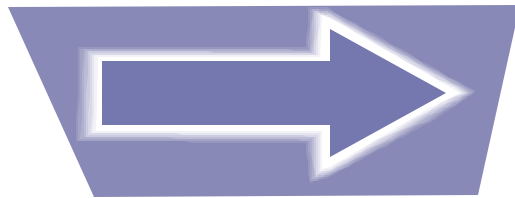




An Orientation Guide



**for
the
New
LBS
College
Practitioner**

**Prepared by: Goforth Consulting
June 2004**



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Acknowledgements

During the *next* decade, a large turnover of faculty in the Ontario college system is anticipated. The Literacy and Basic Skills (LBS) college program will not be exempt. During the *past* decade, the role of the LBS practitioner has become increasingly complex as the field has become professionalized. Not only do new practitioners have to absorb an overwhelming amount of information up front, they also have to work hard to keep their knowledge current as they respond to changing student profiles, evolving community environments, technological changes and new ministry initiatives. **An Orientation Guide for the New LBS College Practitioner** was commissioned by the College Sector Committee in response to the growing need for trained LBS practitioners in the college system.

I wish to express my sincere gratitude to the eight new practitioners who found time in their busy schedules to participate in the development of this guide. They provided a valuable first-hand look at their own orientation process and contributed ideas about content. I also wish to thank the twenty-eight experienced practitioners, who with a total exceeding 352 teaching years in the LBS college program, helped identify examples of the roles and responsibilities associated with their positions.

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Researcher/Writer: Dee Goforth

Introduction

The roles and responsibilities of the Literacy and Basic Skills (LBS) college practitioner are complex, challenging and demanding. These roles include but are not limited to:

- meeting the learning needs of an often hard-to-serve and diverse student population
- working with large multi-level classes and continuous enrolment
- applying the principles of goal-directed assessment
- collaborating in the development of training plans for all students
- employing effective instructional strategies based on principles of adult education, students' individual learning styles and special needs
- selecting and developing appropriate learner-centred curriculum/materials
- participating in ongoing professional development opportunities
- contributing to ongoing program development and evaluation of the program
- attending to various administrative duties such as record keeping and reporting

LBS college practitioners face the additional challenges of keeping their own knowledge of the ever-changing field of adult literacy research current. How successfully new practitioners are trained for these demanding roles depends on a number of factors including their previous experience in the college setting, their experience with adult education and/or adult literacy, the quality and length of their orientation process, and their ongoing access to the program manager and other practitioners. Even under ideal conditions, there seems to be a huge amount of information for new practitioners to assimilate during their orientation.

The primary goal of the Orientation Guide is to help you, the new practitioner, maximize your orientation process. It is not intended to be a comprehensive or stand-alone training manual. Instead, it is meant to help you prepare for and supplement the orientation you receive from the manager and/or other practitioners.

How to Use the Guide

The Guide is divided into 8 units. The selection and content of the units are based on consultations with eight new college practitioners (with less than 2 years experience) and twenty-eight experienced practitioners (with more than 2 years experience). As a whole, the units provide important context/background information, statistics, terminology, organizational charts, websites, resources, checklists and most importantly, examples of practitioners' roles and responsibilities. The objectives for each unit are clearly indicated and tasks related to the content are suggested.

Introduction

Your familiarity with the field of adult literacy, your knowledge of the LBS Program and/or your previous experience working in a college setting will help you decide which units of the Guide are most relevant. As you can see from the chart below, the eight new practitioners had varying degrees of experience in these three areas.

Practitioner	Knowledge of Adult Literacy	Knowledge of the LBS Program	Prior Teaching Experience in Post Secondary or College Setting
# 1	moderate	minimal	no
# 2	moderate	minimal	yes
# 3	moderate	moderate	yes
# 4	minimal	minimal	no
# 5	comprehensive	moderate	yes
# 6	moderate	minimal	no
# 7	comprehensive	comprehensive	yes
# 8	moderate	minimal	no

Once you have decided where your areas of need are, you may want to return to the Table of Contents to get a quick overview of the topics. Reviewing the objectives at the beginning of each unit will also help you determine which units are most applicable to your information and training needs.

One of the new practitioners, for example, described his/her prior knowledge of adult literacy and the LBS Program as 'minimal'. If this describes your situation, and your training time is very limited, you may wish to focus on **Units # 1, # 2, # 4 and # 5** which describe:

- adult literacy and the literacy learner
- key principles and features of the LBS Program
- the various roles and responsibilities of the LBS college practitioner

I believe the (new) teacher needs to develop skills for the classroom. Emphasis should be placed on meeting the needs of the students. If all aspects of the job, i.e., Ministry Guidelines, are introduced, the job, I believe, feels overwhelming. Once the teacher is comfortable with the classroom, students and curriculum, it is time to introduce other things.
Experienced Practitioner

If you choose to work through all 8 units, try to do it in several sittings. You will notice some repetition and overlap. The Guide is also intended to be a 'living' document. Space is provided for adding information, comments, ideas, contacts and resources.

Some of the tasks suggested in the units may be quite time consuming. Discuss with your trainer which tasks are most important and which can be postponed for later. Your trainer may choose to adapt the tasks or suggest additional ones.

The Training Format

You know how you learn best so keep this in mind as you set up the training format with your trainer. Consultations with new practitioners showed that their training consisted of all 4 methods:

- one-to one instruction with the manager
- one-to-one mentoring/instruction by other LBS college practitioners
- job shadowing experienced practitioners
- reading program reports and ministry documents

I would have liked to job shadow a few experienced practitioners since everyone has his/her own techniques for dealing with students, explaining the curriculum, etc.

New Practitioner

One new practitioner also had the fortune to participate in a two-day college orientation for all new faculty.

It is also important to know how many hours of training will be available to you and what the time frame is. One of the new practitioners received 10 hours or less of orientation while another received more than 40. Three practitioners received between 11 to 20, and the other three, between 21 to 30. Seven felt their amount of time for their orientation was sufficient, but one did not. Six felt they were quite well prepared for their new position while two felt somewhat prepared. Time frames varied between 1 and 3 weeks.

Allow enough time for the new person to become familiar with the program's resources. Give them a lot of opportunity to job shadow. It should be done at the site where they eventually will be delivering the program. Also make sure that new people are able to have frequent contact with experienced teachers.

Experienced Practitioner

Of the twenty-eight experienced practitioners surveyed, nineteen had taken part in orienting new teaching staff. Job shadowing was identified as a particularly effective part of the orientation process by both new and experienced practitioners. Ongoing consultation with the trainer over a period of several months was also considered valuable. One practitioner suggested the use of a 'models' binder to show the new practitioner samples of exemplary assignments. Two others recommended that new practitioners be guided through the entire

Introduction

program from initial assessment/placement to exit, and that the learner's journey act as the framework for explaining program features and processes. The writer has attempted to incorporate this recommendation in **Units # 4 and 5** which highlight the various roles and responsibilities of the practitioner.

Experienced practitioners also suggested a number of resources. These have been incorporated into the relevant units as much as possible. Others are listed in **Appendix A** along with key websites and professional development opportunities.

A list of acronyms used in the Guide is presented in **Appendix B**.

Unit # 1: 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 resulted in a new program – the Academic and Career Entrance (ACE) Program. To be granted an ACE Certificate, learners will 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. If you are preparing students for post secondary programs, find out how their pre-requisites are determined and whose responsibility this is. Find out what post secondary programs are most popular. Get a copy of the current college calendar and familiarize yourself with those programs.

notes:

The focus of the LBS/OBS 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).

There are a number of other organizations locally that refer clients to LBS/OBS programs including Humans Resources Development Canada (HRDC), Native Bands, Job Connect, Workers Safety and Insurance Board (WSIB), and private insurance companies. It will be important to find about these sponsors, especially how their demands and expectations affect learners' participation in your classroom.

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.

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

More systematic methods of statistical data gathering in the past 3 years have given us 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.

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 :

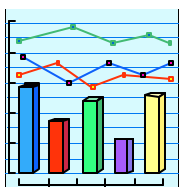
Source of Income	Percentage of total (rounded up)
Workers Safety Insurance Board (WSIB)	3%
Ontario Disability Special Pension (ODSP)	5%
Employment Insurance (EI)	8%
Employed	24%
Ontario Works (OW)	30%
Other Source of Income	31%

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%).

It is critical that you know about the demographical mix of students in your program and the implications for programming.



TASK: Find out about the enrolment stats of your program, e.g., gender, age, LBS levels, student goals and source of income. Ask your trainer if the program demographics have changed over the past few years and what challenges this may have presented to the program. Discuss the implications for teaching and the kinds of supports different groups of students might need.

notes:

Getting the 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.



