

Orientation to LBS

***Almost Everything* you need to know as a practitioner working in Literacy & Basic Skills (LBS) in Waterloo-Wellington**

Presented by your regional literacy network:



Our Mission: Project READ is a dynamic community collaboration promoting the growth of literacy and essential skills in Waterloo-Wellington.



Purpose of this Presentation

Welcome to the Adult Literacy Field and LBS!

It is a dynamic, challenging and constantly developing field that helps adults reach their full potential.

As your regional support organization, we want all practitioners to become fully aware of all aspects of the adult literacy field in Ontario. These aspects form the context for your work with adult students in your program.

We hope this information will support and guide you through the system as well as enhancing your professional knowledge.



Presentation Outcomes

By the end of this presentation, you will:

- Be familiar with principles and best practices in adult literacy
- Be aware of the other agencies in our region of Waterloo-Wellington
- Understand the context or environment in which your agency functions
- Be aware of the key stakeholders in the system
- Be knowledgeable regarding where to find resources and support for professional development



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1. Literacy & Adult Education

Roots of Literacy:

Adult Literacy as a field of practice and a branch of adult education became more wide-spread in the late 1970s and early 1980s due funding and policy changes at the federal and provincial levels.

The practice has its roots in many major adult education movements beginning at the turn of the century.

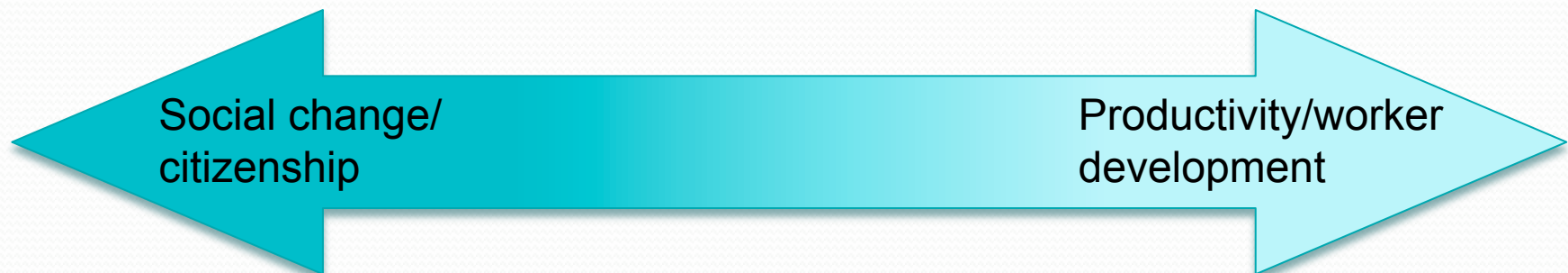
Our Canadian roots include the worker-educator model (Frontier College), Women's Institutes, Farm Radio, Antigonish Movement, Vocational Education and Community Development.

Philosophical Basis

As a branch of the larger field of adult education, adult literacy has been informed by the following key learning theories:

- Self-directed, problem-focused (Knowles)
- Transformational
- Popular education (Freire)
- Constructivism
- Relational

The purpose for adult education constantly swings between:





Our Definition of Literacy

Literacy is more than knowing how to read and write.

People who are literate can use reading, writing, speaking and math skills effectively to understand and participate in the world around them.

Literacy is not a fixed skill.

It needs to be exercised and challenged, otherwise, the skill may not strengthen and may weaken.

- Project READ Literacy Network Waterloo-Wellington



Other Definitions

Literacy is the ability to 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.

- International Adult Literacy Survey, Statistics Canada, 1994

Literacy is the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. [It] involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.

- United Nations Educational, Scientific and Cultural Organization (UNESCO)



Literacy Statistics

- **24% of adults in Waterloo-Wellington** are at the lowest level of literacy (Level 1 of 5, Statistics Canada)
- In Canada, 19% of adults are found in Level 1 Prose and 21.3% in Ontario
- Level 3 is considered the level required to fully participate in today's society
- Ontario will see **42% growth in adults in Levels 1 & 2** over the next 30 years
- 30% of high school students leave school without a diploma (Ontario Government, May 2008)
- Low literate adults are 2.5 times more likely to experience unemployment compared to those at Level 3 +



What are the Literacy Levels?

Statistics Canada uses 5 levels of literacy in 4 domains (prose, document, numeracy & problem solving) for their major adult literacy and life skills surveys. (IALS and ALLS)

Level 1 – Very poor literacy skills. Adults at this level usually self-identify as having limited literacy skills.

