



EMBRACING
TRANSFORMATION
CESBA Conference 2023
December 6-7

ACCUEILLIR LE
CHANGEMENT
Conférence de CESBA 2023
6-7 décembre

LBS Sector Day

We're **L**ike **B**odaciously **S**toked



Welcome, Fer sure!

AGENDA



8:30am

Introduction

8:50 - 9:45am

Like, Totally Skills for Success-fer sure

9:45 - 10:30am
Collection

Takin' Care of Business: CaMS Reporting and Learner Data

10:30 - 10:45am

Break Dance

10:45 - noon
Workout

Totally Awesome Rap Session (Ministry) and the 30 Minute

Noon - 1pm

Lunch (networking + exhibits)

1 - 2:30 pm

Don't Worry, Be Happy about the LBS Impact Report

2:30 - 2:45 pm

Body Break

2:45 - 3:30 pm

ParticipAction Session

Totally Tubular LBS Committee Who's Who?



- Melissa Friske - Renfrew County District School Board
- Lou-Ann Best - Peel District School Board
- Lori Sheppard - Lambton Kent District School Board
- Gabrianna Jolie - Toronto District School Board
- Daphne Lane - consultant
- Charlotte Parliament - CESBA Project Manager



Melissa Friske



History of Literacy Basic Skills in Ontario

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 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.

Question 1:

Who has travelled the farthest for this conference?

Question 2:

Did anyone become a parent in the
80s?

Question 3:
Who still has 8 tracks?

Question 4:

Who still owns a pair of leg warmers?

Question 5:

Did anyone sport a mullet in the 80s?

Question 6:
Years of Service in LBS

Question 7:

This quote is from what famous 80s movie?

“Life moves pretty fast. If you don’t stop and look around once in a while, you could miss it.”





Session 1

Radical!

Skills for Success

Phase I - Behind the Scenes

- Development of resources by support organizations
 - Better Jobs Ontario
 - Workplace Literacy
 - Underrepresented Groups
 - Apprenticeship
- Reviewed and Piloted
- Published

Skills for Success

Phase 2 - Programs Apply for Funding

- Expansion to LBS service providers
- Resources shared with members
- Applications submitted to pilot based on the needs of their communities
 - Better Jobs Ontario
 - Workplace Literacy
 - Underrepresented Groups
- Where are we now?

CESBA Skills for Success Resources



“Not just for Sfs pilots”

- 2022-2023 Resources
- 2023-2024 Resources



Where to find SfS Resources



SfS Resources on the CESBA website: cesba.com/resources/skills-for-success-curriculum

SfS Resources on the LBS Forum:

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

Community Literacy of Ontario SfS Video: <https://vimeo.com/871923099>



Reviews and Pilots

Thank you to all who have reviewed and piloted the CESBA resources

CESBA is still looking for reviewers and pilots of our resources (the sequel)

Connect with Charlotte if you are interested or email
Debera Flynn at flynn.deb@gmail.com



The SfS Pilot Panel



Better Jobs Ontario

- Angela McPherson, Erin Paakkunainin (AMDSB)

Workplace Literacy

- Lori Sheppard (LKDSB)

Underrepresented Groups

- Jasmine Albagli (OCSB)

Skills for Success

Focus for Change for Newcomer Women

What did we do

- Focus for Change for Newcomer Women - a mix of Canadian culture and workplace exploration and discussion, women's support group and employment training
- Women's only focus
 - Safe space
 - Topics include safety, roles and treatment.
- 4 days a week, 4 hours/day, for 14 weeks
- Geared towards newcomers
- 15 registered, 12 will complete (1 went to ESL, 1 to another LBS class - independence)
- Homemakers and now kids in school ready/wanting to work.

What did we advertise

1. Customer service skills training
2. Resume and interview skills
3. Non-paid work placement
4. Canadian workplace culture
5. Safe space to talk about challenges newcomer women face
6. **CERTIFICATES EARNED**
 - First Aid
 - Soft Skills
 - WHMIS
 - AODA
 - Service Excellence
 - Worker Health & Safety
 - Safe Food Handling

Lessons Learned

- Establishing group dynamics
- Certificate of completion titled 'Employability Training'
- CLB Challenges
- Panel of Canadian working women
- Brought in potential mentors/partners
- Placement opportunities and challenges
- Challenges of real life and employment learning
 - Links and referrals to counselling services
- Modified Soft Skills subjects
- Time restraints



How the program could be of interest to any other service provider

- Great way to create a safe space for underserved women
- Easy to implement within current offerings
- Why wouldn't anyone want to do this??

Contact

jasmine.albagli@ocsb.ca



Session 2

Gnarly

Takin' Care of Business



Because we don't want ours to be a....



