

SEAMLESS TRANSITION TO MORE LEARNING

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and the National Literacy Secretariat

Sponsored by
Ontario Association of Adult
and Continuing Education School Board Administrators



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Acknowledgements

Literacy projects of this nature don't happen without the help of many people. Many thanks must go to the instructors and administrators of the sites I visited in the process of gathering data for this study. Their passion for their work together with their frank evaluation of what was working and what needed to be improved upon was an inspiration to the researcher. The learners, I interviewed either in focus groups or one-on-one, also shared a passion for wanting to support what was working as well as wanting to make constructive suggestions for improvement. The advice that was provided by the project Reference Group helped to keep the consultant on track and focussed on the main issues of this study. LBS managers at their provincial committee meeting provided valuable input on the barriers from multiple stakeholder perspectives.

A special word of thanks must go to Wendy Oliver, CESBA projects coordinator, who provided guidance and sage advice throughout the duration of the project. Her expertise, used in researching the connection between LBS learning outcomes and credit course success criteria, provided depth to this study. Wendy, together with Dave Neumann, CESBA Executive Director, need to be particularly thanked for believing in and seeking the additional MCTU financial support necessary for the "Seamless Transition for Adult Learners" workshop. Hopefully, these implementation workshops will become a permanent part of future CESBA projects.

Mel MacLeod
Project Consultant

Executive Summary

The Ontario Association of Adult and Continuing Education School Board Administrators (CESBA) received funding from the Ontario Ministry of Training, Colleges and Universities (MTCU) and the National Literacy Secretariat (NLS) to undertake a project which had as its goal to improve the experience adult learners have in making the transition from the Literacy and Basic skills (LBS) programs to High School Credit programs.

A project reference group composed of members representing both the literacy and credit programs provided guidance to the project. Barriers were identified from the perspective of the adult learner, LBS instructor, credit teacher, guidance/intake teacher, LBS manager and credit program principal perspective. An urban site, an urban/rural site, and a northern site that offered distance learning opportunities for both LBS and credit programs were identified and visited. Focus groups and interviews were held with learners, instructional staff and administrators. A survey was also administered to determine the relationship between the LBS learning outcomes and the entrance requirements of the high school credit program.

Suggestions enhancing seamless transition for adult learners include: LBS and credit programs in the same building; Empathetic, patient and approachable teachers; A pre-credit transition LBS program; Learner mentors; Common assessment person/team; Learner visitation program; Same time schedule for both programs; LBS instructors with credit program experience. The majority of survey respondents recommended the following LBS learning outcome levels for credit program entrance: Numeracy - Level 5; Reading - Level 5; Writing - Level 4.

A "Seamless Transition for Adult Learners" workshop was held to begin the implementation of the project findings. As a result of the workshop, program administrators representing 22 Ontario School boards developed joint action plans. A follow-up project entitled "Breaking the Barriers" is being planned for 2002.

Background

In the spring of 2000, the Ontario Association of Adult and Continuing Education School Board Administrators (CESBA) received funding from the Ontario Ministry of Training, Colleges and Universities (MTCU) and the National Literacy Secretariat (NLS) to undertake a project entitled “Seamless Transition to More Learning”. The goal and objectives of the project are outlined below.

Goal:

To find ways to improve the experience learners have in making the transition from the Literacy and Basic Skills (LBS) programs to High School Credit programs.

Objectives:

1. Identify challenges LBS delivery sites face in assisting learners whose goal it is to access high school credit courses.
2. Identify and document school board best practices currently used for assisting and advising learners in making the transition.
3. Determine the relationship between the LBS Learning Outcomes Matrix and the skills and knowledge required to be successful in entry level credit courses.
4. Identify the entry level credit courses most frequently recommended for LBS learners.
5. Develop clear guidelines, procedures, and assessments to assist LBS Managers and Credit Administrators achieve seamless and successful transition for LBS learners.

The process used to meet the above objectives together with the results are outlined in the following section.

Project Methodology and Results

1. Development of a Project Reference Group

In August, Wendy Oliver, CESBA Projects Coordinator, invited (*Appendix 1a*) project reference group participation. As a result of responses to this invitation, a project reference group was formed (*Appendix 1b*). An all day meeting with the Reference Group was held in early October. The agenda for that meeting is in *Appendix 1c*. Information from this initial meeting, particularly around the barriers and site selection criteria, was used to modify the project methodology of the project. A summary of the feedback on the meeting may be found in *Appendix 1d*. Project updates were e-mailed to the reference group during the duration of the

project. Reference group members were also asked for input on the wording of the participant invitation to the “Seamless Transition for Adult Learners” workshop held in May.

2. LBS Managers’ Workshop

For any provincial project, it is necessary to provide the people who will be implementing the project results, opportunities for input. This is important not only to access their expertise but to give them a sense of project ownership. At the annual provincial CESBA LBS Committee meeting in early December, a one hour workshop was held with the LBS managers. The “Multiple Perspectives” activity that was piloted with the Reference group in October was again used to identify the various barriers to seamless transition that adult learners would experience. Each participant at a workshop table was asked to address barriers from the perspective of the LBS learner, the credit course teacher, the LBS teacher, the guidance/intake teacher, the credit course principal and the LBS manager. The template (*Appendix 2a*) was cut up into puzzle pieces with participants each receiving a piece for them to record the barriers from their particular perspective following the instruction listed in *Appendix 2b*. The 3 most important barriers to be addressed identified by each table are listed in *Appendix 2c*.

Each manager was invited (*Appendix 2d*) to suggest programs to the researcher which they felt were addressing some of the barriers that were identified. These suggestions were used to identify programs that were later visited to further investigate how the barriers were being addressed. The results of these visits are outlined in the next section of this report.

3. Site Visits

Three sites were chosen for in-depth study including an urban site, an urban/rural site, and a northern site that offered distance learning opportunities for both LBS and credit programs. Whenever possible interviews or focus groups were held with learners. The remainder of the site visit consisted of one-on-one interviews with administrators and instructors in the programs.

i) Learner Interviews/Focus Groups

“If it wasn’t for LBS, I wouldn’t be in school (credit) right now. It gave me the confidence I needed. I would have dropped out”

Susan, Credit learner

Questions used for the interviews and focus groups with learners may be found in *Appendix 3a*. Many of the issues that they raised are covered in the situational, institutional and attitudinal barriers identified from the perspective of a LBS learner listed in *Appendix 5d*. In summary, learners made the following suggestions that would help facilitate a seamless transition between an LBS program and a high school credit program. Although this study focused specifically on the transition between literacy programs and credit programs, many of the same suggestions, if implemented, would also help facilitate transition to other learning programs.

Suggestions	Rationale
Literacy and credit programs in the same building and close to where learners live	Familiarity with the physical surroundings provides a level of comfort. For ILC credit courses it allows for the learner to stay in the LBS classroom for the initial part of the credit course. Proximity to where learners live assists with reducing transportation costs and facilitates child care arrangements.
Access to a pre-credit LBS program	Where a pre-credit program was available, learners found it invaluable. It gave them a taste of the content, process, expectations and pace of a credit program which enhanced their later success. When 41 LBS students from a LBS pre-credit classes were compared for two terms to those who went directly from LBS (26) into Eng. 2P, 3G, and Math 3G , those from the pre-credit averaged 7 to 40 % better than those who came directly from a regular LBS program (<i>See Appendix 3b</i>).
Opportunities to alleviate the fear of failure and instill a sense of confidence	Having empathetic, patient and approachable instructors who understand the difficulties and challenges inherent for adults returning to school helped to alleviate the fear of failure. Having literacy instructors ensure that learners have a realistic expectation of the credit program as well as having credit teachers ease the students into the program assists learners in making the transition.
Learner mentors	Having a learner who is already in the credit program mentor a LBS learner who is about to enter the program helps to answer many questions that learners are reluctant to ask an instructor.
Connecting program content to real life	Relevancy is an important factor for adult learner motivation

“When you go into credit, everything is boom, boom, boom. Quiz every morning, tests once a week. The LBS Pre-credit prepared me for the pace - they told us what to expect”

Raj, credit learner

ii) Administrators/Instructors Interviews

Questions used in the Credit Principal, Credit teacher, LBS Manager and LBS instructor interviews at all sites may be found in Appendix 3c. These interviews were almost exclusively done in person with a few done via telephone. Suggestions made by administrators and instructors for facilitating the movement of learners from the LBS program to high school credit are outlined in the following table.

