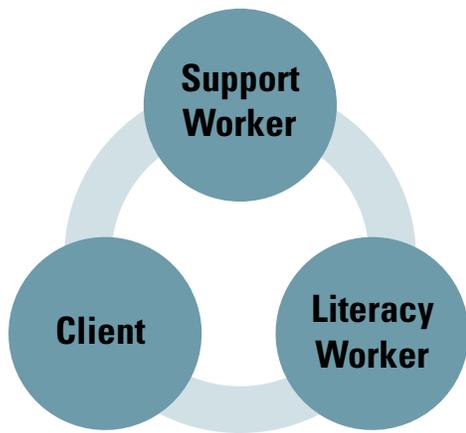


Working Together

*Planning for Clients Entering
**LITERACY AND BASIC SKILLS
PROGRAMS** or an **ACADEMIC
AND CAREER ENTRANCE
PROGRAM***



THIS PAMPHLET is intended to help anyone who may be thinking of referring a client to one of Ottawa's Literacy and Basic Skills (LBS) programs or to an ACE (Academic and Career Entrance) program. There are important things to consider before contacting a program. The program will expect to work with the client's support person to determine:

- ▶ that the client needs a literacy/ACE program
- ▶ that the client is eligible for a literacy/ACE program
- ▶ that there will be communication between support person, client and LBS/ACE staff in order to ensure that the client has the best possible chance of success

It is important to understand the roles and responsibilities of the people involved when any adult wishes to enter an LBS/ACE program.



THE CLIENT should have a goal to improve his reading, writing and/or math skills and be able to understand and follow the program's requirements.



THE SUPPORT PERSON should ensure that the potential learner has a literacy/education goal and is ready and able to attend a program. The support person should outline for the LBS/ACE program what kind of ongoing support they are able to provide for the learner. The support worker should ensure that their up-to-date contact information is given to the LBS/ACE program.



THE LBS/ACE WORKER may be a program coordinator, instructor or tutor. The LBS/ACE worker should work with the learner and support person, if they have one, to develop a learning plan, which can be negotiated, monitored and evaluated from time to time. The literacy/ACE worker should ensure that up-to-date contact information for the support worker is kept in the learner's file.

What are the signs your client may need literacy and basic skills training?

Many adults will not reveal they have a literacy problem, and in some cases they don't recognize that they have a need. The following are clues that might suggest weak literacy skills are an issue for your client.

Does your client:

- ▶ ask very few questions about printed information (ignoring or dismissing it, or glancing over it quickly and putting it away to look at later)?
- ▶ ask an excessive number of questions about information that is in the printed materials?
- ▶ have trouble filling in forms accurately and completely?
- ▶ appear to have another person help him complete forms or write notes?
- ▶ “forget” her glasses on a regular basis?
- ▶ have very little printed information at home, and watch a lot of television?
- ▶ become restless, distracted or even frustrated when you are using printed information?
- ▶ have trouble following up on written or printed instructions?
- ▶ consistently show up very early, very late or not at all for appointments and not record appointments anywhere?
- ▶ have a child doing poorly in school but is unwilling to discuss this with the school?

Finding out if your client can benefit from literacy and basic skills services

If you have concerns, try asking your client some of the following questions. Keep it very informal. Have a conversation with your client. This is not a test!

- ▶ How happy are you with your reading and writing?
- ▶ What was the last grade you attended at school?
- ▶ What type of school or program did you attend (basic, vocational, special education, advanced)? Remember that not all Grade 12 diplomas are equal.
- ▶ Do you remember ever being tested for learning disabilities? If so, do you remember anything about the results of this testing?
- ▶ What subjects (or activities) did you enjoy and do well in at school?
- ▶ What subjects were difficult for you?
- ▶ Did you ever miss school for long periods of time because of illness, suspension, etc.?

Some sample questions about everyday reading and writing:

- ▶ If you watch TV, do you use the TV guide? Do you read the newspaper? If you do, which sections do you read most often?
- ▶ Do you write letters or emails to friends?
- ▶ Are you comfortable filling in forms and taking phone messages?
- ▶ In what daily activities do you use math (e.g. banking, shopping, cooking, measuring, hobbies?)
- ▶ Do you have a computer at home? Do you use it?