Takin' Care of Business

Overview of this working session:

Outcomes:

- ❖ Better understanding of DSQ and data sources
- ❖ Revisions or additions to tip sheets
- ❖ Revisions to suitability chart

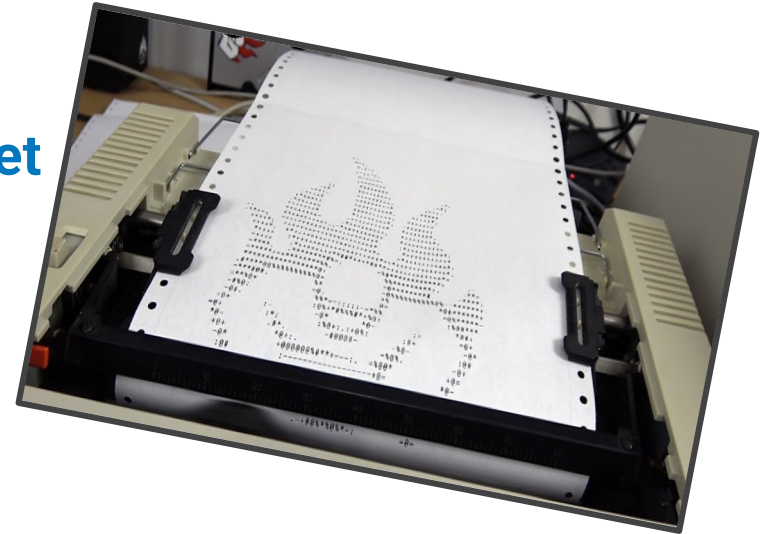




Takin' Care of Business

Documents for this session:

1. Performance Management Framework Overview Chart
2. Using Report 61 to confirm Service Plans included in DSQ report tip sheet
3. Strategies to meet PMF Targets tip sheet

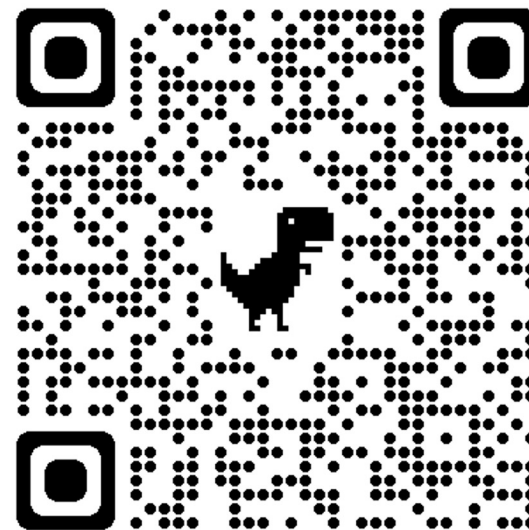


Takin' Care of Business



Documents for this session:

**Strategies to meet PMF Targets tip sheet
and chart Google Document**



Takin' Care of Business



Overview of this working session:

Process:

- ❖ Work together at your table
- ❖ Choose a note taker - can use the Google Doc or paper
- ❖ Go through the suitability chart and fill in based on your program, knowledge, experience



Break Dance

**Resuming promptly at 10:45!!!
Be there or be square...**



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Body Break

2:45 - 3:30 pm

ParticipAction Session

What's in the box?



Add burning issues, questions, concerns, ideas

Lori Sheppard will lead this discussion later in the day



Session 3

Cowabunga!

