

Handbook

for
Literacy and Basic
Skills Administrators
of Ontario School
Board Programs

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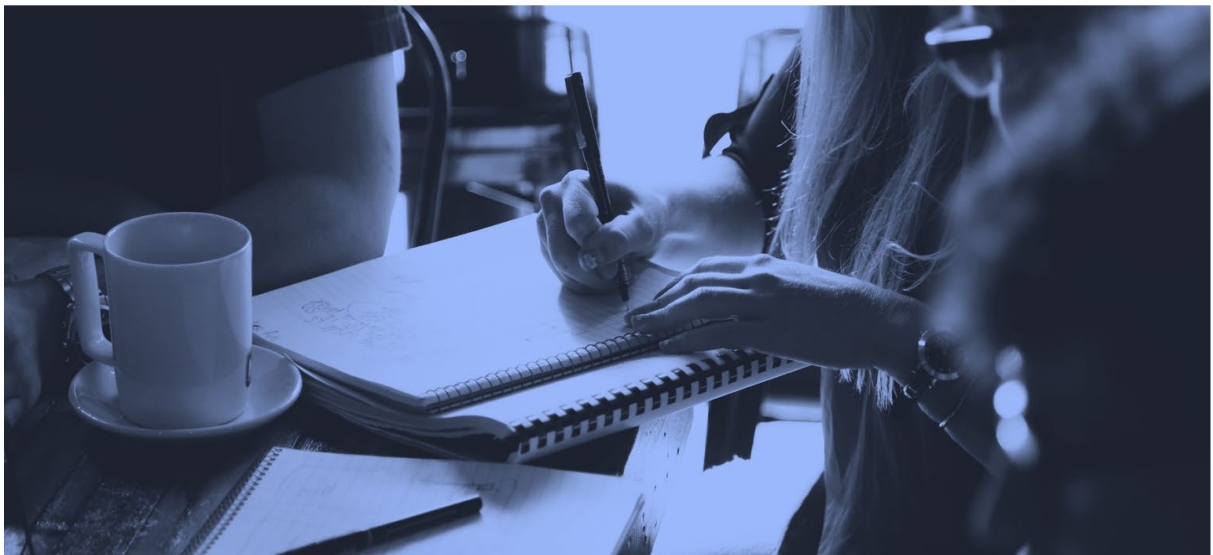
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INTRODUCTION TO HANDBOOK

This handbook for Literacy and Basic Skills (LBS) administrators and program leads within Ontario school boards was designed to provide an overview of program requirements and common challenges. This handbook includes school board specific examples of LBS programming models, service coordination, assessments, intake models, reporting, Employment Ontario Information System (EOIS), and financial and operational requirements, which will inform and support LBS leads, whether they are new to the role or have been in it for many years.



Not only are LBS leads often ill prepared to tackle the complexities of running a school board program, but also may lack an understanding of the LBS sector and pathways to other continuing education programs. High turnover of LBS leads, with little succession planning, leaves many school board LBS service providers at risk. With increased clarity, support and collaboration with other programs, LBS leads can have more ease and satisfaction within a highly rewarding role that can make a profound impact on the lives of learners.

History of Literacy and Basic Skills

In the early 1980s, the issue of adult literacy became a focus for the Government of Ontario, as federal funding to support adult literacy programs in the 1970s and early 1980s had dwindled. In 1982, funding alterations occurred for Continuing Education programs, which allowed opportunities to expand services to include English as a Second Language and adult literacy. In 1986, the Government of Ontario's plan for Adult Basic Literacy was outlined and soon after, a Literacy Branch was developed under the Ministry of Skills Development. This branch was transferred to the Ministry of Education in 1990. Over the years, the adult literacy program in Ontario has gone through several transformations and been administered by various ministries, but the primary objectives have remained relatively the same.

The objectives of the Literacy and Basic Skills program are to:

- Provide high quality instruction and services to adults who lack the literacy and basic skills they need to achieve goals related to employment, apprenticeship, post-secondary education, secondary school credit, and independence.
- Provide learners with appropriate referrals to additional supports.
- Coordinate literacy and other services to help move Ontario toward a seamless adult education and training system.
- Provide literacy services to those most in need of them; and
- Ensure accountability to all stakeholders by providing literacy services that are effective and efficient.

(Ministry of Training, Colleges and Universities, 2016, p. 11)

What is Adult & Continuing Education (A&CE)?

A&CE programs in Ontario school boards include credit courses leading to a high school diploma, language support programs such as English/French as a Second Language (ESL/FSL), Language Instruction for Newcomers (LINC), Indigenous and International Languages Elementary (IILE) and literacy and academic upgrading to help people transition to credit, employment, post-secondary, apprenticeships, and independence. Some boards offer training programs such as Personal Support Worker certification, chef training or hair styling.

Adult Credit: Adults 18 years or over can work to complete their Grade 12 Ontario High School Diploma through this program. Adult credit courses can be taken during the day or night, and during the summer. Courses are offered in classrooms, as well as through e-learning and correspondence. Credits can also be granted to adults in recognition of their prior learning through Prior Learning Assessment and Recognition (PLAR) for Mature Students assessments.

ESL/FSL: ESL and FSL programs provide instruction in the language of the school for adult students whose first language is not English or French. Most ESL/FSL students are at or near appropriate levels of linguistic and cognitive development in their own languages. ESL/FSL programs help students move to more employment opportunities, further education, and stronger engagement in their communications. ESL is funded by the provincial government.

LINC: LINC provides free basic language skills for newcomers. In Ontario, the program is generally offered in English, but there are a few institutions that offer it in French. To be eligible for the LINC program in Ontario, participants must be at least 18 years old and must be a permanent resident of Canada, or Convention Refugee, or be a person in Canada whose application for Permanent Resident status is being processed in Canada and who has been informed by a letter from Immigration, Refugees and Citizenship Canada of the initial approval of application subject to an admissibility assessment.

LBS: This is a program that helps participants work more effectively in daily life or in their jobs. Through a wide range of learning activities, participants improve their reading and writing, along with their self-esteem. The program allows students to become more independent and build critical life skills, prepare for a job or a better position, move to high school credit courses, apply to a pre-apprenticeship, trades programs or post-secondary education.

(www.cesba.com)

Below is a listing of A&CE programs that school boards in Ontario currently offer.

Ontario Ministry of Education High School Credit/Diploma Programs:

- Diploma credits (during the day)
- Diploma credits (in the evening, weekends, summer)
- eLearning credits (during the day, evening, weekends, summer)
- Correspondence credits (asynchronous, pen and paper)
- Prior Learning Assessment Recognition credits (PLAR)

Ontario Ministry of Education Non-Credit Programs:

- Grade 7, 8 and 9 Literacy and numeracy reinforcement
- International and Indigenous languages

Non-Credit Programs Funded Outside the Ministry of Education:

- Adult ESL
- Literacy and Basic Skills (LBS)
- Language Instruction for Newcomers to Canada (LINC)

The Adult Learner

Learner Profile:

To define our learners that we serve in our Literacy and Basic Skills program is complex, as each individual has their own unique experiences, skills sets and goals. Kathleen Wynne, in her report, *Ontario Learns: Strengthening our Adult Education System*, highlights some qualities of an adult learner.

“Adult learners live complex lives. Their re-entry into the learning environment, in many instances, requires a profound leap of courage, and yet their learning success is integral to the health of our communities and our economy. These learners are the parents of the children in our public schools. They are newcomers whose expertise we require in our workforce. They are young adults who want to contribute but need to find a way back into the education systems before they can enter the workforce. Often, they are students at risk of leaving school, even 16- and 17-year-olds, who can benefit from strategies used in adult programs. And they are seniors who will stay healthy and mobile if they are able to remain active in the community.” (Wynne, 2005, p. 3)

Top Ten Things About Learners Attending Adult and Continuing Education Programs

1. Each student has a unique and different background.
2. Students have competing priorities and obligations in their lives (work, family, children, health, etc.).
3. Some students may need to enrol/re-enrol several times before they complete their program (multiple attempts).
4. Student motivation will vary.
5. Financial and economic hardships can overwhelm students.
6. Student resiliency is always present.
7. Mental health can adversely impact goals.
8. Students view their adult classroom as a welcoming and caring place.
9. Guidance and career counselling for adult students is vital.
10. Although “hope” isn’t a strategy for adult students, it is an underpinning theme, shared by most students.

(Hummell, 2022, p. 21)

Expectations of an Adult Learner:

Goals of learners who come to Literacy and Basic Skills usually fall into one of these three categories:

- to be successful as a student in an adult secondary school credit program, college post-secondary program, or pre-apprenticeship training,
- to become more actively independent, better understand the world and participate in the community, and
- to get a job, keep a job or prepare for a better job.

(CESBA, 2021)

OPERATIONAL

Literacy and Basic Skills Goal Paths

The Literacy and Basic Skills program offers training opportunities for learners to develop communication, numeracy, and digital skills to transition into the following goal paths:

Secondary School Credits

SS Credit goal path is for learners who want to obtain their high school diploma or require prerequisite credits for post-secondary entry.

Employment

The Employment goal path is for learners desiring the skill set required to obtain and sustain employment in their chosen field.

Apprenticeship

The Apprenticeship goal path is for learners who require specific skills upgrading to enter an apprenticeship or to prepare to write the Certificate of Qualification.

Post-Secondary

The Post-Secondary goal path is for learners who require skills upgrading to be successful in a specific post-secondary program. This could be a training program, college, or university.

Independence

The Independence goal path is for learners who want to upgrade their skills that will contribute to personal independence in their community and daily life.

Who do we serve in Continuing Education Literacy and Basic Skills programs?

Your program could serve learners in all five goal paths, but as a Literacy and Basic Skills service provider in a school board Continuing Education program, a large percentage of the learners that you will serve fall into two goal path categories (Secondary School Credit and Employment). As part of the yearly regional literacy service planning, your organization must outline the percentage of learners that you plan to serve in each goal pathway.

Your LBS program, as part of a Continuing Education department, may have a strong connection with your Adult Credit program. You may provide upgrading for credits, junior Prior Learning Assessment and Recognition (PLAR) and/or employment training after a learner has completed their Ontario Secondary School Diploma (OSSD).

In March of 2023, CESBA released the following report on the connection between LBS and Adult Credit programs in Ontario School Boards, highlighting many promising practices:

Literacy and Basic Skills (LBS) and Credit Programs Scan of Ontario School Boards: Final Report
Dr. Lorraine Godden & Dr. Sandy Youmans March 2023

<https://cesba.com/wp-content/uploads/2023/06/LBS-Scan-Final-Report-2023.pdf>

Ministry requirements

The Literacy and Basic Skills program in Ontario is funded by the Ministry of Labour, Immigration, Training and Skills Development (MLITSD). It is essential as an LBS administrator to understand the LBS Guidelines, your board's contractual Business Agreement, the Cycle of Service, Financial and Progress reports and the annual Monitoring Questionnaire.