Level 2 – A capacity to deal only with simple, clear materials involving uncomplicated tasks. Poor literacy skills make it hard to conquer challenges such as learning new skills on the job.

Level 3 – Adequate for coping with the demands of everyday life and work in an advanced society.

Levels 4 & 5 – Strong skills. Individuals at these levels can process information of a complex and demanding nature.



Skill Domains

Prose literacy — the knowledge and skills needed to understand and use information from texts including editorials, news stories, brochures and instruction manuals.

Document literacy — the knowledge and skills required to locate and use information contained in various formats, including job applications, payroll forms, transportation schedules, maps, tables and charts.

Numeracy — the knowledge and skills required to effectively manage the mathematical demands of diverse situations.

Problem solving — goal-directed thinking and action in situations for which no routine solutions exist. The problem solver has a more or less well defined goal, but it is not immediately obvious how to reach it. The understanding of the problem situation and its step-by-step transformation, based on planning and reasoning, constitute the process of problem solving.

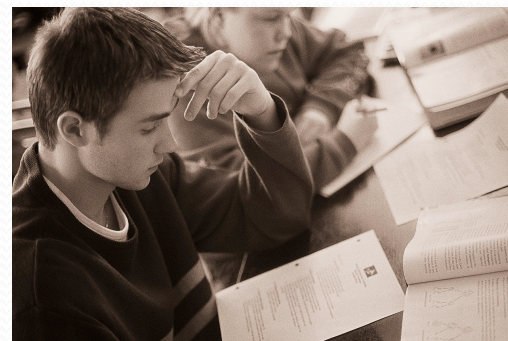
Source: Statistics Canada

Essential Skills

The federal Essential Skills levels (1 - 5) are the same as the Levels used in Statistics Canada's adult literacy surveys.

There are **9 Essential Skills** domains or skill areas:

- Reading Text
- Document Use
- Writing
- Numeracy or Math
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning
- Thinking Skills (Includes 6 sub-skills)



Life Cycle of Literacy

Andragogy

Pedagogy

Family Literacy –
parent to child
transfer

Early Literacy – children
babies to 6 yrs

Literacy
Development –
school-aged children

Youth Literacy – high
school students or
drop outs

Adult Literacy –
adults 19 yrs+
(LBS)

Literacy
through the
Ages

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graph TD; A[Early Literacy] --> B[Literacy Development]; B --> C[Youth Literacy]; C --> D[Adult Literacy]; D --> A;
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Principles of Adult Education

Malcolm Knowles proposed 5 assumptions about adult learners in 1968:

1. As a person matures, self-concept moves from dependent toward **self-directed**
2. An adult accumulates **experience**, which is a rich resource for learning
3. Readiness to learn is closely related to developmental **tasks** of an individual's social role (parent, spouse, worker, citizen, etc.)
4. There is a change in time perspective as people mature – from future application to immediacy of application; thus an adult is more **problem-centred** than subject-centred
5. Adults are motivated to learn by **internal factors** rather than external ones



Popular Education

Paulo Freire's theory of education for social change, proposed in the 1970's, focused on a larger framework:

“**personal empowerment and social transformation** are intertwined and inseparable processes”

Freire calls the act of critical reflection,
“conscientization” (consciousness-raising) –

“in which [people], not as recipients, but as **knowing subjects**, achieve a deepening awareness both of the sociocultural reality which shapes their lives and of their capacity to transform that reality.”



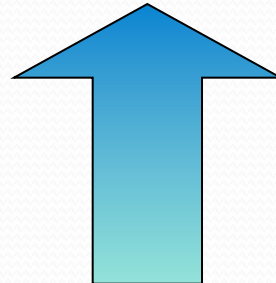
2. The LBS System

- **250+** organizations deliver LBS programming to **47,000** adults across Ontario annually
- **3 Sectors** of Delivery - Community-based, College and School Board
- **4 Cultural** Streams - Anglophone/English, Francophone, Deaf & Hard of Hearing and Native
- **4 Sectoral Agencies** within English stream - CESBA, CLO, CSC and LLO
- **16 Regional Learning Networks**
- **3 Literacy Support Organizations** - AlphaPlus Centre, Centre FORA and Ningwakwe Learning Press

LBS Levels

Generally, the provincial LBS levels fit into the lowest 2 levels of the federal Essential Skills. It is not a perfect articulation.