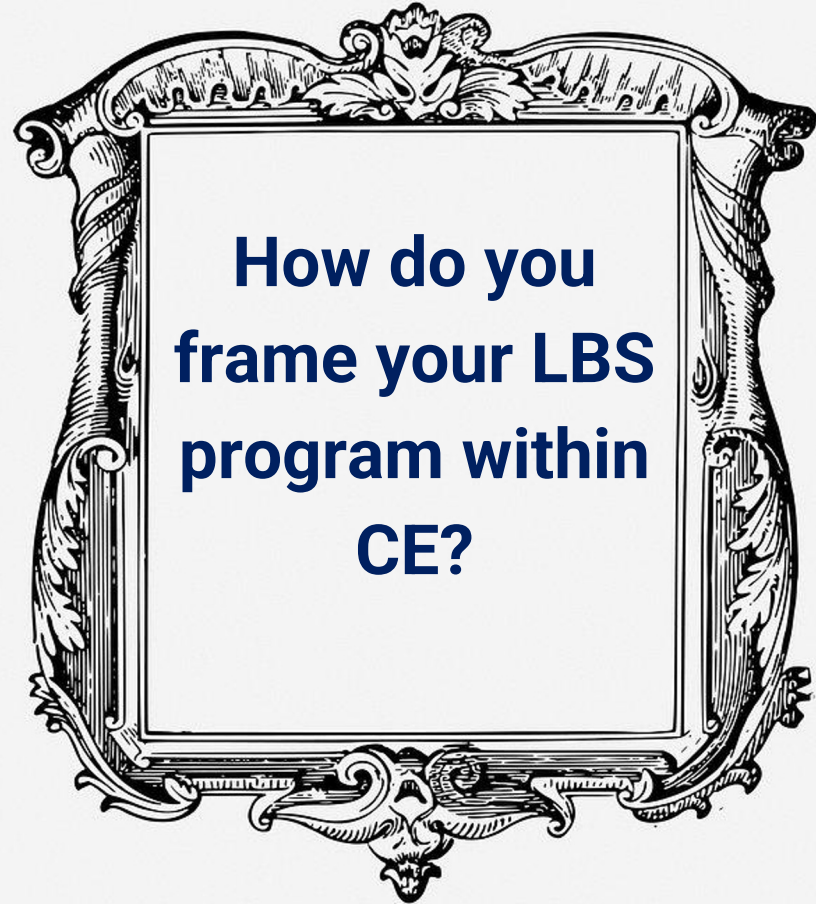
Ministry Q & A

Totally Awesome Rap Session



30 Minute workout

Shirley Graham



CESBA Research Projects:



**1. HOW ADULT LEARNERS ARE SUPPORTED THROUGH A&CE
CREDIT PROGRAMS (34 pages)**

**2. ONLINE DELIVERY IN ADULT EDUCATION DURING COVID-19
(41 pages)**

Conducted by Dr. Sandy Youmans (Queens U) and Dr. Lorraine
Godden (Carleton U)

Broad Strokes



For each report, Dr. Sandy and Dr. Lorraine gathered information by separately surveying:

1. Administrators
2. Teachers
3. Students

CESBA then took that information and created data infographics which gives the broad strokes of the research conducted.



How Adult Learners Are Supported Through Adult Education Credit Programs Across The Province

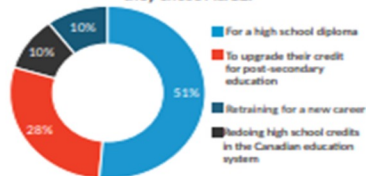
Synopsis:

Adult and continuing education (A&CE) programs play an important role in the lives of individuals and communities. In 2022, Dr. Lorraine Godden and Dr. Sandy Youmans surveyed learners, instructors, guidance counsellors and administrators to explore how adult learners are supported through A&CE credit programs across the province.

Who was surveyed:

- 296 learners
- 64 teachers, instructors and guidance counsellors
- 17 administrators (principals, vice principals and program leads)
- 18 school boards

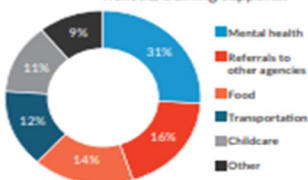
Adult learners were asked why they chose A&CE:



80% of adult learners reported receiving one or more learning supports:



49% of adult learners received one or more holistic/training supports:



Adult learner responses to how they learned about A&CE:

- 🗣️ 72% Outreach/word of mouth
- 📱 28% Online research and ads

What supports are needed for learner success?

Adult learners, teachers and administrators all named **teacher support, flexible programming and guidance services** as critical supports. Other highlights are listed below.

Adult learners

- Employment and career support
- Face-to-face learning
- Financial support
- Transportation

Teachers

- Removal of barriers (child care, mental health, food, financial)
- Learner supports such as tutors, extra help, language learning
- Access to technology

Administrators

- Adult-centered learning programs
- Partnership with non-credit
- Mental health
- Childcare
- Transportation

Over 80% of administrators identified the following learning supports needed for adult learner success:

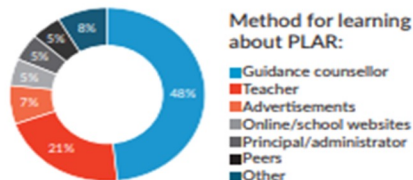
- Guidance counselling
- Initial needs assessment
- PLAR
- Co-creation of an individualized plan
- Regular check-ins
- Flexible programs and timelines
- Basic skills development
- Technology support

Administrators and teachers identified the following barriers to learner success:

- Other time commitments or responsibilities
- Lack of transportation
- Lack of technology or connectivity
- Lack of childcare
- Lack of digital literacy skills
- Lack of mental health and addiction services
- Lack of self confidence
- Insufficient language skills

When asked if they knew about PLAR,

54% of adult learners knew what it was:



Method for learning about PLAR:

What both administrators and students said about PLAR:

Administrators said PLAR:

- made graduation attainable in a reasonable amount of time
- validated adult learners' life experiences
- built their confidence
- gave them hope of completing their high school diploma
- prepared them for success in employment or at the post-secondary level

Students who knew about PLAR, said it:

- helped them earn credits towards their high school diploma quickly
- honoured their prior schooling and life experiences
- was easy and straightforward
- supported learning
- teacher/guidance counsellor support
- was self-paced

For the full report go to www.cesba.com/resources/how-adult-learners-are-supported-through-credit-programs/



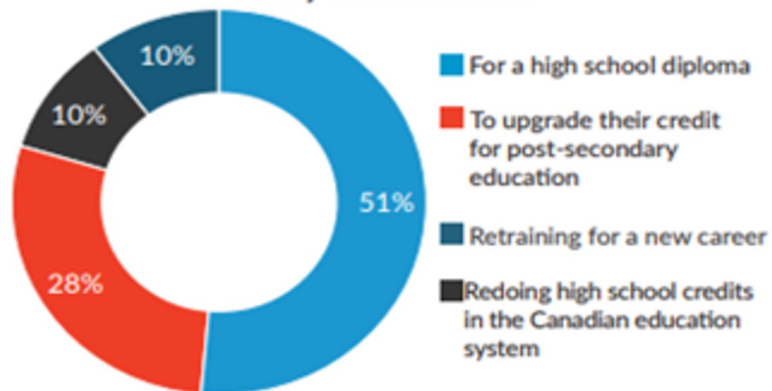
How and Why...

Adult learner responses to how they learned about A&CE:

📣 72% Outreach/word of mouth

🌐 28% Online research and ads

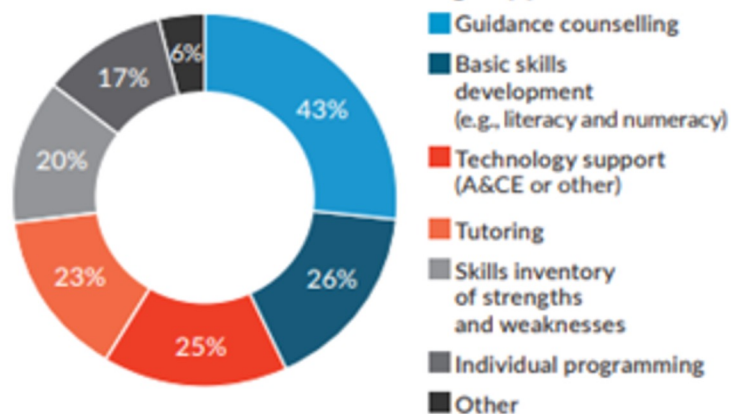
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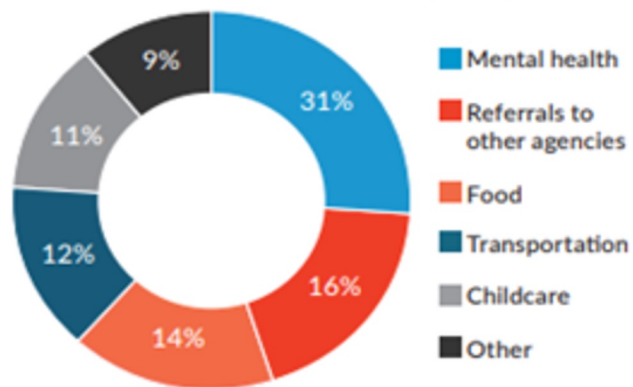
What...

Learning and Training Supports

80% of adult learners reported receiving one or more learning supports:



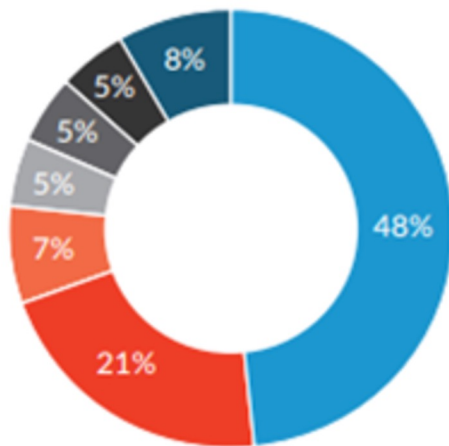
49% of adult learners received one or more holistic/training supports:



PLAR.....Who knew?