Literacy and Basic Skills Guidelines

The Literacy and Basic Skills Guidelines support the performance management and delivery of services of Literacy and Basic Skills programs in Ontario. The Guidelines are an essential resource to support service providers in providing LBS training to learners. Administrators of LBS programs need to understand their responsibilities outlined in the business agreement and the Guidelines.

This Service Provider Guidelines document provides information on the following aspects of LBS programming:

- Program description, including program principles and objectives.
- Program delivery, including ministry and service provider roles and responsibilities, and funding.
- Performance management, including performance management indicators and the business planning cycle.
- Program administration, including documents and forms, and other operational aspects of LBS programming.

(Ministry of Training, Colleges and Universities, 2020, p. 4)

Link to LBS Guidelines:

<https://www.tcu.gov.on.ca/eng/eopg/publications/lbs-service-provider-guidelines-2020-en.pdf>

Agreements

Service providers of Literacy and Basic Skills must submit an annual business plan. Its purpose is to communicate to the ministry how they will achieve, “their commitment to service levels, service quality standards, and continuous improvement targets, in agreement with the ministry, within budget and within the annual business management cycle”. (Ministry of Training, Colleges and Universities, 2020, p. 35) The annual business cycle for LBS is April 1–March 31 and business plan submission is typically late December to early January. Once the business plan is approved by the Ministry of Labour, Immigration, Training and Skills Development (MLITSD), an agreement will be sent to your organization's signing authority, typically a superintendent or the Director of Education. Your assigned Employment and Training Consultant (ETC) may reach out to you to support any changes they require to support the approval of your business plan submission.

(See page 17 for a breakdown of the contents in a Literacy Basic Skills Business Plan)

Cycle of Service

The Ministry of Labour, Immigration, Training and Skills Development funds Literacy and Basic Skills program service providers to provide learners with all five LBS services: information and referral, assessment, learner plan development, training, and follow up.



1. Information and referral: Service providers are responsible for providing information about their programs to learners, clients, community partners, and other organizations. They also coordinate information sharing with their Literacy Service Planning Coordination Committee. Appropriate referrals are made to other organizations to support the client in receiving the supports they require for success. These can include agencies within Employment Ontario, other government agencies or community organizations.

2. Assessment: Assessment is an essential tool to determine a learner's needs to support student success. An intake assessment, comprised of a skills assessment and intake interview, will allow the assessor to assemble information in respect to a learner's skills, knowledge and attitudes and will be an important component in devising a learner plan to meet the goal path of the learner. Ongoing assessment and exit

assessments are also conducted to support the learner during their training. [\(See the Program Delivery section for further information, p. 22\)](#)

3. Learner plan development: A learner plan is developed with the assessor and/or practitioner and learner to highlight the goal path, learning style, milestones, learning activities, referrals, and any additional information to support the learner in achieving their goal. The expectation from the ministry and the service provider is that this document is to be revisited on a regular basis to reinforce the learning that is being delivered.

4. Training: Literacy instruction is delivered utilizing various methods to help a learner reach their identified goal. Individualized training is developed by the practitioner and is supported with various resources, appropriate for adult learners. After training, the learner will be able to demonstrate their learning by completing meaningful tasks associated to their identified goal.

5. Follow up: All Literacy and Basic Skills service providers must contact learners to conduct a three, six and twelve month follow up. The follow up is a way to evaluate the effectiveness of the programming provided to the learner.

Funding

The Ministry of Labour, Immigration, Training and Skills Development funds Literacy and Basic Skills service providers to deliver five Services outlined in the Cycle of Service Chart. Funding is determined in the business planning process. Ministry funding changes can be discussed with your ministry ETC. The ministry determines funding based on the following items outlined in the LBS Guidelines:

<https://www.tcu.gov.on.ca/eng/eopg/publications/lbs-service-provider-guidelines-2020-en.pdf>

- Quality of services and results achieved, as demonstrated by past performance; Literacy and Basic Skills: Service Provider Guidelines, p. 24;
- Compliance with the LBS Guidelines;
- Projected activity levels expressed as numbers of learners to be served;
- Business plan reflects an agreement of literacy services planning and coordination in which site participated;
- Historic activity and funding levels;
- Geography (urban/small town/rural);
- Accessibility of services to clients and learners;
- Proximity to like services and the need for stand-alone services;
- Labour market pressures;
- Growth or rationalisation of the agency or its services;
- Customer satisfaction results.

Monitoring Process

All Literacy and Basic Skills service providers will be monitored to help the ministry determine the effectiveness of the organization in delivering the outcomes specified in the Literacy and Basic Skills Guidelines and Business Agreement. It is important for the LBS administrator to check **Schedule F** in the Business Agreement to determine the due dates of the Estimate of Expenditures Reports (EER), Interim and Final Reports, and the Statement of Revenue and Expenses Report (SRER). All other reports due dates will be communicated through the regional Employment and Training Consultant (ETC). All reports are posted and submitted through **SP Connect**.

Monitoring will be administered using various tools throughout the agreement. These will include:

- Interim Report
- Estimate of Expenditures
- Monitoring Questionnaire and follow up by ETC (could include a virtual or in-person visit)
- Final Report
- Statement of Revenue and Expenditure Report
- Risk Management Assessment

See Appendix A for a Gantt Chart of Literacy and Basic Skills Business Cycle

Learner Files

The **Ministry of Labour, Immigration, Training and Skills Development** requires that all **Literacy and Basic Skills** service providers develop a comprehensive learner file that is maintained during the entire training of the learner. The learner file allows the LBS practitioner to document the learner's entry skills set, goal, learner plan, progress and exit.

The ministry requires that the following documentation is present in the learner file:

- Participant registration form
- Learner plan
- Learner progress (milestones)
- Training supports documentation (if applicable)
- Participant exit form
- 3, 6, and 12 month follow up form

Many Literacy and Basic Skills service providers will keep additional information in the learner file. This may include internally developed documentation, exceptional criteria, practitioner anecdotal information, etc.

Employment Ontario Partners Gateway

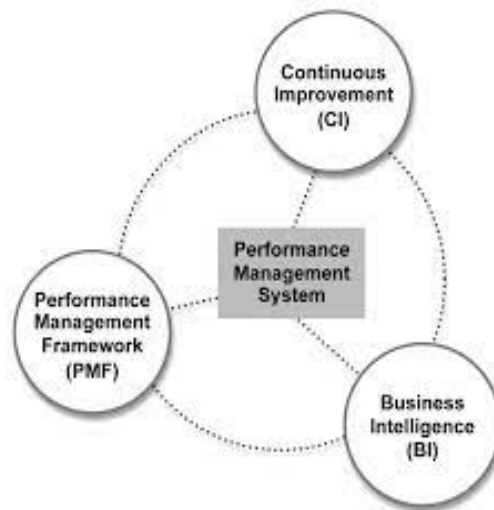
The Employment Ontario Partners Gateway (EOPG) is an online site and provides updates and support to Literacy and Basic Skills service providers delivering programming under the Employment Ontario Network. The "New Postings" section includes updates, changes, forms, and announcements from the Ministry of Labour, Immigration, Training and Skills Development. There is also a Literacy and Basic Skills section under "Programs and Services" that provides access to LBS specific updates and tools.

It is highly advised that Literacy and Basic Skills administrators visit this site on a regular basis at: www.tcu.gov.on.ca/eng/eopg

Effective Management of your Literacy and Basic Skills Program

LBS service providers are evaluated on their ability to carry out their agreement. This is done by using the tools outlined in the chart below.

Literacy and Basic Skills Performance Management System



Performance Management Framework (PMF)

The Performance Management Framework includes three components which are used to measure the quality and sustainability of Literacy and Basic Skills. These are:

1. Service Quality Standard.
 2. Organizational Capacity.
 3. Compliance with the Ministry of Labour, Immigration, Training and Skills Development Agreement and LBS Guidelines.
- (Ministry of Training, Colleges and Universities, 2013, p. 7)

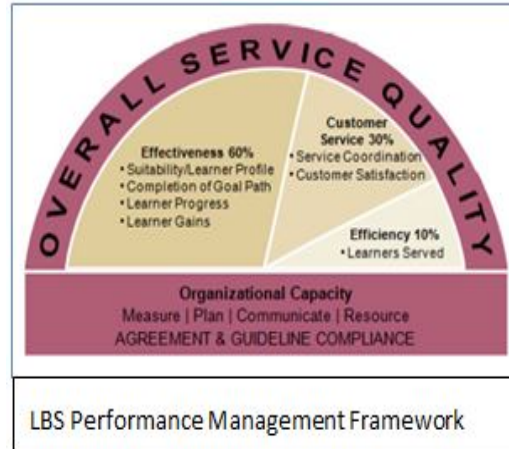
Service Quality Standard

Service Delivery success is measured on the following dimensions:

- A. Effectiveness
- B. Customer service
- C. Efficiency

As shown in the chart on the next page, each of the three dimensions are weighted and are broken down into sub-categories. A service provider can monitor their progress through Report 64 available in the Reporting Section of Employment Ontario Information System: Case Management System (EOIS-CaMS). For more detailed information on the SQS, visit the LBS Guidelines, pp. 41-44

www.tcu.gov.on.ca/eng/eopg/publications/lbs_service_provider_guidelines.pdf



Organizational Capacity

Important components of the business cycle are the utilization of resources effectively and the measurement and improvement of your Literacy and Basic Skills program's performance.

The four dimensions of organizational capacity are:

- Planning—use of data
- Resourcing—financial performance, administrative processes
- Communicating—governance, service coordination
- Measuring—service delivery, organizational results

For more detailed information on organizational capacity, visit the LBS Guidelines, pp. 45-47
www.tcu.gov.on.ca/eng/eopg/publications/lbs_service_provider_guidelines.pdf

Continuous Improvement (CI)

The yearly business plan involves the creation of a strategy to identify and maintain areas of strength within the Literacy and Basic Skills service provider organization and identify areas of improvement. This business plan is an important tool to evaluate your organization, but other tools are needed for continuous improvement. These should include evaluation from all stakeholders, review of your internal procedures, ongoing evaluation of data from Employment Ontario Information System: Case Management System (EOIS-CaMS) reports, and the monitoring of the financial components of your agreement.

Business Intelligence (BI)

As outlined by the ministry, the three components of business intelligence are business processes, technology, and people. Under the agreement, the ministry requires that the Literacy and Basic Skills service providers utilize effective tools to collect, analyze and support business decisions based on the data available through of Employment Ontario Information System: Case Management System (EOIS-CaMS). This will lead to continuous improvement of a service provider's delivery of their agreement.

