossible to get work done at home. Her daughter needs her and once she is in bed she is just too tired to do homework.

Before she started she was concerned about finishing what she started, but now she feels “happy”; she feels she can do it; she is confident and motivated. She has made “tons” of new friends, “I feel great. The support from friends, family and teachers has been great.”

Her teachers are equally positive, “Carrie has overcome some major personal trauma; she really has her life together now and is taking a huge step towards a better life for herself and her daughter. Carrie has come a long way in a short period of time; she is very determined to succeed, and I have every confidence that she will.”

Shawn Joly, Northern

After working in construction for five years at minimum wage, Shawn decided to return to school to get tradesman papers, a diploma or credentials for a better job. He briefly tried credit programming two years ago but lasted only two months. Now 22 he is even more convinced that schooling will change his life. Twenty two and single he is able to live at home and enroll fulltime in college programming.

During his first two weeks, Shawn concentrated on goal setting and self-directed learning strategies. Now in his academic programming, he is very focused on his goals, is prepared to work on his own and is pleased about the strategies he has acquired to learn and evaluate his own progress. The small group of nine that started together has bonded and they provide support to each other when things get stressful.

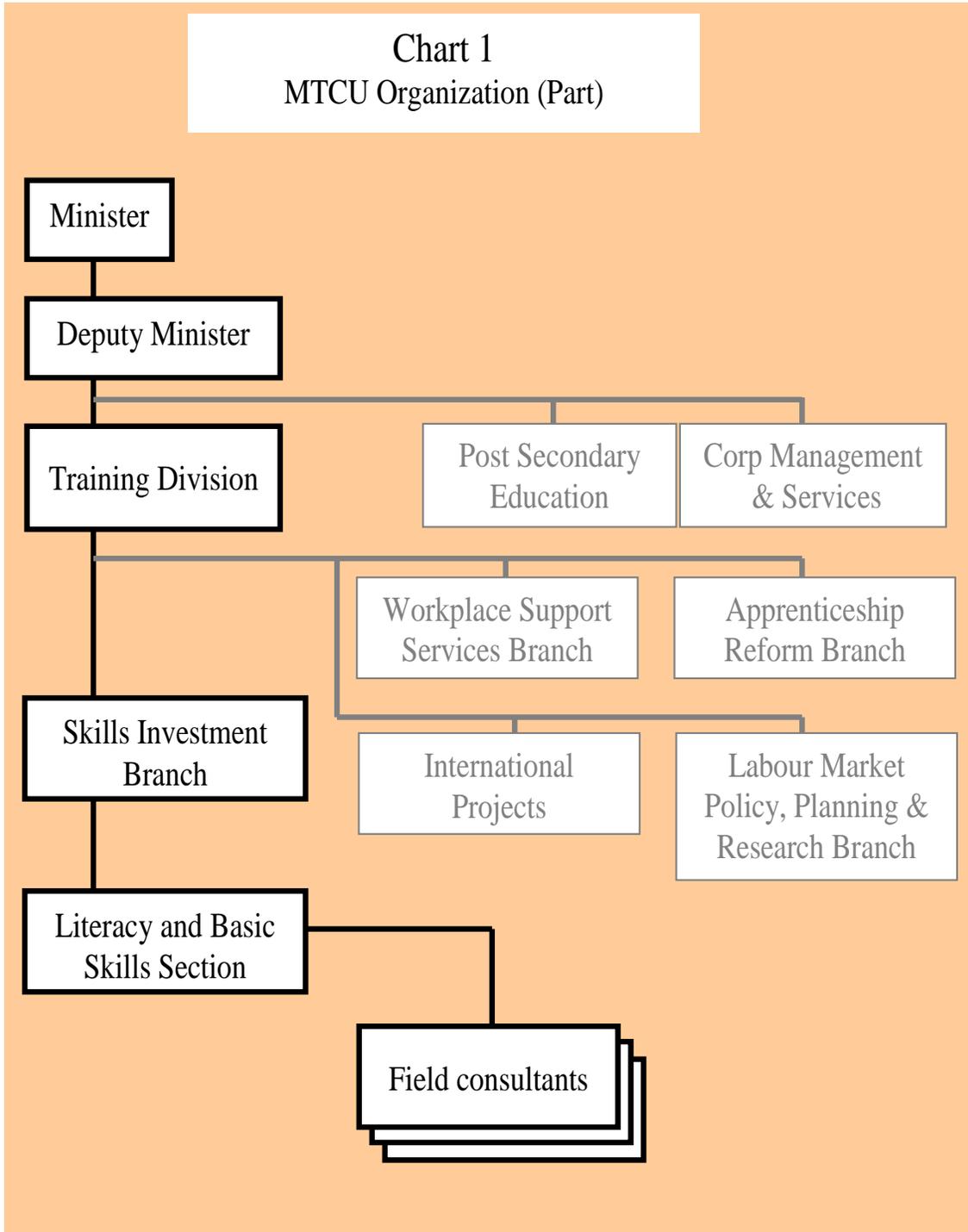
Shawn's goal is to enroll in the Pre-Service Fire Fighter program in September 2003. He must complete OBS communications, biology and chemistry and LBS 5 mathematics. Shawn started at LBS 4 and knows that he will have to be very committed and make steady progress in order to complete his prerequisites in time. Shawn is most skeptical about the sciences. He left school without completing his Grade XI so he has no prior education in the sciences he needs.

