

TRANSITIONS



**Transition...to leave the safety
of the familiar for the unknown!**



BEST PRACTICE AND INNOVATIONS

A series of bulletins for literacy programs

Issue 2 of 3, Spring 2001

Best Practice and Innovations

A series of bulletins for literacy programs

The goal of this series is to provide important information on three topics of high priority to literacy community and to highlight new, innovative, and successful practice relevant to LBS funded agencies across Ontario. Through 'key informant' interviews with practitioners, administrators, and consultants in Ontario's literacy field, OLC identified *Numeracy*, *Transitions (from LBS onward)*, and *Learning Disabilities* as three areas of interest for literacy programs. Three highly experienced literacy consultants were hired to research and write each bulletin the guidance of a project committee. We sincerely hope that programs find these bulletins useful and that they spark an interest for further exploration into these three areas.

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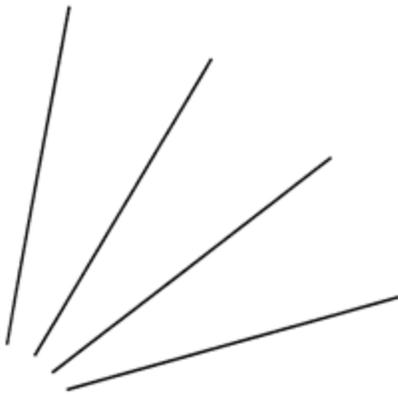
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BEST PRACTICES AND INNOVATIONS



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"Sometimes A Dream Must Be Fed
And Watered To Turn Into Reality"

contributed by a learner at "Learning Connections" Burlington



Transitions

Picture trapeze artists in the moment they leap off the platform and before they make a safe landing. That is the moment of transition... to leave the safety of the familiar for the unknown! Learners leaving a literacy program are making that leap. As practitioners, we need to make sure that we have prepared them well for that plunge and that safety nets are in place.

Learners set short-term and long-term goals throughout their time in a literacy program. They experience success and overcome barriers. Whether their individual gains are large or small, eventually it's time to move on.

Individuals help shape their own future by deciding:

- what they believe and value
- what they want
- whether it is feasible
- how they can take purposeful action



Through the following pages we will look at some of the many innovative transition programs available to learners. These may be LBS programs or other programs that learners move on to after LBS. They represent the successful practice we strive for as professionals.

Judith Bond
Researcher and Writer
Workplace Training and Services, Inc.

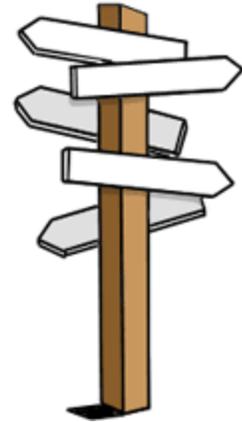
Moving On

The Internet is certainly increasing everyone's access to information, testing and training. However, the choices that are available to learners will continue to depend on their individual goals and what is available in their immediate environment.

As practitioners, it is also useful to be aware of what's going on across the province, the country and around the world because this activity impacts on our programs and learners.

You will be presented a bit further on with a number of innovative approaches to transition. While they are very different in scope, they share a number of similarities in their assumptions about what people need and how they can reach their goals. When you read the descriptions, ask yourself these questions:

- Would this approach help meet the goals of my learners?
- Would this approach transfer to my community?
- Would this approach transfer to my program or institution?



When you begin to examine transitional pathways, many seem to be roads that lead to employment. However, there are also paths to further training or education as well as paths that focus on using literacy and numeracy skills to become more independent. These are the three major paths of transition:

- further education and training
- employment
- increased independence

But each of these three areas is like an onion. There are layers and layers of different possibilities.

Education can include:

- continuing education (e.g. computer courses)
- post-secondary education (college/university)
- on-line learning
- correspondence courses
- GED preparation or high school credit courses

Click...

GED stands for General Educational Development. It is a series of tests that measure math and writing skills as well as reading skills in areas such as social studies, science and literature. Passing the GED is equivalent to passing grade 12.

<http://www.edu.gov.on.ca>

The summer 2000 **NALD Networks**, a literacy newsletter, has an article about the on- line GED Preparation Program in New Brunswick.

