

Orientation to LBS

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

Version: July 2012

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



Table of Contents

1. Literacy & Adult Education – Theoretical Basis
2. Literacy Levels & Statistics
3. The LBS System
4. Regional Picture
5. Key Initiatives
6. Professional Development & Practitioner Training
7. Resources, Supports & Information



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 to 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.



Life Cycle of Literacy

Andragogy

Pedagogy

Family Literacy –
parent to child
transfer

Early Literacy – children
babies to 6 yrs

Literacy
through the
Ages

Literacy
Development –
school-aged children

Adult Literacy –
adults 19 yrs+
(LBS)

Youth Literacy – high
school students or
drop outs



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:



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.”



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



Other Definitions

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)



2. Literacy Levels & Statistics

- Who is affected?
- How many?
- What are the skills or domains used to measure literacy?
- What levels are used?



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. (International Adult Literacy Survey, 1994 and Adult Literacy and Life Skills Survey, 2003)

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.



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 +



Who is Low Literate?

6 Major Groups by size of group (largest to smallest):

1. Majority Canadian born, English mother tongue, under 45, 39% have some post-secondary education, most have high school, employed, very negative attitudes to computers
2. Majority Canadian born, English mother tongue, all ages, $\frac{1}{3}$ have some post-secondary education, 28% high school, employed, negative attitudes to computers
3. Born outside Canada, Other mother tongue, over 46, majority completed or have some high school, 82% employed, very negative to computers



Who is Low Literate?

4. Born outside Canada, Other mother tongue but English speaking, older, little formal education, less positive attitudes to computers
5. Canadian born, English mother tongue, under 35, over ½ have not completed high school, majority employed, positive attitudes to computers
6. Canadian born, English mother tongue, 16 – 25, majority completed high school, only 23% employed, very negative to computers

Over 6 million people and growing over next 30 years - both men and women.



9 Essential Skills

The federal Essential Skills levels (Levels 1 – 5 on a 500 point scale) are the same as the levels used in Statistics Canada's adult literacy surveys.

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



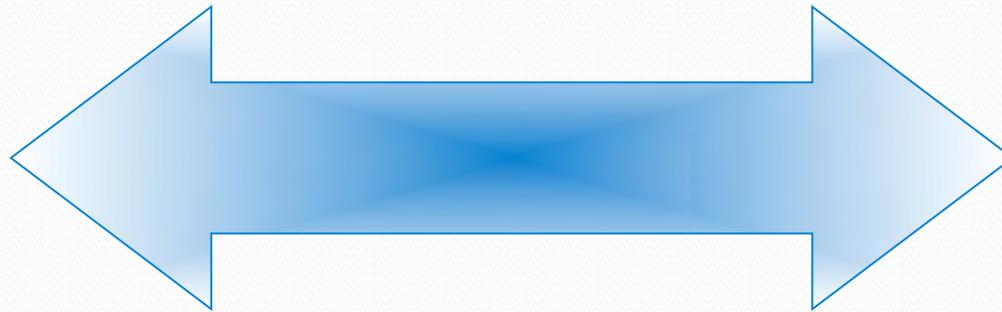
Exercise Your Skills

- Literacy skills are like a muscle – Use them or lose them
- The best place to improve skills – On the job
- Literacy skills = Essential Skills - Velcro for all other higher level skills & knowledge



ESL versus Literacy

English as a Second Language - transfer from first language to English



Literacy – development of language skills in first language or English



3. The LBS System

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



Literacy Field in Ontario

4 Sector Support Organizations:

- Community Literacy Ontario
- College Sector Committee
- Continuing Education School Board Administrators
- Laubach Literacy Ontario

4 Cultural Stream Organizations:

- Anglophone: Essential Skills Ontario (formerly Ontario Literacy Coalition)
- Francophone: Coalition Ontarienne de Formation des Adultes
- Deaf: Deaf Literacy Initiative
- Native: Ontario Native Literacy Coalition

*LBS Agencies:

- Community-based
- School boards
- Colleges

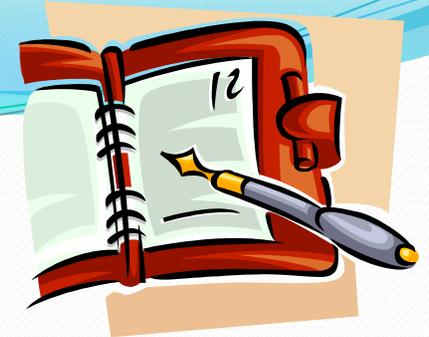
16 Regional Literacy Networks

e.g. Project READ Literacy Network Waterloo-Wellington

*LBS Agencies can access support and information from any of these support organizations – regional, sectoral or provincial.