Shawn's family is helping a great deal. Their support for his basic needs makes the situation easier. Shawn has devoted an entire section of the dining room table as a homework area. Shawn commutes to school with his cousin, a second year student. His girlfriend who is enrolled in a first year post secondary program is very happy about his return to school. They connect often during the day which is a good thing since there isn't as much time for dates.

Four weeks into his program, Shawn is still very motivated. A recent 90% on a numeracy test has boosted his confidence level. He is doing well in all his subjects and hasn't experienced any difficulties yet.

Shawn sums it all up, "I gave up a lot to come here, but already I see the gains that will definitely make a difference in my future."

Appendix C



Appendix D

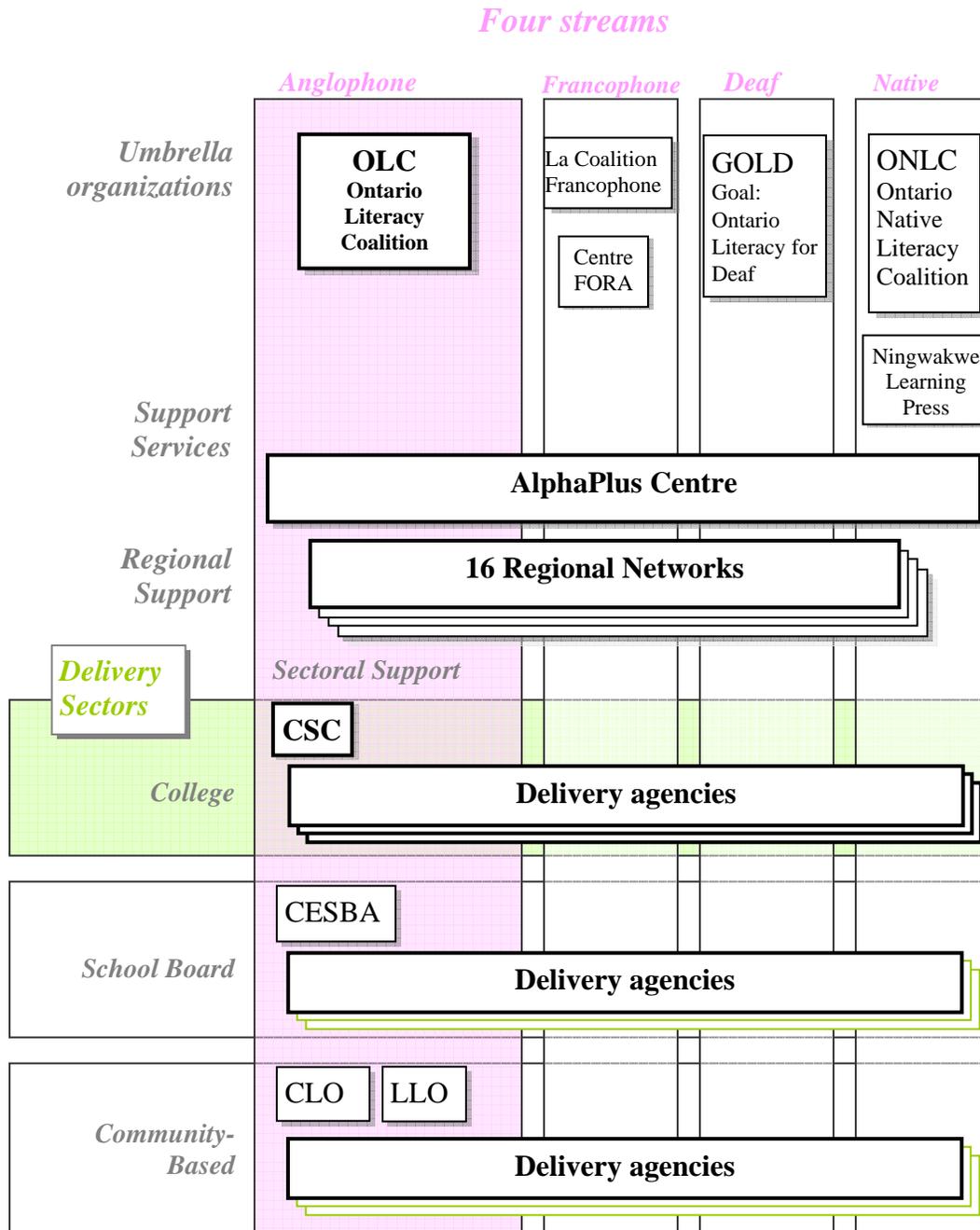
Chart 2

LBS Program Organization – Streams and Sectors

		<i>Streams</i>			
		<i>Anglophone</i>	<i>Francophone</i>	<i>Deaf</i>	<i>Native</i>
<i>Sectors</i>					
<i>College</i>		Delivery agencies			
<i>School Board</i>		Delivery agencies			
<i>Community-Based</i>		Delivery agencies			

Appendix E

Chart 3
LBS Program Organization – Support Organizations



Appendix F

Profile of the Ontario Works Client

The most significant finding in the **What Works** study was the "profile" of the Ontario Works client that emerged from interviews with Ontario Works, network and college personnel. Many individuals remarked that the mandatory aspect of Ontario Works had resulted in a greater number of "hard-to-serve" clients. Some were younger, many were single mothers, but most were described as having multiple barriers to learning.

Comments from networks:

- Ontario Works clients are hard to serve. They have multiple barriers.
- Clients (with multiple barriers) are getting to be harder to serve.
- There are a lot of hard-to-serve clients with multiple barriers and special needs.
- They have multiple barriers. They have problems with addictions and lack social skills. There are single moms who have been out of work for nearly twenty years.
- Forcing clients to go to school is an issue.
- Ontario Works attendance is a problem. The students don't have the social skills to call. They need support.
- The majority of learners' problems lead to learning difficulties.
- A lot of work is done up front and then students don't show up or they drop out. There also seems to be a high degree of women dropping out and it is assumed they don't get enough support at home.
- Fetal Alcohol Syndrome is a big issue that has not been studied – people are not trained to diagnose or support.
- There is a huge barrier for clients who lack life skills.
- The changes brought about by Ontario Works means that many students don't want to be in school.
- There is resistance from students.

The main feedback from programs with Ontario Works clients is the lack of client commitment. Because of low employment, the Ontario Works clients that are left are hard to serve and need life and employability skills.

A number of colleges reported that they could not distinguish (or felt they should not distinguish) Ontario Works from other students. There were, however, many more that echoed the above comments from networks.