Suggestions	Rationale
Having LBS programs and credit programs in the same location.	This allows LBS instructors and credit teachers to better know one another and collaboration between programs is more apt to occur. Informal learner info can also be exchanged more readily. Having credit in the same location provides incentive and motivation to the LBS learner. In locations using the Independent Learning Centre (ILC) materials, learners are able to stay in the LBS classroom for a short period of time that helps in the transition process. It also allows joint activities to be organized that both teachers and learners from each program can attend. This will lead to enhanced communication between programs and a mutual respect that is essential. Having credit and LBS teachers attend each others P.D. programs will also lead to a greater understanding of each other's programs
LBS instructors with experience in the credit program	It's helpful to have instructors with a credit background working in LBS levels leading into credit programs. They tend to be more familiar with credit requirements and liaize more readily with credit teachers.
Common assessment person/team	Having the same person/team do the initial assessment, then according to the learner's needs refer to LBS, ESL, credit, college, etc. helps to minimize "turf" issues and keeps the focus on what's best for the learner. Assessments being done by independent assessors rather than Department Heads or Program Leads lends itself to a more objective viewpoint and consistency.
Create a Pre-credit transition LBS program	This allows the learner to sample what life in the "credit" world will be like prior to actually getting into it. The curriculum would include topics such as an introduction to novel study, poetry, study skills, time management, how to write tests/exams. It would also include some Grade 10 credit material to give learners a taste of the credit expectations and its different pace. Mock credit lessons might occur. If the credit program on-site is ILC based, part of the curriculum needs to deal with self-management/self-discipline issues and how to cope with material when there is not a teacher readily available

Learners visits credit and LBS classrooms	Classroom visits would help inform learners about what actually goes on in each program. Credit students who are struggling may realize the focus on basic skills in the LBS program is what they need to be successful. LBS students may come to realize that credit isn't that hard and that they should give it a try.
Same time schedule of credit and LBS programs	Having the LBS program schedule end just prior to a credit semester starting also helps in a smooth transition from one program to the other.
Grade 10 English entry level as a pre-requisite to entering the credit program	Even though a learner may have the math skills to enter a high school credit program, experience has shown that a grade 10 English entry level is required for the reading component of the math curriculum. Most learners begin the credit program by taking English and math credit courses. Some sites encourage students to start with the personal life management credit course.

Notwithstanding the suggestions being proposed by learners and administrators/teachers above that would assist learners make the transition from LBS to credit programs, there are structural issues associated with both LBS and credit programs that create barriers to seamless transition. Responsibility for the LBS program resides with the Ministry of Training, Colleges and Universities while responsibility for the credit program resides with the Ministry of Education. This leads to funding differences, different age requirements, different placement requirements, and different criteria for instructional staff. The lack of consistency in these areas lead to inherent barriers that will be difficult to overcome unless an effort is made to standardize government policy.

Future issues on the horizon that will have an effect on seamless transition include the Grade 10 literacy test and implementation of the new high school credit curriculum.

4. Learning Outcomes Survey

One of the components of this project was to articulate the Literacy and Basic Skills learning outcomes with the entrance requirements of the high school credit programs in Math and English. These two courses were identified as those that every LBS student would have to initially complete in order to achieve their goal of obtaining a high school diploma.

A survey (*Appendix 4a*) was developed and presented to the LBS Managers of school board programs at the LBS Day in December 2000. They were asked to indicate the minimum recommended learning outcomes in the areas of numeracy, writing and reading that, in their opinion, were necessary for success. The survey only asked for recommendations and stated that what was indicated may not be the current practice in their board. Additionally, they were asked to comment in an anecdotal way regarding barriers other than academic ones which adults may encounter when making the transition from LBS to credit programming.

In order to give some provincial consistency to the project, the survey used the performance indicators for each level as described in the **Ontario Literacy Coalition's Level Descriptors, 2000**. It also only surveyed the learning outcomes of Numeracy, Writing and Reading since these are the subjects most commonly attempted and required in the credit program.

Forty-eight surveys were distributed to LBS Managers in Ontario's school boards. A total of thirty-one were returned representing twenty-nine school boards. Some surveys only included anecdotal comments and others just included the survey checklist. Twenty were returned with both the checklist completed and anecdotal comments.

In the survey, the learning outcomes for Numeracy, Reading and Writing were grouped as outlined below. The levels, however, were not identified on the survey in this way. The results from the survey are as follows:

a) Numeracy

Level 3

- Adds, subtracts, multiplies and divides whole numbers and decimals
- Understands the relationship between decimals and fractions
- Creates and continues number patterns based on two alternating rules
- Measures length, capacity, volume, mass, time and temperature with precision using appropriate standard units
- Calculates perimeter and area of rectangles and squares using formulas

Level 4

- Performs basic operations with fractions and integers
- Performs simple calculations with percent, ratio, exponents and square roots
- Uses a variable to represent an unknown quantity
- Calculates area of parallelograms, triangles and trapezoids and volume and surface area of rectangular prisms using formulas

Level 5

- Performs computations integrating fractions, decimals, integers, percent, exponents and square root
- Creates and solves algebraic equations
- Calculates the surface area of prisms, pyramids and cylinders
- Calculates the volume and surface area of prism and the radius, area, diameter and circumference of circles using formulas

Twenty-seven surveys were returned with the numeracy checklist completed.

According to those surveys, the minimum recommended level that LBS learners should achieve in order to meet with success in an entry level Math high school credit course are:

Level 3	2 responses
Level 4	9 responses
Level 5	16 responses

b) Reading

Level 3

- Locates, understands, interprets and makes judgments about ideas and information in a variety of texts
- Reads texts of some complexity of content and form
- Uses a variety of advanced reading strategies, personal experiences and knowledge
- Demonstrates a familiarity with a variety of forms and conventions of formal text

Level 4

- Analyzes, synthesizes and makes conclusions and judgements about ideas, information and the writer's perspective in texts that are complex in form and content
- Uses a wide variety of reading strategies
- Demonstrates familiarity with a wider variety of forms and conventions, including some stylistic elements

Level 5

- Analyzes, synthesizes, makes reasoned judgements and draws conclusions about ideas and information including the writer's perspective and bias
- Understands the use and impact of stylistic devices in texts that are complex in form, content and style
- Uses a wide range of appropriate and efficient reading strategies
- Has knowledge and familiarity with complex forms and stylistic conventions

Twenty-nine surveys were returned with the reading checklist completed.

According to those surveys, the minimum recommended level that LBS learners should achieve in order to meet with success in an entry level English high school credit course are:

Level 3	3 responses
Level 4	11 responses
Level 5	15 responses

c) Writing

Level 2

- Writes for a variety of specific, familiar purposes and audiences
- Uses simple forms and basic paragraph structure with simple support to convey a main idea
- Uses appropriate language and basic grammar, punctuation and spelling
- Writes for a variety of specific purposes and audiences

Level 3

- Uses forms of some complexity and develops paragraphs to convey a main idea
- Uses appropriate style and common grammar, punctuation and spelling
- Writes for a variety of different purposes and audiences

Level 4

- Uses complex forms, well-linked and well-developed paragraphs with effective supporting details to convey a main idea
- Uses appropriate style and more complex grammar, punctuation and spelling
- Writes for a wide variety of different purposes and audiences

Level 5

- Uses a wide variety of complex forms and organizational approaches with appropriate and precise supporting details to convey a main idea creatively and logically
- Uses a style that reinforces the purposes and engages the audience as well as complex grammar, punctuation and spelling

Twenty-nine surveys were returned with the writing checklist completed.

According to those surveys, the minimum recommended level that LBS learners should achieve in order to meet with success in an entry level English high school credit course are:

Level 2	0 responses
Level 3	11 responses
Level 4	14 responses
Level 5	4 responses

d) Comments

Twenty surveys were returned with written, anecdotal responses to the following comment:

“Some learners may have the necessary skill level in these three areas to meet with success in high school but are ultimately not successful. Please comment on the key personal issues and barriers that exist which impact on their progress.”

Although the comments were wide-ranging, there was some consistency to them. The following list summarizes the most common barriers that were mentioned:

- | | |
|---|-------------|
| • Undeveloped time management skills | 8 responses |
| • Inexperience with the credit learning environment | 7 responses |
| • Personal financial stress | 7 responses |
| • Family problems | 7 responses |
| • Lack of self-esteem | 5 responses |
| • Learning disability | 5 responses |
| • Undeveloped goal setting skills | 4 responses |
| • Health problems | 3 responses |

The following are excerpts from some of the comments.

“Many LBS students have not been successful in previous high school settings and are reluctant to interact with students who are much younger than themselves. They feel intimidated by their behaviour. They do somewhat better if they can work with other adults who are also taking credit courses. They need support with life skills programs

and self-esteem issues. They need a lot of encouragement from and interaction with their instructors—this often does not happen in a regular (credit) program.”

“Learners have financial support from Employment Insurance for up to one year in an LBS program. However, the amount of money they receive is cut in half for the following year in the credit programs. Most learners cannot survive on this as they have families to support; therefore, stress becomes part of their day-to-day experience in school. Many do not finish because of this.”