When asked if they knew about PLAR,

54% of adult learners knew what it was:



Method for learning about PLAR:

- Guidance counsellor
- Teacher
- Advertisements
- Online/school websites
- Principal/administrator
- Peers
- Other

cesba Online Delivery in Adult Education During COVID-19

Synopsis:

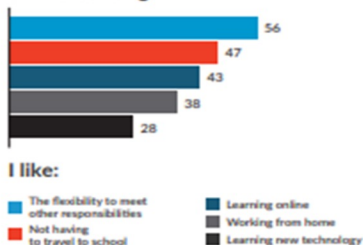
The COVID-19 pandemic created a challenging context for delivery of programming for adult learners in Ontario school boards. Reflecting on the pivot to online delivery provides an opportunity to investigate challenges encountered in adult learning, skills developed and recommendations for moving forward.

In 2021, Dr. Lorraine Godden and Dr. Sandy Youmans surveyed participants from 18 district school boards.

Who was surveyed:



Learners identified the benefits of online learning:



I like:



Learners identified challenges they faced in remote learning:

- tech challenges
- lack of support from teachers
- lack of flexibility with deadlines
- difficulty asking questions online
- difficulty with motivation or staying on task
- difficulty at home

Teachers identified challenges they faced in remote teaching:

- Concerns about low enrollment and job security
- Challenges balancing their own children's learning and their teaching load during lock-down
- A lack of regular communication from board administrators that was specific to A&CE
- Concern that adult learners were not doing the work themselves, especially for online exams
- Sadness at not being able to regularly see their adult learners in the face-to-face setting

Teacher identified supports put in place for adult learners:

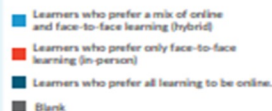
- Lending of technology and Wi-Fi hotspots
- Availability for frequent "check-ins" with learners
- Mailing learning materials to learners who had no Internet access
- Providing a nominated person to reach out to for guidance support
- Increasing the number of Student Success team meetings
- Differentiated instruction and high-impact pedagogical practices
- Board-wide sharing of information about mental health and well-being services

Moving forward

Both learners and teachers identified several similar skills that they developed through online learning.

- Time management
- Technology
- Work-life balance
- Communication
- Problem solving

Learners identified the mode of learning they would prefer post-COVID:



Recommended supports for adult learners:

- Referrals to online community services
- Lending of technology
- Designated IT support for adult learners
- Greater flexibility with deadlines
- Virtual drop-in centres for academic support
- Additional training to navigate online systems
- A reduction of tasks and examinations
- Additional effort to connect regularly with teachers through email and social media

Recommended supports for teachers and programming:

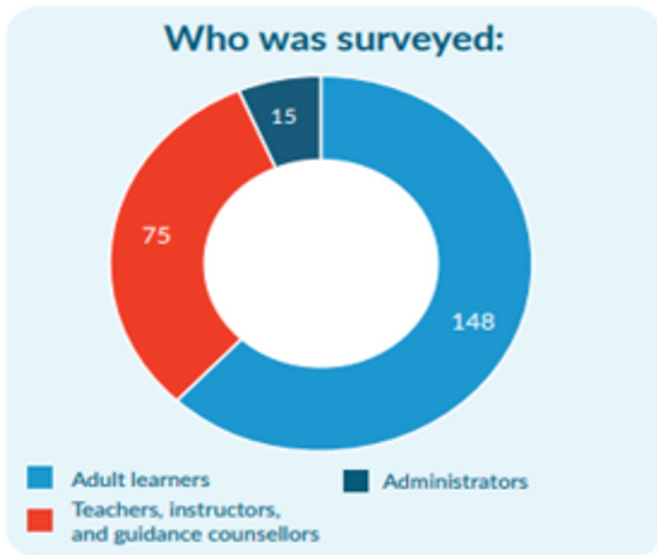
- Development of best practices to ensure academic integrity of online work and exams
- Sufficient technology devices and hotspots to loan to learners
- Professional development for online instruction
- Time for regular sharing and collaboration with colleagues
- Strategy to mitigate cancellation of co-op placements
- Online delivery of Prior Learning Assessment and Recognition (PLAR)
- Mental health and well-being support

For the full report, go to <https://cesba.com/resources/online-adult-education-during-covid-19/>

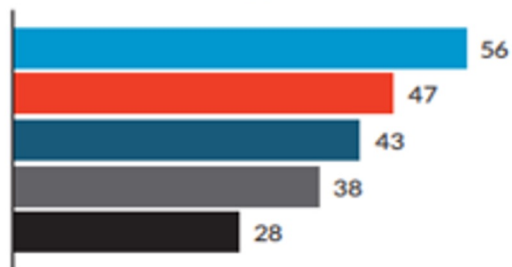


Who and Why

Who was surveyed:



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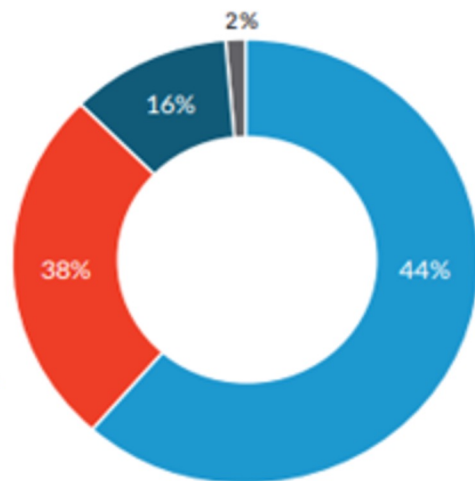
Moving Forward

Both learners and teachers identified several similar skills that they developed through online learning.