TASK: Go to **Appendix C**. Read and reflect on the stories of the other seven 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 program supports do you think would be needed to help them succeed?

notes:

Adult Learning Principles

If you are new to the field of adult education, you will want to explore several theories that attempt to explain how adults learn (andragogy). Theories of adult learning abound, but one of the first, best known and most influential theorists was Malcolm Knowles. While his work is very comprehensive and often complex, his conclusions about adult learning can be distilled into a few key statements:

- Adults need to know why they are learning.
- Adult learners have life experiences that can be used as a resource for ongoing learning.
- Adults are capable of self-direction and need to be responsible for their own decisions.
- Adults view learning in a practical way and are motivated to learn when they feel it can help them solve problems in their own lives.

Log on to the following web site to see what the implications of Knowles' principles of andragogy are for teaching and learning:

http://claweb.cla.unipd.it/home/cwhigham/cam_hy_whig/andragogy.htm

Unit # 2: Key Principles and Features of the LBS Program

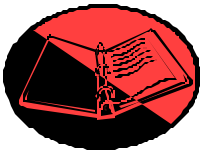
Objectives:

- 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 more detailed 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. See **Appendix D** to see how the training plan process works at one college and for a sample training plan.

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 reasonably be 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.

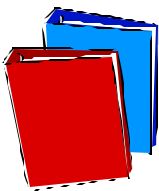
The learning outcomes were introduced to the field in 1998 in the Ministry document, **Working with Learning Outcomes: Validation Draft**.

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.



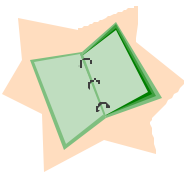
TASK: Read the introduction to both documents. Do a quick comparison of both approaches. Skim through the levels. Which approach appeals to you? Find out which approach or approaches other LBS college practitioners are using. Find out why.

notes:

Unit # 2: Key Principles and Features of the LBS Program

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 (a) share information on the types of assessment tools they use, and (b) compare assessment results.

If your previous teaching experience has been in a more traditional educational setting, you will want to take some time to reflect on this new direction for adult literacy.



TASK: See if your program has a copy of the OLC handbook, **Designing Down, Assessing Up**, by Jane Barber. The handbook asked LBS agencies and practitioners about the challenges involved in developing programs that are outcomes-based and goal-directed. It also offers effective strategies from instructors throughout Ontario. Try the Quiz on page 2.

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 # 7**.

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 a 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 must (a) reflect the entry requirements for the learner's new short-term goal, or (b) indicate readiness for a new program or employment.

Unit # 3: The LBS Program in the College Setting – Program Structure, Program Personnel and College Services

Objectives:

- to provide a brief overview of the structure of the LBS program in the college setting
- to identify key personnel involved in LBS program delivery
- to identify links to other services in the college setting

In **Unit # 2** you were given an overview of the key features of the LBS Program. It's very important to see how the LBS Program works in your particular college setting as this determines what kinds of roles and responsibilities you will have as a practitioner.

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 in their yearly enrolment from as few as 130 students to well over 500. Some colleges have as many as four or five satellite programs while others have none.

Program similarities do exist, of course. Most, if not all LBS college programs operate on a year-round, continuous intake basis. They are comprised of distinct but highly integrated components and they have different categories of personnel involved in delivery.

Program Structure

The following list identifies key components of most LBS college programs. Knowing what each component encompasses and discovering how all the program components interconnect and work together will provide you with a good overview of the structure and dynamics of your particular program.

They are:

- Recruitment/Information and Referral/Intake
- Orientation for New Students and Training Plan Development
- Program Policies and Procedures
- Overall Assessment Approach
- Program Planning/Content/Delivery
- Classroom Environment/Dynamics
- Support Services
- Student Follow-up

Unit # 4 discusses each of these components in detail.

Program Personnel

There can be as many as five categories of key personnel involved in the delivery of LBS in the college setting.

They are:

- Administrators/Program Managers/Program Co-ordinators
- Administrative Support Staff
- Teaching Staff
- Program Advisors
- Site Co-ordinators

Support staff and teachers make up the core. Their number and specific responsibilities vary from college to college. Larger programs, for example, are more likely to have program advisors (academic advisors or counsellors). The following chart provides a quick overview of some of the key roles and responsibilities of the people you will be working with.

Program Manager	Administrative Support Staff	Program Advisor (Counsellor)	Site Co-ordinator
? Ensuring program compliance with Ministry guidelines and directives	? Recruitment/intake /referral	? Providing orientation to new students	? Overseeing program and reporting to Program Manager
? Ensuring accurate statistical reporting	? Maintaining program statistics	? Providing personal and academic counselling	? Forwarding program statistics to Program Manager
? Supervising staff	? Allocating training support	? Redirecting students as necessary	?
?	? Scheduling and attendance	?	?
?	? Conducting follow-up of exited students	?	?
?	?	?	?



TASK: Gather general information on your program, e.g., how many sites there are, how many students it serves each year, what LBS levels are covered, when classes are offered (day/evening), how classes are scheduled, and how many/what kind of staff are involved.

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
- Food Services
- Career Counselling
- Instructional Technology



TASK: Make a list of the services that are available at your college setting and identify key contacts. Find out how the services are used by the learners. Take a tour of the computer labs. Take a tour of the library. Identify related responsibilities e.g., appropriate protocols for referring students.

notes:

Unit # 4: Roles and Responsibilities of the LBS College Practitioner

Objective:

- to provide examples of practitioners' roles and responsibilities related to different program components

The roles and responsibilities of the LBS college practitioner will vary depending on a number of external and internal factors. These factors can include the size and location of the program, the program's relationship with the larger college structure, the style of management, the focus and structure of the program, and very importantly, the employment status of the practitioner – whether unionized or contracted. The roles and responsibilities 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
- addressing the needs of hard-to-serve clients
- strategies for improved retention and/or attendance
- increased emphasis on workforce preparation

Guide new faculty through the entire process, expanding on each step – right from initial assessment and placement to exit; use the learner's 'journey' as the framework for explaining policies and procedures, curriculum – everything!

Experienced Practitioners

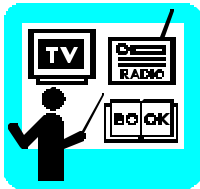
While no "one size fits all," it is possible to identify common roles and responsibilities of the LBS college practitioner. These will be organized in two ways:

- 1) by briefly describing each program component
- 2) by providing examples of the practitioner's roles and responsibilities related to each component

Tasks associated with each component are suggested, and where applicable, resources suggested by experienced practitioners are listed.

Recruitment/Information and Referral/Intake

Adults with basic skills have different learning and support needs. It is critical that they access the LBS program that will best meet these needs. The mix of LBS services in a community is determined through the local planning and co-ordination process based on local demographic and labour market information. A literacy services plan (LSP) is drawn up by the LBS agencies in a community with the support of the regional network. All agencies target and actively recruit new learners through a planned information and outreach strategy. The strategy may include networking, word-of-mouth communications and publicizing the program in the media. In larger programs, the program manager or program co-ordinator generally is responsible for marketing the program and recruiting students. Administrative support staff may carry out related duties. In smaller satellite programs, practitioners will likely be involved in marketing the program and recruiting new students. Each LBS college program will also have a written statement of mission and/or objectives that may be used in marketing the program.



TASK: Find out about the student recruitment strategy in your program. Will you be expected to take part or provide input? Get a copy of the program’s mission statement. What does it tell you about the program? Find out how the mission statement is used – both in marketing the program and in the program itself.

notes:

Unit # 4: Roles and Responsibilities of the LBS College Practitioner

To further ensure that the prospective student is in the right program, all LBS agencies are funded to provide information about other local literacy agencies and to make referrals to a more appropriate provider when they cannot meet the student's needs and requirements.

Larger colleges may offer large group information sessions in addition to one-on-one interviews to determine program suitability and eligibility. Once that determination is made, the student will

Teachers should know what happens to students before they get to the classroom.

Administrative Assistant (Intake)

participate in an intake process. Although you might not directly participate in this component of the program, it is important for you to know about your students' initial experiences in the LBS program and at the college.

In addition to formally registering the student, the intake process identifies supports s/he might need. One of the most pressing needs of many learners is financial. Training support dollars are provided by the Ministry to assist low income learners who otherwise might not be able to participate in the program. These dollars are meant to help learners with child care and transportation. Administrative support staff work hard to ensure that these support dollars are distributed fairly and without interruption to students.



TASK: Take part in an information session yourself. This is a quick and easy way to find out about the LBS program. Find out how often the information sessions are held and when to expect the largest intakes. Interview the intake staff to get a more complete picture of what their job involves and what the challenges are for new students.

notes:

Once the student is registered, important statistical information about the student is gathered using the LBS Information Management System (IMS). IMS was developed to capture LBS program data electronically. It is the only statistical reporting tool used and

Unit # 4: Roles and Responsibilities of the LBS College Practitioner

the agency's administrative accountability is reflected in the timelines and accuracy of data transmission. Attendance and progress are also recorded with this system. Statistics are reviewed on a systematic basis by the program manager or program co-ordinator to identify issues and concerns.