Essential Skills Levels 1 to lower 3



LBS Levels 1 to 5

Colleges also receive LBS funding to provide “Academic Upgrading”. AU is training that is equivalent to secondary school credit courses.

Academic and Career Entrance (ACE) courses are offered by colleges across Ontario to students seeking entrance to post-secondary and apprenticeship programs.

LBS Domains

There are 5 domains or skills areas:	Comparable Essential Skills domains:
Reading	Reading Text, Document Use
Writing	Writing, Computer Use
Numeracy	Numeracy or Math
Speaking & Listening	Oral Communication
Self-Direction & Self-Management	Working with Others, Thinking Skills, Continuous Learning

The LBS Matrix articulates to grades 1 to 9.

LBS Functions



- **5 Functions***: Information & Referral, Assessment & Training Plan Creation, Training/Instruction, Exit Assessment and Follow Up
- 19+ years, any income source (16-18 yrs as exceptions)
- **3 Goal Pathways** – employment, further education & training, and independence
- Customized, **individual training plans** - direct pathways to short-term and long-term goals
- Combines **needs-based and curriculum-based approaches** to support learning

*Functions can be grouped as 3 - I & R, Training (includes assessment) and Follow-up (includes exit assessment).



Who funds adult literacy?

Ongoing or core delivery is funded by the *Ministry of Training, Colleges and Universities (MTCU)* within “***Employment Ontario***”.

Each agency submits an **annual business plan** for funding. Funding is provided from April 1 to March 31 each year.

Currently, funding is based on SCHs (student contact hours) and numbers of learners served.

LBS Agencies are **monitored** by TCU employees, LBS Field Consultants, via on-site visits and support. “LBS Program Guidelines” provide the Ministry’s expectations for LBS service delivery. Agencies submit monthly statistics via computer (#s of learners & contact hours).

70% of learners must exit to Employment or Further Education & Training.



Training Allowance Supports

MTCU provides funding to literacy agencies to provide subsidies to students for childcare and transportation.

The subsidies are available to any LBS student to offset the costs associated with attending school.

Please check with your Administrator or Executive Director regarding the policy that your agency has for distributing these subsidies.

This support could make the difference for a learner between attending or remaining at home.



Who funds field development?

Field Support is funded by the *Ministry of Training, Colleges and Universities (MTCU)* within “***Employment Ontario***”.

Each support agency (networks, sectoral and cultural organizations) submits an annual business plan for funding. Funding is provided from **April 1 to March 31** each year. There are 5 core functions for support organizations.

Field Support includes Research & Development **projects**. These are projects that build the capacity of the field to provide effective literacy training and services.

The **federal government**, through the Office of Literacy and Essential Skills (OLES), HRSDC, funds R & D projects which have the potential for national application and impact.



Employment Ontario

Employment Ontario, a TCU initiative, brings together adult training & education under one system.

- Literacy & Basic Skills/Foundational Skills
- Employment Supports (Job Connect & Employment Assistance Services)
- Apprenticeship
- Higher Skills Training (post-secondary)