“Personal experiences/life history may not have allowed them to develop life skills in the following areas:

- Time management*
- Setting priorities*
- Staying focussed on a long-term goal*
- Study skills*
- Personal organizational habits eg. Filing materials in binders etc.”*

“Barriers such as:

- A new environment, teacher, teaching methods, presentation of material and the independent learning model found in most Alternative Schools*
- Pre-determined time frames are reduced as learner gets closer to the goal, so stress levels increase*
- More formalized testing which is seen as a set up for failure and so creates further stress*

As well, many have either reached a plateau in learning or are close to that point and find the credit programs just are beyond them.”

“Learners can’t ‘keep up’ because of learning problems i.e. L.D. Credit programs usually offer no support or special consideration. LBS learners are used to working at their own level at their own speed. They have great difficulty writing tests and exams.”

“I suspect that in many LBS programs, the approach is learner-centred and so students do a lot of work at their own pace which may not be the pace of the credit classroom where a certain amount of material must be covered in a given time frame.”

“LBS learners are often not prepared for the focus in credit English on note-taking. They must learn to take notes and make notes (listen, jot down in outline form, edit and expand).”

“The pace, class size and expectations to work independently are often problem areas. We encourage a ‘transition stage’ where the LBS learner has the support of the LBS instructor for a short time. Sometimes, the learner takes a credit math course but remains in the albs to strengthen reading and writing skills.”

5. “Seamless Transition for Adult Learners” Workshop

As the project evolved, it became obvious that one of the major structural barriers that needed to be addressed was the lack of communication between administrators responsible for the LBS and high school credit programs. A written report would not be the most effective way of bringing

the “two solitudes” together. Additional project funding was solicited and received from the Workplace Preparation Branch, MTCU to bring together in a central location the LBS manager together with the credit program principal for a one day workshop.

A copy of the invitation appears in *Appendix 5a*. The agenda (*Appendix 5b*) for the workshop entitled “Seamless Transition for Adult Learners” was designed to increase each administrator’s understanding of each other’s program. To help alleviate the defensiveness inherent in seeking to enhance understanding, the concepts of assumptions (made visible by ladders of inference) and dialogue were introduced. The participants were then asked to practise dialogue by picking a topic from a suggested list or identify a topic of their choosing. Examples of ladders of inference and dialogue topics are illustrated in *Appendix 5c*. They then had to identify the barriers that were pertinent to their site. The list of barriers (*Appendix 5d*) used were the barriers from multiple perspectives that had been identified throughout the project from learner focus groups, administrator/instructor interviews, and LBS manager/Reference Group workshops. Solutions to these identified barriers were then jointly developed and articulated in an Action Plan for their site. A sample Action Plan is outlined in *Appendix 5e*. A summary of the workshop feedback is given in *Appendix 5f*.

Summary

Barriers to seamless transition for adult learners moving from LBS to credit programs were identified by learners, administrators and teachers in both programs. Suggestions for alleviating these barriers were made by the same stakeholder groups. A one day provincial implementation workshop for administrators of both programs was held where action plans addressed barriers specific to the Board of Education represented by the administrators. This is the first step in helping learners move seamlessly from one program to the other.

To continue the work which was begun in the "Seamless Transition to More Learning Project", CESBA has been approved by MTCU and NLS for a field development project entitled "Breaking the Barriers" for 2001-2002. One of the barriers identified in the "Seamless Transition to More Learning Project" is the fact that although LBS learners may have the appropriate communication and numeracy skills levels to make the transition from non-credit to credit schooling, they lack the self-management and self-direction learning outcomes necessary for success after transition. This project will research current good practice in the field which integrates learning outcomes in the area of self-management and self-direction into the broad LBS curriculum. Suggestions for the development of demonstrations, assessment tools and corresponding examples and templates will be included for use by school board instructors in order to ensure that learners have the appropriate skill level in this area.

Even in an integrated program, learners will often acquire the necessary numeracy and communication competencies before they have acquired the self-management and self-direction skills at the same level. Therefore, a training approach to provide a focussed, short-term self-management program for these learners will also be developed and included in the project. This project will focus on learners in school board programs who have further education as a goal.

Reference Group Invitation

CESBA has received funding from MTCU and NLS for a project entitled “**Seamless Transition to More Learning**”. This project will seek to find ways to improve the experiences learners have in making the transition from the Literacy and Basic Skills (LBS) program to adult credit. The project will explore key areas of concern around this issue and identify approaches that work best. As well as identifying best practices in assisting learners making the transition beyond LBS, the project’s report will provide guidelines and model policies and procedures that practitioners and other key decision makers can use in assisting the adult learner’s transition to more learning.

WE NEED YOUR HELP!

1. To be a member of a Reference Group - To ensure that the project remains grounded and relevant and to ensure that the project’s goals and objectives are met, a Project Reference group will be created. This provincially geographical representative group will consist of individuals who have an interest in this area and represent the various stakeholder groups that influence the transition that the learner undergoes in moving from an LBS program to an adult credit program or course. The Reference group will meet a maximum of 3 times for a day between October and March. Travel expenses will be reimbursed but not salary. The first meeting will be held in Mississauga on October 5.

2. To suggest research sites - An important component of this project involves studying sites where this transition is already occurring fairly successfully. If you are aware of potential sites or consider your own site worthy of consideration, please let us know. It is important that we study the transition that occurs in a variety of delivery models. This could involve the transition which occurs when a learner from an LBS program moves to an adult credit day school, or night school, or a centre using Independent Learning Centre materials or any form of distance education.

If you are interested in being considered as a Reference Group member and/or can suggest possible research sites, please respond to this e-mail by **Thursday, September 7th**. For a Reference Group member, include a brief paragraph on the experiences and programs that you have been involved with that would assist the Reference Group deliberations. If suggesting a site, include a brief paragraph describing the site and how transition is being facilitated.

If you would like additional information about the project or the above requests, don’t hesitate to contact Wendy Oliver, CESBA Project Coordinator at this e-mail or 905 - 949 - 0049, Ext. 2036.

Seamless Transition Reference Group

<u>Name</u>	<u>Position and Board</u>
Bev Brandenburg	Literacy Coordinator Greater Essex County DSB
Angie Cunningham	LBS Instructor Peel DSB
Linda DePiero	Manager, Continuing Education Lakehead DSB
Ron Ellis	Principal, Burnhamthorpe Adult Learning Centre Toronto DSB
Barkley Hawkins	Supervisor, Continuing Education Renfrew DSB
Trudy Lothian	Assistant Coordinator, Continuing Education Ottawa Carleton DSB
Lorri Sauve	LBS Program Manager Waterloo CDSB
Geraldine Waud	Principal, Adult & Continuing Education Niagara CDSB
Marion Wragge	LBS Program Manager York DSB

Seamless Transition Project Reference Group Meeting
Thursday, October 5; 10 am to 3 pm
2 Robert Speck Parkway, Mississauga
Triston Room (3rd Floor)

AGENDA

1. Welcome
2. Introductions
3. Reference Group Responsibilities
4. Project Overview
5. What does “Seamless Transition” look like, feel like, sound like?
6. What are the barriers?
7. Lunch
8. Skills and Knowledge required for Successful Achievement
9. Site Selection Criteria
10. How would a Researcher determine if a Site had Seamless Transition?
11. Criteria for Evaluating Success of the Project
12. Role of the CESBA LBS Committee December 6th meeting
13. Feedback on this Meeting
14. Date for and Format of next Communication

Summary of Feedback on Seamless Transition Project Reference Group Meeting

What I liked most about this meeting was:

- Open, non-threatening environment allowed for free and creative discussion - it was stimulating and motivating
- Excellent exercise on multiple perspectives - brought me away from the day to day issues into creative thinking mode - good for my mental energy
- The excellent leadership - seamless and the experience of the project delivery team
- Interesting to meet and talk with people from across the province about LBS
- Discussing ideas and issues that impact on us at a school board sector
- Seeing issues through others eyes
- The project at hand - very excited about the possibilities and expectations for the project
- Sharing ideas and learning about the other programs
- The opportunity to meet and hear about other boards and what and how they are doing transition - very informative and thought provoking
- Openness of the discussion. Little constraint on diverse discussion, with no individual dominating and no personal agendas pursued.