Employment Ontario Literacy and Basic Skills Performance Management System for Service Providers and Support Organizations:

www.tcu.gov.on.ca/eng/eopg/publications/lbs_pms_user_guide.pdf

Creating a Yearly Plan

Along with the planning and documentation required by the ministry, an important component for any Literacy and Basic Skills Administrator is the development of a yearly plan for their organization. This could be done on your own, with your LBS team, or in collaboration with other administrators within your Continuing Education department. The tools listed below, are examples that may benefit you:

- Breakdown of your deliverables indicated in your business plan.
- Management report (comprised of data charts from of Employment Ontario Information System: Case Management System (EOIS-CaMS))
- Financial tracking system
- Program delivery chart—if you deliver multiple types of programs [employment readiness, Prior Learning Assessment and Recognition (PLAR)]
- Client pathway plan between English as a Second Language, LBS, and Adult Credit within your Adult and Continuing Education program
- Marketing strategy
- Learner retention strategy
- Service coordination strategy

Literacy and Basic Skills Programming/Intake Models

Literacy and Basic Skills service providers offer services using various intake models, delivery of services and timelines. The Ministry of Labour, Immigration, Training and Skills Development, in their agreement with the LBS service provider, allows the service provider to determine the best method of intake and delivery based on the needs of the communities and the learners served. Some service providers follow the same intake method developed for their Adult Credit and/or English Second Language programs, while others develop their own methods.

Intake Assessment Models:

- Centralized assessment by the continuing education department, then referrals made to the appropriate program (Adult Credit, LBS, ESL, LINC)
- Individualized assessments by the Literacy and Basic Skills administrator, intake assessor or LBS practitioner, then intake into LBS classroom or referral to another program or agency (can be documented during the information and referral process).

Delivery Models:

- Continuous intake—Students can be assessed and start in the LBS program at any time.
- Scheduled start dates—Start dates for programs are provided to community partners and learners, and all intake assessment occurs before the scheduled start. This is a common practice for delivery of employment readiness programs (e.g., computer job readiness, retail sales, home care worker)

- Term/semester—LBS delivery start day coincides with the start dates of the adult credit program. This could be every 6/9 weeks, or in September and February.

Delivery Methods:

Literacy and Basic Skills service providers have the flexibility to design delivery models that work for their programs. Most often, it is a combination of all the delivery methods highlighted below.

- Face to face—Learning takes place with learners and practitioners in the same site
- Hybrid—A combination of in-person and virtual learning
- Online—All instruction is delivered remotely, through a digital platform

Delivery Schedule:

Literacy and Basic Skills Administrators need to determine a delivery schedule that meets the needs of learners and offers the flexibility to attend and achieve their goal. Sudden community needs, for instance, factory closure, may precipitate the need to add programming on a temporary basis. Some other factors to consider when planning a delivery schedule are the budget and school board policies.

School board LBS programs often offer the following:

- Full time/part time
- Evening
- Summer



Business Planning

All Literacy and Basic Skills service providers must develop a business plan for annual submission. They must also support the development of the literacy services plan for their regional network (LBS support organization) by providing site data and participate in its development. New LBS administrators should examine previously submitted business plans and literacy service plans to understand the areas of concentration, identified strengths and areas of development that were documented in previous business plans.

A service provider also needs to identify the target learners that they will serve based on historical targets. If a service provider wants to modify the number up or down, this must be in consultation with their Employment and Training Consultant (ETC).

Throughout the year, your ETC will reach out to discuss the implementation of your business plan and you will be expected to document your progress in meeting the requirements of your agreement through an interim and final report.

Sample Business Plan Areas

- Services
- Outreach and marketing
- Continuous improvement
- Identifying strengths and areas of development
- Organizational capacity
- Literacy service planning and coordination
- Target learners
- Training supports
- ASL interpreter funding
- Performance commitment charts

www.tcu.gov.on.ca/eng/eopg/programs/lbs_business_planning.html

Activity Reports

The Ministry of Labour, Immigration, Training and Skills Development requires that all Literacy and Basic Skills Service Providers submit two activity reports. These are uploaded into SP Connect approximately three weeks before due date. The first activity report due date is typically mid-October, and the second activity report due date falls in April. Each of the reports will ask you to respond to questions in respect to the following:

- Performance measures [Report 64 available on Employment Ontario Information System: Case Management System (EOIS-CaMS)]—Share your current measures in comparison to the performance measures set by the ministry. You will need to outline those that do not meet the performance target and what steps are being taken to improve the measures.
- Business deliverables—Explain how you are addressing the business deliverables you set out in your business plan.

- Areas of development—Indicate how your organization has met the mid-year plan for areas of development outlined in the business plan.

Financial

Funding Compliance

A Literacy and Basic Skills service provider must use their funding in compliance with the items outlined in the business agreement, Schedule H—Audit and Accountability Requirements in support of delivery of LBS services.

Operating funds can be spent on:

- Staff and management salaries associated with the delivery of your LBS Business contract
- Ongoing hiring, training, and professional development of staff
- Facilities rental, mortgage payments, and utilities for instructional space
- Marketing
- Project management
- Purchases of equipment, furniture, and supplies associated with delivery of services
- Financial management, e.g., insurance, bookkeeping, auditor's fees
- Staff travel and conference fees

SP Connect

SP Connect is part of Employment Ontario Information System: Case Management System (EOIS-CaMS) and allows the service provider the capability to see all financial documentation. Included are allocations, past financial reports, payment schedules, and site targets.

SP Connect equips service providers in the submission of their estimate of expenditures, statement of revenue and expenditures and auditor's report.

Information on how to utilize the SP Connect system:

www.tcu.gov.on.ca/eng/eopg/publications/spc_start_up_kit_serv_provider.pdf

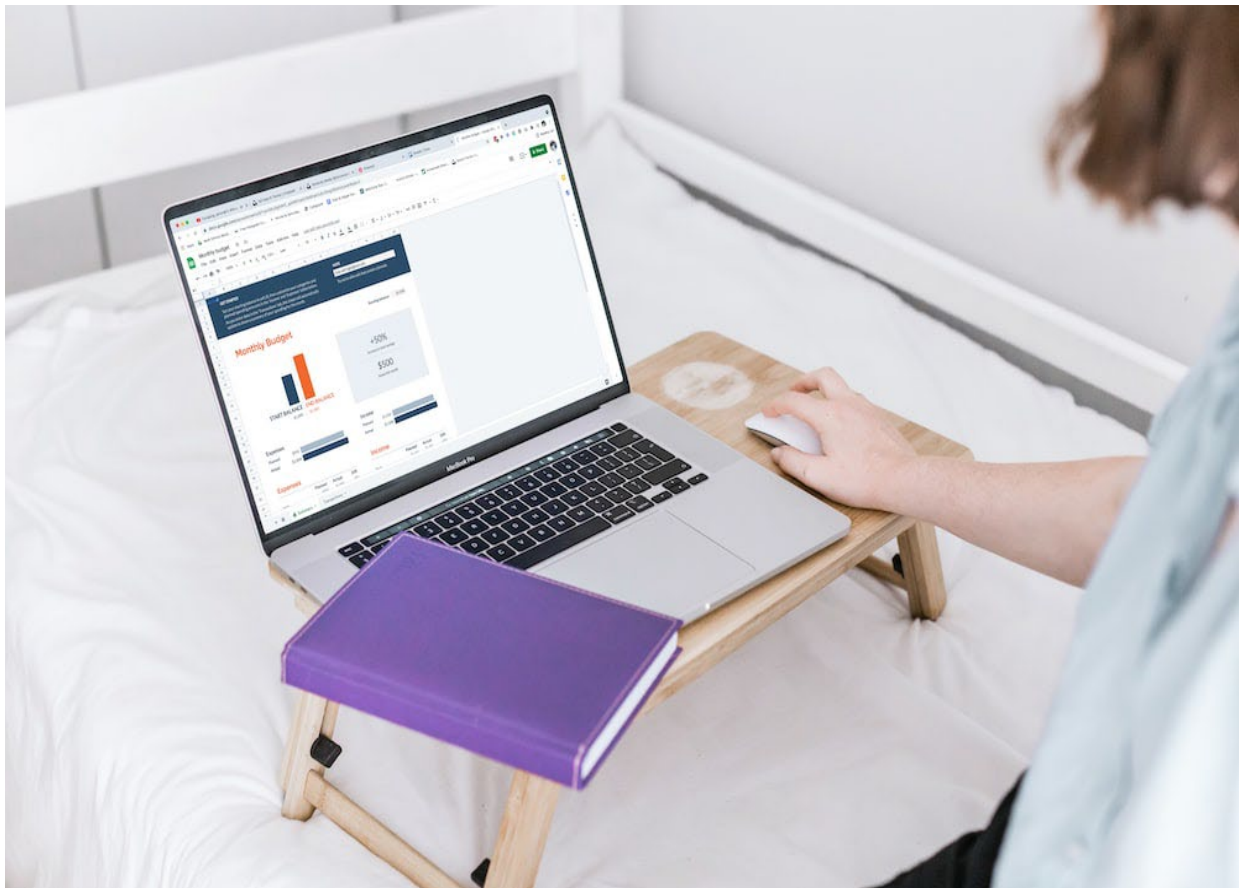
Training Supports

A Literacy and Basic Skills service provider may apply for training support funding in addition to their core funding. The training support allotment agreed upon by the ministry and in consultation with your site employment and training consultant can be utilized to subsidize transportation or childcare costs for low-income learners who cannot access funding from other sources.

Budgeting

Each Literacy and Basic Skills service provider manages their funding utilizing various methods. Some administrators in school boards may track all the spending, while others have systems set up and managed by the school board finance department. It is important to have consistent communication between the LBS administrator, continuing education principal, and the finance department contact. Monitoring your Estimate of Expenditures Reports (EER), tracking variable costs, budgeting, and preparing for unexpected expenses will ensure that you employ your funding in compliance with your agreement.

See Appendix G: Sample Financial Worksheet



PROGRAM DELIVERY

Ontario Adult Literacy Curriculum Framework (OALCF)

In 2011, the Literacy and Basic Skills service providers in Ontario were asked to address the needs of the literacy learners and the tasks that they complete to successfully transition to their goal. As a result, teams of program leads and practitioners from all streams and sectors were consulted, and the OALCF for LBS was developed. The OALCF is not a curriculum, but rather a comprehensive guide of tools, including goal descriptors, competencies, assessments, and tasks that support the requirements for learner success in their identified goal.

As outlined on the Employment Ontario Partner Gateway (EOPG) site, the OALCF:

- supports the development of task-based programming;
- helps practitioners focus on strengthening the learner's ability to integrate skills, knowledge, and behaviours to perform authentic, goal-related tasks;
- supports the development of contextualized programming that reflects the learner's culture, language, and other features specific to the learner and their goal; and
- builds on current literacy practice and strengthens the links between the LBS Program and Ontario's employment, education, and training system.