Please note: During intake process the student will participate in initial testing to determine LBS level placement (or OBS placement). Initial assessment will be discussed in greater detail in the section on overall assessment process. (See page 30)

Examples of Roles and Responsibilities

The following checklist outlines key roles and responsibilities related to **Recruitment/Information and Referral/Intake**. You may use this list to check off the ones that apply to your teaching situation and to add other ones.

- ? familiarize yourself with the intake process at your college and monitor ongoing changes to the process
- ? maintain a professional relationship with intake staff, e.g., consult with intake staff about issues arising from students' financial status, provide feedback from the classroom where appropriate
- ?

Orientation for New Students and Training Plan Development

Larger LBS college programs are more likely to have a formal orientation course or a series of structured orientation workshops for new students. In smaller satellite programs, orientation activities may be incorporated into classroom activities. In general, orientation courses/activities are designed to help new learners adapt to the college setting and become successful, self-directed learners. Topics covered in orientation may include some or all of the following:

- introducing goal-setting and the training plan process
- developing time-management, stress-management and organizational skills
- developing approaches to problem solving
- developing self-awareness and interpersonal skills
- working with others (teamwork, communicating in a group)
- identifying personal learning styles through learning styles inventories
- learning and applying study skills
- exploring employment interests and careers



TASK: Find out how orientation is delivered in your college setting. Get an outline for the orientation course or orientation workshops to see what topics are covered. Talk to the staff person(s) who delivers orientation to develop a complete understanding of how orientation prepares students for the classroom and for program success.

notes:

As discussed in **Unit # 2**, all literacy services are linked to the learner. This means that the program takes its direction from the learner. Learners who identify clear, achievable goals have a better chance of succeeding in the LBS Program. They can choose from three main

goal paths – employment, further education/training and independence. A clear path to goal achievement motivates students and helps them move towards their goals.

LBS college programs 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 reasonably be expected to achieve within the time they are prepared to commit to the program. They are recorded on the

training plan so that learners clearly understand the steps needed to take them from where they are (current LBS level) to where they want to be. The training plan identifies the learning gaps and provides details of the learning that must be accomplished while the learner is in the program.

It also suggests specific time frames in which the learning will take place. Each learner is expected to have his/her own training plan, to have input into it and to be able to describe the skills s/he is developing. Training plans can also include biographical information that is relevant to the student's goal. The training plan process should take into account, as much as possible, the student's preferred style of learning. See **Appendix D** to see how the training plan process works at one college and for a sample training plan. Training plans may differ from college to college in format, in how much data they gather and in how they are used.

Take the time to find the training plan that makes sense for your program and learners.
Experienced Practitioner



TASK: Get a copy of the training plan used by your college program. Find out everything you can about how the training plan process works, e.g., when and how the plans are introduced to learners, how frequently they are updated, who has access to them, how they are accessed and how target dates for completing units of work are calculated. Discover what works well and what could work better. Talk to learners.

notes:

Examples of Roles and Responsibilities

The following checklist outlines key roles and responsibilities related to **Orientation for New Students and Training Plan Development**. You may use this list to check off the ones that apply to your teaching situation and to add other ones.

- ? communicate regularly with the staff person(s) delivering orientation; ensure you are notified of any changes in course content or direction
- ? be aware of entrance requirements for different goals; liaise with post secondary, apprenticeship and the community
- ? talk to your employment office and other departments in the college to discover alternative routes to goals
- ? link classroom activities to key information and learning activities covered in the orientation course
- ? provide important feedback to the staff person responsible for orientation, e.g., how well the training plans work in the classroom, what orientation topics might require additional emphasis
- ? continue to work with learners on the goal-setting process to help them set realistic short and long-term goals, in co-operation with sponsors
- ? help learners develop and update their training plans
- ? ensure that the training plan itself is current and relevant, and adjust as necessary in consultation with others
- ?

Program Policies and Procedures

Program policies generally outline what the program expects from the learner and what the learner can expect from the program. They are an important program component because they ensure systematic application of program practices. Because the LBS Program is a distinct program within the larger college setting, it is probable that students will be presented with two sets of policies:

- 1) the overarching policies of the college, usually in the form of the college student handbook
- 2) the specific policies related to the LBS program itself

The LBS student must be aware of and abide by the policies of the college. Especially relevant are policies relating to protection of the student's privacy, rights and responsibilities, use of information technology resources and code of conduct.

LBS program policies tend to focus on attendance and progress requirements which appear to play an important role in supporting student retention. Each LBS college program has developed its own policies and procedures which reflect its mission statement and method of program delivery. A recent study of these policies and procedures revealed a number of consistent elements and themes. Some of these elements include:

If attendance policies are created to encourage participation, they will reflect the individual situations of the learners. **Black [1]**

- stated attendance expectations
- stated progress expectations
- absence advisories
- procedures for course withdrawals and procedures for re-entry

In addition, several policies contained very specific and helpful information about other aspects of the program itself. One program policy handbook included an academic calendar. Other kinds of information included are:

- time-tables
- transfers
- payment of fees
- the grading systems
- auditing of post secondary classes

An important theme which emerged from the study was that policies should be respectful and supportive of students.

Policies and procedures are often introduced to students during orientation. In some programs, learners' responsibilities are formalized up front through contracts or

Unit # 4: Roles and Responsibilities of the LBS College Practitioner

declarations signed by learners to demonstrate they understand their responsibilities for attendance. Some programs expect learners to provide ideas and feedback on policies and program rules.

The Ministry recognizes the importance of having clear, stated policies and procedures. In its January 30, 2003 message posted on Info-LBS regarding the *Continuous Improvement Performance Management System Initiative*, the Ministry requested that all LBS agencies have policies and procedures in place for learner involvement starting this year. This includes a learner attendance **policy** and a **process** to determine:

1. a learner initiated exit
2. an agency initiated exit
3. a leave of absence



TASK: Get a copy of the college handbook and the program handbook (specific policies and procedures used in your LBS program). Find out when and how the policies are introduced to new learners. If you have an opportunity to job shadow, observe how program policies are applied in the classroom by other practitioners.

notes:

Examples of Roles and Responsibilities

The following checklist outlines key roles and responsibilities related to **Policies and Procedures**. You may use this list to check off the ones that apply to your teaching situation and to add other ones.

- ? familiarize yourself with the various policies, rules, practices and procedures of the LBS program and the college
- ? use policies and procedures as the foundation for setting appropriate ground rules for the classroom to enhance learner success
- ? refer to policies and procedures when dealing with inappropriate classroom behaviours
- ? elicit student feedback on policies and procedures, and contribute feedback to regular policy reviews and updates
- ?

Overall Assessment Process

The LBS Program supports an assessment approach that combines multiple assessments into a comprehensive and organized process. This process is meant to produce sufficient information about progress so that learners can make and continue to make critical decisions about their goals. The overall assessment process includes initial, ongoing and exit assessment. While the assessment process can include several types of assessments, authentic assessment is particularly suited to the LBS Program. Authentic assessment requires learners to actively construct responses rather than merely choose ones that are presented to them. It also addresses multidisciplinary understanding and critical thinking skills.

Self-assessment/formal and informal instruments/instructor/employer assessments are all part of identifying where the student is now and of helping the student work towards new goals.

Experienced Practitioner

Demonstrations occupy a special place in the overall assessment process of LBS agencies. Demonstrations require learners to perform complex, significant and meaningful tasks using prior and recently acquired knowledge/skills to solve realistic problems related to their goals. Simply stated, demonstrations are broad, integrated activities performed by learners to show progress toward their goals. Demonstrations can also help learners see how well they apply their knowledge and skills in different contexts. i.e., transfer their knowledge and skills to new settings or situations. LBS programs have encountered many challenges trying to incorporate demonstrations into their overall assessment process. Although demonstrations appear to be widely used by LBS college programs, there has been to date no large scale evaluation to determine their effectiveness. This will be something to keep in mind when gathering information about your program's assessment process.

Common assessment is intended to help learners move among LBS agencies as well as into other training and employment opportunities in Ontario. It supports the learner-centred, goal-directed, outcomes-based approach to learning, while recognizing that there are different ways for learners to demonstrate attainment of outcomes. Because common assessment encourages the use of a variety of assessment tools, it is critical for LBS agencies understand and accept each other's assessment results.

Train new faculty to use the common writing assessment tool.

Experienced Practitioner

Training in common assessment tools and resources took place across the province in 2000 through regional events hosted by literacy networks. Since that time, practitioners have been meeting in groups within the program itself and with

other agencies to compare assessment results. As a new practitioner, it will be important to find out what types of common assessment tools are used by your program, how they are used and how reliable they are.