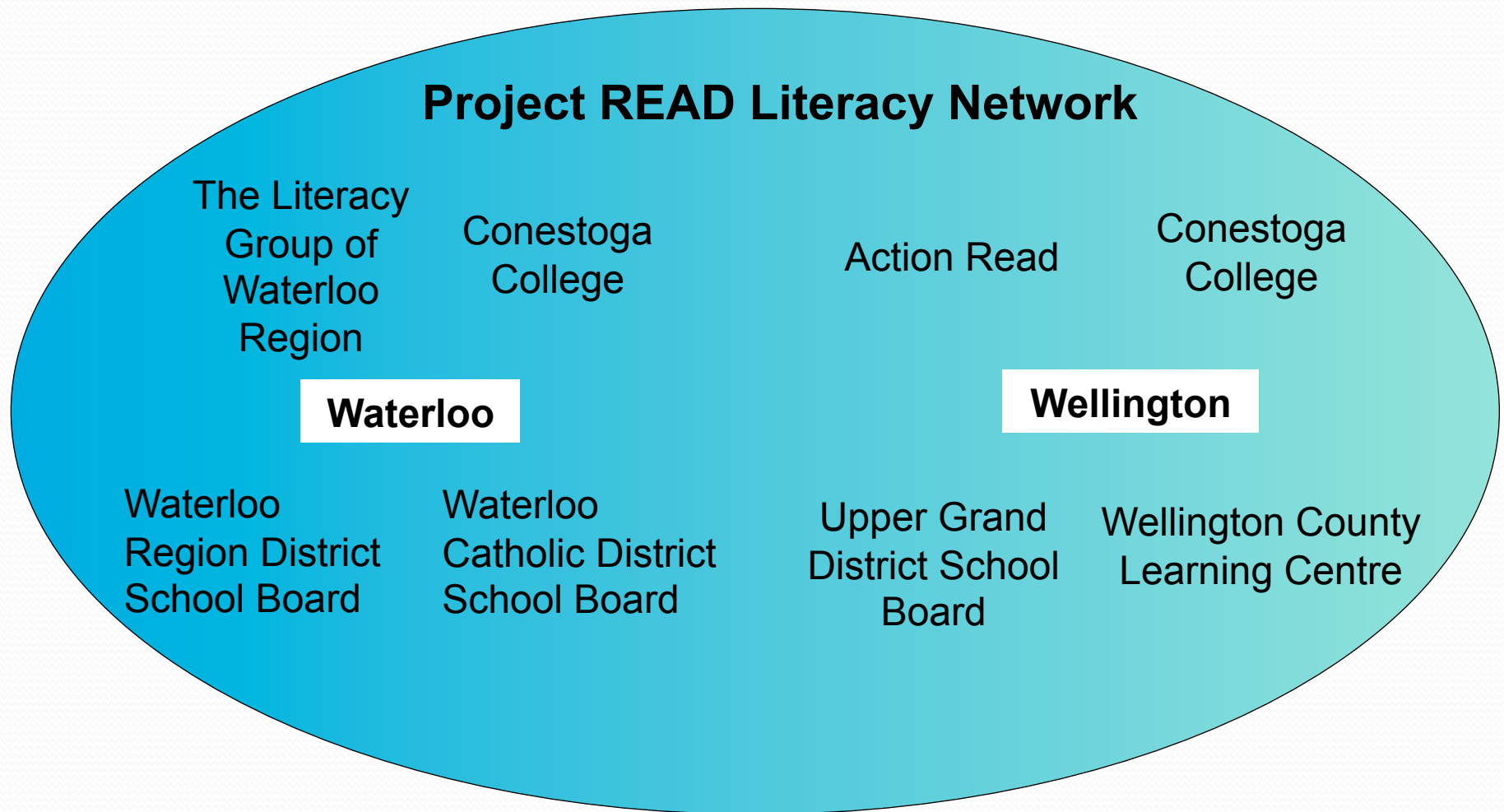
TCU is currently reviewing all programs & services under the Employment Ontario system.

Literacy & Employment

Top 6 Literacy Issues Affecting an Individual's Employability:

- ✓ Can't handle **job requirements** - math, documents, email, oral communication
- ✓ **Lacks training, confidence and/or motivation** - few positive work and life experiences
- ✓ Sets an **unrealistic employment goal** - unaware of costs and time to attain goal or doesn't understand educational requirements
- ✓ Can't pass **employer tests** - math and entry tests, lacks test-taking skills
- ✓ Doesn't know how to do a **job search** - forms, requirements, ads
- ✓ Many have **learning disabilities** - unsuccessful in school and learning in traditional ways

3. Regional Picture



Network Services



Project READ is the regional network for Waterloo-Wellington.
We provide:

- **Information & Referral** - centralized referral of adults to LBS and other employment & training programs
- **Educational & Essential Skills Assessments** - assessment of adults for placement into LBS & other upgrading (OW clients in Waterloo Region and Second Career & Skills Development clients throughout the network area)
- **Literacy Service Planning** & Annual LSP Report - facilitation of collaborative system planning
- **Communications** - representation of literacy agencies and issues to the public and key stakeholders; inter-agency communication; and information exchange between agencies and TCU or other literacy umbrella organizations (e.g. Ontario Literacy Coalition)

Network Services



Project READ also provides:

- **Research & Development Projects** - coordination of projects to support the development of LBS agencies and the field via local, provincial and federal funding; dissemination of R & D results from other sources
- **Professional Development Workshops** - coordination of workshops and events to support professional development of practitioners
- **Literacy Resource Library** - repository of reports, resources and research documents
- **Clear Language Services** - introductory workshops and revisions to documents
- **Family Literacy Programs** - 10 week program, *Get Set Learn* for low income families & Family Literacy Day

Local LBS Agencies

In Waterloo-Wellington, **7 organizations** deliver literacy services:

- ☑ Action Read, Guelph
- ☑ Conestoga College, Cambridge, Guelph & Kitchener
- ☑ St. Louis, Waterloo Catholic District School Board, Cambridge & Kitchener
- ☑ The Literacy Group of Waterloo Region
- ☑ Waterloo Region District School Board, Cambridge & Kitchener
- ☑ Wellington County Learning Centre, Rural Wellington
- ☑ Wellington Centre for Continuing Education, Upper Grand District School Board, Guelph-Wellington

Literacy Service Planning

How do all these agencies work together?