(Ministry of Training, Colleges, and Universities, 2021)

The OALCF consists of five key elements:

Competencies
Tasks Groups
Indicators (three levels)
Descriptors
Task Examples

More detailed information can be found in the Curriculum Framework Conceptual Foundation document:

www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Curriculum_Framework_Conceptual_Foundations_March_2011.pdf

Curriculum Framework

www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Curriculum_Framework_Mar_15.pdf

OALCF Curriculum Framework Chart with Competencies, Task Groups and Levels

Competency	Task Group	Indicators		
		Level 1	Level 2	Level 3
A Find and Use Information	A1 Read continuous text	A1.1 Read brief texts to locate specific details	A1.2 Read texts to locate and connect ideas and information	A1.3 Read longer texts to connect, evaluate and integrate ideas and information
	A2 Interpret documents	A2.1 Interpret very simple documents to locate specific details	A2.2 Interpret simple documents to locate and connect information	A2.3 Interpret somewhat complex documents to connect, evaluate and integrate information
	A3 Extract info from films, broadcasts & presentations	Not applicable: Tasks in this task group are not rated for complexity		
B Communicate Ideas and Information	B1 Interact with others	B1.1 Participate in brief interactions to exchange information with one other person	B1.2 Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions	B1.3 Initiate and maintain lengthier interactions with one or more persons on a range of topics
	B2 Write continuous text	B2.1 Write brief texts to convey simple ideas and factual information	B2.2 Write texts to explain and describe information and ideas	B2.3 Write longer texts to present information, ideas, and opinions
	B3 Complete and create documents	B3.1a Make straightforward entries to complete very simple documents B3.1b Create very simple documents to display and organize a limited amount of information	B3.2a Use layout to determine where to make entries in simple documents B3.2b Create simple documents to sort, display, and organize information	B3.3a Decide what, where and how to enter information in somewhat complex documents B3.3b Create more complex documents to sort, display and organize information
C Understand and Use Numbers	C1 Manage money	C1.1 Compare costs and make simple calculations	C1.2 Make low-level inferences to calculate costs and expenses that may include rates such as taxes and discounts	C1.3 Find, integrate, and analyze numerical information to make multi-step calculations to compare cost options and prepare budgets
	C2 Manage time	C2.1 Measure time and make simple comparisons and calculations	C2.2 Make low-level inferences to calculate using time	C2.3 Find, integrate, and analyze numerical information to make multi-step calculations using time
	C3 Use measures	C3.1 Measure and make simple comparisons and calculations	C3.2 Use measures to make one-step calculations	C3.3 Use measures to make multi-step calculations; use specialized measuring tools
	C4 Manage data	C4.1 Make simple comparisons and calculations	C4.2 Make low-level inferences to organize, make summary calculations, and represent data	C4.3 Find, integrate and analyze data; identify trends in data
D Use Digital Technology	n/a	D.1 Perform simple digital tasks according to a set procedure	D.2 Perform well-defined, multi-step digital tasks	D.3 Experiment and problem-solve to perform multi-step digital tasks
E Manage Learning	n/a	E.1 Set short-term goals, begin to use limited learning strategies, and begin to monitor own learning	E.2 Set realistic short- and long-term goals, use a limited number of learning strategies, and monitor own learning	E.3 Set realistic short- and long-term goals, use a variety of learning strategies, and monitor and evaluate own learning
F Engage with Others	n/a	Not applicable: Tasks in this task group are not rated for complexity		

Embedded Skills, Knowledge, and Attitudes Reference Guide for Ontario (ESKARGO)

ESKARGO is a resource designed for Literacy and Basic Skills Practitioners to provide links to skill requirements needed for successful completion of tasks (milestones). This guide will help support the selection of teaching resources as the guide outlines the knowledge and skills necessary for each competency, task group and level.

www.cesba.com/wp-content/uploads/2020/10/ESKARGO-Complete.pdf

Assessment

Assessment is an essential element in the delivery of training to learners in all goal paths. Assessment helps to acknowledge a learner's skills, knowledge, and abilities in the completion of tasks as they enter an LBS program, while in training, and at exit. Assessments can be both informal and formal and can be administered using a variety of methods. It will guide the delivery of services to learners and inform decision making as they transition to their next step.

The Common Assessment for the Ontario Adult Literacy Curriculum Framework (OALCF) Goal Paths Resource Package developed by Literacy Northwest provides information on how to:

- Adapt/develop an assessment strategy
- Adapt/develop a process used for assessment results
- Support agency efforts to fully implement the OALCF
- Ensure integrity and accurate assessment results that support appropriate learner referrals
- Support efficient and effective program planning and delivery
- Help smooth transition of learners' goal completion

(Northern Literacy Networks, 2013-2014)

Initial, Ongoing, and Exit

The ministry requires that an initial assessment is conducted with all learners upon entry into a Literacy and Basic Skills program. It is up to the individual service provider to determine the type of assessment conducted. Typically, a skills assessment in communication and numeracy is utilized. Initial assessment tools could include CAMERA, CABS, OALCF Implementation Strategy Initial Assessment, or an internally developed assessment. CESBA has also developed an Online Skills Inventory Tool (OSIT) that can be utilized both in person and remotely.

Link to OSIT: www.cesba.com/resources/osit-links-and-resources

Ongoing assessment for the duration of the learner's training is important. It is a way to determine if skills acquisition is successful and it is a documented process of progress. Most LBS programs use a combination of their own internal assessment as well as the milestones required by the ministry.

Exit assessments will allow both the service provider and the learner to evaluate their readiness for the identified goal path and goal. Service providers have developed their own exit evaluation mechanisms, but the ministry has developed culminating tasks.

Milestones

Milestones are goal-related assessment activities that learners complete to demonstrate their abilities to carry out goal-related tasks. Each milestone is directly related to one competency, task group, or level within the curriculum framework. Milestones are intended to reflect the types of tasks learners will need to perform once they reach their goals.

(Ministry of Training, Colleges, and Universities, 2020, p. 3)

Milestone Guide: www.cesba.com/wp-content/uploads/2020/10/Milestone-User-Guide.pdf

Milestones are accessed through the **Ontario Adult Literacy Curriculum Framework (OALCF) Repository**. Literacy and Basic Skills practitioners must register with **Contact North** to gain access to them.

Culminating Tasks

Culminating tasks are exit assessments that allow the Literacy and Basic Skills practitioner and the learner to showcase the skills, knowledge, and abilities required to complete tasks associated with their goal path, as they exit from the LBS program.

More information on Culminating Tasks and administering them, can be found in the *User Guide for Culminating Tasks*, MTCU, March 2012

www.cesba.com/wp-content/uploads/2020/10/Culminating-Task-User-Guide.pdf

Learner Plans

Learner plans are a requirement by the ministry. As highlighted in the **Operational Section** of this handbook, they are a part of the learner file documentation. The learner plan is a document that should be revisited on a continuous basis with the learner and the practitioner.

It should include the following:

- Background information gathered in the learner profile
- Necessary referrals throughout the process
- Learner's goal path
- Details on the learning activities to prepare the learner for their goal path
- Milestone tasks that the learner needs to successfully demonstrate
- The culminating task
- Key dates and establishes timelines (date the learner plan was developed, start date, and projected end date for learner's program, estimated time per week the learner commits to their Literacy and Basic Skills training, which includes both supervised and independent study and dates for the learner and LBS service provider staff to review progress)
- Includes any other non-LBS requirements (certificates, courses, abilities) of the learner's goal path.

(Ministry of Training, Colleges, and Universities, 2020, pp. 19-20)

Sample learner plan: www.tcu.gov.on.ca/eng/eopg/publications/lbs-oalcf-learner-plan-template-en.pdf

Training

As highlighted in the Operational Section of the handbook, training is literacy instruction delivered utilizing various methods to help a learner reach their identified goal. Individualized training is developed by the practitioner and is supported with various resources that are appropriate for adult learners. After training, the learner will be able to demonstrate their learning by completing meaningful tasks associated to their identified goal. The training must result in measurable improvements of task completion by the learner. This is documented using milestones, learning activities, culminating tasks and recorded in the learner plan.



Literacy and Basic Skills and Prior Learning Assessment and Recognition (PLAR) preparation

Prior Learning Assessment and Recognition (PLAR) is a formal evaluation and credit granting process. It allows adult learners the opportunity to be granted secondary school equivalencies based on prior education, employment, and life experience.

Many school board LBS programs are part of the PLAR process, as they offer the skills upgrading often required for success in writing the PLAR assessments (English, math, science, history, and geography). Processes need to be developed between LBS and Adult Credit programs, to best deliver the training required for successful completion of the PLAR assessments. Clearly defined expectations of each program's roles in delivering PLAR training can lead to an effective partnership between the two programs.

The PLAR process involves:

- Grade 9 and 10 individual assessment/equivalency process
- Grade 11 and 12 equivalency process
- Grade 11 and 12 challenge process

What can this program do for learners?

PLAR allows learners to complete diploma requirements faster than they may think, as they are granted credits based on varied life and work experiences.

See Appendix F: one-page fact sheet on PLAR and PPM 132

For more information on the PLAR evaluation process, visit the Resources section of the CESBA website. www.cesba.com/resources



REPORTING

Employment Ontario Information System – Case Management System (EOIS-CaMS)

EOIS-CaMS is a web-based system that is utilized by several government agencies including those under the Employment Ontario umbrella (Literacy and Basic Skills, Employment Services and others). EOIS-CaMS include Application, SP Connect, Reporting and Grants Partner Online.

It is to be used by all LBS service providers to track all five areas of service delivery outlined in the business plan:

- Information and referral
- Assessment
- Learner plan development
- Training
- Follow up

Information that is inputted into EOIS-CaMS include:

- Participant registration form
- Milestones
- Learning activities
- Referrals
- Training supports
- Exit form
- 3, 6, and 12 month follow up

It is important to connect with your employment and training consultant to find out who the Service Provider Registration Authority (SPRA) is for your organization. As an administrator, do you currently have access to the system and to the components necessary to administer your Literacy and Basic Skills program? An LBS administrator will need access to the application, SP Connect, and reporting sections of EOIS-CaMS.

Service Provider User Guide:

www.cesba.com/wp-content/uploads/2021/06/EOIS-CaMS-Case-Management-System-Service-Provider-User-Guide-2.pdf

EOIS-CaMS Literacy and Basic Skills Data Dictionary:

www.cesba.com/wp-content/uploads/2020/10/EOIS-CaMS-Data-Dictionary.pdf

MyEOIS

The myEOIS website houses the documentation in respect to EOIS-CaMS that used to be available on the Employment Ontario Partner's Gateway website. www.tcu.gov.on.ca/eng/eopg

This includes forms, updates, user guides, training materials and system issues.