Initial Assessment

The initial assessment process must gather enough information about the learner’s skills and knowledge to place him/her in the appropriate LBS level. It also has to do it in a very sensitive way. Over-testing or inappropriate testing can be threatening, discouraging and stressful to new learners. LBS programs may use both formal (standardized) and informal (teacher-developed) types of assessments. Some programs also use demonstrations. Demonstrations used in initial assessment are usually quite narrow in scope, i.e., they don’t take a lot of time to complete. They can, however, provide a more rounded picture of how the learner applies knowledge and skills to perform a realistic task. This is useful information to collect up front as it has important implications for program planning.

One assessment tools suggested by several experienced practitioners was **CABS** (Common Assessment of Basic Skills). You can log on to the web site <http://www.lleo.ca/cabs3/index.html> to find examples of demonstrations and how they can be used in initial assessment. Another tool suggested is the **Common Writing Assessment** (tool) by Norm Rowen (1997).



TASK: Find out what is involved in the initial assessment of learners at your program, e.g., who carries it out, where the assessment takes place, what time limits (if any) are imposed, what subject areas are tested, what kinds of initial assessment tools (formal, informal) are used, how the results are interpreted, documented, and reported to the learner, and how placement is determined. Most importantly, try the initial assessments yourself!

notes:

Ongoing Assessment

Ongoing assessment documents ways learners are progressing towards their goals. As learners master specific skills, they can begin to integrate them and apply them to the tasks related to their short-term goals. As with initial assessment, a number of different assessment approaches and tools (both formal and informal) may be used. Assessment results and ongoing progress are discussed with learners on a systematic basis. Significant assessment results are recorded on the training plan. The program also encourages learner self-assessment as much as possible.

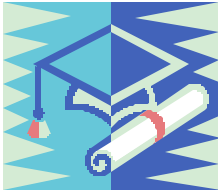


TASK: Find out what is involved in the ongoing assessment of learners. For example, what kinds of assessment approaches and tools are most effective? What kinds of marking schemes are used? What are the passing grades? How are the target dates set? What determines student success? You will also want to know how frequently the learner’s progress is reviewed and what this process looks like.

notes:

Exit Assessment

There may be several kinds of evidence used to determine that the learner has achieved his/her short-term goal and is ready to move on. As indicated earlier, demonstrations represent an important type of evidence because they are central to a learning outcomes approach. At some point in the program when the learner’s goal is more certain, the practitioner and the learner can negotiate a few comprehensive demonstration activities related to that goal. Successful performance of the activity will indicate that the learner is ready for transition – either to a new program, another agency or directly to employment. These transition or exit demonstrations are representative of the knowledge, skills and behaviours (program content) the learner acquired during the time s/he was prepared to commit to the program. Exit demonstrations cannot and should not try to measure everything the student has learned.



TASK: Find out how the learner’s short-term goal completion is determined in your program. For example, what role do demonstrations play in exit assessment? How are they weighted? What other kinds of assessments are used? How is successful completion recognized by the program?

notes:

Examples of Roles and Responsibilities

The following checklist outlines key roles and responsibilities related to the **Overall Assessment Process**. You may use this list to check off the ones that apply to your teaching situation and to add other ones.

- ? use a variety of assessment approaches and tools in the classroom
- ? select or develop effective demonstrations appropriate to learners’ goals
- ? conduct progress reviews regularly, consistently and collaboratively
- ? ensure that learners’ progress is accurately documented
- ? encourage learner self-assessment
- ? work with other teaching staff to ensure timelines/target dates for learners are accurate and realistic
- ? identify learners at risk and work with other teaching staff to provide alternative strategies for them
- ? redirect learners who are not progressing
- ? be aware of critical post secondary and apprenticeship registration deadlines to ensure that learners make it into their programs on time
- ? celebrate learners’ successes
- ? develop and continue to develop assessment knowledge as it relates to outcomes-based learning, e.g., goal-directed assessment, demonstration activities
- ?

Program Planning/Content/Delivery

LBS/OBS college programs have both an academic and an employment focus. They prepare learners for entry into post-secondary and apprenticeship programs, and they help prepare learners to improve their job opportunities.

Practitioners therefore need to be familiar with the programs their learners advance to and with the kinds of job opportunities their learners seek. This information will help shape the learner's program and determine course content.

(We have a) networking role with post secondary programs to determine skills and level of skills needed for particular programs.

Experienced Practitioner

Because the LBS Program is learner-centred and goal-directed, the learner too must have a role in planning what s/he wants to learn and how to learn it. Consequently the program must take into account the student's learning style preferences. Proficient practitioners will be able to use a variety of teaching styles. Their ultimate teaching style will be an integrated one. The program must also consider the learner's background, experiences, needs and fears. Sensitive practitioners will be able to design and deliver a program that is culturally sensitive and supportive.

Most colleges offer LBS Levels 3, 4 and 5 and OBS. Subject areas include reading, writing, speaking, listening, mathematics, science, computer, employment, personal/career development and study skills. LBS/OBS programs may be structured quite differently from college to college, but most colleges offer a blend of group-based and individualized instruction. Group instruction is provided through courses with a specific focus such as orientation, study skills, employment preparation or career development. Other colleges offer group instruction through a series of workshops related to the development of speaking and listening skills or of self-management/self-direction skills.

The main delivery method is through individualized instruction which responds to students' needs for flexible schedules and continuous entry to the program. Individualized instruction accommodates larger classes with mixed LBS levels. Because individualized instruction generally involves a heavy reliance on print format, two important conditions must

Most LBS work is on a continuous intake basis with one-on-one instruction. Good material is essential.

Experienced Practitioner

be met to ensure that the individualized instruction approach is effective:

- 1) Course materials designed for individual use must be based on adult learning theories and be compatible with a learning outcomes approach. They should provide learners with the opportunity to acquire not only academic skills and knowledge but also develop their critical-thinking and problem-solving ability. These course materials, whether teacher-designed or commercially published, must adhere to the principles of good instructional design.
- 2) Learners must be independent, motivated and highly self-directed to be able to work in large, multi-level classes that primarily use print-based course materials.

Even the structure of individualized instruction may vary from program to program. One program, for example, has a math teacher and a communications teacher both teaching in the same class room.

According to the Essential Skills List for LBS college practitioners (**Appendix E**) the entry-level full-time literacy practitioner is expected to contribute to the ongoing planning and development of LBS programs, and in collaboration with colleagues and learners, contribute to the ongoing development of learner-centred curriculum. As previously discussed, the transition to a learning outcomes approach has presented some major challenges to LBS college programs. It is not surprising that programs are at very different places in implementing changes. Some programs have implemented substantial changes to their programs – completely revising their course materials and delivery methods. Other programs have implemented fewer changes, either updating/expanding individual courses or parts of courses. It will be important to keep the shift to learning outcomes in mind as you gather information about the whole program, individual courses, course content and your specific roles and responsibilities.

Reflect the group needs and interests – gather input from learners before starting a new unit (of study).

Experienced Practitioner



TASK: Find out everything you can about your program. What LBS levels are offered? How much group instruction is provided? Get outlines for the courses you will be teaching. Review course content. How is the course organized? Does it adhere to the principles of adult learning theory? What technology is involved and how is it used?

notes:

In highly individualized classes where sequenced instructional materials convey direction, learners have the advantage of setting their own pace. In such classes, practitioners function as facilitators of learning. College LBS programs recognize that self-directed learners are more likely to be successful, and that it is the program’s responsibility to help the learner become more self-directed. Recent research by the Ontario Literacy Coalition highlights the importance (and complexity) of self-direction as an aspect of learning. Enhancing the learner’s self-awareness is key. LBS college programs have always placed strong emphasis on helping the learner become self-directed – both through program support and specific learning activities.

The topic of special needs and learning disabilities deserves special consideration. According to practitioner and learner feedback from the College Sector Committee project, **What Works**, learning disabilities is a significant barrier that affects learners’ self esteem, their ability to progress and their overall participation in LBS college programs. This applies to other kinds of special needs as well. Although larger colleges have special needs departments which assist students with different kinds of learning needs and learning disabilities, it is often difficult for practitioners to know when or how to discuss these issues with them. It may be equally difficult for the

Help learners analyze how they learn best. Suggest strategies for coping in the classroom which may not be compatible with the preferred style.

Experienced Practitioner

Unit # 4: Roles and Responsibilities of the LBS College Practitioner

student to self-identify and seek help. Screening instruments are sometimes used by program staff with students to determine whether they should be referred for a complete diagnostic assessment. Early detection of learning barriers is critical to student retention and success.

