

## GLOSSARY

**Basic Skills** - The additional skills a learner needs to use their literacy skills, such as digital technology, interpersonal skills, problem solving, and critical thinking.

**Clients** - Adults who access Information and Referral or assessment services, but who will not be receiving LBS training services at the service provider site.

**Competencies** – Competencies are broad, generic categories of learners' abilities that capture and organize the learning in a program.

**Culminating Task** - It serves as a key indicator of a learner's readiness to transition to the selected goal. A culminating task is more complex than a milestone task, but is similarly aligned with the curriculum framework, which is part of the Ontario Adult Literacy Curriculum Framework (OALCF).

**Curriculum Framework** - Sets out the content of learning within a system, using an established set of organizing principles. Within the OALCF, the curriculum framework refers specifically to the six competencies that organize learning content and describe learning proficiency, using three levels of performance.

**Employment Ontario Information System-Case Management System (EOIS-CaMS)**  
- A web-based, real-time software solution that supports the administration and management of clients participating in EO programs and services. Authorized Ministry and service provider staff access the system, in which specific information is accessible across the province.

**Goal** - The goal is what the learner wants to achieve once leaving the Literacy and Basic Skills (LBS) Program. It is the next step to which the learner transitions after completing the LBS Program.

**Goal Path** - The goal path refers to the preparation required to exit LBS and transition to the goal and is delivered by an LBS Service Provider. The LBS Program has five goal paths: employment, apprenticeship, secondary school credit, post-secondary and independence.

**IALSS** - The International Adult Literacy and Skills Survey (IALSS) was conducted in Canada in 2003, and rated proficiency in four domains: prose literacy, document literacy, numeracy, and problem-solving, on the basis of levels one to five (lowest to highest). Level 3 is recognized internationally as the desired threshold for coping with the increasing skill demands of a knowledge society.

**Income Support** – Government payments to a learner or client which include Ontario Works (OW), Ontario Disability Support Program (ODSP), Crown Ward Extended Care and maintenance (ECM), and Employment Insurance (EI).

**Learner** – An adult who receives LBS training services to achieve a milestone or learning activity and has a learner plan.

**Learning Activities** – Learning Activities help learners to develop the skills required to master a competency and gain the specific knowledge required for their goal. Learning activities are highly individualized, and enable service providers to customize the learner plan.

**Learner Plan** - Describes the learning or program elements that prepare learners for their goal beyond the LBS Program. It includes the learner's goal, background information, assessment results, milestone tasks, culminating task, learning activities, program duration, additional supports required, and referral results.

**Literacy** - The ability of individuals to apply communication, numeracy and digital skills to find, use, and create and think critically about information and ideas. Literacy involves a continuum of learning that enables individuals to achieve their goals, solve problems, make decisions, participate fully in our increasingly diverse and technological society, and contribute to the innovation economy.

**Literacy Services Plan** – Annual plans developed by regional networks that identify community literacy needs based on demographic and labour market information, including projections on number of learners to be served, service gaps, service improvements, and services to be delivered.

**Literacy Services Planning and Coordination (LSPC)** - The process, facilitated by the regional network, of ensuring that all LBS services in a community are complementary and seamless, and meet as many needs as resources allow.

**Milestone** - A goal-related assessment activity that learners complete to demonstrate their ability to carry out goal-related tasks. Milestones are aligned to the competencies and complexity levels found in the OALCF curriculum framework.

**Ontario Adult Literacy Curriculum Framework (OALCF)** - Refers to all the features of delivering a competency-based program, including competencies, assessment, learner transitions to employment, apprenticeship, post-secondary education, secondary school credit, independence, and learning materials.

**Performance Management Framework (PMF)** - A clear, strategic system that defines what is important and what is expected, and uses three dimensions of success (Customer Service, Effectiveness, and Efficiency).

**Regional Networks** – Support organizations which are located around the province and which support all stream and sector LBS service providers, by facilitating a literacy services planning and coordination process in each community. They support LBS service providers to continuously improve their organizational capacity to deliver the LBS Program. Regional networks work closely with stream, sector and service

*organizations to support the coordination and delivery of professional development opportunities in a community.*

**Support Organizations** – *The LBS Program has 28 literacy support organizations that assist the front-line LBS service providers. These support organizations include: four learner stream organizations (anglophone, francophone, deaf, aboriginal); two provincial (aboriginal and francophone) organizations providing support services that are primarily the publishing of culture and language-specific resources; four service-provider sector organizations (college, school board, two community based); 16 regional networks to support planning, activities under the Service Delivery Network Development Fund (SDNDF), and delivery network capacity; two provincial organizations that provide technology-specific support for programs in all streams, including e-Channel.*

**Training Supports** – *Training Supports for Learners are “flow-through” funds for individuals to remove financial barriers to participation in the LBS program.*