

**ACADEMIC UPGRADING  
IN THE  
COLLEGE SECTOR**

**JUNE 4, 2007**

**RIDING THE WAVE**

**LYNNE WALLACE**

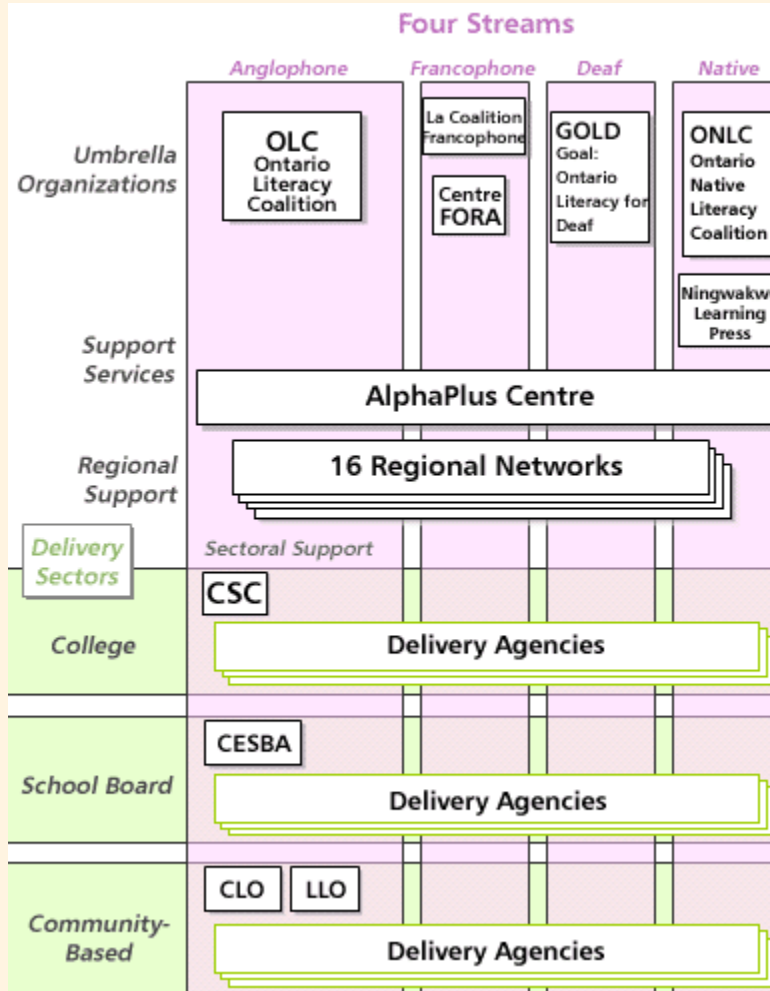


**College Sector Committee  
for Adult Upgrading**

## What's the Big Picture?

- ▶ There are 2 distinct levels of delivery which are funded as separate programs in Ontario.
- ▶ The lower level is called Literacy and Basic Skills (LBS).
- ▶ The college entry level is called Ontario Basic Skills (OBS) or Academic Upgrading (AU).
- ▶ LBS is funded for delivery in all delivery sectors (College, School Board and Community Based) and in all streams (Anglophone, Francophone, Native and Deaf )
- ▶ AU is only funded for delivery by colleges
- ▶ All Anglophone programs in all sectors MUST participate in local planning of programming facilitated by Regional Networks (17 in the province). There are local agreements covering who delivers which levels to what type of students in what types of learning environments as well as a common understanding of assessment.
- ▶ LBS is broken down into 5 levels. Level 1 is adults who have little or no literacy or numeracy skills. Level 5 learners are those whose skills are at the Pre Credit or Grade 9 level.
- ▶ AU is described as being at the Secondary School credit level (Grades 10 to 12) or as College Entry level training
- ▶ In addition to Regional Networks, programs in all sectors and streams are supported by sectoral networks, umbrella groups and support services. The College Sector Committee for Adult Upgrading (CSC) is one of these provincial networks.

## Literacy and Basic Skills Program Organization



## Is this a new program?

- ▶ Colleges have been delivering Academic Upgrading continuously at all 24 colleges since 1964. The program was funded under the name Basic Training for Skills Development (BTSD) by a multitude of different funders – federal and provincial. In the 80's, TCU became the primary funder.
- ▶ Most colleges deliver training at both their main campus and satellite locations. Recently this sphere of influence has been expanded through dollars for partnerships (primarily with community based deliverers) to service smaller more remote and rural communities. The most recent survey indicates that colleges deliver LBS/AU at more than 100 delivery locations.