If I could change one thing about today's meeting, it would be:

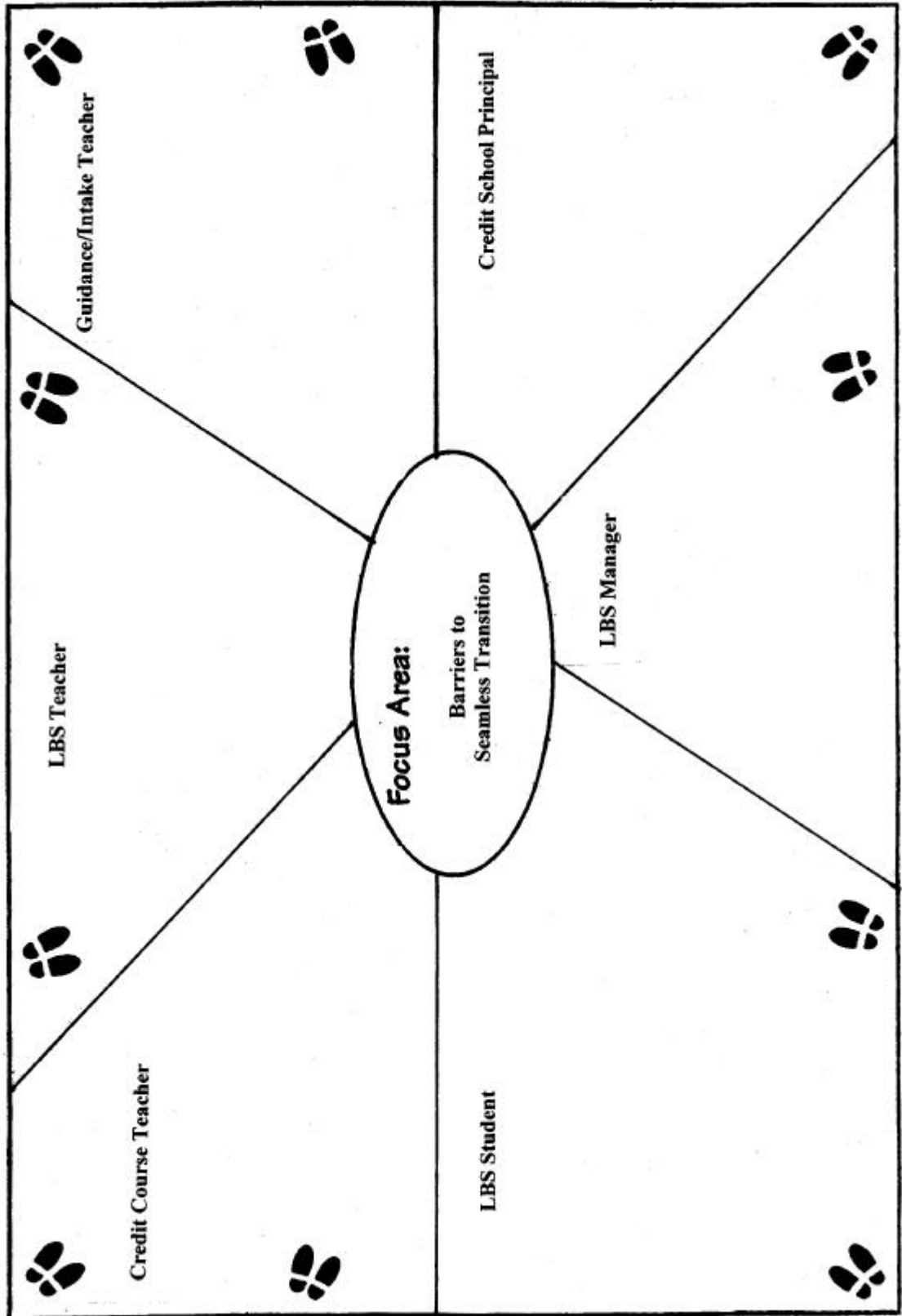
- The time flew by - and that is a good sign but due to circumstances I couldn't stay until closure
- Location - always a long drive
- I would like to have more information on the levels and the policies of LBS
- Great job, Mel
- That it be longer with more boards present

Considering all I heard and thought about today on seamless transition, what is the one most important factor that the researcher (consultant) needs to keep in mind during this project.

- Wow - there is much to consider - the deliberations around criteria for selecting sites - sites that we can learn from - components of successful sites - the project could involve mixed sites to almost represent an ideal
- That the recommendations address the barriers to the student, the assessor, and the admittance department face when moving through the system by making assessment and delivery as consistent as possible
- I would like the researcher to look at sites that offer credit, where LBS is not available nearby
- What is the retention rate in grade 10 classes where LBS is not available vs. retention rate where LBS is available
- I would love to know what a 65% means in a non-LBS school in a grade 10 Eng course vs. a 65% in the same course in a school where LBS is offered
- That the exit from LBS to credit programs is not consistent - is this having an effect on success in a credit program - why isn't the exit level consistent - does this have implications down the road from MTCU - is exit level 3 from one board mean the same in terms of skills sets as exit level 4 from another board?
- Is there certain processes/models that guarantee successful transition from LBS to credit i.e. level exit, one building model.
- How the learner becomes successful in both our LBS program and the credit program
- Some boards have little or no "seamless transition" - the transition is cumbersome, difficult and awkward (distance, etc.). How can we bring credit staff "on board", so to speak and for them to have a desire to have LBS students join their ranks?
- An open mind, recognize the diversity of program models present in the province - dictated by geography, population base and resources. No one model is or can be the ideal.

Multiple Perspectives

Standing in Others' Shoes to Gain Wisdom About the Work



Standing in Others' Shoes to Gain Wisdom About the Issues

1. **Distribute a stakeholder puzzle piece.**

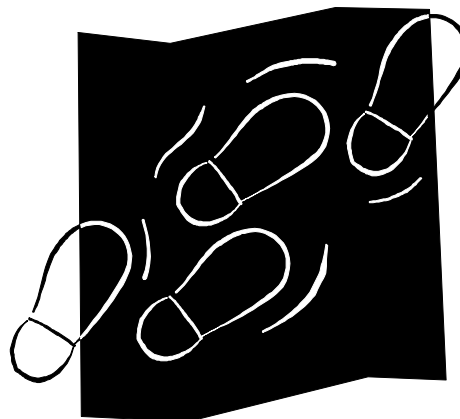
2. **Answer the following question on your puzzle piece:**

"From my perspective, the barriers to seamless transition would be?"

3. **Share what you wrote with colleagues at table.**

4. **Place puzzle piece on puzzle template.**

5. **On flipchart paper, identify the 3 most important barriers that need to be addressed.**



Summary of 3 Most Important Barriers

Table A

- Communication - understand strengths of each program - respect for each other - recognize crossover points
- Financial - need to fill classes - inability to have joint meetings - LBS learners given training support
- LBS given/ or not “credit” towards diploma

Table B

- Personal baggage - emotional - situational - organizational for each stakeholder
- Isolations - all levels driven by various program needs and agendas
- Knowledge gap

Table C

- Neither side ‘knowing’ nor ‘meshing’ (articulation) the exit outcomes of LBS versus entry expectations of credit 9/10 [EDU curriculum mandated prescribed: MTCU curriculum not mandated nor prescribed]
- Style mode of delivery - pace; numbers in class; directed vs. independent; individualized attention; evaluation and assessment differences
- Lack of accessible satellite credit programs (GED disparity)

Table D

- Mode of delivery - small group to credit classroom
- Self identified learner goal training plans to credit (content) curriculum
- Basic information among educational shareholders? stakeholders? entry expectations

Table E

- Communication between LBS program and credit
- Lack of clear standards and guidelines to determine when students should be moved into credits and/or placed in LBS

Table F

- Credit programs do not understand or recognize LBS levels/training (with some exceptions)
- LBS staff and learner feel that credit entry is a “moving” target
- Funds (\$\$) and numbers are a concern from both perspectives - we’re all fighting for survival

Table G

- Lack of opportunity to communicate
- Lack of money (does not allow for time to do things properly)
- Lack of consistency in assessment, program delivery, philosophy

Table F

- Lack of knowledge about LBS (lack of ‘buy-in’)
- Adult credit needs to be held accountable - i.e. admission standards not a moving target
- Need for recognized common assessment strategy - are portfolios realistic?

CAN YOU HELP?

The success of this project depends on identifying plausible and practical solutions to the barriers which prevent seamless transition for learners who move from the LBS program to credit courses. If you have (or know someone who does) a program which you feel addresses some of the key barriers, briefly outline it below. I'm particularly interested in distance education programs and transition into night school credit. I'll be in touch.

Type of Program:

Barriers it Addresses:

(Use back of sheet if necessary)

Name: _____

Board: _____

Phone: _____

E-mail: _____

Place in brown envelop on your table

Thanks for helping to make this project a success.

Mel MacLeod

905 - 828 - 2285

melmacleod@sympatico.ca

Learner Focus Group/Interview Agenda & Questions

1. Welcome
2. Brief Overview of project
3. Tell us your name, what credit course you are taking, and one thing you like about _____.
4. Tell us about courses you've taken that have improved your skills.
5. a) Think back to when you were moving from the LBS program to the credit program, what process did you go through?
b) Which of these activities helped you make the transition? Which of these were you apprehensive about?
6. If you were to go through that process again, what changes would make it more easy and comfortable for you? Reason?
7. Of all the methods we discussed to make moving from one program to the other easy, which **one** is most important to you?
8. Some things were not mentioned like.....e.g. info on credit program ahead of time.... and I am assuming they are not important.
9. Do summary - Is this summary complete? Does this sound OK to you?
10. Have we missed anything? Is there anything that we should have talked about but didn't?

