

Northern Network News

The Northern Networks (LNN, LNW & MNN) are working together to consolidate and share information to help ensure that all of our service providers are kept informed.

Information will be compiled into a friendly e-news format and shared bi-weekly/monthly (depending on the topic and timelines) with you all. This way we can also update service providers about recent discussions on the www.northernliteracy.ca forums.

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Training Opportunities

Please check the events section on the website for an up-to-date listing and more details.

<http://northernliteracy.ca/index.php/en/whats-new/events>

Developing Task-Based Learning Activities Webinars

February 3th, 13th, 20th, 2014 from 1-3 pm.

In this free 3-part (6 hour) webinar series, you will learn:

- What makes tasks different from skill-building activities
- What makes a good quality, authentic document
- How to accurately dissect tasks into OALCF competencies
- How to understand and assign complexity levels to tasks
- How to create task-based learning activities

Practitioners must attend all three sessions as well as complete activities between sessions. Final assignments will be posted on the Task-Based Activities for LBS portal developed by QUILL Learning Network. If you have any questions please contact Project Coordinator Karen Coutts at kar.coutt@gmail.com. To register please go to: <http://alphaplus.ca/en/news/news/701.html>

Northern Network Webinars

Website Tutorial - Wed. Jan 15 - 2:00-3:00 pm EST (1:00-2:00 pm CST)

Overview of the re-designed NN website and a step-by-step “how-to” tutorial for the members section (including file sharing and the discussion forum applications).

Website Tutorial - Mon. Jan 20 - 10:00-11:00 am EST (9:00-10:00 am CST)

Overview of the re-designed NN website and a step-by-step “how-to” tutorial for the members section (including file sharing and the discussion forum applications).

Service Provider Guidelines - Wed. Jan 29 - 10:30 am-12:00 pm EST (9:30-11:00 am CST)

Review the NEW guidelines (compare with previous version). Service providers and board members are welcome to attend. Session will be recorded.

Information Updates

Just a Reminder on Learner Eligibility and Suitability:

The LBS program focuses on unemployed adults with special emphasis on people receiving income support. The LBS program is also open to employed Ontarians who need to improve their literacy and basic skills to maintain or upgrade their work skills.

Suitability Criteria:

The Literacy Service Planning and Coordination process ensures that service providers analyze their program participant characteristics to determine if they are reaching those who are most suitable for the LBS program. Criteria include:

- Learning performance: characteristics of a learner which may affect learning performance, such as language, disabilities and education level
- Motivation and study habits: characteristics of a learner which may result in motivational challenges or study habit issues, such as time away from formal education and a history of interrupted education
- Demographics: characteristics of a learner which have been identified as barriers to learning, such as age, level of education, and source of income support

Eligibility Criteria:

The Ministry has established the following criteria for participation in the LBS program. Each learner must be:

- An Ontario resident;
- An adult whose literacy and basic skills are assessed at intake as being less than the end of level 3 of the IALSS or the OALCF;
- At least 19 years old.
- Sufficiently proficient in speaking and listening to benefit fully from the language of the LBS instruction (English or French). Canadian Language Benchmark level 6 for speaking and listening is the recommended minimum level of proficiency required to benefit from LBS instruction.

In addition to the above eligibility criteria, LBS service providers determine the suitability of the program for eligible clients based on identified barriers to learning.

PIAAC Findings Released

On October 8th, 2013 the findings from the Program for the International Assessment of Adult Competencies (PIAAC) were released. PIAAC provides a comparison of the adult workforce (ages 16-65) in 24 countries and regions in the areas of literacy, reading components (for assessing low literacy levels), numeracy and problem-solving in technology rich environments.

The results show that Canadians are above average in literacy and problem-solving levels but are falling behind in numeracy. For all results please visit:

www.csal.gsu.edu/content/homepage

CLO November 2013 E-Communiqué Released

CLO has released their new é-communiqué, which includes the following topics:

- Ontario Trillium Foundation's Recognition Event
- CLO's "Love Letters to Literacy" Campaign!
- Literacy + OW: Best Practices for Serving OW Clients: CLO's Online Newsletter
- Social Media Virtual Office Hours with Meg
- Practika Learning: CLO's Social Enterprise
- Update on CLO's AGM & Training Day 2013
- MTCU Presentation at our AGM
- CLO's Letter to Minister Jason Kennedy regarding the Labour Market Agreement
- Employment Ontario News and information

To see the full é-communiqué please visit:

www.communityliteracyofontario.ca/resources/e-communiqués/

Google Chrome for EOIS-CAMS

It has been noted that Google Chrome might work better for CAMS rather than Internet Explorer. Although it may be a little bit slower to load, it shows the missing column that did not appear when using Internet Explorer.