<http://www.nald.ca>

On-line GED Preparation
<http://cite.telecampus.com/courses/>

Training can include:

- employability skills training (e.g. basic computer skills training related to work)
- on-the-job training
- apprenticeship
- job readiness
- courses (e.g. filling in application forms; learning about expectations of the workplace such as punctuality and dress codes)
- job sector-specific training

Employment can include:

- a new job
- return to an old job
- entrepreneurial development (make your own job)
- advancement within an organization

Independence can include:

- reading to kids and helping with homework
- independent access to social, health or other support services
- communication with children's teachers and landlord, reading medicine bottles etc.
- using the Internet to access information and communicate with others

All of these examples represent choices that learners can move toward according to their goals and skills.

Each of these paths can be rocky for learners. The literacy program may have been, in some sense, a safe haven. The demands put on learners as they make that leap to a transitional phase are unknown and represent change. As literacy practitioners, we should ask ourselves this: Have we prepared learners for that leap?

- Are they ready for a new environment?
- Do they understand that the expected behaviours in the new environment may be different, and that the consequences of success and failure have a different impact?
- In their literacy program, have we addressed the skills they need to be successful in the environment they've chosen to move on to?

FYI...

What is screen literacy?

For many years, workplace literacy trainers talked about computer literacy. It was a term that scared employers and employees.

A look at what individuals in most jobs need to know about computers is actually a lot less scary:

- there is meaning in the information on the screen
- there are ways of changing the information using a keyboard

Screen literacy asks of a learner the same reading and writing skills needed to access information from a page. The information is on a screen instead of a page, a keyboard is used instead of a pen or pencil. Compare it to the way we navigate a chart or graph to get the meaning, for example, when reading a bus schedule.

What Now?

As learners ask that question, we, as practitioners need to know the answer.

What are the skills needed to succeed in an educational setting? Are they the same for a college course as they are for an on-line course? What does an individual need to know in order to pass the GED? Is success a combination of literacy skills, transferable skills, attitude, and learning skills?

What does the workplace of the 21st century demand of its workers? Are learners aware that every organization has an organizational culture unique to it? Are they screen literate? Can they fill in forms (document literacy)?

Do learners know how to access apprenticeship programs?

(<http://www.edu.gov.on.ca/eng/training/apprenticeship/appren.html>)

Do they have the skills to be successful in a workplace and a classroom? Do they have an understanding of occupational health and safety?

Individuals concentrating on managing their life issues need similar skills. Can they fill in forms? Can they access appropriate information from a variety of sources?



What, you may ask, does this have to do with literacy? Each of these pathways demands a number of soft and hard skills from learners. **Where does our responsibility as practitioners and program deliverers begin and end?**

The following descriptions of innovative programs may provide an a-ha! moment for you, and may answer some of the rhetorical questions asked above. It's true that so much of what we do is impacted by resources, dollars, support services, community size, and available opportunities. However, try for a moment to suspend your "buts" and enjoy some excellent examples on the following pages of **thinking outside the box!**

Thinking Outside the Box

The programs described on the following pages use innovative approaches to helping learners through the transitional phase. They share a few things in common.

The program staff and managers know their community, both in literacy and in the broader sense:

- They are aware of current labour market trends that will affect learners leaving their program. This aids a learner in making choices about further training or education if necessary
- They have an effective, customized assessment system to aid them in their planning and development.
- Their innovative program design is well thought out and planned.
- Skills are integrated into a functional context curriculum.
- Developing transferable skills is an acknowledged goal for learners.



Click...

There is an incredible amount of information in cyberspace.

Articles about the new job market, skills required and opportunities

<http://www.careerccc.org>

<http://possibilitiesproject.com>

<http://workopolis.com>

Labour Market Information

<http://lmi-imt.hrdc-drhc.gc.ca>

Job Profiles

<http://www.jobprofiles.org/index.htm>

Local Training Boards

There are 25 in the province. Check with your network and get in touch! They have current information essential to planning the direction of your delivery.

Check it Out!

Learning materials related to employability skills are currently being field tested in the **Skills to Go!** program. (Available for sale spring 2001.)

For further information call Lianne Calvert at 613-239-5951.

AlphaPlus Centre has a number of resources related to employment skills including curriculum resources. Also check out their annotated websites. <http://www.alphaplus.ca>

Skills to Go!