As a practitioner, you will need to be knowledgeable about special needs and learning disabilities in order to:

- understand the nature and severity of learning difficulties your students might have
- know when to refer students to the special needs department for diagnostic assessment
- interpret the results of the diagnostic assessment
- plan appropriate programming and accommodations (extended times for tests, special chairs) for students with learning disabilities and other kinds of special needs
- learn about assistive technology

You may want to take a tour of the special needs department and find about the protocol for referring learners who may have special needs and/or learning disabilities. You can also find out what PD opportunities are available – both inside and outside the college. For example, one of the literacy networks (Literacy Link South Central) is currently offering (until June 2004) online learning disabilities training and has developed a comprehensive package of training materials to go with it. One experienced LBS college practitioner recommended the OLC publication, **Best Practice & Innovations – Learning Disabilities**.



TASK: Ask other practitioners about different teaching strategies and methods they use in the classroom, e.g., how they adapt material to individual learning styles, how they help learners become more self-directed, how they use technology in the classroom and how they respond to students with learning disabilities and/or other special needs.

notes:

Examples of Roles and Responsibilities

The following checklist outlines key roles and responsibilities related to **Program Planning/Content/Delivery**. You may use this list to check off the ones that apply to your situation and to add other ones.

- ? contribute to the ongoing planning and development of the LBS program in your college, e.g., attend subject working groups to evaluate and plan the program
- ? be familiar with the academic programs learners want to advance to and the kinds of job opportunities other learners seek
- ? select, adapt or develop appropriate course content in collaboration with colleagues and learners
- ? design learning activities that are culturally sensitive and learner-centred, i.e., respond to the different learning styles, needs, experiences of the learner
- ? use the principles of clear language and good instructional design in program, course and materials development
- ? maintain current knowledge of learning theory, course content, teaching and learning resources; participate in professional development activities; develop a professional development action plan based on regular performance review
- ? focus on helping learners become more self-directed by ensuring that learning activities and teaching approaches are learner-centred
- ? use a variety of teaching methods and approaches to engage learners and help them develop the skills they need to achieve their goals
- ? use strategies, as much as possible, to encourage group interaction
- ? be aware of and respond to the factors that affect learning and student participation in the program, e.g., learning disabilities, special needs, life-style demands, anxiety, lack of self-esteem
- ? help learners find ways to apply and transfer what they are learning in class to other contexts
- ?

Classroom Environment/Dynamics

The physical space of the LBS college classroom can have a significant impact on the quality and pace of learning. In the **Managing the Classroom to Improve Student Commitment** project, some practitioners reported having ‘permanent’ classrooms that are large and brightly lit with indoor plants, bookcases, motivational posters, magazine/pamphlet display racks, student projects and bulletin boards announcing community events. Some provide snacks and coffee for learners. Other practitioners, however, may not be so fortunate. They may have to share their classroom with other programs. This makes it more challenging to create a comfortable, stimulating space for learners.

Every LBS class should be allocated enough physical space to enable a variety of functions from lecture, to group discussion, to learning circles, to quiet individual study and confidential consultation to take place.

Black [2]

Furniture in an LBS college classroom typically consists of a teacher’s desk, black board, filing cabinets, student desks and/or tables and chairs and computer stations. The arrangement of these items in the classroom and the security issues surrounding them can enhance or limit the kinds of learning activities that learners engage in. In some LBS college programs, students can work as a group with their classmates or they can choose to work on their own. In other programs where this is not feasible, they have the option of completing their assignments in the library.



TASK: Take a tour of the classroom(s) assigned to you. Do an environmental scan. How will the space and existing arrangement impact learning? Find out if anyone else uses the classroom and what constraints may affect the way the classroom is currently organized. Find out about security issues, e.g., does the teacher’s desk or filing cabinets have to be locked when you leave the classroom?

notes:

Unit # 4: Roles and Responsibilities of the LBS College Practitioner

Classroom dynamics refers to the social/emotional/behavioural environment of the classroom. It involves the relationships that exist:

- between and among learners,
- between the practitioner and the individual learner
- between the practitioner and the learners as a group

Classroom dynamics can be influenced by many elements and processes. For example, the program's policies and procedures will influence how you respond to student behaviours such as absenteeism, tardiness, tuning out and disruptions. The content and structure of the program will also affect

classroom dynamics. If your program is highly individualized, you will need to work hard to ensure that learners are uniformly engaged and receive help in a fair and timely manner. If your classes are large with different LBS levels you will need to get to know your learners quickly and well enough to meet their needs. Most importantly, you will need to find creative ways to build community in your classroom so that learners feel they belong there.

There should be an operating philosophy within the classroom that affirms the right of learners to have a say in policies and actions which affect their lives.

Black [3]



TASK: Talk to other practitioners. Find out if they have developed effective ways:

- to deal with student absenteeism/tardiness
- to get to know their learners quickly and better
- to build community in the classroom

Return to Shawn's story (page 83). Discover where he draws his support from when things get stressful.

notes:

Examples of Roles and Responsibilities

The following checklist outlines key roles and responsibilities related to **Classroom Environment/Dynamics**. You may use this list to check off the ones that apply to your situation and to add other ones.

- ? create a physical space that is stimulating, comfortable and safe
- ? create a learning environment that allows for a wide range of learning formats
- ? maintain a fair and consistent approach for introducing and applying policies and procedures in the LBS classroom
- ? experiment with ways that involve the students, e.g., include them in tracking their own progress
- ? apply strategies to help build community in the classroom, e.g., find ways to welcome new students into the programs,
- ? have regular interaction with each student; make continuous intake work
- ?

Support Services

Several of the support services that LBS college programs have in place for their learners have been mentioned in previous units. They include distribution of training support dollars and access to other college services such as special needs centres, health services and peer tutoring. One that deserves further discussion because it is an integral part of many larger LBS college programs is access to professional counselling. The role of the program counsellor (program or academic advisor) varies from program to program. In a large program, the counsellor might facilitate orientation courses and help students with training plan development. In smaller satellite programs, this role might be assumed by practitioners. The additional responsibility, however, is often offset by smaller classes. Smaller programs also might have an agreement with the main campus to provide specific counselling services.

In addition to academic and career counselling, a professional counsellor can provide personal counselling. While the classroom practitioner can provide a high level of personal support, there are occasions when a learner should be referred to the program counsellor. In extreme situations, the program counsellor may refer a learner to other agencies in the community.

One of the key responsibilities of program counsellors is to help learners make good career and employment choices. To do this effectively, they must have adequate, relevant and up-to date career and post secondary program information. Program counsellors must consider a number of external and personal factors in helping learners set realistic career and employment goals. Some of these include:

- the current trends in local employment/job market
- the length of time it will take the learner to achieve his/her long-term goal
- the learner's level of motivation
- the learner's cognitive ability and rate of progress in the program
- the amount of family and community support the learner has

This is the main reason why the learners are here...to take **the next step**. So it is imperative for a seamless "next step" through this knowledge.

Experienced Practitioner

An effective system must be in place for information to flow smoothly between the practitioner and the program counsellor. Areas of responsibility therefore must be clearly defined.



TASK: Find out how personal, academic and career counselling are provided in your program. If there is a professional counsellor, find out what the counsellor's specific roles and responsibilities are. Set up a meeting with the counsellor. Ask about channels of communication and procedures for referring learners.

notes:

Examples of Roles and Responsibilities

The following checklist outlines key roles and responsibilities related to **Support Services**. You may use this list to check off the ones that apply and to your situation add other ones.

- ? be familiar with the kinds of personal and program supports that help learners persist in their programs
- ? use the correct protocol for referring learners to the program counsellor and to other college services
- ? consult with the program counsellor as required to discuss concerns about learners' progress, changes in goals and conduct in the classroom
- ?

Student Follow-up

Accountability requires that LBS college programs report on the status of the learner at exit. This includes providing a reason for every learner who leaves the program. Programs are further expected to have policies and procedures in place for learner exits and post-training services. Follow-up requires that only learners who have achieved their goals be contacted. This will be carried out at 3 and 6 months after they have left the program. The purpose is to determine the status of the learner, e.g., employed, not employed or pursuing further training.

In addition, LBS programs must conduct a learner satisfaction survey with students who are exiting the program. The survey represents an effort to better understand learner satisfaction with the program.

Knowing why learners leave programs early can help you identify additional barriers to their participation. Knowing what successful completers are doing after they leave the program can provide insight into how well your program has prepared them for further training or employment.



TASK: Log on to Info-LBS at <http://alphacom.alphaplus.ca/alphacom> to have a look at the learners' survey. This form is attached in the message posted January 30, 2003. Find out who is responsible for collecting exit information, how this information is disseminated and how this information is used.

notes:

Examples of Roles and Responsibilities

The following checklist outlines key roles and responsibilities related to **Student Follow-up**. You may use this list to check off the ones that apply to your situation and to add other ones.