LBS Program

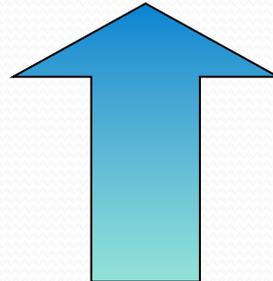


- **5 Functions:**
 - Information & Referral
 - Assessment & Training Plan Creation
 - Training/Instruction
 - Exit Assessment and Follow Up
- 19+ years, any income source (16-18 yrs as exceptions)
- Customized, **individual training plans** - direct pathways to short-term and long-term goals
- Combines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

LBS Levels

Generally, the provincial LBS levels fit generally into the lowest 2 levels of the federal Essential Skills. It is not a perfect articulation. LBS levels were launched in 1998.

Essential Skills Levels 1 to lower 3



LBS Levels 1 to 5

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

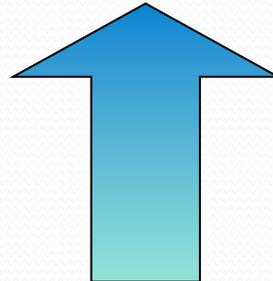
The LBS Matrix articulates to grades 1 to 9.



OALCF Levels 1 - 3

Ontario Adult Literacy Curriculum Framework (OALCF) – 3 levels used by LBS Agencies in Ontario & based on Essential Skills, launched 2011

OALCF Levels 1 to 3



Essential Skills Levels 1 to 3



5 OALCF Paths

- Apprenticeship
- Employment
- Independence
- Post-Secondary / Skills Training
- Secondary School Credits



6 OALCF Competencies

- Find and Use Information
- Communicate Ideas and Information
- Understand and Use Numbers
- Use Digital Technology
- Manage Learning
- Engage with Others



The Levels Work Together

Essential Skills Levels 1 to 3 (tasks)