Comparison of Credit Marks for Learners from Regular LBS & Pre-Credit LBS Programs

Term	Credit Course	From Regular LBS Program		From Pre-Credit LBS Program	
		# Students	Ave. Mark	# Students	Ave. Mark
1	Eng. 2P	8	59 %	9	66 %
2	Eng. 2P	3	36%	6	77%
1	Eng. 3G	4	62 %	3	72 %
2	Eng. 3G	4	59%	12	71%
1	Math 3G	2	73%	5	85%
2	Math 3G	5	58%	6	70 %

Administrator/Teacher Interview Agenda/Questions

1. Overview of Project/Work so far
2. What is the process used for transiting a learner from LBS to Credit at _____ and who is involved at each stage?
3. What works well re: seamless transition at _____?
4. What would make it work better?
5. What are the challenges you face in getting LBS learners ready for the credit program?
6. Are there any tracking mechanisms e.g. success rates, retention available for LBS learners moving from LBS to Credit?
7. If you were in my shoes and you were having a focus group with learners who moved through a transition from LBS to credit programs - what questions would you ask them?
8. Were there any questions you thought I would ask you but didn't - if so, what were they?

**Learning Outcomes Survey
CESBA: December, 2000**

Seamless Transition to More Learning Project

Please mark the minimum level of outcomes that you would recommend an LBS learner complete to meet with success in an English and Math high school credit course.

Numeracy	Reading	Writing
<ul style="list-style-type: none"> <input type="checkbox"/> Adds, subtracts, multiplies and divides whole numbers and decimals <input type="checkbox"/> Understands the relationship between decimals and fractions <input type="checkbox"/> Measures length, capacity, volume, mass, time and temperature using appropriate standard units <input type="checkbox"/> Calculates perimeter and area of rectangles and squares using formulas <input type="checkbox"/> Understands basic operations with fractions and integers <input type="checkbox"/> Performs simple calculations with percent, ratio, exponents and square roots <input type="checkbox"/> Evaluates simple algebraic equations <input type="checkbox"/> Calculates area of parallelograms, triangles and trapezoids and volume and surface area of rectangular prisms using formulas <input type="checkbox"/> Performs computations integrating fractions, 	<ul style="list-style-type: none"> <input type="checkbox"/> Locates, understands, interprets and makes judgments about ideas and information in a variety of texts <input type="checkbox"/> Reads texts of some complexity of content and form <input type="checkbox"/> Uses a variety of advanced reading strategies, personal experiences and knowledge <input type="checkbox"/> Demonstrates a familiarity with a variety of forms and conventions of formal text <input type="checkbox"/> Analyzes, synthesizes and draws conclusions about ideas, information and the writer's perspective in texts that are complex in form and content <input type="checkbox"/> Uses a wide variety of reading strategies <input type="checkbox"/> Demonstrates familiarity with a wider variety of forms and conventions, including some stylistic elements <input type="checkbox"/> Analyzes, synthesizes, makes reasoned judgements and draws conclusions about ideas and information including the writer's perspective and bias <input type="checkbox"/> Understand the use and impact of stylistic devices in texts that 	<ul style="list-style-type: none"> <input type="checkbox"/> Writes for a variety of specific, familiar purposes and audiences <input type="checkbox"/> Uses simple forms and basic paragraph structure with simple support to convey a main idea <input type="checkbox"/> Uses appropriate language and basic grammar punctuation and spelling <input type="checkbox"/> Writes for a variety of specific purposes and audiences <input type="checkbox"/> Uses forms of some complexity and developed paragraphs to convey a main idea <input type="checkbox"/> Uses appropriate style and common grammar, punctuation and spelling <input type="checkbox"/> Writes for a variety of different purposes and audiences <input type="checkbox"/> Uses complex forms, well-linked and well-developed paragraphs with effective supporting details to convey a main idea <input type="checkbox"/> Uses appropriate style and more complex grammar,

<p>decimals, integers, percent, exponents and square root</p> <ul style="list-style-type: none"> ❑ Creates and solves algebraic equations ❑ Calculates the surface area of prisms, pyramids and cylinders ❑ Calculates the volume and surface area of prisms and the radius, area, diameter and circumference of circle using formulas 	<p>are complex in form, content and style</p>	<p>punctuation and spelling</p> <ul style="list-style-type: none"> ❑ Writes for a wide variety of different purposes and audiences ❑ Uses a wide variety of complex forms with appropriate and precise supporting details to convey a main idea creatively and logically ❑ Uses a style that reinforces the purposes and engages the audience as well as complex grammar, punctuation and spelling.
---	---	--

Some learners may have the necessary skill level in these three areas to meet with success in high school but are ultimately not successful. Please comment on the issues and barriers that exist which impact on their progress.

Comments:

"Seamless Transition For Adult Learners"

CESBA Presents:

**One Day Provincial Workshop
For LBS Administrators and Adult Credit Managers/Principals
9:30a.m. to 3:45 p.m.**

Toronto Colony Hotel 89 Chestnut Street, Toronto
(in conjunction with the May 10 & 11 CESBA Conference)

This one-day workshop is designed for those who are directly responsible for administering the Literacy and Basic Skills Programs and Adult Credit Programs in Ontario School Boards.

Mel MacLeod will facilitate this exciting workshop to help credit and non-credit managers who work for the same school board develop creative and meaningful ways to ensure that adult learners move smoothly from one program to another.

Join your provincial colleagues for this worthwhile and informative event!!

Funding from MTCU will reimburse each of you for the cost of return transportation to Toronto at the least expensive rate available and contribute \$125.00 towards one night of accommodation at the Colony. Continental breakfast and lunch will be provided. You are responsible for booking your own room at the Toronto Colony Hotel (Call 1-800-387-8687) by Apr. 12

**FAX your registration to :
WENDY OLIVER 905-949-6636**

For further information contact Wendy Oliver, CESBA Projects Coordinator 905-949-0049 ext.2036

Registration Form Return by April 12.

YES!! We will attend

LBS Administrator: _____ Phone: _____ E-Mail _____

Adult Credit Manager: _____ Phone: _____ E-Mail _____

School Board: _____

Appendix 5 (b)

Seamless Transition For Adult Learners Workshop

Toronto Colony Hotel

May 9, 2001

AGENDA

- | | |
|-------|--|
| 9:30 | 1. Welcome and Introductions |
| 10:00 | 2. Agenda Overview |
| 10:05 | 3. a) Assumptions/Dialogue
b) Program Dialogue |
| 10:40 | 4. Solutions to Barriers
a) Part I
b) Part II |
| 12:00 | 5. Lunch |
| 1:00 | 6. Action Planning |
| 2:15 | 7. Break |
| 2:30 | 8. Action Plan Sharing & Discussion |
| 3:30 | 9. Evaluation |
| 3:40 | 10. Next Steps |

Ladder of Inference from a LBS Instructor Perspective

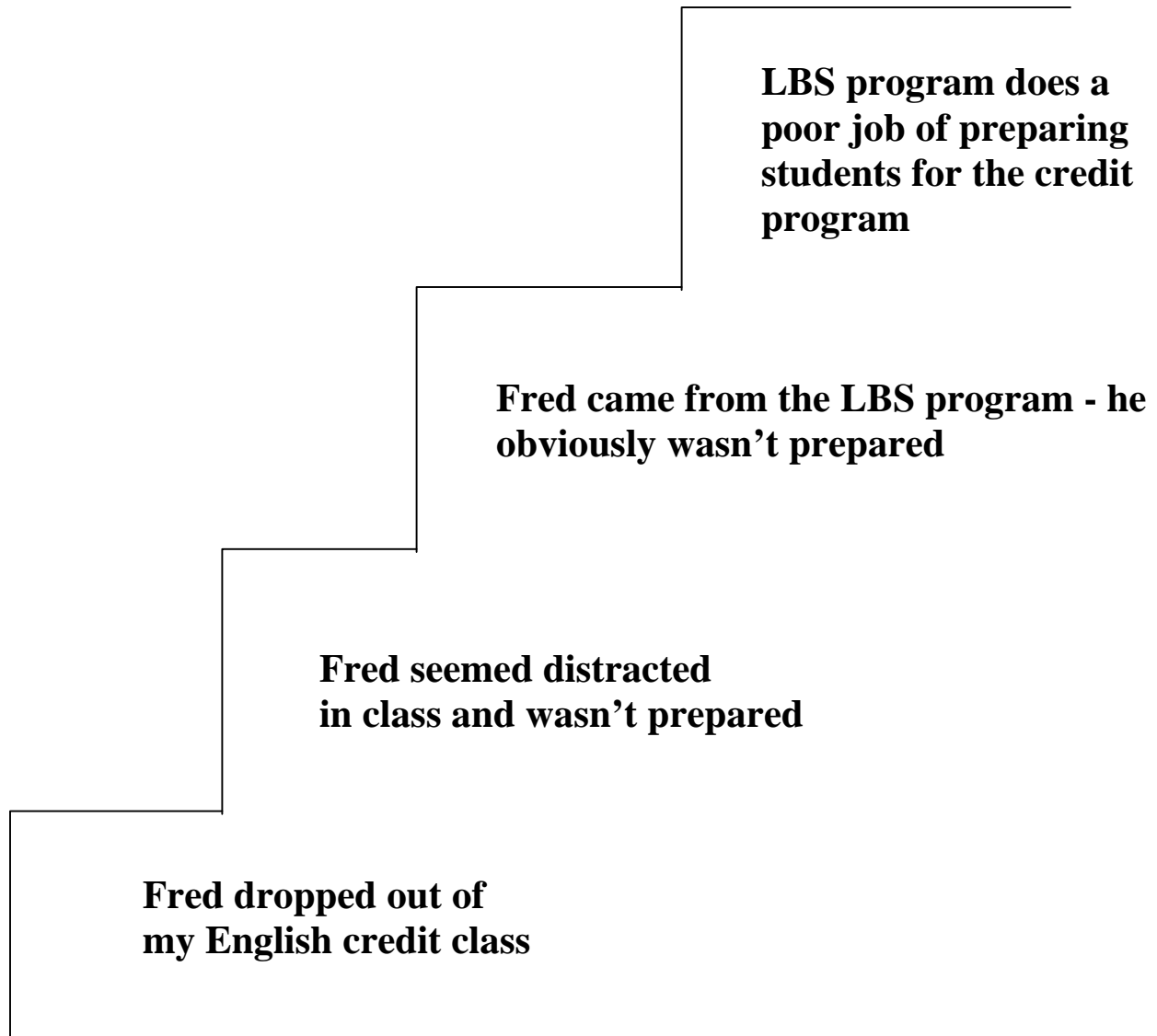
**Credit teachers don't take
adult learner personal
situations
into account - only
interested in content**