- ? ensure that you have access to the most recent information on learners who exit the program
- ? use information from the learner satisfaction survey (and other in-house learner surveys) and exit follow-up for program improvement
- ? use information from student follow-up to improve current retention strategies and identify new ones
- ?

Unit # 5: Administrative Tasks and Program Accountability

Objectives:

- to outline the practitioner's key administrative responsibilities
- to discuss the practitioner's role in demonstrating program accountability

Some administrative responsibilities have already been touched on in previous units. These mainly have to do with record keeping and reporting. Experienced practitioners surveyed for the Guide stressed the importance of being accurate and timely.

(We're) dealing with ever increasing number crunching and data collecting on top of teaching responsibilities.

Experienced Practitioner

Examples of Roles and Responsibilities

The following checklist outlines key roles and responsibilities related to **Administrative Tasks**. You may use this list to check off the ones that apply to your situation and to add other ones.

- ? understand the how/what/why of ministry reporting, such as completing required documentation to support IMS and to support in-house record keeping that backs up IMS
- ? maintain accurate, complete and up-to-date student records
- ? submit attendance records as required
- ? prepare reports for sponsors as required
- ? adhere to guidelines and directives regarding client confidentiality
- ? provide feedback to program co-ordinator/manager as required
- ?

Internal Agency Evaluation

As part of the contract with MTCU, your program must conduct yearly program evaluations. 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

Unit # 5: Administrative Tasks and Program Accountability

standards are met. This process is carried out annually and usually involves consultations with LBS staff along with students, referring agencies and other stakeholders. The results of this process are incorporated into the overall business plan for which the college is accountable.

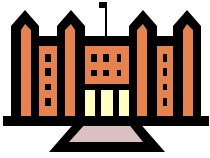


TASK: Review the eighteen standards and find out which ones are pertinent to your situation. Find out how they are incorporated into program activities, how the overall consultation process works and what the results of the process are.

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 compile a report upon completion of the site visit and forward it to the agency.



TASK: Find out about the monitoring guidelines and monitoring forms. Inquire about previous site visits, e.g., who was consulted, what kinds of questions were asked and what actions resulted from the visit. Find out when the next site visit is and how you will be expected to participate.

notes:

Examples of Roles and Responsibilities

The following checklist outlines key roles and responsibilities related to **Program Accountability**. You may use this list to check off the ones that apply to your situation and to add other ones.

- ? participate in the annual program evaluation, e.g., contribute evidence to show that standards have been met
- ? participate in MTCU site visit, e.g., prepare classroom for visit, ask questions, discuss issues
- ?

Unit # 6: 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 organization 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 F** 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 G** 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 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 H** 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.

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

The Ontario Literacy Coalition: Your Umbrella Organization

There are different umbrella organizations that provide support and development to the field. 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 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 OLC organizes a large provincial conference bi-annually. This conference is an excellent opportunity for college practitioners to meet practitioners from other sectors and participate in interesting and topical workshops.

Ontario Literacy Coalition (OLC)

Acting Co-Executive Directors

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E-mail: <http://www.on.literacy.ca/>

The College Sector Committee for Adult Upgrading: Your Sectoral Network

There are 22 Anglophone colleges and 2 Francophone colleges in Ontario. The College Sector Committee (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
- support professional development

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.

An important communication and professional development tool of the CSC is the quarterly newsletter, **College Matters**, which is distributed to all colleges and networks. 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. These can be found on the CSC website:

<http://www.collegeupgradingon.ca>.

The CSC has also supported professional development for LBS college staff through regional training events. These events bring staff together to participate in workshops on topics of interest and to meet in subject working groups. Currently, the CSC is exploring alternate means of professional development for LBS staff, including electronic discussion groups and provincial training.

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.

Regional networks may also provide training, based on need and interest, to their member programs. With online delivery, networks are able to make their training more widely available. Literacy Link South Central, for example, is currently delivering 5 online workshops in learning disabilities. One participant from each program across the province is eligible to participate in the training.



TASK: See **Unit # 8** to find your regional network contact person. Find out about your regional network, e.g., what training opportunities are available and what resources they may have for borrowing.

notes:

AlphaPlus: Your Literacy Service Organization

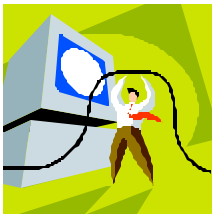
AlphaPlus is a large organization that helps users (tutors, instructors, trainers, volunteers, and researchers) find relevant resources and information on a variety of topics. Trained staff are available to answer general literacy-related questions, to recommend materials and to provide referrals to 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: Take 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. Find out if/how other practitioners are using AlphaRoute with their students.

notes:

Unit # 7: Key Ministry Initiatives, Strategies and Projects

Objective:

- to learn about current Ministry initiatives and their 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

Workplace literacy is usually delivered on site. Workforce literacy is usually delivered in LBS classrooms and is more generally applicable than the specific demands of a given workplace. Log on to <http://www.on.literacy.ca/literacy/litfact/work.pdf> to review a four-page fact sheet on workforce literacy developed by the Ontario Literacy Coalition. It will give you a quick overview of workforce literacy.

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 a summary 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: Find out about workforce literacy in your program, e.g., has the focus on workforce literacy represented a significant change in direction for your program? How has your program responded to this initiative, e.g., is it incorporating more workforce-related materials into assessment and teaching? Find out if your college is using TOWES. If so, how is your program involved?

notes:

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.

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

Unit # 7: Key Ministry Initiatives

programs. They have also provided tools, strategies and training to assist assessors and practitioners in addressing their challenges, barriers and needs.

One 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.

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 J** 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?

notes:

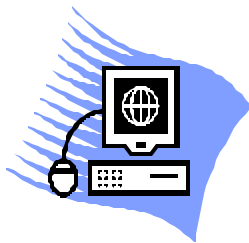
Literacy Research Strategy

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. A number of important findings emerged from the consultations that took place with various stakeholders.

The findings include:

- identifying the need to apply research in practice
- establishing general directions and priorities for research
- 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 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 for 2003, 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. If you are interested in research, find out about projects the CSC has initiated and if your college LBS program is participating in any of them.

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 final stage.

The title of the 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 & 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 E** for a list of essential skills for the entry level practitioner. This list may have been used in your hiring process. Review the list and reflect on the areas where you have strengths and on the areas where you may need additional training and support.

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 only 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: Log on to Info-LBS at <http://alphacom.alphaplus.ca/alphacom> to have a look at the learners' survey. This form is attached in the message posted January 30, 2003. Consider some of the implications for program delivery and the classroom.

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. A summary of results has been posted on Info-LBS (June 8, 2004).

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 streams 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.

Adult Education Review

Kathleen Wynne, Parliamentary Assistant to the Minister of Training, Colleges and Universities is conducting a review of Adult Education in Ontario. To find out about the review go to the ministry's web site to read the *Adult Education Discussion Paper* <<http://www.edu.gov.on.ca/adultedreview/>>. To find the site: go to the ministry's web site <<http://www.edu.gov.on.ca/>>, click on **Training/Jobs**, scroll down to **Career Planning**, click on **Ontario's Adult Education Review**. Stakeholders can respond to six questions posted there. They are:

- 1) Is there a need to have an Ontario definition for adult education? What would such a definition include?
- 2) How are adult education, training and upgrading opportunities addressing current and anticipated economic and social challenges?
- 3) What can be done within existing budgets to enhance learning opportunities?
- 4) If an opportunity to reallocate resources arises, what are the leading priorities for reinvestment?
- 5) Do you agree with the elements for a framework that are described in the discussion paper? What would you change? What would you add?
- 6) How can we improve the results and outcomes for adult learners in Ontario?

Unit # 8: Key Contacts

Objective:

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

You may have reasons for contacting individuals and organizations in the literacy field. You may want to find out about 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.

This contact list includes the CSC contacts, LBS program contacts and regional networks.