- Time management
- Technology
- Work-life balance
- Communication
- Problem solving

Learners identified the mode of learning they would prefer post-COVID:

- Learners who prefer a mix of online and face-to-face learning (hybrid)
- Learners who prefer only face-to-face learning (in-person)
- Learners who prefer all learning to be online.
- Blank





Scan of Ontario School Board Literacy and Basic Skills (LBS) and Credit Programs

The Ontario Literacy and Basic Skills (LBS) program helps adults in Ontario to develop and apply communication, numeracy, interpersonal and digital skills to achieve their goals. The LBS program serves adult learners who aim to successfully transition to employment, post-secondary, apprenticeship, secondary school, or increased independence.

LBS is offered in 34 school boards in Ontario to help adult learners achieve their goals, including transferring into adult credit programs to complete their Ontario Secondary School Diploma (OSSD).

In 2022, Dr. Lorraine Godden and Dr. Sandy Youmans performed an environmental scan of LBS programs offered in school boards and examined the working relationship between LBS and credit programs to highlight worthwhile practices.

LBS is offered in
47%
of Ontario school boards

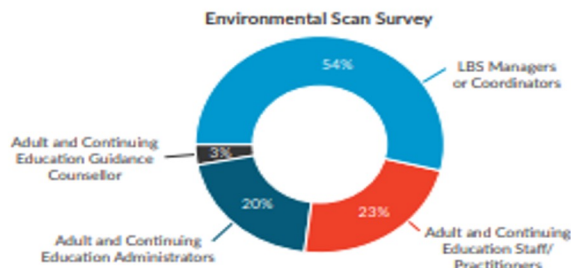
Environmental Scan

Data was collected through an online survey and semi-structured interviews.

35 survey participants

21 school boards

13 follow-up interviews



Results

Survey participants reported that LBS programs help adult learners to:

- Develop confidence and skills required for credit programs
- Smoothly transition into credit pathways (e.g., guidance, technology, individual support)
- Receive individualized support needed to be successful in credit programs
- Understand and complete PLAR

97%
of survey respondents indicated a working relationship between LBS and Credit programs existed

"I can attribute the relationship that was established with our credit program to relationship building." (Interview 5)

"I can't tell you how many times I stand at the back of the adult credit graduation and I say I know that person. I know that person because they have been through my LBS program at some point." (Interview 3)



Worthwhile Practices for Partnerships in LBS and Credit

Based on survey and interview data, notable Partnership practices emerged in relation to the three overarching themes of professional coordination, shared vision, and learner success. Ultimately, strong partnerships marked by effective professional coordination and shared vision contributed to learner success.

Professional Coordination

Partnership
Collaboration
Role of guidance
Formal intake
Intended milestones
Co-location
Referrals & PLAR

Shared Vision

Information
Communications
Relationship building
Trust



Learner Success

Safe and supportive environment
Responsive to individual needs
Seamless transition
Milestones achieved

The following actions are recommended to promote adult learner success:

- Prioritize LBS as a complementary program in Adult & Continuing Education to support adult learner success.
- Optimize effective working relationships in LBS and credit programs through co-location and intentional coordination of services.
- Establish and cultivate strategic partnerships between LBS and credit programs through transformational leadership.
- Create a shared vision for LBS and credit programs through regular and purposeful team meetings.