- Collaborative planning process – “**Literacy Service Planning**” (LSP)
- Two LSP Committees - Waterloo and Wellington
- Continuum of services that forms an interconnected web of services
- Specialization of service delivery niches
- “Together we are stronger” and can serve adults more effectively

Literacy Service Planning Report: An annual report compiled each fall by Project READ in collaboration with the agencies submitted to the Ministry of Training, Colleges and Universities for approval. It has a detailed projection of the number of learners, contact hours and locations to be provided throughout the year.

Continuum of Services*



LBS levels 1 to 5

Community-based -
prepare adults for all
pathways

LBS levels 1 - 3

School Boards - focus on Emp
and E & T pathways
especially prep for secondary
credit courses (OSSD)

LBS levels 2 - 5

Colleges - focus on Emp
and E & T pathways
especially GED,
apprenticeship & post-
secondary

LBS levels 3 - 5 & OBS/
AU

Goal Pathways - Employment, Further Education & Training and Independence

4. Emerging Initiatives

The literacy field, like all of adult education, is evolving with new demands, theories, information and government policies.

MTCU, as the policy maker and funding body, undertakes “program reform” to increase the effectiveness and accountability of the LBS system.

The Ministry works with the field to generate new solutions, tools and curricula.

As of September 2009, there are four interrelated initiatives facing the field:

- Common Assessment
- Learner Skills Attainment
- Adult Literacy Curriculum Framework Initiative
- Performance Management (formerly CIPMS)



Common Assessment

For the past many years, LBS agencies have strived to attain a common understanding of the **LBS matrix (levels and domains) and assessment tools** and approaches.

The LBS Matrix provides a **common language** among practitioners to discuss learning progress and skills attainment amongst students. The LBS matrix addresses the underlying skills that go into attaining a particular skill level and domain. (development of skills competency)

The **Essential Skills matrix (levels and domains) has a 500 point scale**. It is being layered over the LBS matrix as a further way to illustrate learning progress especially to employers. The ES matrix describes tasks that can be done at various levels and in various domains. (job task competency)

Currently, agencies are working to understand the Essential Skills, how they can demonstrate progress and which assessment tools are based on the ES scale.

Learner Skills Attainment

In 2007-2008, MTCU undertook a large scale research initiative involving all sectoral organizations to develop a **framework of learning outcomes for five key transition points**:

- Independence/Civic Participation
- Post-Secondary
- Apprenticeship
- Employment
- Secondary Credit Courses



The goal was to develop learning outcomes in terms of what a learner will be able to do or where they will be able to go upon completion of their literacy training and to describe learning gains in skills and knowledge in a meaningful way to key stakeholders using the Essential Skills domains of reading text, document use and numeracy.

Adult Literacy Curriculum

This initiative, currently underway, continues the work of LSA by developing a framework of curriculum for the **five key transition points** and by exploring assessment tools that can measure learning gains on the Essential Skills 500-point scale.

Once again all **sectoral organizations** are involved in the development along with the Ontario Literacy Coalition. The sectors will be coordinating the field-testing of the curriculum.

It is important that regional networks support local LBS agencies and practitioners to prepare for this new curriculum framework by providing professional development in: Essential Skills, assessment tools and approaches and the five transition points.

More information will be released in 2010.





Performance Management

Performance Management, formerly called CIPMS (Continuous Improvement Performance Management System), is an approach that emphasizes the management of outcomes or results via careful monitoring of key performance indicators or measurements.

By monitoring progress in the **three domains of effectiveness, efficiency and customer service**, agencies can adjust/modify their program delivery to achieve more productive results.

The Ministry supports agencies to **monitor their program's performance** through several indicators including: achievement of projected contact hours and projected learner numbers, and percentage of learners moving on to Employment and Further Education and Training.