CSC CONTACTS	
<p>Lynne Wallace <i>Executive Director</i> College Sector Committee 109 Elm Street, Suite 200 Sudbury, Ontario P3C 1T4 e-mail: lw Wallace@vianet.on.ca phone: 705-675-2124 fax: 705-675-0101</p>	<p>Marla White <i>Program Assistant</i> College Sector Committee 109 Elm Street, Suite 200 Sudbury, Ontario P3C 1T4 e-mail: mgwhite@cambrianc.on.ca phone: 705-675-2124 fax: 705-675-0101</p>

LBS COLLEGE MANAGERS and CSC ROLES	
<p>Keith Younghusband <i>Eastern Rep.</i> Algonquin College 1385 Woodroffe Avenue Nepean, Ontario K2G 1V8 e-mail: younghk@algonquincollege.com phone: 613-727-4723, ext. 5712 fax: 613-727-7784</p>	<p>Mary Blanchard Cambrian College 1400 Barrydowne Road Sudbury, Ontario P3A 3V8 e-mail: mpblanchard@cambrianc.on.ca phone: 705-566-8101, ext. 7248 fax: 705-560-1449</p>
<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@canadorec.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 # 8: Key Contacts

<p>Lynn Brouillette <i>Francophone Rep.</i> College Boreal 21 LaSalle Boulevard Sudbury, Ontario P3A 6B1 e-mail: lbrouillette@borealc.on.ca phone: 705-560-6673, ext. 3140 fax: 705-521-6007</p>	<p>Andrea Leis <i>Western Chair</i> Conestoga College 299 Doon Valley Drive Kitchener, Ontario N2G 4M4 e-mail: aleis@conestogac.on.ca phone: 519-748-5220, ext. 3672 fax: 519-748-3560</p>
<p>Lynne Thornburg Confederation College P.O. Box 398 Thunder Bay, Ontario P7C 4W1 e-mail: thornbur@confederationc.on.ca phone: 807-475-6222 fax: 807-623-9165</p>	<p>Jeanette Barrett <i>Eastern Chair</i> Durham College P.O. Box 385, 2000 Simcoe St. North Oshawa, Ontario L1H 7L7 e-mail: jeanette.barrett@durhamc.on.ca phone: 905-721-3130 fax: 905-432-1865</p>
<p>Sandra Hennessey <i>CSC Vice Chair</i> Fanshawe College Box 7005, 1460 Oxford St. East London, Ontario N5W 5H1 e-mail: shennessey@fanshawec.on.ca phone: 519-452-4150, ext. 4553 fax: 519-659-9393</p>	<p>Gerry Conrad George Brown College 200 King Street East Toronto, Ontario M5A 3W8 e-mail: gconrad@gbrownc.on.ca phone: 416-415-5000, ext. 4271 fax: 416-415-2432</p>
<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>
<p>Danielle Tessier La Cite collegiale 801 promenade de l'Aviation Ottawa, Ontario K1K 4R3 e-mail: datessi@lacitec.on.ca phone: 613-742-2493, ext. 2148 fax: 613-742-2494</p>	<p>Ann Marie Cosford Lambton College 1457 London Road Sarnia, Ontario N7S 6K4 e-mail: acosford@lambton.on.ca phone: 519-542-7751, ext. 3537 fax: 519-541-2419</p>

Unit # 8: Key Contacts

<p>Ted Reid Loyalist College P.O. Box 4200 Belleville, Ontario K8N 5B9 e-mail: treid@loyalstc.on.ca phone: 613-969-1913, ext. 2309 fax: 613-967-0073</p>	<p>Jim Vanderveken Mohawk College Box 2034, Fennell Ave. and West 5th St. Hamilton, Ontario L8N 3T2 e-mail: vanderj@mail.mohawkc.on.ca phone: 905-575-2303 fax: 905-575-2194</p>
<p>Stewart Kallio Niagara College 300 Woodlawn Road Welland, Ontario L3C 7L3 e-mail: skallio@niagarac.on.ca phone: 905-735-2211, ext. 7801 fax: 905-736-6030</p>	<p>Bob Mack Northern College P.O. Box 3211 Timmins, Ontario P4N 8R6 e-mail: mackbc@northernnc.on.ca phone: 705-235-3211, ext. 2139 fax: 705-235-7279</p>
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Appendix A - Key Resources and Professional Development Opportunities

Key Resources

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

These revised guidelines are meant to lead you through the many facets and features of the LBS Program. Sections 1 to 3 and Section 7 are a must read. They will tell you about the Ministry vision, Program principles, Program objectives, LBS delivery services and Directives. You might also want to look at Appendices 3 and 7 of the Guidelines for an overview of Core Quality Standards and Ontario Works. Appendix 5 provides a list of key definitions and acronyms. The LBS Guidelines are constantly updated as the Program moves in new directions.

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

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

(3) 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. The 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: <http://www.llsc.on.ca>. This website also tells you how to order the 2003 document.

(4) 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 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 # 6.**)

(5) 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, e.g., summary statements, features and performance indicators.

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

(6) Internal Documents: Try to get the course outlines (for the courses you will be teaching) and the policies and procedures handbook (both the LBS program's and the college's).

Websites

Following are some of the key websites referred to in the Guide:

(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 the **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 calls for project proposals and important Ministry directives.

(4) the **Ontario Literacy Coalition** website which posts literacy fact sheets and reports you can view in PDF. It also provides ordering information on a number of literacy publications it produces: <http://www.on.literacy.ca/>

Other valuable websites are listed in **New to Adult Literacy in Ontario: What Literacy Staff Need to Know** (2001)

Professional Development Opportunities

As a new LBS college practitioner, you will have access to a wide range of professional development opportunities. Many of these opportunities are provided through the college itself. Some colleges have PD departments. You may wish to explore PD opportunities with the LBS manager or other practitioners. One opportunity that is directly applicable to your role as LBS practitioner is described below.

Adult Literacy Educator's Certificate Program

The ALE program is delivered through the college system and is designed to address the training needs of literacy practitioners from all sectors. It is intended for individuals already working or planning to work in the field of literacy and provides an in-depth exploration of principles, concepts, key skills, practices and professional issues involved in literacy work. Adult education theories are applied to the diverse needs of literacy learners and the specific needs of the program.

At present, the program consists of 6 courses and 1 fieldwork placement. Some of the courses include additional text, modules, videos, audio cassettes. The courses are currently being updated so that course materials and support will be available online. The revised content will reflect the most current changes and initiatives in the LBS delivery system.

Courses include:

- The Adult Literacy Learner
- Assessment and Evaluation
- General Instructional Strategies
- Strategies for Teaching Literacy and Numeracy Skills
- Professional Issues
- Advanced Instructional Strategies

The Program is currently offered by 3 Ontario colleges using various formats including:

- **weekly face-to face learning circles** (Algonquin College) Check Algonquin's web site - <http://www.algonquincollege.com> - and use EASY SEARCH. Type in 'literacy practitioner'. Contact Dot Rowlandson (613) 727-4723 Ext: 5720 for more information.
- **weekly audio conferencing** (Sault College) Program participants must be able to access a Contact North site. Check Sault's web site for program description - <http://www.saultc.on.ca> (HTML) - see *Programs and Courses - Continuing Education -Audio Conferencing*. Contact Rita Taraborelli (705) 759-2554 Ext: 597 for more information.

- **e-conferencing through AlphaPlus** (Conestoga College in partnership with Project Read Network). Check Conestoga's web site for more general info and registration - www.conestogac.on.ca - see *Programs and Courses - Continuing Education*. Contact Anne Ramsay at Project READ : 519-570-3054 or projread@golden.net for more information.

Professional development opportunities also provided by sectoral and provincial literacy organizations. These opportunities are briefly discussed in **Unit # 6** which outlines the organizations' roles and responsibilities.

Resources Suggested by Experienced Practitioners:

- **Inside Outcomes** Series (Ontario Literacy Coalition)
- **Sir Sanford Fleming Demonstration Project**
- The Ottawa Carleton for Literacy's **Adult Tutor Training Handbook**
- Anything written by Jill Bell and Jenny Horsman
- Employability skills tool kits
- Any resource that emphasizes respect for adult learners, e.g., **The Adult Learner** by Malcolm Knowles

Appendix B – Acronyms

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 Continuing Education School Board Administrators
- CLO** – Community Literacy of Ontario
- CQS** – Core Quality Standards
- CSC** – College Sector Committee for Adult Upgrading
- EI** – Employment Insurance
- 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
- ODSP** – Ontario Disability Special Pension
- OW** – Ontario Works
- PLAR** – Prior Learning Assessment & Recognition
- RALS** – Recognition of Adult Learning Strategy
- 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 C – Student Stories

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 IV 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 IV 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.

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 IV 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 IV 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 IV 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 IV 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 D – Training Plan Sample

Student Advisory System, Durham College

Upgrading is a bridge to the future; success in Upgrading depends very much on having a clear view of that future and the pathway to it. Regular attendance is important, but of equal importance is having those future plans clearly in mind and tracking progress towards those goals.

The Advisory System is part of our upgrading department's program to help students decide on their goals, plan their academic endeavours to best achieve those goals, and keep tabs on how their studies are progressing.