## How does the funding work?

- ▶ All deliverers in all sectors and streams are funded by TCU by Student Contact Hours (SCHs)
- ▶ There has been no increase in funding for LBS programming for more than 10 years
- ▶ For the past 3 years, colleges have received additional funding for additional activity through AU Expansion Dollars. It does appear at this level that while SCHs are the basis of funding there has been a recognition that the number of students trained is a consideration.
- ▶ All programs must report activity monthly to the TCU Information Management System. Only verified SCHs can be counted. This is referred to as the “Bums in Seats” principle. Attendance must be recorded on a daily basis.
- ▶ In 2003/04, Colleges were funded to deliver 2,368,780 SCH to 9,958 students in LBS. For 2007/08 the figure is 2,152,605 SCH to 10,183 students.
- ▶ In 2003 at the OBS/AU level, Colleges were funded to deliver 349,072 SCH to 1,580 students. For 2007/08 the figures rise to 948,378 SCH to 5,003 students.
- ▶ LBS dollars distributed in 2003/04 were \$19,874,700 and in 2007/08 the figure is \$19,422,920.
- ▶ OBS/AU dollars in 2003/2004 were \$2,055,000 and in 2007/08 will be \$8,725,600
- ▶ Funding per contact hour varies from region to region: Central \$9.29; East \$9.22; North \$8.79; West \$8.90. The provincial average is \$9.05

**LITERACY AND BASIC SKILLS AND ACADEMIC UPGRADING  
SCHEDULE B – PROVINCIAL SUMMARY**

**STUDENT CONTACT HOURS  
2007-2008**

<b>REGION</b>	<b>LBS HOURS</b>	<b>OBS/AU HOURS</b>	<b>TOTAL HOURS</b>	<b>% LBS</b>	<b>% OBS/AU</b>
<b>CENTRAL</b>	657,720	409,490	1,067,210	61.63%	38.37%
<b>EAST</b>	447,750	193,314	641,064	69.84%	30.16%
<b>NORTH</b>	464,115	117,510	581,625	79.80%	20.20%
<b>WEST</b>	583,020	228,064	811,084	71.88%	28.12%
<b>TOTAL</b>	2,152,605	948,378	3,100,983	70.79%	29.21%

**LITERACY AND BASIC SKILLS AND ACADEMIC UPGRADING  
SCHEDULE B – PROVINCIAL SUMMARY**

**STUDENT NUMBERS  
2007-2008**

<b>REGION</b>	<b>LBS NUMBERS</b>	<b>OBS/AU NUMBERS</b>	<b>TOTAL NUMBERS</b>	<b>% LBS</b>	<b>% OBS/AU</b>
<b>CENTRAL</b>	2,480	2,018	4,498	55.14%	44.86%
<b>EAST</b>	2,660	1,365	4,025	66.09%	33.91%
<b>NORTH</b>	2,014	639	2,653	75.91%	24.09%
<b>WEST</b>	3,029	981	4,010	75.54%	24.46%
<b>TOTAL</b>	10,183	5003	15,186	68.17%	31.83%

**LITERACY AND BASIC SKILLS AND ACADEMIC UPGRADING  
SCHEDULE B – PROVINCIAL SUMMARY**

**PROGRAM DELIVERY DOLLARS  
2007-2008**

<b>REGION</b>	<b>LBS DOLLARS</b>	<b>OBS/AU DOLLARS</b>	<b>TOTAL DOLLARS</b>	<b>% LBS</b>	<b>% OBS/AU</b>
<b>CENTRAL</b>	6,272,700	3,636,450	9,909,150	63.30%	36.70%
<b>EAST</b>	4,036,800	1,871,500	5,908,300	68.32%	31.68%
<b>NORTH</b>	3,955,520	1,157,830	5,113,350	77.36%	22.64%
<b>WEST</b>	5,157,900	2,059,820	7,217,720	71.46%	28.54%
<b>TOTAL</b>	19,422,920	8,725,600	28,148,520	70.11%	29.89%