Access to myEOIS can be found here: www.myeois.tcu.gov.on.ca/login

SERVICE COORDINATION

Literacy and Basic Skills Support Organizations

Literacy and Basic Skills Support Organizations are funded by the Ministry of Labour, Immigration, Training and Skills Development (MLITSD) and are mandated to provide support to LBS service providers through activities to:

1. Support seamless client pathways across Employment Ontario and the Ministry of Education (EDU), Ministry of Children, Community and Social Services (MCCSS), Ministry of Citizenship, Immigration, and International Trade (MCIIT) and non-EO 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 contribute regional, sector, or stream perspective to LBS-related research projects.

(Ministry of Training, Colleges, and Universities, 2020, p. 9)

The LBS Support Organization Guidelines (2020):

www.tcu.gov.on.ca/eng/eopg/publications/lbs-support-org-guidelines-2020-en.pdf

As a new Literacy and Basic Skills administrator, it is an important first step to find out who your regional network support organization and sector support organization are. It is important to make connections to find out what the expectation of MLITSD is in respect to your regional network. The sector support organization can also provide tools for easier transition into a new administrative role and can provide ongoing support in building capacity within your program.

Literacy and Basic Skills Streams and Sectors

Each LBS service provider will identify what stream(s) and sector that they will primarily serve in their communities.

Streams: It is important to note that you can serve learners in all streams, but you are identifying your area of focus, based on community needs.

- Anglophone
- Francophone
- Indigenous
- Deaf

Sectors: The ministry has also divided delivery into three different sectors to effectively deliver training to support the diverse needs of learners in Ontario. Each sector has a provincial support organization that will advocate and support the needs of the LBS field. They are:

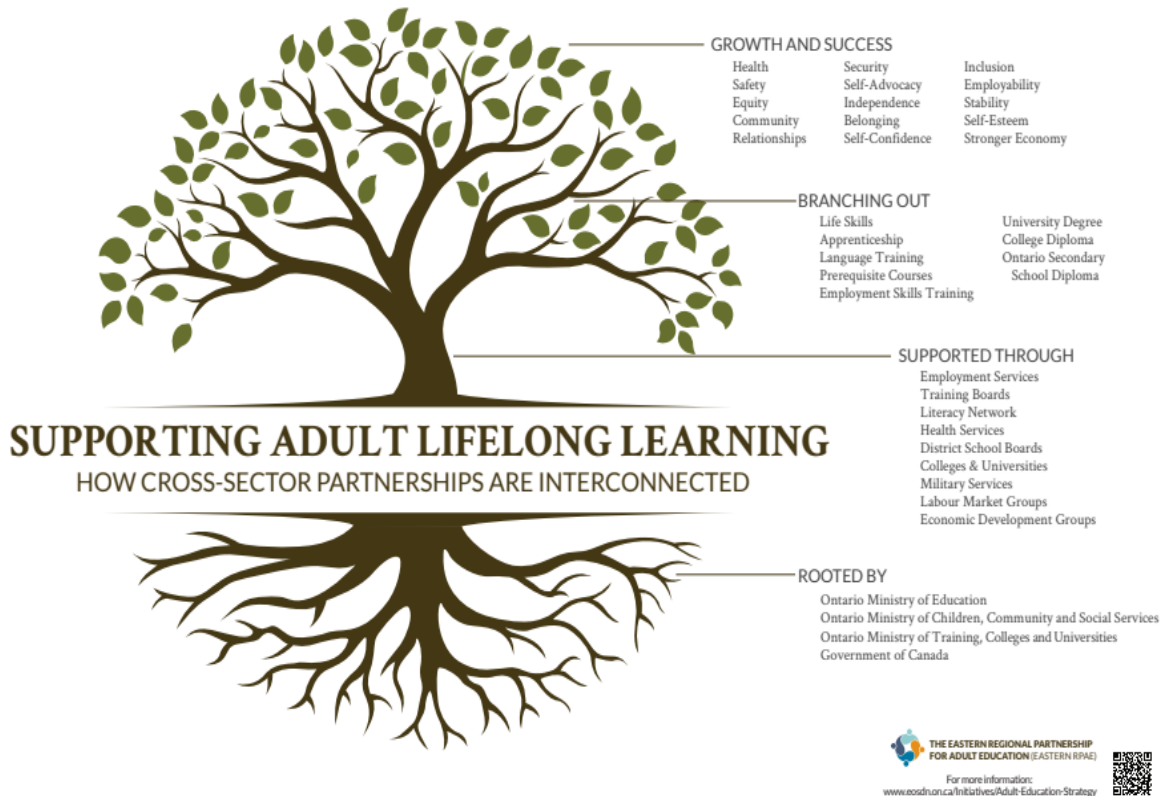
- Community-based organizations
- Colleges
- School boards (Represented by CESBA)

Community Partnerships

Community Partnerships are essential to the success of your LBS program and the adult and continuing education department in your school board. If you are a new LBS Administrator, it is important to connect with all your current partners and ask to meet with them. Understanding their mandates, will help you to cultivate strong relationships that will support the training needs of the clients that they serve. Wrap around services, with various partners, can also support learner success.

It is important to maintain ongoing relationships with your community partners as they will be your main source of referrals into your program. Traditionally, LBS has had a strong partnership with Employment Services, as we fall under the Employment Ontario umbrella. As well, Ontario Works, Ontario Disability Support Program, Workers' Safety Insurance Board and Youth Job Connect have been strong partners. As a school board program, it is important to make strong connections with all of your high schools, as you may support students leaving high school, who could benefit from the training that LBS programs offer.

Eastern Ontario Adult Education Strategy Cross Section Partnership 2019



(The Eastern Regional Partnership for Adult Education, 2019)

STAFFING

Onboarding New Practitioners

The Literacy and Basic Skills program is a unique program and initial training for new practitioners is essential. School board LBS programs have developed their own internal training modules to cover ministry expectations, internal procedures, and skill requirements of working with adult learners.

Appendix D provides a sample chart of items that may be covered during initial practitioner training. CESBA has developed two training modules for new LBS practitioners. The two modules cover the foundational knowledge required of an LBS practitioner in a school board LBS program in Ontario.

CESBA Practitioner Training Modules

Practitioners will require a login to participate.

<https://elearning.cesba.com/course/index.php?categoryid=4>

Ongoing Professional Development

The labour market is ever changing, therefore Literacy and Basic Skills programs need to support ongoing professional development of practitioners, so they can work effectively with learners to support their individual goals. Professional development comes in many forms. In school board programs, there are mandated profession development days. LBS administrators may also look for regional professional development in the form of conferences, for example Con/Ex, an eastern region conference for LBS. As well, there are many PD opportunities in the form of “Lunch and Learn’s” and recorded webinars hosted by LBS support organizations including:

- CESBA
- AlphaPlus
- Contact North
- Community Literacy of Ontario
- Laubach
- Other regional support organizations

Union vs. Non-union Environments

It is important as a new Literacy and Basic Skills administrator to have knowledge of your staffing agreements. Some programs have unionized LBS practitioners, while others have staff who are classified by school boards as casual employees. As a first step, check with your human resources department for verification and for assistance in understanding the collective agreements that are specific to your LBS staff.

Staff Retention

From the website, *Performance Unleashed: Great Leaders Set Free*, under the section, Unleashing the High Performing Team, there is an outline of some stumbling blocks that may occur in an organization:

- Recent changes in strategy, structure, or focus that have caused confusion or misunderstanding around organizational goals
- Leaders in new roles who are unclear of how to work with others on the team (role clarity issues)
- A lack of process for decision making conflict resolution or communication on the team
- An absence of trust between members

Your team needs to have further discussions that are critical to performance, like establishing processes for effective decision making, standards for communication, agreed-upon operating norms, and consensus on how members treat each other to inspire best performance. This could lead to staff retention.

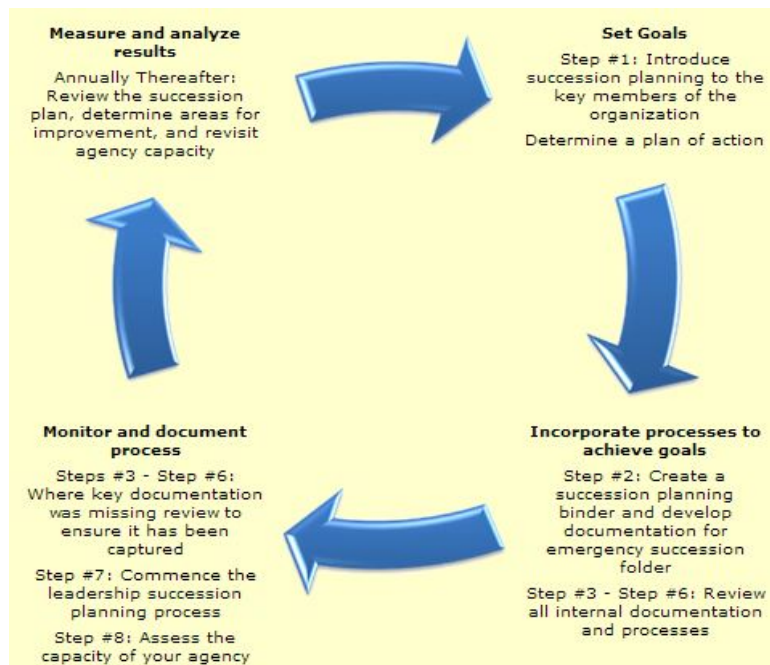
(Stitt, 2023)

Succession Planning

A succession plan is an important tool in your organization to ensure the easy transfer of responsibility to a new or existing staff member. Check with your school board human resources department to see if there is a succession planning document or policy that your program needs to follow.

The gathering and storage of documents pertaining to roles and responsibilities in your Literacy and Basic Skills program will allow for successful employee transition.

This chart, from Community Literacy of Ontario, highlights steps in succession planning.



(Community Literacy of Ontario, 2013)

MISCELLANEOUS

Essential Skills versus Skills for Success Model



Essential Skills are now “Skills for Success”. Ontario’s Skills for Success (SFS) initiatives are being funded to support the design and delivery of Literacy and Basic Skills (LBS) training in accordance with the Ontario Adult Literacy Curriculum Framework (OALCF). Curriculum, resources, assessments, and processes are being developed to align with the new framework.

What does this mean for Literacy Basic Skills programs?

This excerpt is from a memo from the Ministry of Labour, Immigration, Training and Skills Development, released in May 2023.