Unit # 5: Key Ministry Initiatives, Strategies and Projects

Comments from colleges:

- Some students are very motivated (especially to get their GED) while others are very needy (behavioural problems in the classroom never experienced before).
- Ontario Works students learners have little employment experience and poor work ethic. They have little or no motivation.
- Majority of students are living below the poverty line. Many are not getting the basic necessities of life.
- They seem to have more barriers to address than groups in the past.
- Previous participants were more willing as individuals – they could negotiate with their funding agencies.
- Increased numbers of students who have recently enrolled in the LBS program have arrived with many different learning disabilities and more severe personal issues such as housing, financial problems, and legal issues.
- More people are being forced to go to school. They are lower academically compared to before.
- They operate in a crisis reaction cycle. If consequences are not immediate, there is no motivation to change.
- Clients are harder to serve and have been out of work longer.
- People who have money tend to do better. They need support of some type.
- Higher percent of new Ontario Works Native students. Their success rate is very low and we don't have the resources to meet their needs.
- There is a significant difference in motivation. Ontario Works students are less motivated than before. School is not voluntary.
- Younger Ontario Works students seem to lack the social skills.

Ontario Works case co-ordinators remarked:

- My clients are becoming much harder to serve.
- The clients are hard to serve (with low academics and less experience).

Appendix G

The Essential Skills

The following skills have been identified by literacy practitioners and LBS program managers as essential to the success of a full-time entry-level literacy practitioner in college LBS programs.

Approaches to Adult Learning and Learners

The entry-level full-time literacy practitioner in college LBS programs will:

- Apply theories of adult learning and teaching and of literacy learning and teaching.
- Establish a positive professional relationship with adult learners, showing and encouraging sensitivity to a diverse student population.
- Take into account the factors which affect learning, such as: learner motivation, common barriers to learning (anxiety, self-esteem); impact of previous learning experiences; and learner life circumstances.
- Adapt to individual learning styles.
- Recognize special needs and devise strategies to help adult learners with special needs.

General Teaching Methods and Strategies

The entry-level full-time literacy practitioner in college LBS programs will:

- Apply the principles and methods of collaborative goal setting and program planning.
- Contribute, in collaboration with colleagues and learners, to the ongoing development of learner-centred curriculum.
- Use appropriate criteria in selecting, adapting, and creating classroom materials which motivate learners, promote equity, use clear language and design, and are appropriate to adult learners.
- Maintain current knowledge of available teaching and learning resources.
- Apply strategies to foster group functioning, individualizing instruction in the group setting where appropriate.

Teaching Literacy and Numeracy

The entry-level full-time literacy practitioner in college LBS programs will:

- Use a range of approaches and methods in the teaching of reading and writing to help learners develop skills and strategies for success.
- Use a range of approaches and methods in the teaching of numeracy to help learners develop skills and strategies for success.

Unit # 5: Key Ministry Initiatives, Strategies and Projects

- Assist learners to cope effectively with the common barriers to success in reading, writing and math.

Assessment and Evaluation

The entry-level full-time literacy practitioner in college LBS programs will:

- Apply the principles of initial, ongoing and final assessment.
- Employ a variety of assessment methods, tools and procedures.
- Collaborate with learners in ongoing assessment of progress towards learners' expressed goals.
- Apply provincial CQS and evaluation requirements.
- Contribute positively to the ongoing evaluation of LBS programs and courses.
- Document and record assessments of learner's performance.

Communicating and Working in a Learning Environment

The entry-level full-time literacy practitioner in college LBS programs will:

- Identify the educational programs learners can advance to.
- Be aware of the significance of non verbal communication.
- Be aware of intercultural factors in communication.
- Employ effective techniques for negotiation and conflict resolution.
- Communicate effectively with all program staff.

Professional Issues, Activities and Development

The entry-level full-time literacy practitioner in college LBS programs will:

- Participate in ongoing professional development.
- Work independently and as part of a team.

Program Development and Administration

The entry-level full-time literacy practitioner in college LBS programs will:

- Contribute to the ongoing planning and development of LBS programs and courses.

Computer Technology

The entry-level full-time literacy practitioner in college LBS programs will:

- Select appropriate materials for classroom use.
- Teach the basic computer skills needed for learning, including Internet use.