**LITERACY AND BASIC SKILLS AND ACADEMIC UPGRADING  
SCHEDULE B – PROVINCIAL SUMMARY**

**2007-2008**

<b>REGION</b>	<b>% STUDENT CONTACT HOURS</b>	<b>% STUDENT NUMBERS</b>	<b>% DELIVERY DOLLARS</b>
<b>CENTRAL</b>	34.42%	29.62%	35.20%
<b>EAST</b>	20.67%	26.50%	20.99%
<b>NORTH</b>	18.76%	17.47%	18.17%
<b>WEST</b>	26.16%	26.41%	25.64%

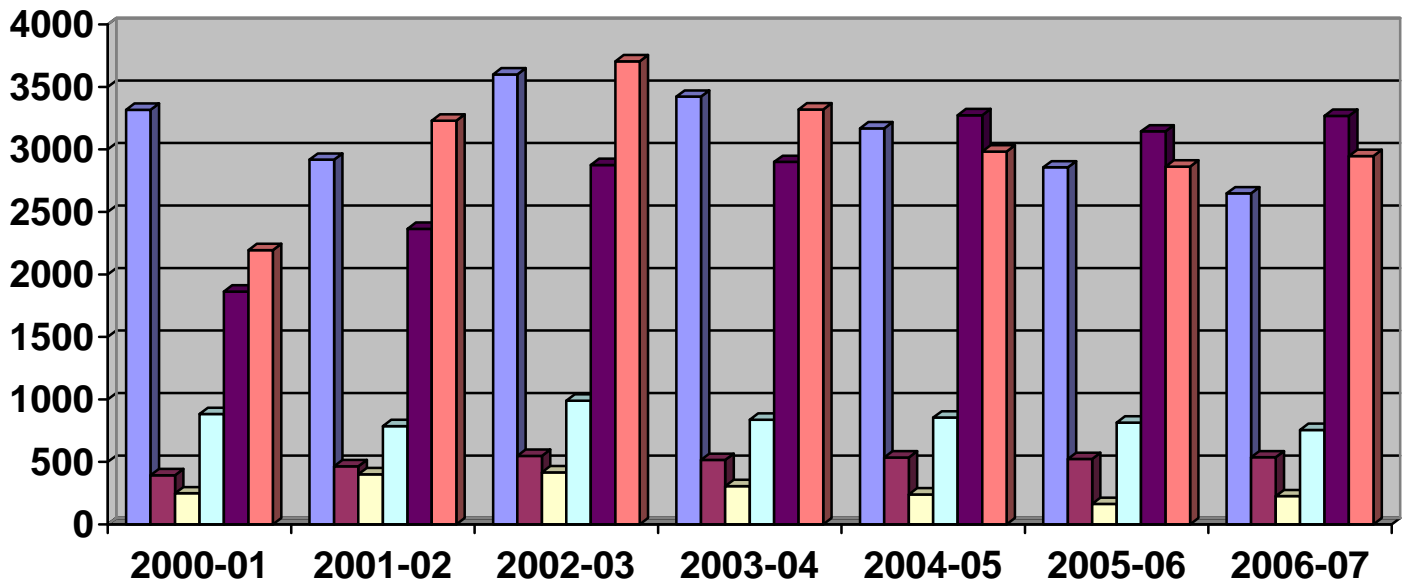
## What does this mean to students?

- ▶ All LBS/AU funded students receive training free of charge. All learning materials are also free of charge.
- ▶ Students may also qualify for assistance with transportation and childcare expenses through Training Supports. Programs must maintain records on each student and report through the IMS system. TS dollars are for students only. Administration of the dollars comes out of Core funding. At most colleges payouts of TS dollars is monthly based on verified receipts and attendance.
- ▶ Students must attend regularly. Most colleges have strict attendance, progress and behaviour policies in place. If the student is absent, the college risks losing funding.