For the full report go to www.cesba.com/resources/ontario-lbs-scan/



EMPLOYMENT
ONTARIO



Ontario

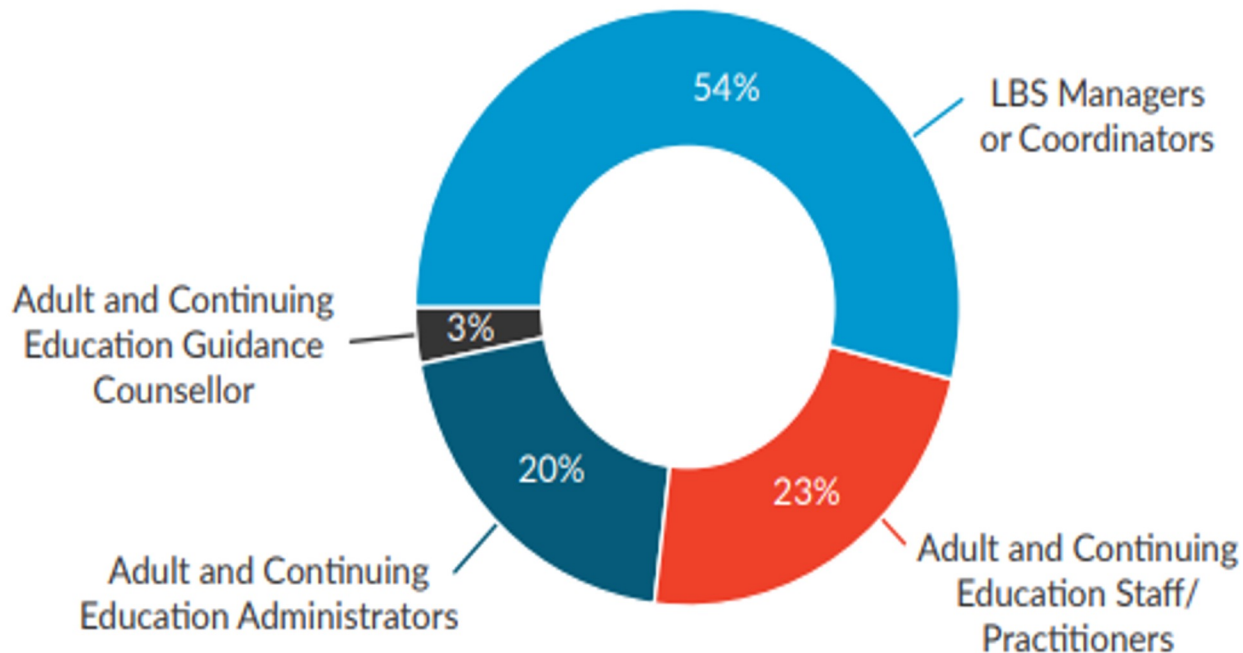
Canada

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Worthwhile Practices for Partnerships in LBS and Credit

Professional Coordination

- Partnership
- Collaboration
- Role of guidance
- Formal intake
- Intended milestones
- Co-location
- Referrals & PLAR

Shared Vision

- Information
- Communications
- Relationship building
- Trust



Learner Success

- Safe and supportive environment
- Responsive to individual needs
- Seamless transition
- Milestones achieved

Recommendations Moving Forward...



- **Prioritize LBS as a complementary program in Adult & Continuing Education to support adult learner success.**
- **Optimize effective working relationships in LBS and credit programs through co-location and intentional coordination of services.**
- **Establish and cultivate strategic partnerships between LBS and credit programs through transformational leadership.**
- **Create a shared vision for LBS and credit programs through regular and purposeful team meetings.**



LUNCH

Remember:

- 1. Do not leave anything valuable in the room.**
- 2. Be back for 1:00 - please be prompt.**

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2:30 - 2:45 pm

Body Break

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ParticipAction Session



SESSION 4

Party On!

Don't Worry.. Be Happy...

LBS Impact Report



Three CESBA LBS Deliverables:

1. LBS Manager's Guidebook
2. LBS Needs Assessment Tool
3. LBS Impact Report

Guidebook for LBS Leads In Ontario School Board Programs

Contents:

- Introduction
- Operational
- Program Delivery
- Reporting
- Service Coordination
- Staffing
- Miscellaneous

LBS Needs Assessment Tool

Building on the LBS Scan, conducted by CESBA in the 2022-23 year, a Needs Assessment Tool will be developed. This tool can be used by LBS programs to develop and enhance service coordination and referrals within CE and with community partners.

LBS IMPACT REPORT

- A provincial data collection strategy for LBS programs, collecting specific data both from CaMS and outside of CaMS that will show the impact LBS has, and can have in A&CE
- An impact report would provide LBS Service Providers concrete data to share and promote the benefits of LBS to the decision makers
- This data could create a sustainable model that could continually be collected, and provide data annually to programs and the ministry.

Outcome:

- An LBS Impact Report will be developed and available on the CESBA website for all LBS school board members to use and adapt and will include data templates

LBS Impact Report

1. Who do you envision as your target audience?
2. Template sample (likes, dislikes)
3. Data (what is important to highlight)

YOUR SCHOOL
BOARD NAME/LOGO
HERE



LBS IMPACT REPORT

CONTENTS



03

WHAT IS LBS AND THE IMPACT

04

ABOUT OUR PROGRAM AT
...SCHOOL BOARD

05 - 7

STATISTICS

07

TRENDS IN THE DATA

09

AREAS OF FOCUS FOR THE YEAR
(20-- TO 20--)

WHAT IS LBS AND ITS IMPACT ON THE LEARNERS SERVED

Sample: The Ontario Literacy and Basic Skills (LBS) program helps adults in Ontario to develop and apply communication, numeracy, interpersonal and digital skills to achieve their goals. The LBS program serves learners who have goals to successfully transition to employment, postsecondary, apprenticeship, secondary school, and increased independence. The program includes learners who may have a range of barriers to learning. -LBS Guidelines.