The ministry has secured Skills for Success funding from Employment and Social Development Canada for the 2022-23 and 2023-24 fiscal years. The ministry will use this one-time funding to build capacity across the Literacy Basic Skills System, advance LBS program renewal objectives, and inform the evolution of Ontario’s workforce development system.

LBS program renewal objectives include:

- Capacity-building across cultural streams and delivery sectors and the continuous improvement of service delivery
- Improved employment and apprenticeship outcomes
- The delivery of more services remotely and expanded and enhanced blended learning
- The full implementation of the LBS performance management framework
- The creation of a performance-based funding model

(Atungo, May 2023)

Phase 1

With this change, the ministry has funded learning networks to better integrate LBS service through four initiatives:

- Better Jobs Ontario (BJO),
- Workplace literacy,
- Underrepresented groups in the labour market
- Apprenticeship

Phase 2

Literacy service providers had the opportunity to apply for funding to pilot one or more initiatives addressing:

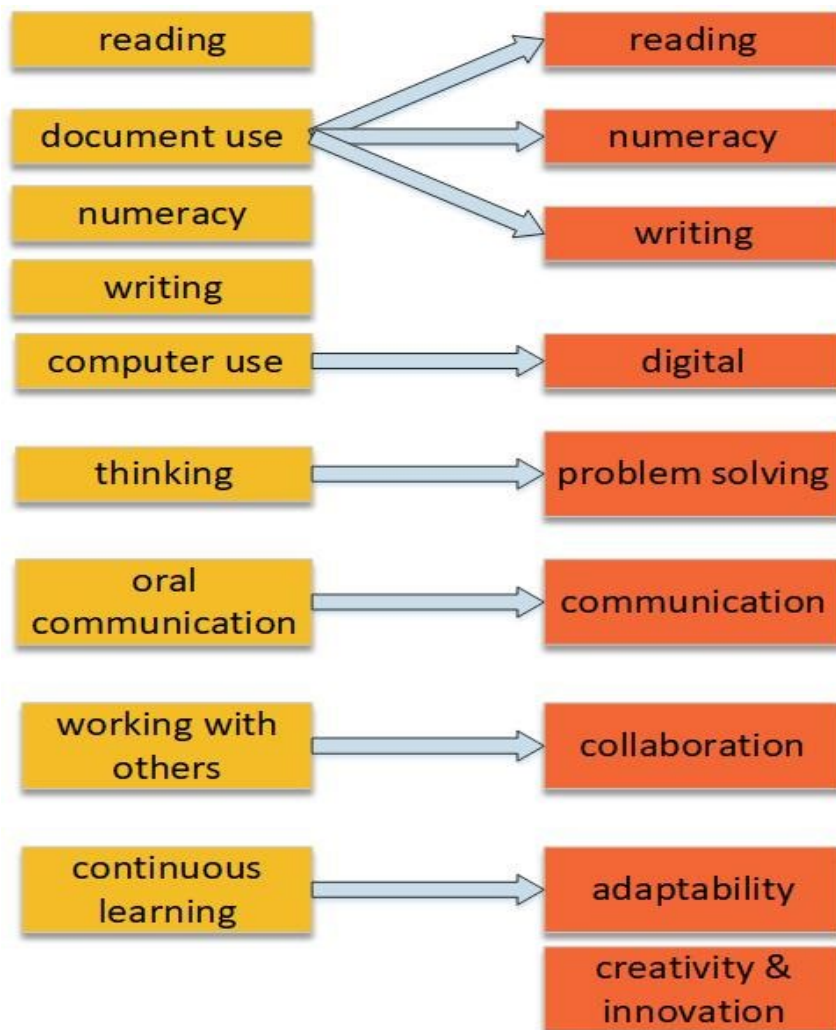
- Better Jobs Ontario
- Workplace literacy
- Underrepresented groups

(Can utilize the new curriculum developed in Phase 1 in Digital Technology and Apprenticeship)

As a result of the Skills for Success funding, many new resources were developed provincially. These resources are now available to all Literacy and Basic Skills programs and can be found at the link below.

<https://lbsresourcesandforum.contactnorth.ca/>

ESSENTIAL SKILLS TO SKILLS FOR SUCCESS



(Government of Canada, 2021)

Questions to Address as a New Literacy and Basic Skills Administrator

Your Adult and Continuing Education Principal:

What is the strategic plan for Continuing Education (CE) and how does it fit into the board's school improvement plan?

What is the view and direction of the relationship between Adult Credit and Literacy and Basic Skills?

Is there a CE pathway strategy for learners to enter CE programs?

Who are our CE community partners?

Who is the contact person in the finance department that manages the funds for LBS?

Are the LBS practitioners unionized or non-unionized?

Is there statistical data available pertaining to the LBS program that can highlight trends?

Can past reports (business plans, interim, final, financial, monitoring) be accessed?

What supports are available for learners in CE?

Your LBS Staff:

What current trends are you seeing in your classroom?

What supports are necessary for learner success?

How can I support you?

Your Employment and Training Consultant:

What are the regional priorities and ministry priorities?

Your Literacy and Basic Skills Regional Network:

Who are the other LBS service providers in your region?

Does each LBS service provider focus on a goal path?

Are there any service gaps in the region you serve?

What are your core functions in supporting our LBS program?

Can past support organization's yearly service plans be accessed?

Your CESBA LBS Committee:

What is your role to support our school board LBS program?

Where can I find CESBA tools to enhance our program?

Are there mentorship opportunities if I need support as a new LBS administrator?

What are the LBS deliverables for this year?

Marketing

Marketing of your Literacy and Basic Skills program is complex, as you have:

- Learners in five different goal paths
- Various intake models
- Many programs that target different audiences
- Community partners, with different mandates and needs
- Changing community needs
- Labour market demands
- Various demographics, depending on programs offered.
- Limited budget

If you are a large school board, your board may have a marketing team that you can connect with. For most Adult and Continuing Education administrators, marketing is part of your role.

CESBA has developed some LBS marketing tools available on their website.

<https://cesba.com>

Community Literacy of Ontario has also developed some excellent tools:

Learner Recruitment Challenges and Strategies:

<https://drive.google.com/file/d/1JV15wggblP6pijCJ6h2aOlqAU65MINuj/view>

Social media marketing tools for LBS Programs:

<https://www.communityliteracyofontario.ca/social-media-marketing>



CESBA as a Resource

Ontario Association of Adult and Continuing Education School Board Administrators (CESBA)

CESBA provides adult, alternative and continuing education program staff working in Ontario's school boards with the knowledge, skills, and abilities to assist learners in achieving their education and employment goals.

Working collaboratively with school boards, community partners, and policymakers, CESBA supports and builds capacity for professionals working in the A&CE sector through advocacy and policy work, networking, knowledge sharing, and membership.

Literacy and Basic Skills Committee

The committee offers Adult and Continuing Education Literacy and Basic Skills staff the knowledge, skills, and resources to deliver effective, sustainable programming and services that meets the needs of adult learners. It provides access to a learning community for members to share resources, best practices and discuss challenges of practice relating to Literacy and Basic Skills. Finally the committee explores and develops information sharing, action plans, and activities to inform and support the Ministry of Labour, Immigration, Training and Skills Development (MLTSD) initiatives relating to Literacy and Basic Skills.

(cesba.com)



CESBA Literacy and Basic Skills Resources:

Resources: <https://cesba.com/wp-content/uploads/2021/03/Helpful-LBS-Resources-CESBA.pdf>

LBS Video: <https://cesba.com/resources/literacy-and-basic-skills-promotional-video/>

Skills for Success Resources created by CESBA: <https://cesba.com/resources/skills-for-success-curriculum/>

LBS Work Skills Manual: <https://cesba.com/resources/lbs-work-skills-manual/>

What is PLAR for Mature Students and How Can I Benefit from It?: <https://cesba.com/wp-content/uploads/2020/10/PLAR-report-English-CESBA-October-2015.pdf>

LBS Digital Curriculum Workbook:
<https://cesba.com/wpcontent/uploads/2020/10/WORKBOOK.LBSdigital.FINAL .pdf>

LBS Glossary: <https://cesba.com/wp-content/uploads/2020/10/LBS-Glossary.pdf>

Studies of Interest:

Displace Workers and Literacy Basic Skills Programs: <https://cesba.com/wp-content/uploads/2021/02/Displaced-Workers-Report-Final.pdf>

The CESBA Adult & Continuing Education Study: A Report for the Eastern Regional Partnership for Adult Education. 2022. Dr. Lorraine Godden and Dr. Sandy Youmans
https://www.eosdn.on.ca/sites/eosdn.on.ca/files/CESBA%20Adult%20%26%20Continuing%20Education%20Study_ERPAE_Report_v2_Final_Nov2021.pdf

A Framework for Optimizing Adult and Continuing Education The Eastern Regional Partnership for Adult Education (EASTERN RPAE). 2022. Dr. Lorraine Godden, and Dr. Sandy Youmans
https://www.eosdn.on.ca/sites/eosdn.on.ca/files/A%20Framework%20for%20Optimizing%20Adult%20and%20Continuing%20Education_ERPAE_Oct2020_FNL.pdf

Acronyms in Literacy and Basic Skills and Adult and Continuing Education

Adult and Continuing Education acronyms developed by CESBA are available at this link: https://cesba.com/wp-content/uploads/2020/11/Acronyms_Eng-and-French-as-of-Oct.-2019.pdf



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https://www.tcu.gov.on.ca/eng/eopg/publications/lbs_pms_user_guide.pdf.

https://www.tcu.gov.on.ca/eng/eopg/programs/lbs_business_planning.html

https://www.tcu.gov.on.ca/eng/eopg/publications/spc_start_up_kit_serv_provider.pdf

https://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Curriculum_Framework_Conceptual_Foundations_March_2011.pdf

https://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Curriculum_Framework_Mar_15.pdf

<https://cesba.com/wp-content/uploads/2020/10/ESKARGO-Complete.pdf>

<https://cesba.com/resources/osit-links-and-resources/>

<https://cesba.com/wp-content/uploads/2020/10/Milestone-User-Guide.pdf>

<https://cesba.com/wp-content/uploads/2020/10/Culminating-Task-User-Guide.pdf>

<https://www.tcu.gov.on.ca/eng/eopg/publications/lbs-oalcf-learner-plan-template-en.pdf>

<https://cesba.com/resources/>

<https://cesba.com/wp-content/uploads/2021/06/EOIS-CaMS-Case-Management-System-Service-Provider-User-Guide-2.pdf>

<https://www.tcu.gov.on.ca/eng/eopg/>

<https://www.myeois.tcu.gov.on.ca/login/>

<https://www.tcu.gov.on.ca/eng/eopg/publications/lbs-support-org-guidelines-2020-en.pdf>