## Who are these students?

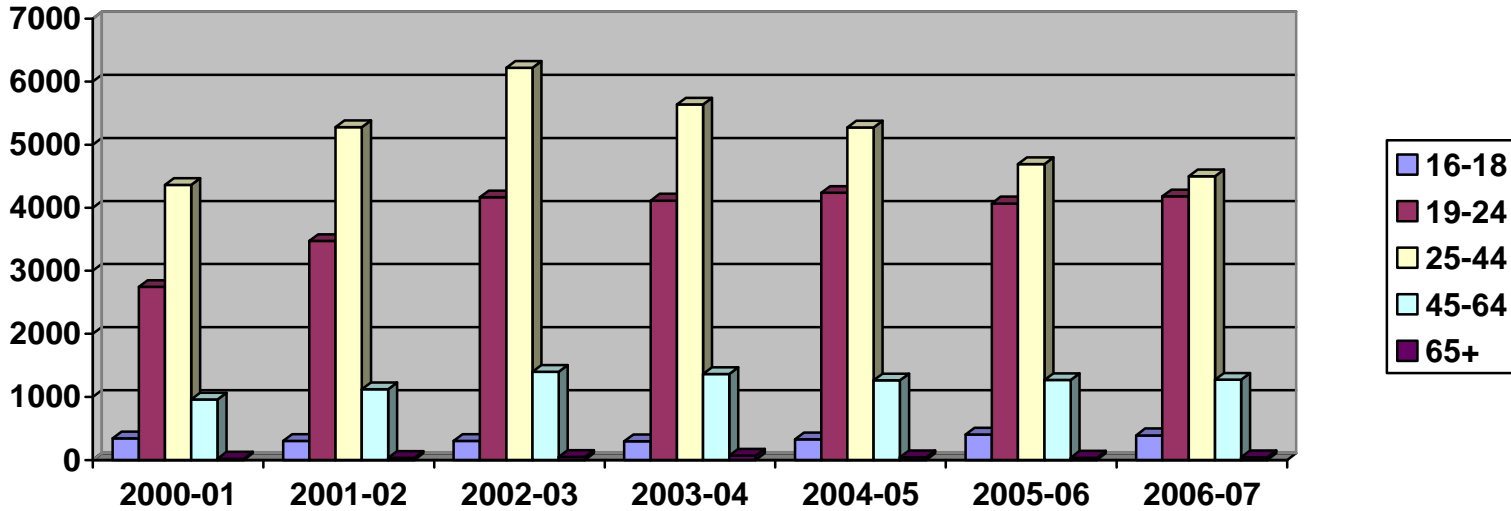
- ▶ There is no financial requirement to qualify for admission. Over the years TCU has identified definite target groups particularly Ontario Works' recipients. More recently the target has shifted to First Generation, Francophone and Native learners. There is increasing emphasis on serving youth and displaced/at risk workers.
- ▶ For colleges, there has been a significant increase in student numbers and increased challenges in meeting the required SCH levels. Although students are not tracked or reported as fulltime or part time, we realize that part time is rising.
- ▶ These realities hold particular challenges for colleges serving a mixture of youth (we can now accept students as young as 16) and older clients; individuals with no work experience and those with substantial work histories; people with limited incomes and those with financial support and fulltime and part time learners.
- ▶ Most incoming students identify further training as their goal.