**Fred has so many home
responsibilities, he probably
missed 3 classes**

**Fred can do the work. He always did well
on assignments**

**Ran into Fred, a former LBS Student who started a
credit course 3 weeks ago - tells me he dropped out but
won't say why**

Ladder of Inference from a Credit Teacher's Perspective



Possible Dialogue Topics

What are some of the challenges that funding issues have presented to both our programs?

What are the similarities and differences around the goals of our learners?

What are some of the common issues we have around attracting, retaining and professionally supporting teachers?

How do the LBS Learning Outcomes correspond to entry level credit programs?

What are questions I always wondered about re: the LBS or Credit program but never had the opportunity to ask?

Appendix 5 (d)

Barriers Identified from the Perspective of a Credit School Principal

Learner Concerns:

- Academic standard of students entering credit programming - Varied range of expertise

- How do I know that LBS learners can be successful in our structured, fast-paced environment. Our intake office does not understand what the LBS progress documentation means. “What’s a level 3?”
- Learner entering credit programs with various levels in literacy and numeracy i.e. ready for Gr. 10 Math; not ready for English credit
- We don’t have the manpower to individually assess each new student. They must recognize themselves when they are ready for credit
- What should be the guidelines to determine LBS/credit entry
- We cannot offer small classes to accommodate needs of L.D. students or slower learners. They must keep up the pace.
- Need for a common assessment strategy (portfolio not realistic tool for high school intake?)
- Age of student

Funding Concerns:

- Funds for support staff
- Lack of support for transportation, day care, credit funding
- Economic viability of class - register based funding has to be cost recovery
- We need to meet minimum registration and attendance requirements to run a course. If enough don’t sign up, we can’t run it
- Hourly paid staff should meet credit/LBS - but no \$ to pay salaries

Staffing Concerns:

- Teacher availability - particularly in skill areas
- Role description of duties limits time and effort commitment
- Conflict among teachers of LBS/credit re: class size, ability of learner, independence, readiness

Program/Structural/System Concerns:

- Sufficient student registration “imagined” threats to credit programs draining students from LBS programs to supplement credit classes
- School closures - forced to have larger classes to warrant space allocation
- Cannot start a class without 25 bodies
- Internal budget programs - the school board administration doesn’t have a consistent approach to budget sharing when different programs occupy the same space. So there is no incentive to share space and programs. All decision are made based on \$. “If I’m not responsible for it - I don’t want it.”
- Limits of courses available due to funding and class sizes
- Lack of consistency in assigning equivalency credits for LBS activity
- I have no idea what they teach in LBS
- Resolve problem of LBS students with Grade 12 not permitted to redo high school - can’t advance to high school
- Effective communication/liaise with administration of credit/noncredit programs
- Coordination of intake assessment practices to allow LBS students to advance without complete re-evaluation OR special intake sessions just for LBS students within school board

Barriers Identified from the Perspective of a LBS Manager

Learner Concerns:

- The learner confidence of their ability/skill level
- Pressure of students to move quickly (because of OW,EI) timelines to achieve goals
- Comfort level of learners not wanting to leave LBS

- Holding students - importance of basic skills
- Variation in “intake standards” across adult credit programs
- “Flexibility of standards” due to occupancy changes at credit programs - may lead to inappropriate acceptance, reduced levels of success, frustration
- Making sure learner can cope in an academic setting - what will MTCU accept in terms of support without considering such support “double-dipping”
- Limited knowledge of stakeholders

Funding Concerns:

- Funding to provide accessible programming e.g. rent
- No reliable childcare and transportation
- Contact hours

Staffing Concerns:

- \$, time & expertise for staff/in-service/resources
- Qualified teachers who are available at a variety of times and locations
- Awareness of LBS program on the part of secondary school staff
- Training LBS instructors and ongoing administrative time required to manage/oversee transition effectiveness
- Need to educate/inform all staff (re: teachers/instructors) of importance of transition program (win/win)
- Knowledgeable LBS instructors about secondary curriculum to develop learners’ programs
- Instructors do not have the knowledge to recognize requirement for H.S. credit programs

Program/Structural/System Concerns:

- Lack of understanding of educational (school based) principles by MTCU staff
- Bureaucratic policies initiated by MTCU blocking initiatives of individual boards/programs by limiting time available and instituting common requirement for 3 program types
- Lack of communication between board representatives to identify best practices
- Lack of standardized testing devices/initiatives for school board based programs
- Lack of common admission requirements for LBS staff
- No access to continuous programming - 12 months instead of only 10
- Remote areas don’t have access to credit programming except ILC - there are delays in getting materials, support, technology for ILC
- Where is the appropriate program?
- Differing scheduling between LBS and credit
- Timing of 2 dates for M. of Ed. counting of day school students and individual training plan timing
- Internal tracking process, managing paper
- Lack of understanding of LBS will diminish smoothness of credit intake
- Role of independent study - good transition “test” of coping skills
- Credit programs not aware of this pool of potential learners and what is accomplished in LBS

Barriers Identified from the Perspective of a Guidance/Intake Teacher

Learner Concerns:

- Lack of options for learners e.g. night, sat., part time, etc.
- Lack time to do assessments effectively
- Are there sufficient supports in place to keep student in school and be successful
- Where to place students initially - LBS or Cont. Ed

- Limited sense of LBS learners' readiness to adapt to credit model (intense, fast moving sessions)
- Limited sense of LBS learners' ability to deal with credit expectations re: reports, essays, exams, tests, etc.
- Does your external assessment show that you are capable of, will be successful in a credit program? How to interpret?
- What if the person is not ready yet for credit programs - work skills, emotional skills, etc.
- How can I make the student see the value in the long term goal of graduation?
- What support network will this person need? Do I have the time or resources to devote to this person?
- How can I get this student to become an independent learner that is required to fulfil the graduate outcomes for success?

Funding Concerns:

- Restrictions placed by funders on the amount of time that a learner can spend in a program - only funded for a 6 month prep program when they need 18 months of upgrading.
- Not prepared to spend all my time with LBS clients (lack of knowledge re: LBS program) - funded more by SS program

Staffing Concerns:

- Match between students and teachers
- Maybe unaware of sensitivity required...

Program/Structural/System Concerns:

- Lack understanding of transcripts
- What is level 4? 5? Grade 8? 9? 10?
- Large classes in Cont. Ed. - students have trouble moving from small classes and lots of direction to large groups and more independent learning in cont. Ed
- Not familiar with learning outcomes approach, matrix
- No standardized certificate that tells me where the LBS is and where they should be moving to
- Grade 10 literacy test - factor in consideration
- Issues around recognition of adult learning, LBS particularly and articulation to credit
- Documentation - clear understanding and recognition of learning/training plan and achievements: matrix levels; assessment; prior learning
- Everyone has the right to take a credit class and fail
- PLAR - how can I get all of the info on this person? How useful is PLAR to this adult?
- Time it takes to spend with each student, especially those with needs we cannot address i.e. LD clients, psychological problems, social problems
- Not confident that agency we refer to will continue to provide the program/services the client needs i.e. will they do a good job?
- Will other agencies refer to us?
- Will other agencies feel I am referring all of the problem clients?