The program is as exciting and innovative as its name. The **Ottawa-Carleton District School Board** recognized that there were a number of Literacy and Basic Skills learners who were not likely to be able to access the adult credit system or college programs.

Skills to Go! was developed as a training alternative for these learners. Actual businesses were opened to provide learners with working experience, on the job training and job specific language training. The model is similar to a workplace-training model.

The in-house Cambridge Cafe gives learners the opportunity to learn about the food service business...real work applications! They learn the language and math needed to be successful in this sector and they practice the skills of customer service in real-life, real-time situations rather than simulations. Curriculum includes hands-on' food preparation, cleaning, appropriate food - handling and related safety issues.

Quotable Quote

Some learners in the Skills to Go! program blossom once given the opportunity to apply their literacy skills to a real-life employment situation.

Lianne Calvert, Program Officer

The Greenhouse, an in-house horticultural business, gives learners the chance to develop retail and customer service skills. Math and science related to planting and/or sales are included in the curriculum.

Both businesses increase the transferable employment skills of low level literacy learners. With real work practice, learners can look for employment in many related jobs:

- food services
- home support work
- retail
- hotel housekeeping
- horticulture
- shipping and receiving

Cashier Program

Preparatory Training Program (PTP)

Quotable Quote

When you made us read and write all those memos and fill in all those work forms, I thought that you were teaching us crap!

...words from a learner at her graduation ceremony

This learner went on to explain that her responsibilities in her new job include memo writing and filling in forms...the "crap" she was referring to. Another learner who returned to his old job agreed that he had wondered why they were working with documents until his first day back at work...he could fill out the T4 form.

This anecdote points to a real change in focus that PTP has made. The staff looked carefully at the types of jobs people were going to when they left the program. (The majority of learners were moving on to jobs.) The positions were entry level and cashiering was one of the most common occupations. Other entry-level positions were in warehousing, electrical assembly, light industrial work, courier delivery and taxi driving.



When PTP staff began to look at skills, they found that there were shared elements in all entry-level positions...essential skills not academic skills. They set up the cashier program to teach real work applications of literacy skills.

FYI...

Sixty-six percent of learners are working within one month of finishing the program.

For more information about PTP check out their website:

http://www.ptp.ca/intro_noflash.html

or call Julie at 416-239-7309

Click...

For a list of Ontario universities with phone numbers and websites go to:

<http://www.edu.gov.on.ca/eng/general/list/univers.html>

Woodsworth College,
University of Toronto
416-978-2415

University Student Support Programs

A number of universities in Ontario have developed programs that help students who do not have the usual pre-requisites to attend a university.

One such program is found at **Woodsworth College, University of Toronto**. It is the Millie Rotman Shime Pre-University Program. The University recognizes that students who have been away from school for a while may need help bridging the learning gap.

The classes are small with lots of individual attention. As well as pre-university courses, there are a number of other support services and specialized training opportunities. Workshops or refresher courses are offered in a number of subjects.

Nipissing University offers student support programs as well. They have a special program for Aboriginal learners. The goal is to increase the number of graduates by offering academic, cultural and social supports. Other learners have supports to learning through a peer tutoring program and study skills workshop.

Note: Cost is often a consideration when choosing this pathway.

Click...

Goodwill
The Amity Group

http://www.amity.on.ca/am_skills.htm

Goodwill
Toronto
This site includes success stories.

<http://www.goodwill.on.ca>

Goodwill Industries Call 1-800-664-6577 to find the one nearest you!

Goodwill Industries has sites all over North America. We know them as drop off places for clothes and furniture we don't need anymore as well as a great place to shop, but they are more than that.

Goodwill's mission is to provide vocational programs and services to people who face employment barriers, with a view to helping them become as self-reliant as possible.

The Hamilton organization adapts itself to the unique needs of its community. They offer everything from employment planning to vocational evaluation.

Individuals can develop a working knowledge of current computer applications and office procedures to enhance their opportunities for securing competitive employment. Or, if they are interested in working as a sales professional, they can access customer service training.

Goodwill in Toronto offers similar opportunities. They are able to give individuals hands-on job experience in their stores and head office as well as through their printing, catering and janitorial services.

Goodwill offers an interesting pathway to employment through its training programs. The training is free to participants.