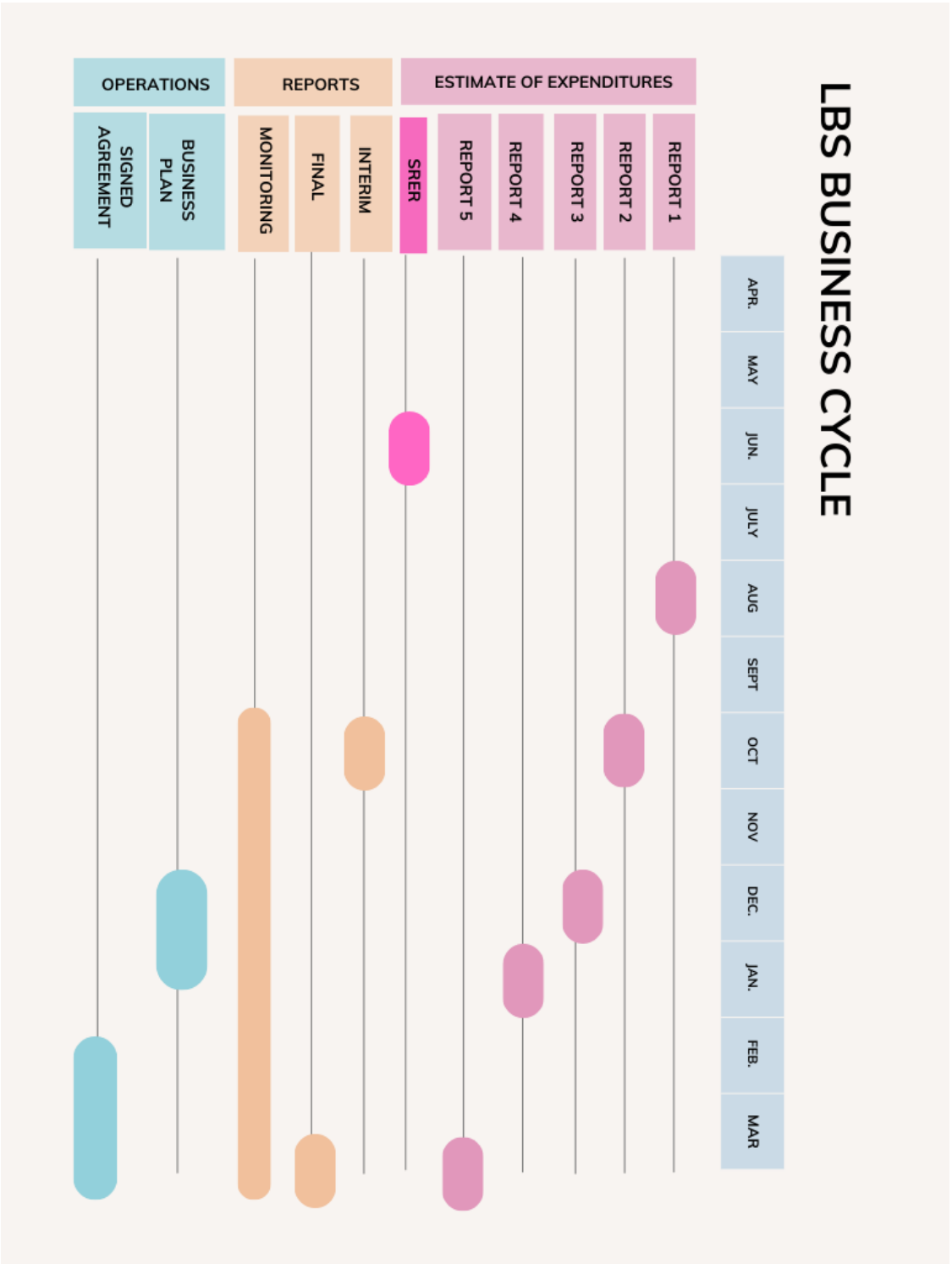
<https://elearning.cesba.com/course/index.php?categoryid=4>

<https://drive.google.com/file/d/1JV15wgg1P6pijCJ6h2aOlqAU65MINuj/view>

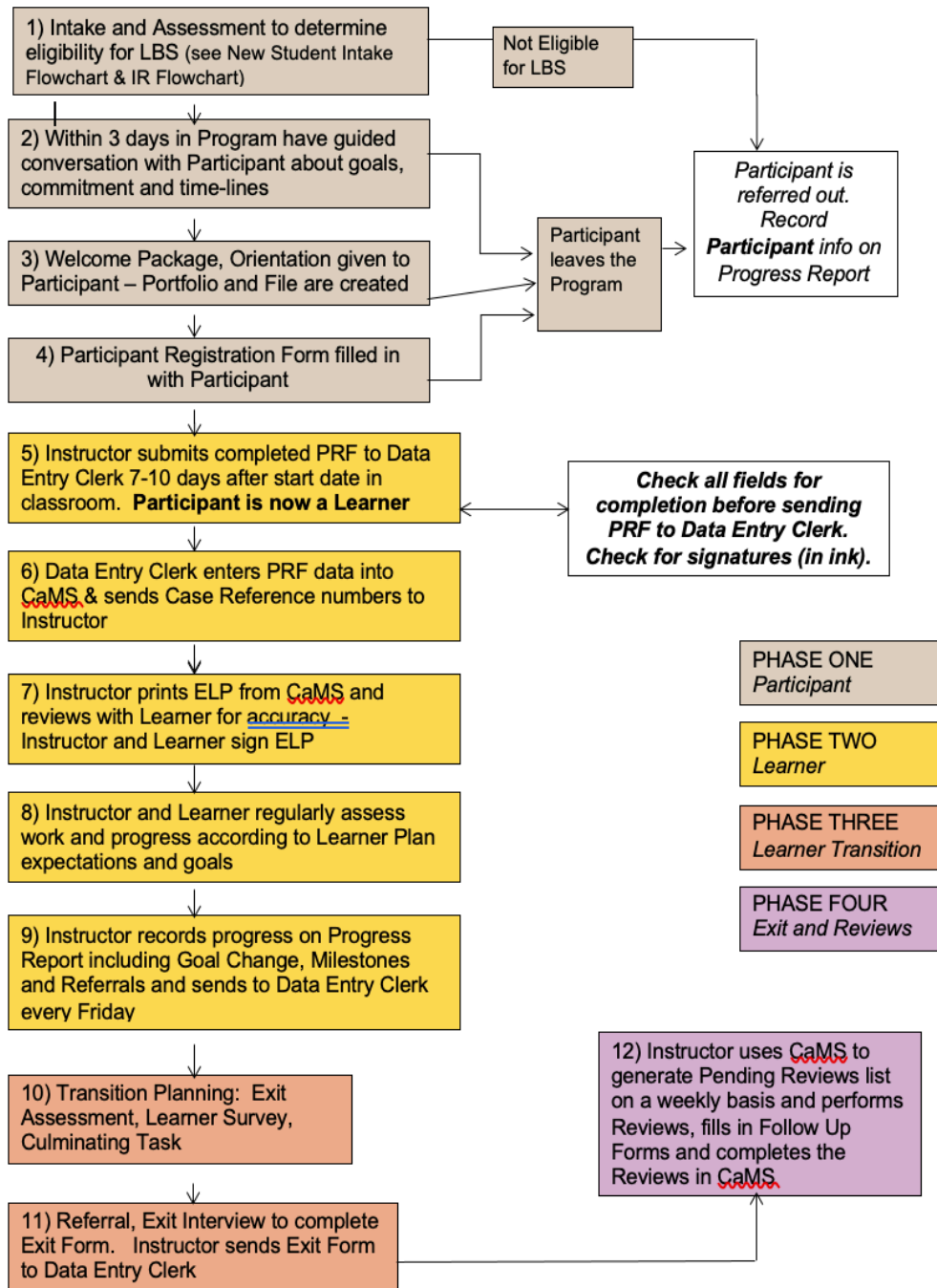
<https://www.communityliteracyofontario.ca/social-media-marketing/>



Appendix A



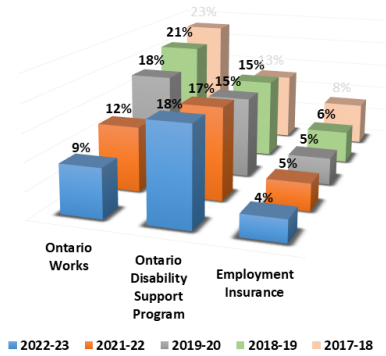
Appendix B LBS CaMS Data Collection Flowchart



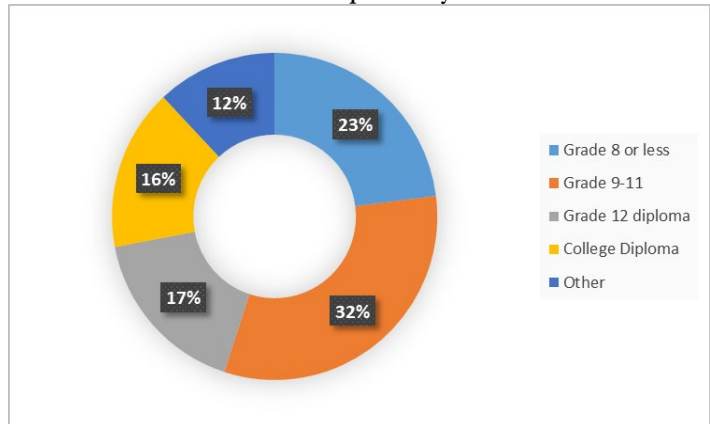
Appendix C

Sample charts developed for yearly management report trend analysis within your LBS program