Barriers Identified from the Perspective of a Credit Course Teacher

Learner Concerns:

- Students don't "measure up" in all areas - knowledge - attitude
- The inconsistent level of skills upon entry

- Students do not have knowledge of new math concepts and approaches i.e. use of “graphing calculators”
- No time to “counsel” students with the restrictions that are placed on them
- Will student stay so I can keep my job
- Inconsistent attendance due to often to external barriers such as transportation, day care, etc.
- How do I know they are ready? Can they keep up?
- Teacher will have to install confidence in students since students will feel insecure re: new curriculum
- Learner may not be prepared for demands of course i.e. presentations, exams, amount of work
- LBS learners expect me to be a social worker and talk with them like their LBS teachers used to

Funding Concerns:

- \$ for textbooks/resources

Program/Structural/System Concerns:

- Teacher feels pressure to “deliver the course” with no flexibility - very content based
- Incongruent curriculum between EDU and MTCU - terminology difference - evaluation differences
- Testing/entrance process i.e. standardized test
- Pre-requisites
- Lack of interaction with student - no adult contained classes - only ILC
- Group learning vs. more individualized approach in LBS
- LBS learners have worked independently doing demonstrations, individual work, etc. - I have a curriculum, tests, everybody does the same thing!
- LBS learners had “some” flexibility re: attendance - here its 3 day absent and you’re out
- New curriculum in OSS
- Importance of a credit over skill development
- Why is the college allowed to do higher level content but the Board can’t because it is credit?

Barriers Identified from the Perspective of a LBS Teacher

Learner Concerns:

- Not enough options in credit programming available to recommend that learners take
- Where can students go for H.S. credits
- Some of my students may never be able to achieve Grade 12
- There are students in the credit courses who should be in my class

- Some of my students aren't ready but they think they are - the manager told them they would only need one term in LBS before going to credit
- Not knowing what is expected of the learner (i.e. re-entry test; classroom situation the learner will move into)
- Articulating credit entry level requirements with learner's achievement of LBS level 1 outcomes
- Lack of understanding by credit colleagues about how qualified the LBS learners are when they leave the LBS program
- Ensuring that learner's LBS goals are appropriate to credit
- Participation time-imposed restrictions (OW, WSIB, ODSP)
- Attachment to student - must let go
- Accommodation of my learners' special needs i.e. interpreter, tutor, etc.

Funding Concerns:

- \$ for resources

Staff Issues:

- Inconsistent approach to P.D. for LBS teachers so that they are prepared to deliver program effectively
- Meeting with credit staff with mutual respect to liaize over credit transfer/transition
- I do not know enough about curriculum expectations and performance levels of credit programming in Grades 9&10 - N/S, Day/Summer; OSIS; OSS; ILC; Self Study
- Lack of opportunity to communicate with credit colleagues
- Time to find out where to refer the learner to
- Getting away from "traditional teaching methods" i.e. teach as you were taught

Program/Structural/System Concerns:

- How do I meet goal requirements of client, credit, matrix requirement of MTCU
- Not enough ILC credit programs available
- ILC and Sec. School reform with Grade 10 literacy tests are all out there but LBS has no knowledge of or consulted in the process. Therefore not informed to help students.
- The credit teachers do not understand or validate our students portfolios
- LBS preparation only involves numeracy and communications
- There doesn't seem to be much difference between what I teach and what is taught in Grade 10 English
- What are "entry level" requirements of adult H.S. credit?
- Lack of coordination between curriculum in LBS and in credit
- What the requirements are
- Timing of getting a student ready at the time the credit courses start (don't want too much time to elapse between programs or have too much pressure to get ready by a certain date.
- Contact hours pressure
- Lack of confidence in preparation done for Gr. 10 success (pacing different)
- Preparation for Adult School - which is different from high school experience

Barriers Identified from the Perspective of a LBS Learner

Situational Barriers:

- Travel too far to the next program
- Distance Ed. is based on having access to and knowledge of computers and internet - not all LBS students have this
- Barriers - access/transportation/day care/ clothing

- Time and \$
- Training support available
- I want to progress quickly toward my goals - this takes too long
- Will I have any help if I run into problems?
- Time pressures - quadmester/semester system and keeping up with the class
- What funding is available to us?
- Lack of support from family/social service agencies
- Lack of special education guidance support if I find credit programming challenging

Institutional Barriers:

- There are too many people - I just need one person who can help me reach my goals
- The teaching style is different in credit and non-credit courses
- The admission test for credit is so different from the LBS program - why do I have to write it anyway?
- Programs aren't available on Sat. or evenings
- Information - what I need/where to go?
- Ease to enter program
- Proper attainable level of entry
- I know that I am ready for credit courses, but my instructor thinks I need more work
- Every place I go, they want me to take another test
- Daily attendance more important
- When do I start? How many credits do I have to earn? What about maturity credits or prior learning assessment
- The people at the centre - teachers and other students
- Realistic goals or help with them! teacher support for failure
- Not bridged from LBS self identified goal training plans to a credit content curriculum - not goal oriented
- No Grade 9 bridging program at Adult High School to bridge LBS and Grade 10 credit courses
- Large credit class - difficult transition

Attitudinal Barriers:

- Stigma
- Failure as a student
- Guarantee - what is in it for me?
- I am afraid of the credit courses
- I might fail
- I am here because my worker told me to come and I don't really want to move on
- I'm not sure I can do the work
- I'm worried - last time I tried high school I couldn't do it. I'm not sure what to expect
- Fear - everything will be different
- Self-esteem - I don't think I'm ready even though my teacher does

Appendix 5 (e)

ACTION PLAN FOR : Anywhere District School Board

(Board)

Action	Person (s) Responsible	Completion Deadline	Resources Needed	Indicators of Success
<i>Develop objective exit assessments for</i>	<i>LBS coord.</i>	<i>June, 2001</i>	<i>Exit</i>	<i>Upon follow-up, learners will</i>

<i>english and math - demonstrations that are simple to administer and evaluate - and involves input from all stakeholders</i>	<i>LBS/Credit teachers Admin</i>		<i>demonstrations</i>	<i>report a more comfortable transition to credit</i>
<i>Promote knowledge of adult high school in LBS programs with classroom visits and staff meeting presentations</i>	<i>Nancy/Doug</i>	<i>Sept., 2001</i>	<i>N/A</i>	<i>Increased number of referrals to credit</i>
<i>Sharing resources - when guest speakers are at either credit or LBS programs, invitations be made to the other program</i>	<i>LBS manager/ Principal</i>	<i>2001/02 school year</i>	<i>N/A</i>	<i>Sharing of cost so budgets go further as well as enhanced learner interaction between two programs</i>
<i>Learners to take LBS portfolios to credit program and credit teachers will encourage the addition of report cards, co-op documents, awards, etc. be added from credit program</i>	<i>Learner Principal/ credit teachers</i>	<i>On-going</i>	<i>Learner portfolio</i>	<i>Portfolios used for application to post-secondary education and employment interviews</i>
<i>Info session for LBS students on Certificate of Achievement, compulsory credits, maturity credits, diploma requirements</i>	<i>Susan</i>	<i>Dec./01</i>	<i>N/A</i>	<i>More realistic & informed goal setting as reported by LBS instructor</i>
<i>Provide open night(s) and weekend time for computer lab use for Distance Ed with teacher/tech support</i>	<i>Steering com. virtual learning</i>	<i>June/03</i>	<i>Funds Teacher</i>	<i>Use being made of facilities and increased completion of credits</i>
<i>Delineation of skills required to achieve success in on-line credit programs</i>	<i>Co-ord. /principal</i>	<i>June/01</i>	<i>Meeting time</i>	<i>Increased use of on-line credit programs by LBS upon exit</i>
<i>Informal survey of former LBS students currently in credit-based programs as to key skills required for success</i>	<i>Site Co-ord.</i>	<i>Oct./01</i>	<i>Staff time</i>	<i>Increased success of former LBS students in credit-based programs</i>
<i>Development of a pre-credit preparation LBS program</i>	<i>Site Co-ord. Lead instructor</i>	<i>Oct./01</i>	<i>\$ to fund staff time</i>	<i>Increased participant success of former LBS learners in credit programs</i>
<i>Monitor LBS learners moving to credit-based programs</i>	<i>Site Co-ordinator</i>	<i>On-going</i>	<i>Development of evaluation from Key success indicators</i>	<i>Accurate list of skills, behaviors necessary for success in credit programs</i>
<i>Purchase voice activated software for computer lab to facilitate learning disabled</i>	<i>Manager</i>	<i>June30/01</i>	<i>\$</i>	<i>Learners show progress through level assessment and/or achieve goals</i>
<i>Develop workshop on coping skills for independent learning for further learning initiatives (ILC, college, etc.)</i>	<i>TBA</i>	<i>June/02</i>	<i>Appropriate personnel \$</i>	<i>Increased enrolment and success in programs selected</i>
<i>Create forum for LBS/credit teachers to meet and dialogue about concerns/courses</i>	<i>Art/Jill</i>	<i>Nov./01</i>	<i>Time handouts</i>	<i>Increased referrals across programs; teachers feel more connected to total staff</i>
<i>Introduce graphic calculators and pre-concepts for Gr. 10 applied Math</i>	<i>Judy/ Tom</i>	<i>Dec./01</i>	<i>Graphic calculators Course profiles</i>	<i>Increased success rate for LBS learners; training plans reflect preparation concepts</i>
<i>Lobby Board for fair share of textbook/computer budget</i>	<i>Principal</i>	<i>June/01</i>	<i>N/A</i>	<i>Increased \$ for textbooks and computer resources</i>