The following is an outline of how the Advisory System works:

1. Each student is assigned to a teacher/advisor. A note identifying the advisor will be attached to the attendance sheet within a week of the start date.
2. The advisor's function is to monitor progress, help students address concerns affecting their work and goals, and generally oversee the student's academic success in the Upgrading Program.
3. Each student will be responsible for developing a training plan with the support of teacher advisors.
4. To update the plan, students will meet together with the teachers once every five weeks.
 - a. This session will usually be held in the math room (Room 1054). Alternative dates will be arranged to accommodate variations in schedules.
 - b. A schedule for these meetings will be displayed on the Upgrading Bulletin Board.
 - c. Students will complete the Training Plan in triplicate: student's copy, office copy and advisor's copy.
 - d. While any of the teachers may assist the student in completing the Training Plan, the student's advisor must sign the plan.
 - e. Students who miss this session must make an appointment within a week of the missed session to meet with the advisor to complete the Training Plan.
 - f. The participation mark for each level is partly based on the regular completion of these Training Plans.

Appendix E – Essential Skills

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 (e.g., 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.
- 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:

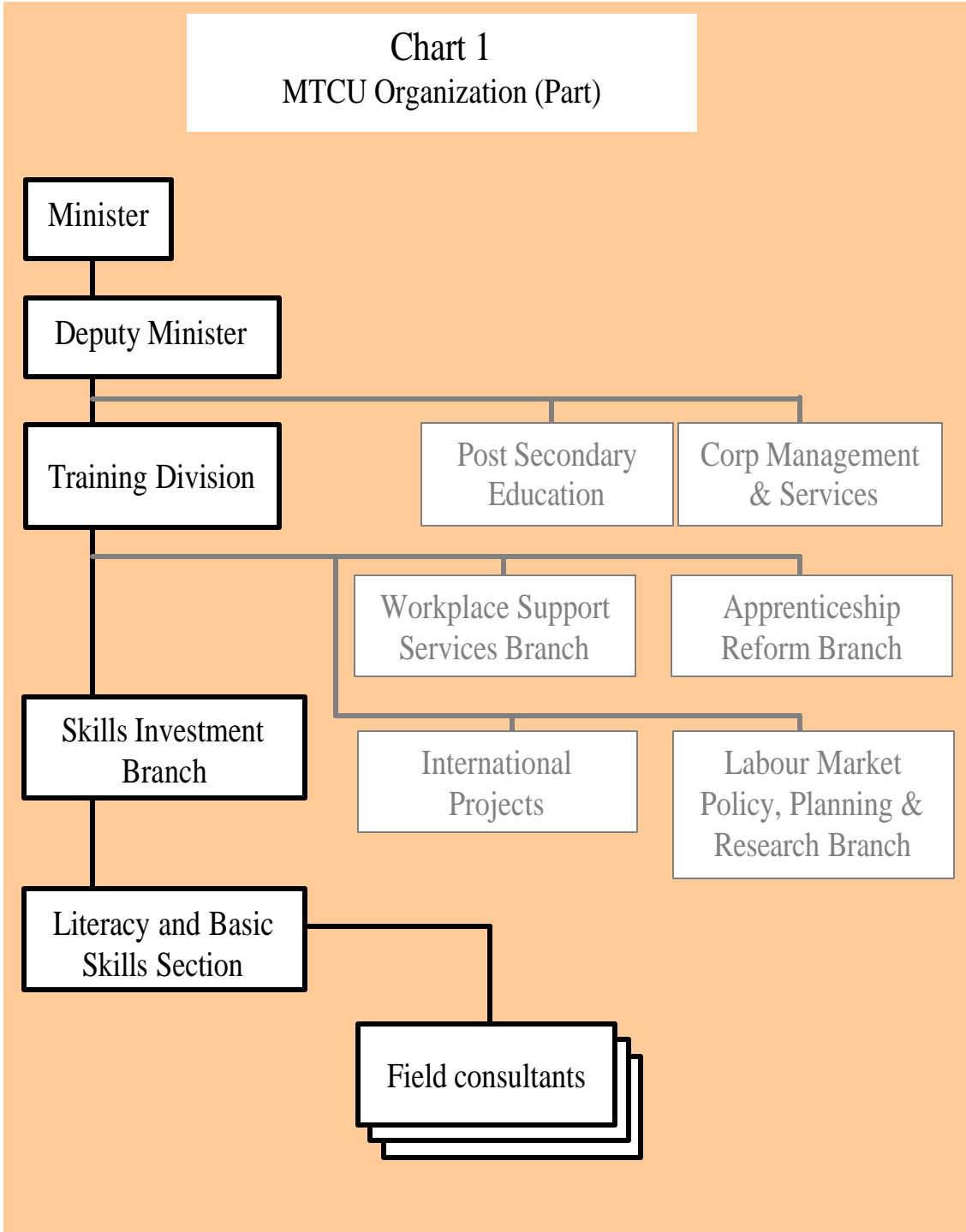
- Contribute to the ongoing planning and development of LBS programs and courses.

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.

Appendix F – Chart 1



Appendix G – Chart 2

Chart 2

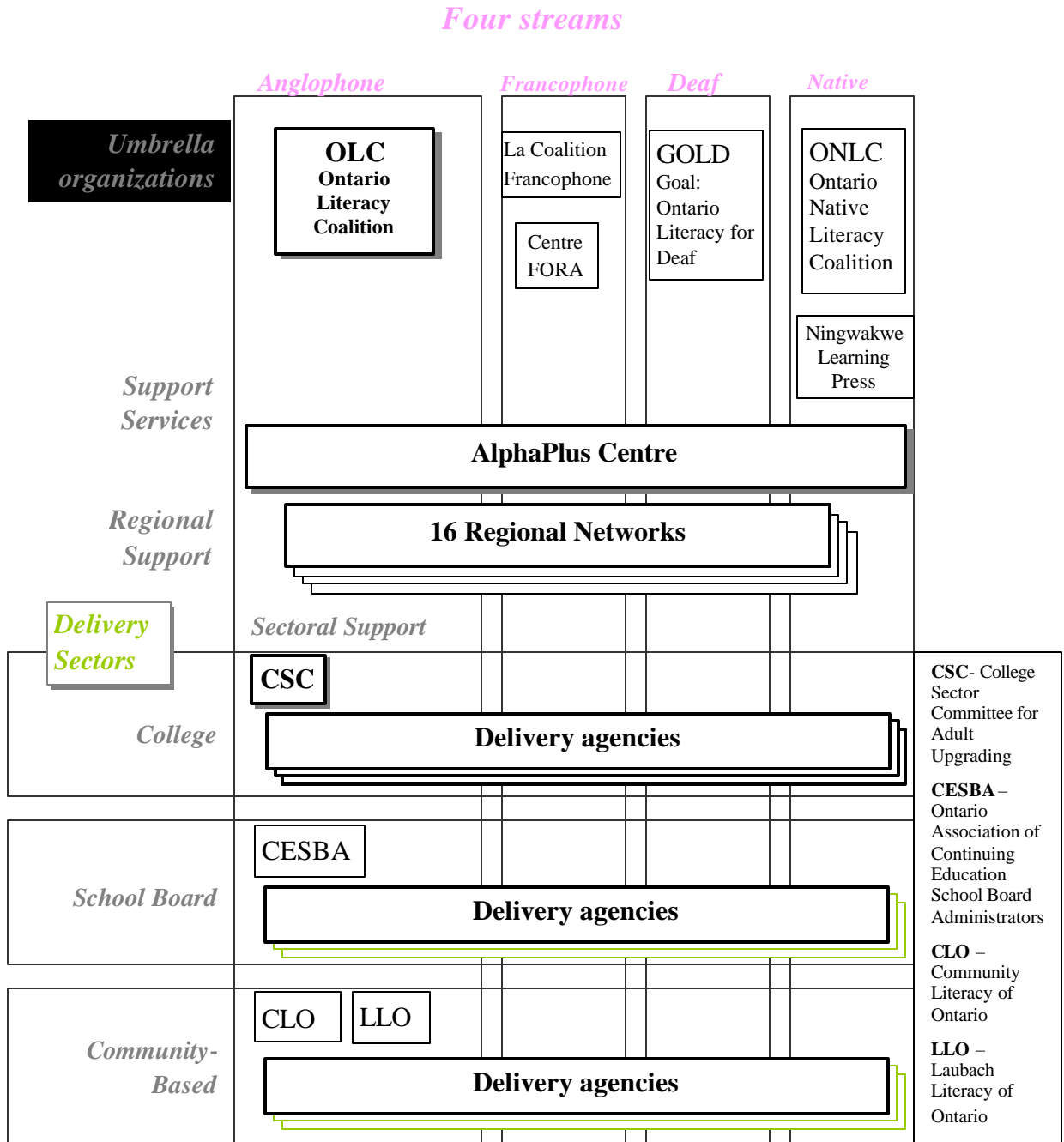
LBS Program Organization – Streams and Sectors

Streams

	<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 H – Chart 3

LBS Program Organization – Support Organizations



Appendix I – Profile of OW Client

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 centred on the lack of client commitment. Because of low employment, the Ontario Works clients that were left were hard to serve and needed 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 many more, however, that echoed the above comments from networks.

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).