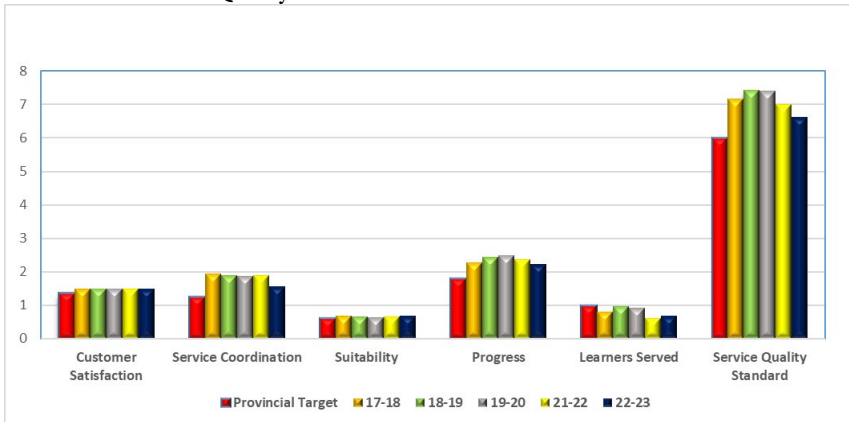
Assisted Clients



Level of Education upon Entry



Service Quality Standard



Appendix D

Sample Internal Initial LBS Practitioner Training

Components of LBS Practitioner Training-Initial

Initial Assessment



Resource Selection



Record Keeping



<input type="checkbox"/>	Assessment	<ul style="list-style-type: none"> ⇒ LBS ⇒ Sector specific training
<input type="checkbox"/>	5 Goal Paths	<p>Pathways</p> <ul style="list-style-type: none"> ⇒ SS Credits ⇒ Independence ⇒ Employment ⇒ Apprenticeship ⇒ Post-Secondary
<input type="checkbox"/>	Assessment	<ul style="list-style-type: none"> ⇒ What to look for: levels indicated, skills gaps ⇒ Initial Skills Assessment Checklist <ol style="list-style-type: none"> 1) Reading Comprehension 2) Writing 3) Numeracy
<input type="checkbox"/>	Resources	<p><u>Reading Comprehension</u></p> <p><u>Writing</u></p> <p><u>Grammar</u></p> <p><u>Numeracy</u></p> <p><u>Digital Technology</u></p>
<input type="checkbox"/>	Sector Specific Training	<ul style="list-style-type: none"> ⇒ Computer Job Readiness ⇒ Retail Sales

		<ul style="list-style-type: none"> ⇒ Budgeting for the 21st Century ⇒ Clerical Worker ⇒ Other job specific curriculum
<input type="checkbox"/>	PLAR vs. Non PLAR	Resources available for 5 assessments
<input type="checkbox"/>	Time lining	Milestone and culminating task completion Transition into selected goal path
<input type="checkbox"/>	Teacher/Student Files	Ministry and internal mandated
<input type="checkbox"/>	Data to send to LBS Administrator	Attendance Referrals out Milestone completion Exit Forms 3, 6, 12 month follow up
<input type="checkbox"/>	Exit and Transition	Transition to credits Transition to Employment – may refer to ES program Transition to post-secondary, apprenticeship

Appendix E

Portion of Marketing Strategy for a continuing education program.

Identify our Target Audiences

Building Awareness

Decide on the audiences to pursue and tailor a communications program to that group.
Review how we engage partners who are in contact with a target audience and create materials that speak to their needs.
Craft some regular information to go to teachers and guidance counsellors in schools as well as others involved in the board to encourage them to promote CE opportunities.

<p>LEARNERS</p> <ul style="list-style-type: none"> Who want their OSSD (early leavers, working adults who want to improve career options) Who need a credit for post-secondary Who want to upgrade skills for: Employment, Apprenticeship, Independence Wanting to improve Computer Skills Who need upgrading for Post-Secondary entry Wanting to improve English skills in ESL 	<p>COMMUNITY PARTNERS</p> <ul style="list-style-type: none"> To build awareness of our programs Ability to make referrals of their clients Any new program changes and new offerings Continued support
<p>GENERAL PUBLIC</p> <ul style="list-style-type: none"> To build awareness of our programs Continued support Word of Mouth Referrals to our programs 	<p>BOARD STAFF</p> <ul style="list-style-type: none"> To build awareness of our programs Ability to make referrals of their students or parents of students Continued support

Targeted Messages

Adult High School

The Ontario Secondary School Diploma is the preferred accreditation for employers. Your diploma could open the door to a new career or earn acceptance into a post-secondary training or education program.
Your closer to graduation than you think!

Adult Upgrading (LBS)

- Prepare for successful transition into the adult high school credit program;
- Improve your employability;
- Build readiness for post-secondary education;
- Increase independence.

Job Readiness Programs

Students can explore and gain the skills necessary to secure employment in a specific job market. Learners can build independence for everyday living.

Prior Learning Assessment and Recognition

Complete your diploma requirements faster than you think as you are granted credits based on your varied life and work experiences.

Computer Job Readiness

This program will improve your digital technology skills so that you can feel confident in your next step, whether it is transitioning to a new career, attending a post-secondary program or day-to-day task management.

English Second Language

This program can enhance your independence by improving your communication skills. Students can engage in their community, find sustainable employment, transition into secondary school credits or prepare for post-secondary education.

Cooperative Education

Enable students to earn credits they need to complete their Ontario Secondary School Diploma while employed.

Aptitude Test Preparation

- Feel more confident when writing aptitude testing for the military, policing, or border security.
- Build stronger skills for entry into manufacturing or writing a college entry assessment.
- Improve your abilities in core knowledge required for apprenticeship exams

We are your
Pathway to
Possibilities!

Marketing Mix

	Social media Twitter, Facebook, Instagram	Website/ Digital Screens, Video RCSSS, Town of Reelfoot, Pelee Islands	Papers Community Partners, Bios Harris-CHRP, Libraries, Food Banks, Grant, other	Newspaper Ads - Pelee Islands Post - Reelfoot Mercury - Argus/Chronicle	Brochures/Rack Cards	Radio Ads (various stations)
Student Showcase		Digital Screen Get your diploma Computer Job Readiness	All programs - Mail out to targeted employers	all programs	Adult Essential Skills	Computer Job Readiness
Program Starts		Website redevelopment May occur this fall	Apprenticeship Rack card to distribute by Axe to companies with apprenticeship	OFAT	Open the Door (all programs)	High School Options
Coming Events		Video CE dept. profile will be completed in 2023-24 school year	Regular Distribution to all areas of the county	Special Programs	Get your HS options	
Requests of Information					OFAT	
					RA (?)	

Appendix F

Prior Learning Assessment and Recognition (PLAR) for Mature Students

Policy/Program Memoranda No. 132 (Revised February 1, 2022)

What is Prior Learning Assessment and Recognition (PLAR) for Mature Students?

Prior Learning Assessment and Recognition (PLAR) for mature students is the formal evaluation and credit-granting process whereby mature students may obtain secondary credits for prior learning. These credits can be applied towards earning the Ontario Secondary School Diploma (OSSD). In some cases, applicants may be eligible for up to 26 of the 30 credits required.

The goal of PLAR is to help mature students move faster and remove barriers to achieve an OSSD and efficiently move forward to sustainable employment, postsecondary education, and apprenticeship.

How Does PLAR Work?

The PLAR process for mature students involves two components: "equivalency" and "challenge".

- The equivalency process is when students participate in individual subject-based assessments and/or an application documenting work, volunteer, and other education related experiences that may be considered for credit.
- The challenge process is when students' prior learning is evaluated using formal evaluation for the purpose of granting credit.

Do All School Boards Offer PLAR?

Yes, all boards must develop and implement policies and procedures related to the equivalency and challenge process. In some cases, school boards will work with their co-terminus board to provide PLAR.

Are There Diploma Requirements for Mature Students?

- There are compulsory credit requirement(s) that a mature student must obtain.
- A mature student must pass the Ontario Secondary School Literacy Test (OSSLT) **OR** enroll directly and pass the Ontario Secondary School Literacy Course (OSSLC)
- Principals will determine the number of hours of community involvement activities that a mature student may require.

What if I have a Post Secondary Diploma or Degree but require my OSSD for Employment Purposes?

Relevant postsecondary diplomas and degrees from accredited Canadian postsecondary institutions may be eligible for up to 29 credits at the discretion of the principal.

An Ontario Secondary Diploma requires 30 total credits
Up to **26 of the 30** credits may be earned through **PLAR for Mature Students**

16 (9/10 PLE) + 10 (SR EQV credits) = 26 + (Final 4 Sr credits post maturity) = 30

<p>Up to 16 of the Grade 9 and 10 credits can be earned through assessments or taking the course</p>	<p>Up to 10 of the 14 Grade 11 and 12 credits through challenge or equivalency process, or by taking the course.</p>	<p>Final 4 SR credits must be earned by taking the course, as per PPM 132.</p>
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Quick Facts

Who is a Mature Student?

A mature student is a student who is at least 18 years of age on or after January 1st of the current school year and who is enrolled in a program for the purpose of obtaining an Ontario Secondary School Diploma (OSSD).

What is Prior Learning?

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school.

Is There a Cost?

PLAR is free for residents of Ontario and for those who meet one of the following criteria:

- Refugee claimant
- Permanent resident
- Convention refugee
- Canadian citizen

International visitors may have to pay a fee.

Where do I Find More Information?

Contact your local [school board](#) for more information about PLAR for mature students.

Appendix G

Sample Financial Worksheet

Pay Period	April 1-15	Pay Owed	SFS Funded	Pay Owed	April 16-30	Pay Owed	May 1-15	Pay Owed	SFS Funded	Pay Owed
STAFF		\$ -		\$ -		\$ -		\$ -		\$ -
		\$ -		\$ -		\$ -		\$ -		\$ -
		\$ -		\$ -		\$ -		\$ -		\$ -
		\$ -		\$ -		\$ -		\$ -		\$ -
		\$ -		\$ -		\$ -		\$ -		\$ -
		\$ -		\$ -		\$ -		\$ -		\$ -
		\$ -		\$ -		\$ -		\$ -		\$ -
		\$ -		\$ -		\$ -		\$ -		\$ -
		\$ -		\$ -		\$ -		\$ -		\$ -
		\$ -		\$ -		\$ -		\$ -		\$ -
		\$ -		\$ -		\$ -		\$ -		\$ -
		\$ -		\$ -		\$ -		\$ -		\$ -
		\$ -		\$ -		\$ -		\$ -		\$ -
		\$ -		\$ -		\$ -		\$ -		\$ -
		\$ -		\$ -		\$ -		\$ -		\$ -
		\$ -		\$ -		\$ -		\$ -		\$ -
(Hypothetical rates)										
Total LBS hours/pay period		0	0	0	0	0	0	0	0	0
Total estimated payroll		\$ -		\$ -		\$ -		\$ -		\$ -
Total estimated MERCS		\$ -		\$ -		\$ -		\$ -		\$ -
Total Estimated Payroll		<u>\$ -</u>		<u>\$ -</u>		<u>\$ -</u>		<u>\$ -</u>		<u>\$ -</u>
Budget Estimates		CORE	SFS	Travel	Supplies (estimates)	Admin (15%)	Total expenditures	SFS Travel & Supplies		
P1 salary estimate July 30		\$ -	\$ -							
P2 salary estimate Sept 30	***This must be a									
P3 salary estimate Nov 30										
P4 salary estimate Dec 31	running total formula	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
P5 salary estimate Mar 31										
Travel & Supplies expenses estimate			\$ -							
estimated expenditures			\$ -	Admin total	Monthly					
ADMIN			\$ -		\$ -					
TOTAL EXPENDITURE			<u>\$ -</u>							
MLITSD FUNDING										
Under/Over Budget		\$ -	\$ -							
Percent Expended		#DIV/0!	#DIV/0!							



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