RAPP Spring and Fall Collection 2000, A Resource Manual for Literacy Programs, Family Resource Programs, and Teachers of Young Children is now available. This resource collection is intended to help literacy organizations introduce a family literacy component to their existing programs. To order, call: 613-547-2012

The RAPP

*Reading And Parents Program
The Family Literacy Centre,
Kingston Literacy*

The Reading And Parents Program started in 1989. RAPP works with groups of parents that come together every two weeks for one to two hours to talk about books and reading to their children. There are usually eight to ten parents and their children in each group. The program centers on a bi-weekly lending system of family literacy materials called the "RAPP pack". Families borrow RAPP packs to take home and use together.

These are the five important elements of the RAPP pack:

- a quality children's book
- reading and language hints based on the theme of the book
- a craft idea based on the theme
- the material needed for the craft activity
- poetry based on the theme

These elements all contribute to the development of emergent literacy skills in children. The material also helps develop fine motor skills in younger and older children.

Documents, Resources and Tools

Looking at the trapeze artist leap into space, we are reminded of the skills and knowledge that took a lifetime to learn and put into practice. A number of other past and on-going projects in the literacy field attest to the creative, forward thinking of practitioners.

The following examples of successful practice are useful tools for planning new programs and new directions for projects. As the demands placed on literacy learners, practitioners, volunteers and organizations shift and change, we need to ensure that the foundations we build our practice on are well thought out and grounded in research.



Projects like *Riding the Technology Wave* and the other projects described in the Looking Forward section continue to give us the foundation information that will inform our program practice.

The exciting programs we have just learned about would not have been as successful if the learners had not been ready for a transitional program. There are resources that can help learners to make these decisions, such as the Essential Skills Profiles website, which offers a wealth of information about the skills required for a large number of jobs. A linked site, Portfolio Developer, can aid a learner in creating a personal transition plan.

The following tools, documents and resources will help learners identify pathways and practitioners plan the content for the classroom.

Click...

The Adult Development Reform Initiative report describing the Alberta initiative can be found at <http://www.nald.ca/>. Click on *Full Text Documents*. Click on *search this site*. Type in reform. Scroll down until you find the title then click on it. This is very interesting information.

The American point of view can be found at the Literacy Links newsletter site. Good background information on the American approach to welfare to work. <http://www-tcall.tamu.edu/>

Click...

The Essential Skills Portfolio

<http://portfolio.telecampus.com>

The Essential Skills Profiles

<http://www15.hrdc-drhc.gc.ca/English/general/es.asp>

Note: You *must* register in order to experience how the site works. Use a fictitious name if you wish.



The Essential Skills Portfolio

Review by Patrick Cummins

Reprinted with permission: NALD Networks, Vol. 5 no. 3 Summer 2000. Networks is the newsletter of the National Adult Literacy Database Inc.. The newsletter is available at <http://www.nald.ca>

The Essential Skills Portfolio makes HRDC's **Essential Skills Profiles** the centre of a learning/assessment package available free on the Web. Groups or individuals use the Essential Skills Portfolio website to assess and document their Essential Skills and to discover what additional skills they need in order to achieve their occupational goals. The package provides printable learning materials in key areas. It guides users through building portfolios for the occupations they choose, then generates a résumé, which they can forward to prospective employers.

This all-in-one package combines assessment, learning materials, and presentation. It gives learners control over their learning. It gives teachers and learners a comprehensive view of basic education objectives in relation to specific occupations. And it gives employers a clear picture of applicants' abilities.

One Learner's Story

Tracey Bennet finished grade 10. Sort of. She has worked in a diner and a pet shop. She likes animals and she likes talking to people who own animals. She can usually read what she needs to read but not always. She's never been much of a writer. She's a whiz with numbers, but she doesn't know how she gets the answers that she does. She's more interested in a job than a high school diploma. Tracey is working on some of her school skills in a basic education class. All of the students are adults. ...Some are upgrading so they can go back to school. Some, like Tracey, are trying to get their skills up so they can do a job they like.



The Essential Skills Portfolio takes Tracey through clear steps:

- It helps her do a **self-assessment** of her Essential Skills (Reading Text, Writing, Numeracy, Oral Communication, Working With Others, Computer Use, Problem Solving, Decision Making, Job Task Planning and Organizing, Use of Memory and Finding Information).
- It helps her take a quick look at **two hundred entry-level occupations**. If she likes a job she sees, she can investigate further. It performs a **gap analysis** so she can see how her self- assessment compares with the Essential Skills needed for the occupation she has chosen.
- It helps her **build a portfolio** for a specific job
- It **prepares a résumé** while she builds her portfolio.