## LBS 1 - 5 SOURCE OF INCOME



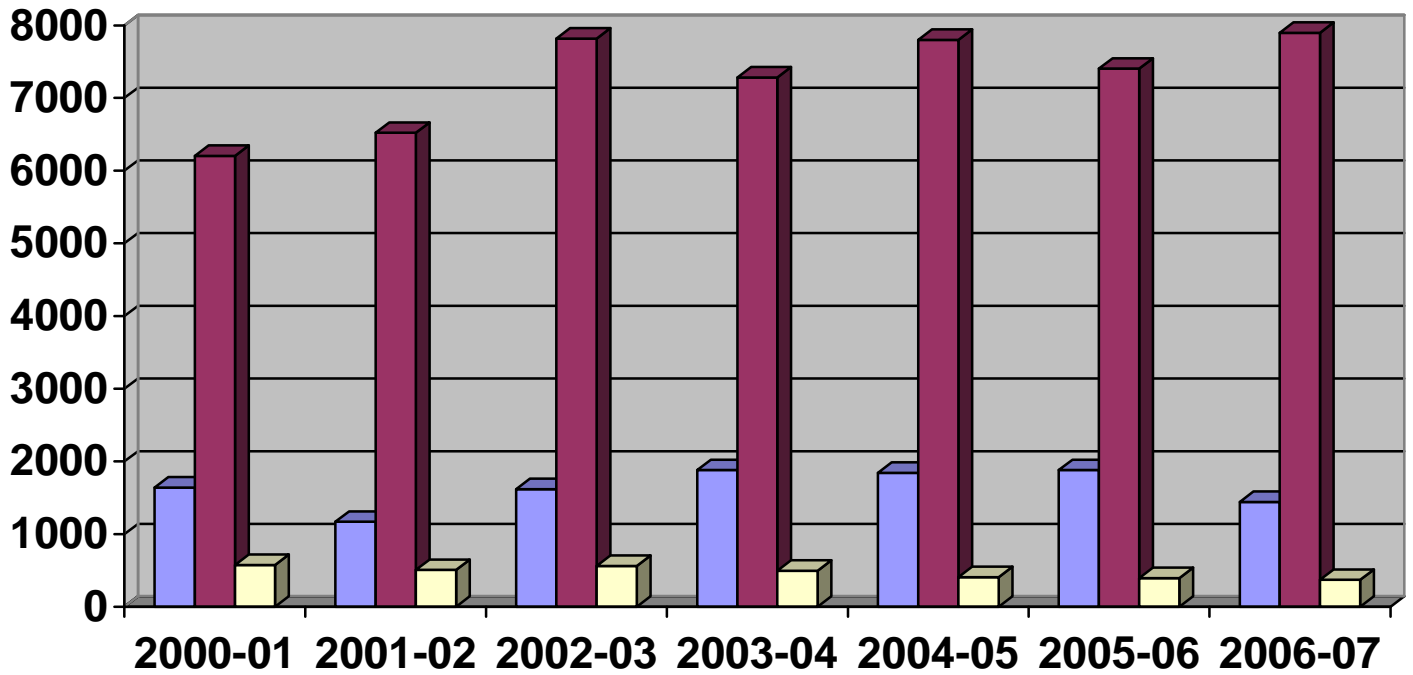
	<b>OW</b>	<b>ODSP</b>	<b>WSIB</b>	<b>EI</b>	<b>EMP</b>	<b>OTHER</b>
<b>2000-2001</b>	<b>3316</b>	<b>394</b>	<b>249</b>	<b>883</b>	<b>1862</b>	<b>2193</b>
<b>2001-2002</b>	<b>2917</b>	<b>464</b>	<b>400</b>	<b>785</b>	<b>2365</b>	<b>3230</b>
<b>2002-2003</b>	<b>3600</b>	<b>549</b>	<b>415</b>	<b>989</b>	<b>2874</b>	<b>3704</b>
<b>2003-2004</b>	<b>3422</b>	<b>515</b>	<b>306</b>	<b>837</b>	<b>2899</b>	<b>3318</b>
<b>2004-2005</b>	<b>3169</b>	<b>535</b>	<b>240</b>	<b>854</b>	<b>3273</b>	<b>2982</b>
<b>2005-2006</b>	<b>2860</b>	<b>524</b>	<b>163</b>	<b>818</b>	<b>3138</b>	<b>2862</b>
<b>2006-2007</b>	<b>2647</b>	<b>537</b>	<b>226</b>	<b>756</b>	<b>3268</b>	<b>2946</b>

## LBS 1 - 5 AGE RANGES



	16-18	19-24	25-44	45-64	65+
<b>2000-2001</b>	<b>342</b>	<b>2745</b>	<b>4363</b>	<b>957</b>	<b>20</b>
<b>2001-2002</b>	<b>300</b>	<b>3471</b>	<b>5277</b>	<b>1121</b>	<b>31</b>
<b>2002-2003</b>	<b>301</b>	<b>4165</b>	<b>6219</b>	<b>1397</b>	<b>49</b>
<b>2003-2004</b>	<b>297</b>	<b>4112</b>	<b>5638</b>	<b>1363</b>	<b>67</b>
<b>2004-2005</b>	<b>324</b>	<b>4235</b>	<b>5271</b>	<b>1261</b>	<b>44</b>
<b>2005-2006</b>	<b>400</b>	<b>4059</b>	<b>4701</b>	<b>127</b>	<b>35</b>
<b>2006-2007</b>	<b>389</b>	<b>4179</b>	<b>4498</b>	<b>1272</b>	<b>42</b>