The next performance measure will be the increase in the Essential Skills scores by a sampling of adult learners in the LBS system. (Learner Skills Attainment & Adult Literacy Curriculum initiatives)

More Initiatives

The literacy field constantly participates in program development. It is a positive evolution of practice. We are influenced by literacy developments in the major Western countries of the United States, England, Scotland, and Australia, among others.

Some areas of current development:

- Professionalization of practitioners/educators
- Family literacy
- Workplace literacy
- Literacy and Technology
- Clear Language
- Learning Disabilities
- Special Needs Populations in Literacy e.g. Developmentally Challenged
- Links between Literacy and ESL (English as a Second Language)



5. Professional Development

Both PD and PT refer to the initial and ongoing training and development of adult literacy educators. It includes both **formal and informal** learning such as workshops, online courses, reading professional journals, research in practice, and talking to colleagues, etc.

There are many sources to turn to for PD & PT:

- **Regional Networks** - workshops & events
- **Sectoral Agencies** - Online modules and workshops; annual conferences
- **Provincial Organizations** - Annual conferences, materials and events
- **Teacher of Adults: Literacy Educator Certificate** Program : 7 online courses offered by 3 colleges in Ontario - www.nald.ca/literacyeducator



P.D. in Adult Education

There are many other institutions that offer professional development in the field of adult education:

- **University of Victoria** - Certificate in Adult and Continuing Education
- **St. Francis Xavier University** - MA in Adult Education - Adult Literacy
- **OISE** - Ontario Institute for Studies in Education - BA & MA in Adult Education
- **Brock University** - BA & MA in Adult Education

There may be others available that have not been listed. Please search online for more opportunities.

6. Resources, Supports & Info

There are **many, many sources** where you can get more information and support as an adult literacy educator. Many are online while others come through face-to-face meetings and events.

Colleagues at your agency and at **other LBS agencies** in the region are one of the best resources. One instructor's dilemma is another practitioner's great solution or new tool. The best ideas and practices come from problem solving together.

Looking for a colleague or some specific type of curriculum? Project READ can introduce you and we can network across Ontario to find resources and ideas



Literacy on the Web

On the next few slides, we have included the **websites** for all sectoral and provincial literacy organizations. Most of them have downloadable documents and reports as well as other information, links and supports.



Be sure to check out www.alphaplus.ca

AlphaPlus Centre actively supports research, and promotes best practices in adult basic education for practitioners and programs that work with adult learners in the Deaf, Aboriginal, Francophone and Anglophone communities through innovative use of technology, research, and the design, development and dissemination of information and resources.

Online Resources



There are too many to list them all, but here are a few to get you started:

- ✓ **National Adult Literacy Database (NALD)** - Searchable online database of documents and reports, many of which can be downloaded - www.nald.ca
- ✓ **Movement for Canadian Literacy (MCL)** - National literacy organization with links to provincial literacy agencies across Canada - www.literacy.ca
- ✓ **ABC Canada** - National organization that focuses on workplace and family literacy - www.abc-canada.org
- ✓ **National Institute for Literacy (NiFL)** - This literacy organization in the United States has online information and links to literacy across America - www.nifl.org

Where to get provincial info

Join your provincial umbrella organization:

- ❖ **Ontario Literacy Coalition (OLC)** (English literacy) - www.on.literacy.ca
- ❖ **Ontario Native Literacy Coalition (ONLC)** (Native literacy) - www.onlc.ca
- ❖ **Deaf Literacy Initiative (DLI)** (Deaf and Hard of Hearing) - www.deafliteracy.ca
- ❖ **Coalition Ontarienne de Formation des Adultes** (Francophone literacy) - www.coalition.on.ca



Where to get sectoral info

Contact your sectoral umbrella group:

- ★ **College Sector Committee (CSC)** - collegeupgrading.on.ca
- ★ **Continuing Education School Board Administrators (CESBA)** - www.cesba.com
- ★ **Laubach Literacy Ontario (LLO)** - www.laubach-on.ca
- ★ **Community Literacy Ontario (CLO)** - www.nald.ca/litweb/province/on/clo/index.htm



Where to get local info

Project READ Literacy Network Waterloo-Wellington

Website: www.projectread.ca

General email: info@projectread.ca



Join the PRLN Practitioners Listserv and or email distribution list (Literacy Contacts) to receive the latest news & information.

Project READ created this slide presentation based on current information at the time of creation, October 2009. If you have any questions or suggestions/corrections about the content, please contact Anne, Project READ - anne@projectread.ca

Thank you!