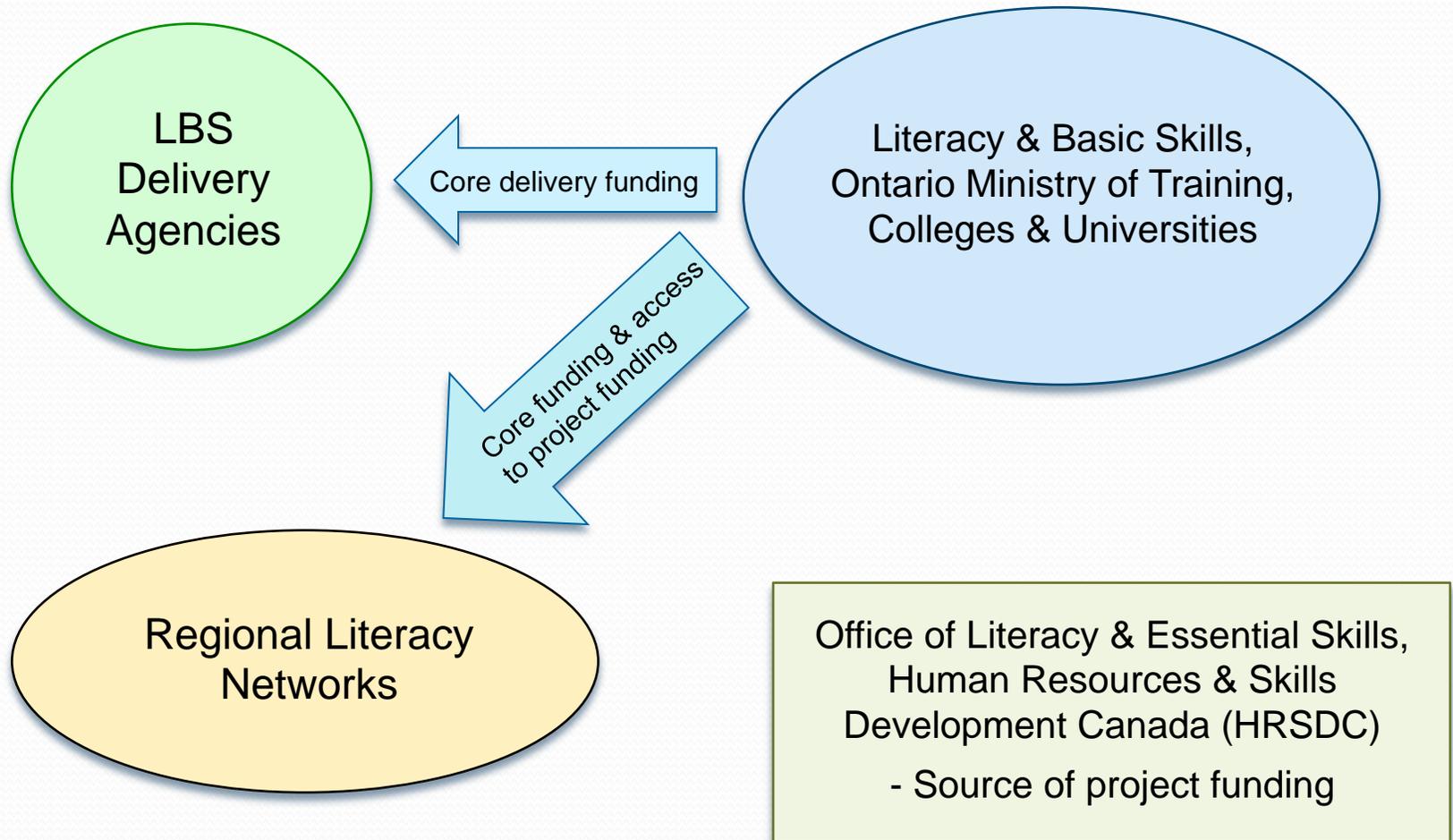
OALCF Levels 1 to 3 (competencies)



LBS Levels 1 to 5 (skills)



Funding of Literacy



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 outcomes and numbers of learners served.

LBS Agencies are **monitored** by TCU Employment & Training Consultants (ETCs), via on-site visits and support. “LBS Program Guidelines” provide the Ministry’s expectations for LBS service delivery.

Agencies submit monthly statistics via computer to EOIS (Employment Ontario Information System).



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 your agency's subsidy policy.

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



Who funds field support?

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

Each Support Organization (regional networks, sectoral and cultural stream organizations) submits an annual business plan for funding.

There are 4 core functions for support organizations.

1. Support seamless client pathways across Employment Ontario and Ministry of Education (EDU), Ministry of Citizenship and Immigration (MCI) and Ministry of Training, Colleges, and Universities (MTCU) programs.
2. Support quality delivery by providing resource development and support (including instructional content, mode of instruction, and assessment).
3. Support the improvement of service provider organizational capacity.
4. Support the collection and distribution of research findings and conduct research through research and development projects to strengthen the LBS Program and contribute to Ministry-led initiatives.



Who funds field development?

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

Field Support includes **Research & Development (R& D) 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 that have national application and impact.



Employment Ontario

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

- Literacy & Basic Skills
- Employment Services (formerly called Job Connect & Employment Assistance Services)
- Apprenticeship
- Skills Training for employment



Shortfall of Workers

“Using the Ontario Ministry of Finance data, the projected shortfall in the availability of workers is shown to rise to at least 200,000 and as high as **1.8 million by 2031**, depending on our levels of population growth.”