Labour Market Study-National Survey Summary

Canadian Literacy and Learning Network (CLLN) coordinated a large-scale, confidential survey of Literacy and Essential Skills (LES) workers in Canada to get a comprehensive picture of who is working in the field. The ground-breaking study included paid LES workers including instructors, coordinators, assessors, program managers, supervisors, and administrators. The survey was administered by Social Research and Demonstration Corporation (SRDC).

In addition to the survey, CLLN collected data through key informant interviews and focus groups with Anglophone, Francophone and Aboriginal LES workers. Fifty-eight practitioners were consulted through key informant interviews and focus groups. Supplementary research was conducted on LES hiring practices and requirements within Canada and LES labour market studies in other jurisdictions.

The study covered the following topics:

- 1) Profile and Context: delivery, socio-demographic, aspects of job, organization, career
- 2) Human Capital: education qualifications, professional development activities, skills/knowledge
- 3) Supports: professional development supports, delivery resources, training and skills recognition, performance supports and enablers

Out of the 690 survey completions, Ontario had 248, a strong showing. The results highlight key issues facing the field including a huge wave of retirements and a need for stable, supportive human resources policies to address inequities of working conditions across the field.

The Final Full Profile report, with more details will be posted on the project website in mid-December in both French and English.

For more information please visit the project website at www.lesworkforce.ca.

LBS Performance Management System Training

Literacy and Basic Skills Performance Management System training was provided to LBS service providers and support organizations in early 2013. MTCU has recently posted on their website a document entitled External Questions and Answers from the Literacy & Basic Skills (LBS) Performance Management System Training, which contains the parking lot questions and answers compiled from the 17 sessions conducted across the province. For the full document please visit: http://www.tcu.gov.on.ca/eng/eopg/publications/lbs_2013_pms_parkinglot_q_and_a.pdf.

In the meantime however, The Northern Networks thought that the answers to the following questions may prove helpful.

Question #4: “Referral In” does not fit with stated objectives. Where is Post-secondary captured?

Depending on the nature of the referral, an individual may be referred to a program provided through a post-secondary institution (i.e. Employment Service, Apprenticeship program). Alternatively, they may be accessing Educational/Academic Services. In the event that a specific service or program has not been identified, the referral may be captured under the Other– Structured/Formal Referral category.

Questions #33: Service Coordination– if referral to other programs and services sub goal is chosen does the competency sub goal also have to be completed in order for the referral to count on the Detailed Service Quality Report?

The data source for Referred out– Registered in Employment Service is pulled from the “Status” field of plan items under the sub-goal “Referral to Other Programs and Services”. The service plan must be closed and have at least one competency. The plan item must have a status of “In process” or “Completed”.

Reference:

(See link below pages 11 to 14)

http://www.tcu.gov.on.ca/eng/eopg/eotransformation/cams_reporting/eois-cams_reporting_lbs_dsg.pdf

(See link below pages 37 to 40)

http://www.tcu.gov.on.ca/eng/eopg/eotransformation/cams_day1/userguide/eois_cams_ch8_sp_management_lbs.pdf

Question #34: Service Coordination– Referred In on Detailed Service Quality Report– why don't LBS service provider referrals count in 'Referred In' but they count as 'referred out'?

Service coordination tracks how well a service provider works within the Employment Ontario delivery system and the community. A learner has to be formally referred, through a recognized referral process, not word of mouth, to the LBS program service provider from another EO service provider or other community organizations and services. Only one referral is counted per service plan, regardless of whether or not there are multiple referrals in the service plan. For Referred out, the learner has to confirm that they are registered, as a result of the LBS program service provider, in an education program that will provide them with a recognized high school or high school equivalency certification.

Reference: (see link below pages 8-13)

http://www.tcu.gov.on.ca/eng/eopg/eotransformation/cams_reporting/eois-cams_reporting_lbs_dsq.pdf

Question #54: Where do we put information and Referral (I&R) data into EOIS-CaMS? Some of us have the information but we don't know where to put it in CaMS.