...

...

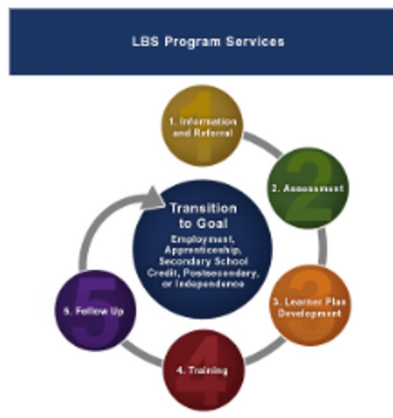
...





OUR PROGRAM IN _____ SCHOOL BOARD

LBS AND SCHOOL EFFECTIVENESS FRAMEWORK



Blurb that links the language of the SEF and Growing Success document to LBS mandates. Another example





LBS PATHWAY TO ADULT CREDIT

Brief from LBS Scan report

Worthwhile Practices for Partnerships in LBS and Credit

Based on survey and interview data, notable partnership practices emerged in relation to the three overarching themes of professional coordination, shared vision, and learner success. Ultimately, strong partnerships marked by effective professional coordination and shared vision contributed to learner success.

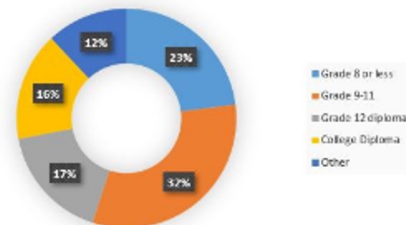


WHO WE SERVE

STATISTICS

Information about your data

Highest Level of Education Achieved



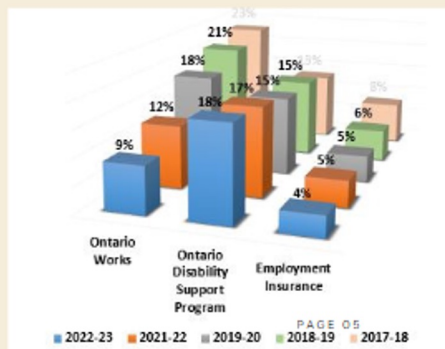
Goal Paths



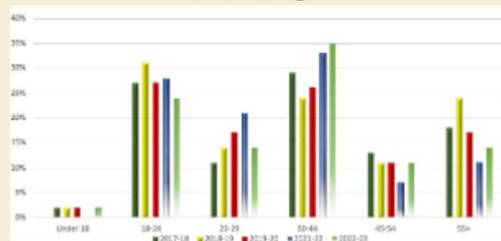
STATISTICS

Information about your data

Assisted Clients



Learner Age



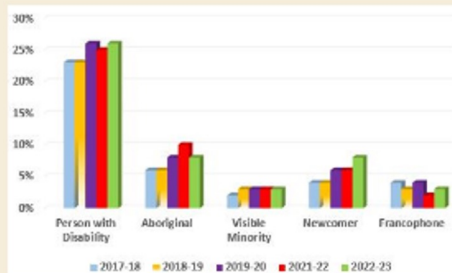
STATISTICS

Information about your data

Self Identified at Registration

STATISTICS

Information about your data



Top Referrals In

Informal/Word of Mouth	52%
Other Structured/Formal	24%
Employment Services	15%
Ontario Works	3%

Referrals to Other Programs

Adult High School	51%
Employment Services	15%
Gov't Training-Federal	13%
Other-Structured	10%
Youth Job Connect	7%



LBS is offered in

47%

of Ontario school boards

Approximately

45000

learners participate in
LBS programs in Ontario
annually

**OTHER
PROVINCIAL DATA**

TRENDS IN OUR DATA





AREAS OF FOCUS FOR THE 20--/20-- FISCAL YEAR

What Data is important to you for a LBS Impact Report?

Report 60B, 60D and 64



Body Break!





SESSION 5

ParticipAction

Lori Sheppard



Networking, Sharing, Discussion

That's a wrap!



1. Survey (QR code/email)
2. Cross-Sector Networking Bonus Session - Churchill Room (3:30 - 4:30)
3. Mix and Mingle (4:30 - 7:00)