“Using a variety of Canadian and U.S. estimate, it is concluded that by 2031 we will need **77% of our workforce to have post-secondary credentials . . .**”

Source: *People Without Jobs, Jobs Without People*, Rick Miner, Ph/D.
Miner Consultants, February 2010



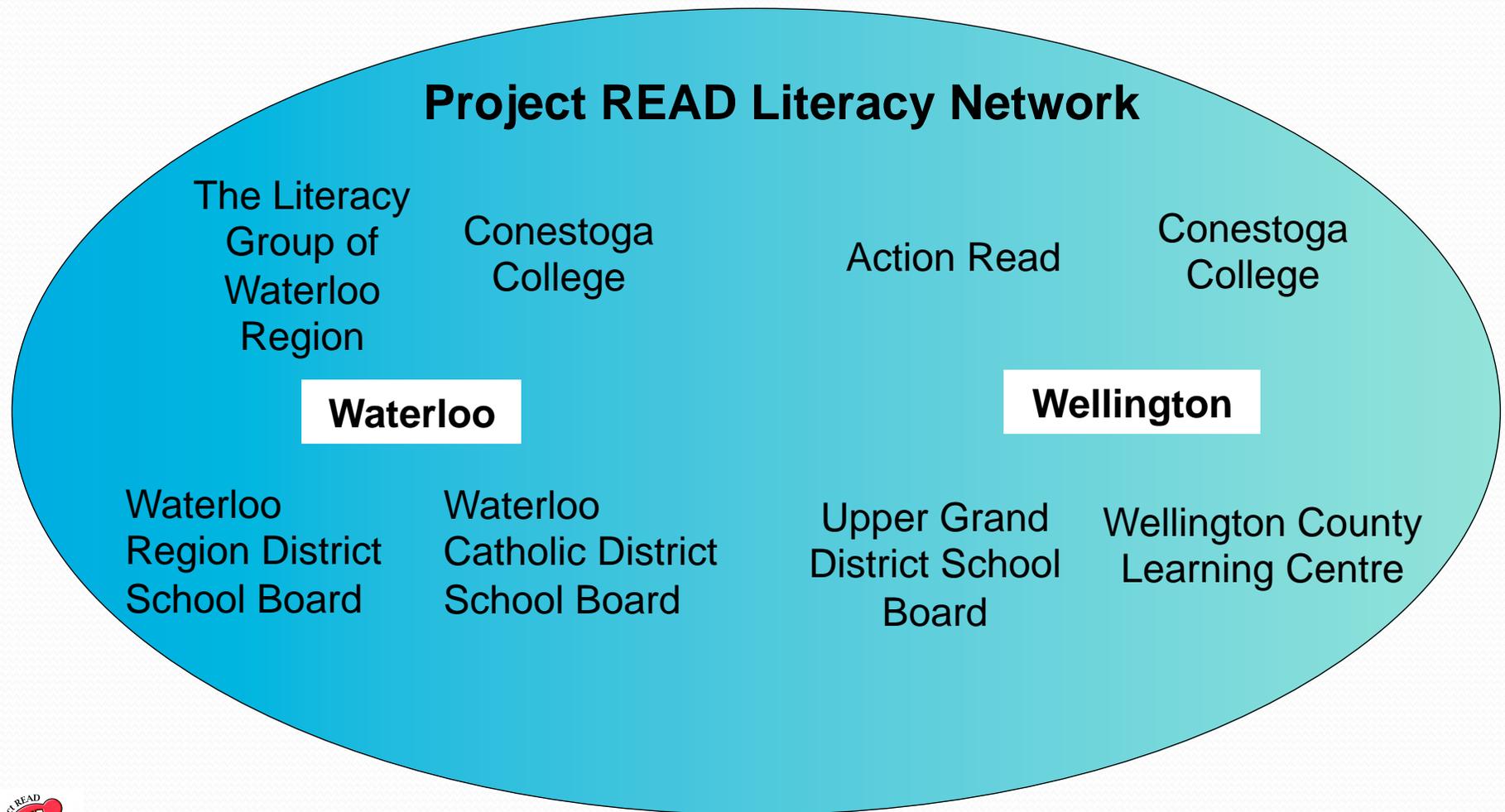
Literacy & Employment

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



4. Regional Picture



Local Statistics

April 1, 2010 to March 31, 2011:

- ✓ 3361 adults participated in LBS Programs
- ✓ 32.5% increase in annual participation since 2005
- ✓ 45% male and 55% female
- ✓ 72% - 19 to 44 yrs old; 25% - 45 to 64 yrs old
- ✓ 69% of LBS students went on to education, training and employment