To register, all you need is an e-mail address. Every registered user gets a personal web page. Take a tour of the site yourself.

FYI...

Copies of the report are available from Renouf Publishing 613-745-2665 or on-line at:
<http://www.ccsd.ca/home.htm>

Recommended websites:

Harnessing Technology to Serve Adult Literacy

<http://www.alri.org/harness.html>

Learn2.com

<http://www.learn2.com>



Riding the Technology Wave

Experiences of adult literacy students and teachers in Ontario

Canadian Council on Social Development

In brief:

- More than 80% of adult students surveyed said that they were using computers, but only 60% said they used the Internet. (This is actually higher than the statistics of the general population!)
- Most teachers (83%) said they owned a computer, but only 33% of students reported having one.
- Computer ownership is related to gender, income and family status.
- Most schools provide computer access to literacy students.

The survey sought to address four issues:

1. To what extent do literacy students and teachers use computers and the Internet?
2. How do literacy students and teachers respond to computer technologies?
3. Do students and teachers feel that computer-assisted instruction is useful for reading, writing and doing math?
4. What do students and teachers think are the benefits and challenges in using computer technologies for basic adult education?

This is an excellent resource for program planning around learner needs. It has a section outlining barriers to computer use in literacy classes.

FYI...

Complete texts of Dr. Sticht's work can be found at the full text page at <http://www.nald.ca>

Functional Context Education

Functional Context Education is based largely on the work of Dr. Tom Sticht. His research underscores the importance of teaching literacy and numeracy tasks in context.

Functional Context Theory (FCT) focuses on

- *improving learning by ensuring that instruction relates to the learner's prior knowledge in such a way that the learner can function within the learning situation*
- *improving transfer by deriving instructional contents as much as possible from the future contexts in which the person will attempt to apply the learning*
- *improving motivation by making explicit the relationship between what is being taught and its application in the contexts that the person will be functioning in after the educational program*

Source: Basic Skills, a newsletter of the Basic Skills Agency, England:

Functional context curriculum is based on actual, immediate tasks that a learner needs to do. It will depend on a learner's short and long term goals. It may mean that as practitioners, we work with the learner to research the requirements of his or her goals.

Bottom line? People learn faster and retain skills longer when the skills are taught in a meaningful context related to their goals.

FYI...

For further information
contact:

Dee Goforth
285 Boland Avenue
Sudbury Ontario
P3E 1Y1

1-705-673-0692

What Works

Recruitment and Retention of Ontario Works Clients in LBS College Programs Phase 1

Program statistics from the college sector indicate:

1. more Ontario Works (OW) students are enrolling
2. attendance of OW students is sporadic
3. the attrition rate of OW students is high

What Works examined the impact of the increased numbers of Ontario Works clients in LBS college programs and identified the strategies they are commonly using. Phase 1 also included an annotated bibliography of relevant research.

The researchers felt that the most significant result was the "client profile" that emerged after discussions with the networks, colleges and caseworkers. The report collects a number of strategies used to recruit and retain these clients.

This information is useful not only to the college sector but to all LBS programs working with Ontario Works clients. It is an excellent support to program planning and delivery.

The project researchers/writers were Dee Goforth and Mary Jonik and the project was funded by MTCU for the LBS College Sector Committee.

Transitional Barriers

As Pat Hatt says in her work in **Best Practices in Exit Assessment and Transition Planning**

Sometimes learners who have the skills and abilities to move on don't because they are....

- comfortable in their literacy program and reluctant to try something new
- unprepared to take risks
- fearful of change

There are also other reasons why some learners find moving on difficult. They may have developmental disabilities and may not have anywhere to move on to. Or they may have learning disabilities, mental health issues or abuse issues that need to be addressed. Their transition from a literacy class may look very different from that of some other learners.

Some learners may also have family commitments such as childcare and eldercare that impact on their next decision.

Aside from learners not moving on for reasons such as these, there are communities where learning ends with literacy classes. There may not be a strong continuing education community or entry-level jobs available.

As practitioners, we may lack some of the skills and knowledge we need to help people move forward. If a learner plans to start an apprenticeship in arc welding, do we know what that environment will demand of that learner? If they are headed for a bridging class at a college, have we been able to give them enough practice in handling that kind of environment?