Appendix 5 (f)

Let's Hear From You....Summary (Summary of Seamless Transition Workshop Feedback)

1. What part of today's workshop did you find most useful and why?

- Interaction with colleagues
- The gift of time to meet and share with each other and to set goals and do some planning. Sharing ideas, creating new policies, etc. that will help our LBS learners
- A very worthwhile day which will benefit many adult learners. We developed a number of initiatives which we need to implement and we also got good ideas from the plans of other Boards
- "A gift of time" - thank you for the opportunity to invite the credit program manager to CESBA. We were able to sit down and speak uninterrupted. Our action plan will be implemented because we took the time to think out what is beneficial for both programs.
- Compilation of barriers from fall session made a good starting point for reflecting on barriers for our own programs. Time to work on actions was valuable. Just identifying barriers is depressing - thrust must be positive and "doable"
- The gift of time and the very pointed questions. I liked the first 5 problems that we reflected upon first thing this morning (more time on this aspect would have been helpful)
- Networking with other agencies. Barriers exist the same in large programs as in small programs. Rural and urban alike.
- As one part led to another "seamlessly", its difficult to separate out the parts. The whole process is very helpful
- Good to think about critical issues re: transition and making innovative practical changes - enjoyed it.
- The time to discuss, and an opportunity to do some real planning and set some goals
- Mel's introduction and consciousness raising around inference ladder and the preliminary findings were excellent
- Action planning and networking were genuinely useful - we made some very positive first steps
- Integration of ideas between other LBS practitioners
- Having time for dialogue between credit and LBS staff was very valuable - this enabled us to identify priorities for LBS across the board
- The time and opportunity to hear what others are doing (networking)
- Entire day was useful - specifically the comprehensive intro and overview providing perspective; differences between discussion and dialogue excellent intro to working session; adequate time/right atmosphere for small group work;; small group work productive, valuable - action plan ready to use at workplace; sharing of action plans were valuable in getting addition ideas
- The networking process and positive attitude that is infectious
- The networking with other boards and the time to spend with the credit representative from my school board were most beneficial. We were able to develop some concrete plans to improve programs
- Great!
- It was wonderful to have an opportunity to attend a conference. Teachers rarely get this opportunity anymore - I felt so profession and so enthused! Networking with LBS colleagues (and meeting them for the first time!)

- It was extremely valuable for me as an educator in Adult Credit to make connections with my colleagues in LBS. It is absolutely necessary that we continue to meet to provide seamless transitions to adult learners. What a refreshing day - after so many years in the school with no opportunity to share and discuss.
- Networking and idea sharing
- Dialogue with various interest groups within our own board. We don't find the time to discuss topics on site. This meeting helped us focus.
- The introduction was motivating and set the stage - the time to dialogue and problem solve. The focus was on our real issues "back home" not a hypothetical problem
- I really like the "ladder of inference". I think it will be very useful in solving some of the conflicts between LBS and credit programming.
- A very valuable day - because today will benefit the learners - we have a job because of them and they must be our first concern. The communication that was absolutely necessary for respect for each other and understanding of concerns. Few principals of credit - too bad!
- The content and the opportunity to wrestle with ideas were excellent. It worked very well.
- It was good to have both aspects - credit/LBS representatives
- It was completely fabulous for us to have this time to develop practical strategies for us to implement back home
- I think this has been one of the best workshops I've attended - great dialogue among everyone with definite steps to success. Thank you Wendy, Mel, and Dave
- I really appreciated the time and money and effort put forth by NLS, MTCU and CESBA. This has been most enlightening.
- Keep up the good work
- Thank you for this valuable day
- Thanks for the gift of time - to dialogue with fellow educators. Useful exercise. Thank you

2. If this workshop was to be repeated, what components would you change?

- None I like the session
- Many of the "Green" barriers - or similar ones had already been identified on the "Gold" Sheets. Interesting to see the different perspectives but time consuming.
- More time to go over the barriers. We only got through Barriers I
- Nothing. Timeline was quite generous for most tasks. Extra time was well used for networking.
- Allow more time to write the strategies before you do the action plan
- None - timed well
- Barrier list too large and comprehensive - needed to be weeded or summarized for workshop
- Time good; feedback fine; wouldn't change
- Not sure if would change anything - perhaps more interaction among whole group
- More large group activity to share information from other jurisdictions
- No complaints (Wendy, Mel - very well done!)
- Have people from different boards work together (We can work with our own co-workers in our own areas)
- Have e-mail addresses on contact list to facilitate further communication - ask each board to "share" one thing - idea, demo, exit tests, assessment, etc. that could be sent over the web
- Perhaps it would be helpful to be able to spend more time networking with more boards

- Get more people out - perhaps include teachers, instructors, and students - you can do it on the cheap - at a school
- More time to work on barrier sheets - we were rushed
- Have MTCU Rep available to bring info and answer questions.
- If we are going to breakout into groups we need separate rooms
- Less time spent on activities i.e. 30 minutes for group discussions instead of 1 hour. More time sharing with other boards
- I would make this a 2-day workshop to allow more time for “
- Assumptions/
- Dialogue” and “Solution to Barriers”
- More time “just to talk” about common concerns with counterpart - ideas that would work best - good for 1 on 1 - because of common elements and group discussions

3. What aspects of the Action Planning did you find most challenging?

- Creative, possible solutions that were not too expensive
- Overcoming my fear to express concerns so the forms “Barriers...” Was an excellent way to start the flow.
- Finding resources. Never enough time or money!
- Finding the person responsible
- Resource needs/dates of completion
- Resource - time
- Developing assessment designs, time to organize, create necessary transitions for staff and learners
- Resources, choosing persons responsible when folks already overburdened
- Getting commitment to provide seamless transition (make real the effort and commitment).
- Our group represented only a “portion” of the board - actions will not (immediately) apply to all providers
- To other suggests
- Developing “Indicators of Success” for each item discussed on the action plan
- Indicators of success
- Indicators of success that are measurable seemed somewhat illusive
- Difficult to include more duties in our already full portfolios
- Indicators of success - always difficult
- Not having anybody from my Board to talk tosynergize with
- Indicators for success
- Deciding where to start
- It is difficult to objectively identify action steps required, but it is useful for self and program growth
- Who would do! - ultimately no time to implement some of them

4. What are the “next steps” you think CESBA should pursue with this initiative?

- Secure MTCU? MOE approval for funding where necessary.

- More implementation opportunities - more chances to integrate LBS and Credit
- Share the action plans of everyone
- Have principals and vice-principals involved
- More implementation opportunities - More chances to integrate LBS & Credit
- Identify main barriers and then provide training programs to assist on overcoming these barriers.
- Request follow up to action plan - implementation report to be presented in a year at CESBA conference
- Follow-up based on pink sheet research, groups report what has been done what works and what doesn't
- Some follow-up and reporting at next meeting - what specifically did you do in your board, what did you accomplish - puts some pressure on us to actually do what we said we would do
- "Breaking the Barriers" sounds like a positive step - any opportunity to continue networking would be helpful
- Discover how others are funding success
- The next conference initiative sounds like an excellent way to follow up
- Advocate for discussion with MTCU and M. of Ed.
- Set up a "how to" book on communication - who are key players/who is in transition - identify the barriers
- Continue the opportunity to information share with each other and other boards.
- Keep up the networking - does not need to be held in central location - local meetings would be fine.
- Keep us informed of initiatives coming from our meeting today. Provide more opportunities for discussion and sharing
- Bring congruence to the province with respect funding for all sectors
- Repeat next year as a follow-up - Look at solutions to barriers as shared activity - Lobby Ministry re: funding requirements to implement solutions.
- Bring us back with our action plan next time to measure how far along we are and modify, add accordingly. Also to examine and measure the indicators of success
- I would like CESBA to offer more i for educators to get together to share ideas, and implement strategies as a field.
- Common assessments in credit - same standards - readiness curriculum - determining levels necessary before movements to credit. Once you "get to know someone" - they get transferred - then you start all over working "on" someone else. Ongoing interaction is very important. LBS learners are mostly learning disabled - H.S. does not give consideration for this - more time for course? More support?