ELIGIBILITY FOR LITERACY AND BASIC SKILLS (LBS) PROGRAMS

Purpose of LBS Programs

LBS programs help adults improve their communication, numeracy and self-management skills in order to pursue further education, prepare for or maintain employment, and to support personal independence and greater participation in their communities.

LBS programs serve adults working at Levels 1-5 of Ontario's LBS Learning Outcomes as defined by the Ministry of Training, Colleges and Universities (MTCU). The LBS Learner Eligibility Criteria identifies those potential adult literacy learners whose learning needs can be met by the educational services LBS programs provide. Eligibility for enrolment is determined through each program's initial screening and/or assessment process.

There are two key areas of criteria for LBS program eligibility:

1

Pre-enrolment eligibility criteria

Adults eligible to enrol in LBS programs must:

- ▶ be at least 19 years old (exceptions may be made for young adults aged 16-18 who have left the regular school system and demonstrate the maturity to benefit from adult education.)
- ▶ live in Ontario
- ▶ have communication and numeracy skills levels that fall within the 5 LBS Learning Outcomes Levels for Ontario
- ▶ be without the literacy skills necessary to meet everyday needs
- ▶ be without the literacy skills necessary to find and keep a job
- ▶ communicate competently in English or French
- ▶ not attend regular day schools funded by the Ministry of Education or adult credit programs
- ▶ demonstrate the potential to learn to improve their reading, writing and math

2

Sustainable learning eligibility criteria

Potential adult learners must demonstrate both their readiness to learn and their ability to sustain learning in an LBS setting. Potential LBS learners must be able to:

- ▶ set realistic learning goals
- ▶ demonstrate progress towards learning goals within an appropriate time frame, as defined by each delivery agency
- ▶ work cooperatively
- ▶ work with independence
- ▶ treat other learners and staff with respect
- ▶ make a commitment to regular attendance, as defined by each delivery agency
- ▶ demonstrate socially responsible behaviours and attitudes
- ▶ understand and agree to each LBS program's Learner Code of Conduct

ACE Programs

The ACE Program can help learners prepare for college programs and employment. Courses will help learners who need to refresh learning, require college prerequisites or did not complete high school. Applicants must be 19 years of age or older. Learners may also choose to take credit courses through an adult high school at one of the boards of education. Applicants must be 18 years of age or older. Learners may be eligible for Equivalent Credits, Maturity Credits or credits through Prior Learning Assessment Recognition.

The program may ask you some of the following questions about your client:

- ▶ Does your client demonstrate the potential to learn to improve his or her reading, writing and math?
- ▶ Would your client be comfortable working in a classroom with other learners or one-to-one with a volunteer tutor?
- ▶ Do you think your client would be able to complete homework independently or is there support available for your client?
- ▶ Does your client have a suitable place to do homework?
- ▶ Are there aspects of your client's issues that make it difficult for him or her to learn new information?
- ▶ What are the side effects of your client's medication (if any)?
- ▶ Are there things we can do to help make a good learning environment for your client?
- ▶ Are there triggers that make your client feel angry or frustrated?
- ▶ How would we know if your client is stressed?
- ▶ Are you aware of your client ever acting violently toward others?

Client Acceptance Into an LBS Program

The initial assessment may include an interview to determine if the potential learner is eligible for the LBS program. An interview does not guarantee acceptance into the LBS program. Some programs do standardized testing of literacy skills and levels. Others use informal diagnostic tools that may involve use of a computer.

If your client has been accepted into an LBS program:

We recommend that a meeting take place between the client, his support person (if he has one), his teacher and/or a representative of the LBS program. This will provide an opportunity to define the roles and expectations of all the people involved. We also recommend follow-up meetings from time to time to discuss the client's progress.

To refer your client to
ANGLOPHONE services:

Call **The ABC Line 613-233-3232**

abcline@occl.ca

For FRANCOPHONE
services:

Contact **Moi, j'apprends**

moijapprends@bellnet.ca