Have we remained current about the opportunities and barriers in our larger community? For example, do we know that when a local company puts in their new computerized tracking system that learners looking for jobs at that company will need to be screen literate? Are we making the connection?

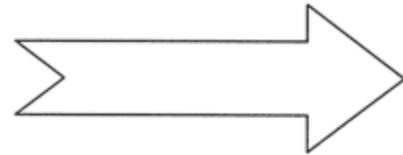


Looking Forward

There are a number of exciting projects that are being developed within the literacy community of Ontario. There are far too many to mention all of them, so we'll take a quick look at a few outstanding ideas.

Workplace Literacy Strategy

What must be included in *Looking Forward* is the recent release of the Workplace Literacy Strategy of the Ministry of Training, Colleges and Universities (MTCU), "Literacy for the Workplace: Expanding the Skills of Ontario's Workforce."



The Workplace Strategy is based on:

- defining government's role in literacy and basic skills training in Ontario workplaces
- recognizing the environment in which the strategy is being introduced
- building on the strengths of the LBS Program
- developing partnerships

In 1997, both the Conference Board of Canada and ABC Canada conducted national workplace studies. They identified a number of key reasons for workplace/workforce training:

- increased reading and writing skills required for many jobs
- literacy skills needed to access and participate in workplace training
- skills needed to deal with technological changes at work

In light of this, there are a number of workplace initiatives that have been funded.

The projects will help define the future of workplace literacy in Ontario. Projects include skills assessment and measuring gains in skills, promoting workplace education in the province, developing practitioner training specific to the workplace, and marketing workplace literacy training to employers.

Quotable Quote

The Government of Ontario has identified literacy and basic skills as an essential element in its economic development strategy.

Literacy for the Workplace: Expanding the Skills of Ontario's Workforce

Click...

Visit <http://www.alphaplus.ca> and register for the Info-LBS discussion group to keep up with this new initiative. Follow the following steps:

- Go to the web site <http://www.alphaplus.ca>
- Click on English or French.
- Look at the left side of the screen and click on alphacom.
- The next step is to register. You enter your information including a password. (keep it simple)
- When the registration is accepted (usually within 3 minutes) you can then go to the *alphacom* site.
- On the left of the screen there is a choice of public and private, French and English
- Select by clicking English and Public.
- A long list will appear.
- Look for Info-LBS.
- Register for the discussion (again this is usually done in 3 minutes)
- Click on **My Discussions**.
- You will see a list of discussions you are registered for. This list will grow as you join other discussions.
- Click on the Info-LBS discussion.
- There will be a list of all entries to date.
- Click on the one you want to read.
- The lists of funded projects are here as well as information about the Workplace Strategy.



ABC Canada

<http://www.abc-canada.org/>

Conference Board of Canada

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

Best Practices in Exit Assessment and Transition Planning

Pat Hatt

Pat is looking closely at transition planning and the elements involved in a relevant exit assessment.

She reminds us that the following elements are required in LBS programs:

- intake and initial assessment
- goal identification
- learning plan development and agreement
- monitoring and adjustment
- transition planning
- exit assessment
- follow-up

Pat suggests that in order to help a learner plan his or her transition, access to services and to information is critical.

Learners might access:

- government assistance or employment offices
- housing offices (including student housing)
- libraries and community or cultural centres offering support services
- counselling services: medical, psychiatry, social

FYI...

Report due spring 2001 For more information call Pat Hatt 416-485-0518

Access to information issues depend on what learners need to know and what they plan to do next. Critical information might include:

- continuing education opportunities
- college courses
- training available (private and public)
- job search: Internet, newspapers, job finding clubs
- day-care/eldercare available for dependents
- financial supports for the next step

These lists include just a sampling of the services and information that learners require as suggested in provincial focus groups.

Quotable Quote

(Pat is not sure where this comes from but it says it all!)

Remediation in isolation doesn't transfer into application.

FYI...

CESBA is the Ontario Association of Adult & Continuing Education School Board Administrators

Report due spring 2001

For more information call

Wendy Oliver
CESBA
Projects Co-ordinator
905-949-0049 ext. 2306

CESBA Project

Seamless Transitions to More Learning

This school board sector project, funded by MTCU and NLS, will seek to find ways to improve the experience learners have in making the transition from the Literacy and Basic Skills (LBS) Program to adult credit programs.