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** – *Get Set Learn* for low income families, *Get Set Learn Afterschool* and 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*



OALCF levels 1 to 3

Community-based –
focus on Employment
& Independence
paths

School Boards - focus on
Employment & Credit paths
especially prep for secondary
credit courses (OSSD)

Colleges – focus on
Apprenticeship & Post-
secondary paths

*Please Note: These are general statements about how the LBS agencies work in collaboration. It does not include the various, specific service niches that agencies may engage in or change year to year. There may be exceptions to these statements based on local needs or gaps. It is intended to express the continuum of services that LBS agencies prefer to be part of versus providing all services to all types of learners.

OSSD = Ontario Secondary School Diploma (Grade 12).



5. Key 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 April 2012, major program reform focused on:

- Employment Ontario Information System – Case Management System
- Ontario Adult Literacy Curriculum Framework
- Performance Management



EOIS - CAMS

Employment Ontario Information System – Case Management System

The online reporting system that LBS agencies use to submit statistics.

“EOIS is not a single, stand-alone system but an ‘umbrella’ term used to describe a combination of various computer systems that will be responsible for supporting the administration of Employment Ontario programs and services.”

Source: <http://www.tcu.gov.on.ca/eng/eopg/eotransformation/eois.html>



OALCF

Ontario Adult Literacy Curriculum Framework - a **framework of competencies for five key transition points:**

- Independence
- Post-Secondary
- Apprenticeship
- Employment
- Secondary Credit Courses



3 Levels of Competencies - what a learner will be able to do upon completion of their literacy training and a way to describe learning gains (skills and knowledge) in a meaningful way to key stakeholders based on the Essential Skills domains of reading text, document use and numeracy.

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 various performance indicators reviewed during Program Monitoring visits.

The next performance measure will be the increase in the Essential Skills scores by a sampling of adult learners in the LBS system.

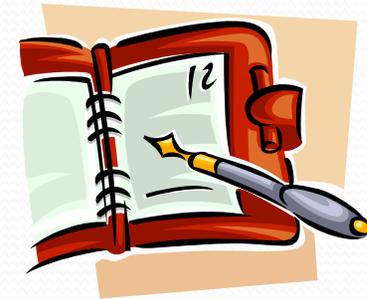


More Initiatives

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
- Links between Literacy and ESL (English as a Second Language)



6. 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
- **Sector 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 - <http://www.adultliteracyeducator.com/>



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.



7. 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.

We link educators in our region through a private email list. Contact anne@projectread.ca for more information.



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** provides training, services, tools and resources to adult literacy agencies and educators in Ontario and Canada, serving adult learners in Deaf, Native, Francophone and Anglophone literacy streams. We are funded provincially by the Ministry of Training, Colleges and Universities. Our mission is to increase adult literacy skills through the use of digital technologies by supporting educators and stakeholders with research, tools and training.” – Taken from their website

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 and web links to literacy organizations around the world - www.nald.ca
- ✓ **Canadian Literacy and Learning Network (CLLN)** - National literacy organization with links to provincial literacy agencies across Canada - www.literacy.ca
- ✓ **ABC Life Literacy Canada** - National organization that focuses on workplace and family literacy - <http://abclifeliteracy.ca/>
- ✓ **National Coalition for Literacy** – This is an umbrella organization in the United States for the advancement of literacy in America - <http://www.national-coalition-literacy.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.ca



Where to get sectoral info

Contact your sectoral umbrella group:

- ★ **College Sector Committee (CSC)** - <http://www.collegeupgradingon.ca/>
- ★ **Continuing Education School Board Administrators (CESBA)** - <http://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

OALCF Support Info: <http://projectreadliteracy.webs.com/>

Join the private educator email list (Literacy Contacts) to receive the latest news & information. Contact anne@projectread.ca to be added to the list.



Project READ created this slide presentation based on current information at the time of creation, May 2012. If you have any questions or suggestions/corrections about the content, please contact Anne, Project READ. - anne@projectread.ca

Thank you!

PRLN JULY 2012