Information and Referral (I&R) data is inputted in the Services section of the Service Delivery Site home page. Further information on the Information and Referral section of the Service Providers Delivery Site can be accessed in Chapter 5 of the EOIS-CaMS User Guide.

For additional information see:

http://www.tcu.gov.on.ca/eng/eopg/eotransformation/cams_day1/userguide/eois_cams_ch5_sp_info_management.pdf

See pages 89-90 of the LBS Data Dictionary:

http://www.tcu.gov.on.ca/eng/eopg/publications/eois_cams_lbs_data_dictionary.pdf

Question #65: Do “referrals out to other community resources” include referrals to other services in the service provider’s organization, or must they be external?

No, they do not need to be 'external' to the organization. The system includes a drop down list of possible referral destinations, and if the service provider's organization offers a service on the list then the referral can be captured. These referrals must be planned, supported and coordinated arrangements. Again, it's important that service providers have discussions with their ministry consultant if there is any ambiguity.

Family Literacy Day

Family Literacy Day is a national awareness initiative created by ACE Life Literacy Canada in 1999 and held annually on January 27th to raise awareness of the importance of reading and engaging in other literacy-related activities as a family. So just a reminder that this day is coming up on Monday January 27th 2014. For more information please visit: www.abclifeliteracy.ca/fld/family-literacy-day

AlphaPlus is Looking for Board Members

AlphaPlus is looking for three new Board members. They are looking specifically for two seats to be filled by representatives of the Francophone and Native communities. Additionally, AlphaPlus is looking for individuals with competencies in some of the following areas; adult literacy, education (school board), technology and government relations. Board members are expected to:

- Attend four or five Board meetings each year in Toronto. All reasonable travel costs related to participation on the Board are covered. Meetings can be joined remotely via Adobe Connect free of charge.
- Sit on one of the committees
- Ensure that goals, mission, policies, and strategic priorities of the organization are relevant and current
- Represent AlphaPlus and its policies to their respective communities
- Provide advice and counsel to the Board and/or organization as required
- Be a resident of Ontario.

The term is three years. Individuals interested in submitting their application for consideration for this position should send email to admin@alphaplus.ca. Please include in the email name, address, telephone number, email address and current curriculum vitae.

For more information AlphaPlus please visit www.alphaplus.ca

New Resources and Links



LearningHUB Readiness Checklist

AMDSB has created a LearningHUB Readiness Checklist in order to promote more learner success within the LearningHUB program and to promote more appropriate referrals from the literacy field and community partners. This checklist will help identify when someone is ready for the HUB programming and what steps may need to be completed prior to registration for the LearningHUB.

Please visit the LearningHUB website (www.learninghub.ca) to find the checklist. Or use the direct link www.learninghub.ca/Files/learninghub_readiness_checklist.docx

Project Read– Diabetes Essential Skills Kit Ready for Download

The Diabetes Essential Skills Kit (DESK) components are now available to download from Project Read's website (www.projectread.ca/resources/publications). DESK contains two components. The first component contains 12 learning modules that address 6 common barriers to a patient's independent diabetes self-management. The second component contains 15 Essential Skills profiles that reflect the tasks that individuals living with diabetes have to perform on a regular basis.

Adult Numeracy Network

Sometimes LBS agencies don't focus on teaching numeracy as much as literacy, so it may be helpful to look to the Adult Numeracy Network for help. The Adult Numeracy Network is a U.S. based network that focuses on teaching math to adults. They have downloadable resources and reports as well as links to other internet math sites on their website. Their website is www.adultnumeracynetwork.org.

Supporting Apprenticeship Completions Project

The introduction, case studies, roundtable discussions and project reports have been uploaded to the Northern Networks website. The module videos are currently in the process of being uploaded and as soon as the process is complete we will send an email to everyone letting them know.

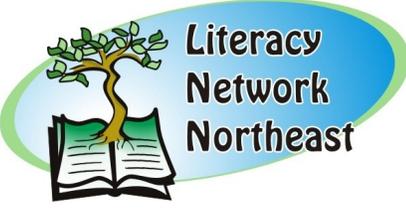
ESKARGO French Translations Complete

Use the link below to download the French translation of ESKARGO pages of embedded skills and knowledge by competency, task-group and level:

<http://lbspractitionertraining.com/component/content/article/52-oalcf-training/406-eskargo-pages-in-french>

Your Northern Networks

Website: www.northernliteracy.ca

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