The project will explore key areas of concern around this issue and identify approaches that work best. The report will:

- identify best practices in assisting learners making the transition beyond LBS
- provide guidelines and model policies and procedures
- identify the challenges school board delivery sites have in assisting learners in obtaining a high school diploma or high school credit courses
- determine the relationship between the LBS learning outcomes levels and the skills and knowledge required for successful achievement in entry level credit courses

FYI...

MTML is the Metro Toronto Movement for Literacy.

Similar, successful projects have been working in the Niagara and Kingston regions.

The report will be available on the MTML website fall 2001.

MTML On-site Referral Project

This is a pilot project that will determine the effectiveness of in-person education counseling and referral compared to telephone referrals. MTML's Education Counselor will work with Ontario Works clients, HRDC clients and clients of community agencies.

Why was this project begun?

This project builds on the work done in the 1999- 2000 academic year at the Toronto District School Board. It will benefit people identified by social service or community agencies as having educational needs.

Focus groups around the province identified the following:

- Telephone referrals do not always result in a learner showing up to a program.
- Personal contact and counselling is seen as an important component of the referral process and a success factor in transition planning.
- In-person education counselling allows potential learners to be more actively involved in the referral process.
- In this process, a bridge is built between the referral person and the front-line workers. The counsellor can provide current on-going information about educational options as well as adult learning processes to the referring agencies.

FYI...

An earlier project (1998) called Pathways to Success was completed as a partnership between the Ottawa-Carleton Coalition for Literacy and the Ottawa-Carleton Catholic School Board.

This project was in response to a need for resources to help practitioners help learners in the transition to further education/training or employment.

The resource discusses issues such as where practitioner responsibilities begin and end. It contains a section on useful resources such as web pages and lists of essential and transferable skills.

There are additional resources listing the local training opportunities by long-term student goal and entry-level requirements.

**Project contact is
Trudy Lothian at 1-
613-224-6281**

Goals Requirements Handbook

Pathways to Success

This latest document examines the top 93 employment goals of learners in Ontario. This information is based on research of over 800 goals.

The information in this handbook is really accessible. Each job title is described on two pages. The first paragraph briefly describes the job and skills needed for that job.

The LBS level a learner needs to be successful is then indicated for each of the necessary skills in the position. Further training and educational requirements are also indicated. On the second page, reading, writing, math and self-management skills are listed in four easy checklists.

The appendix includes a number of supplementary supports, including case studies and work sheets.

Note: For further information contact Jane Barber at 416-247-8710 jbarber-lets@home.com

EAT

*Exploring Academic Training
Adult Learning and Resource Centre for Niagara West*

The EAT program is run by the Adult Learning and Resource Centre for Niagara West in association with Niagara College. This transition program encourages and assists learners who need academic upgrading, are unsure of their goals, or have barriers restricting them from returning to school or work. The program assists adults in academic and vocational assessment, goal setting, career exploration, and action planning. It also helps participants to understand the expectations and routines of returning to school or work as well as address barriers that they face and find solutions.

The programs are eight weeks long and are collaborative and community-based. During this time, the learners complete a vocational and academic assessment, explore career options, set goals, and develop action plans for their next step in upgrading, retraining, or other employment.

Literacy skills are embedded into the content and learners have ample opportunity to practice skills in context. In this collaborative approach, they also practice leadership and team building skills.

Extra workshops are included in computer readiness and numeracy. Portfolios are compiled by all learners to increase the opportunity for self-evaluation, reflection and demonstration of progress.

FYI...

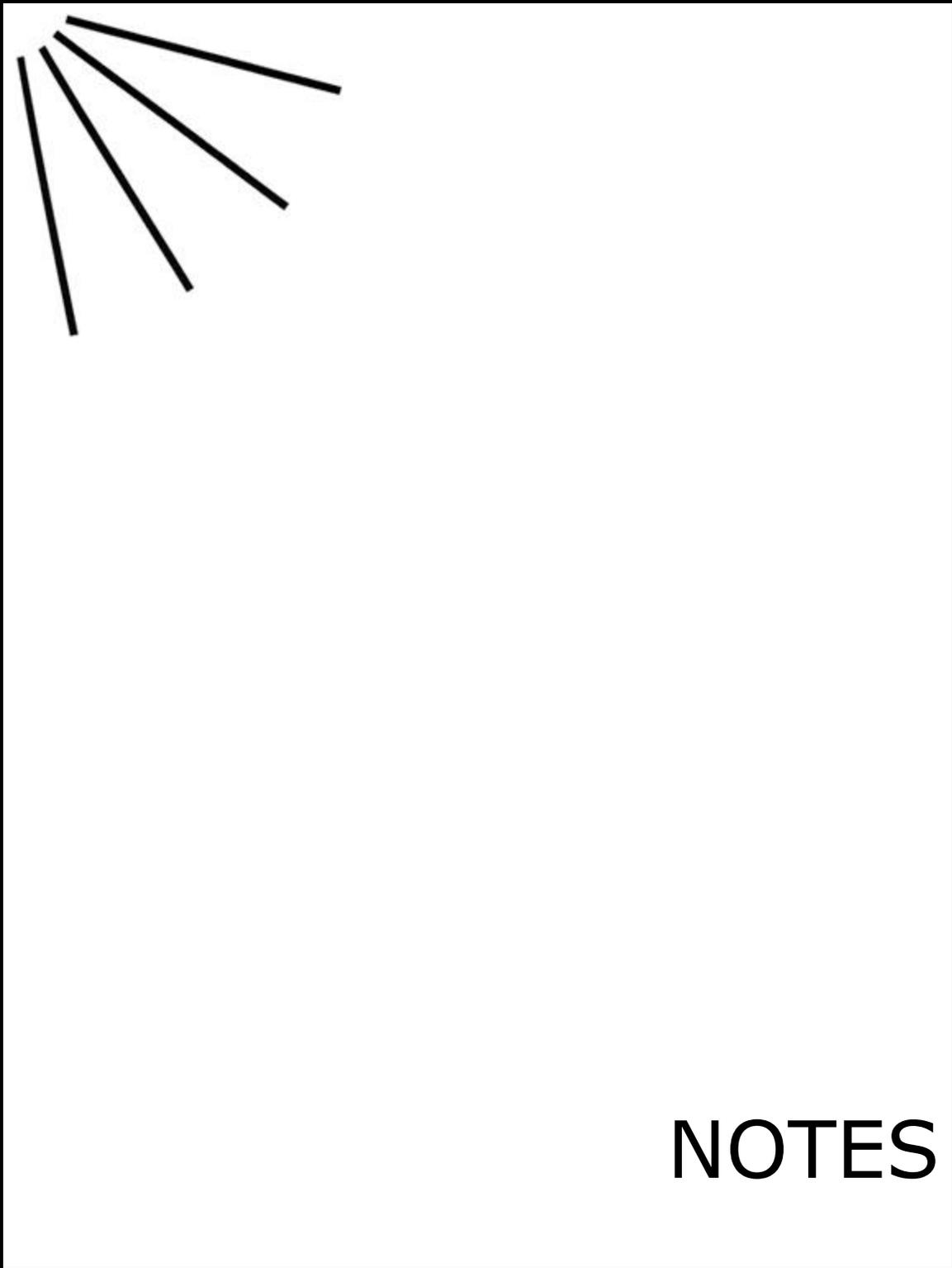
For more information call
905-563-1515

e-mail joblit@vaxxine.com
website **[Not Available]**

Click...

Interesting Websites

- Toronto e-zine for Employment, Education & Training
<http://www.possibilitiesproject.com>
- Steps to employment Overviews of 18 sectors in Ontario
<http://www.stepsstoemployment.net>
- Apprenticeship Standards
1-800-387-5656
- Ontario Ministry of labour
<http://www.gov.on.ca/LAB>
- Gateway to Diversity News
<http://www.equalopportunity.on.ca>
- Essential Skills Profiles
<http://www15.hrdc-drhc.gc.ca/English/general/es.asp>
- Canada Prospects
<http://www.careerccc.org>
- Workwaves (wage charts)
[Website not available]
- Local training opportunities
<http://www.trainingiti.com>
- Apprenticeship and Trades
<http://www.apprenticesearch.com/>
- Fun assessments
<http://www.davideck.com>
<http://www.2h.com>



NOTES

To obtain additional copies of
Best Practice and Innovations
contact:

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