## LBS 1 - 5 GOALS

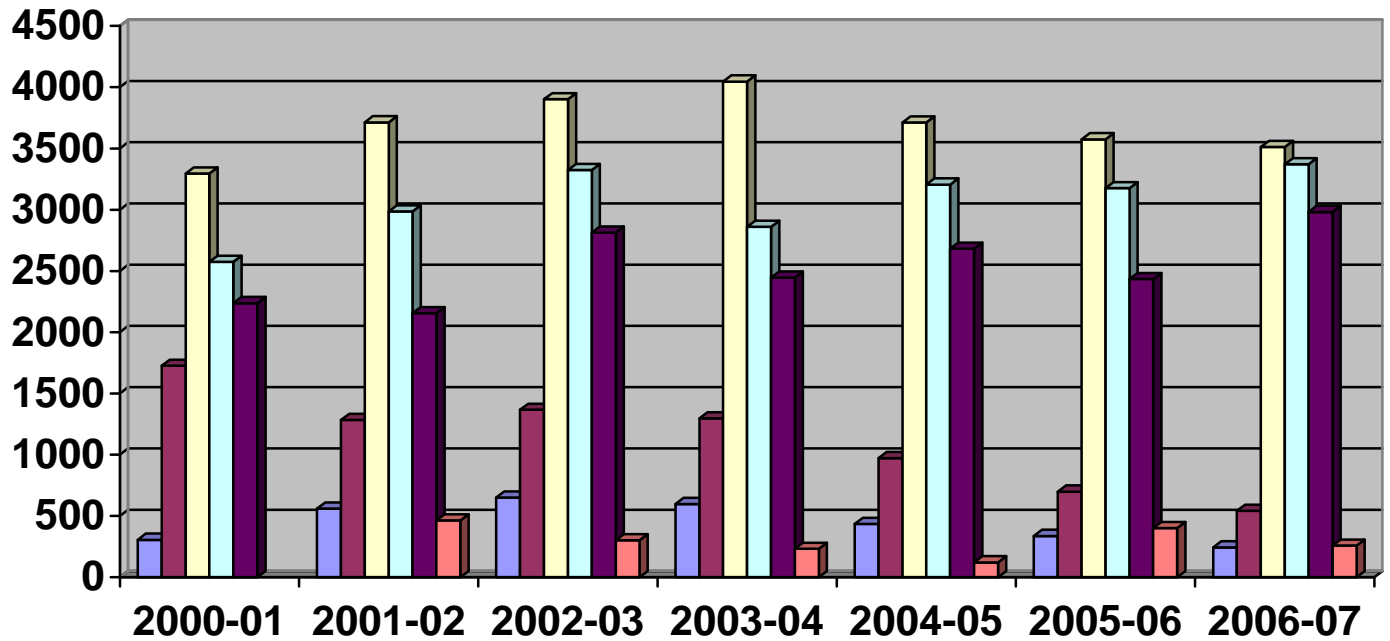


	EMPLOYMENT	EDUCATION	INDEPENDENCE
<b>2000-2001</b>	<b>1642</b>	<b>6205</b>	<b>575</b>
<b>2001-2002</b>	<b>1171</b>	<b>6522</b>	<b>508</b>
<b>2002-2003</b>	<b>1621</b>	<b>7818</b>	<b>563</b>
<b>2003-2004</b>	<b>1881</b>	<b>7284</b>	<b>497</b>
<b>2004-2005</b>	<b>1843</b>	<b>7803</b>	<b>409</b>
<b>2005-2006</b>	<b>1873</b>	<b>7398</b>	<b>402</b>
<b>2006-2007</b>	<b>1445</b>	<b>7897</b>	<b>372</b>

## What does this mean to college delivery?

- ▶ Colleges primarily deliver LBS 3, 4, 5 and AU.
- ▶ Students leave when they have achieved their goals i.e. programming is not semester, credential or hours based.
- ▶ Students only take those subjects or components of subjects which they require.
- ▶ All students are assessed at intake and receive Individualized Training Plans(ITP).
- ▶ Individual student success is reported based on these ITPs.
- ▶ Most programming is modularized.
- ▶ Students progress at their own pace - within guidelines.
- ▶ Intake is continuous or monthly/weekly block intakes based on availability of space in classrooms.
- ▶ Delivery is year round.
- ▶ Colleges have become increasingly flexible offering programming days, evenings, weekends and at varied hours.
- ▶ Colleges have put in place a variety of student support services especially academic and personal counseling.
- ▶ Academic Upgrading programs have established extensive linkages within their communities and their colleges to access support for individual students.
- ▶ Participation in college upgrading programs is particularly vulnerable to economic changes in the community. Numbers fall when employment opportunities occur; numbers rise when there are downsizes or plant closures.
- ▶ The primary focus of college upgrading programs has been on preparing people for further training. Increasingly both the funders and the participants have made it necessary to focus on workplace preparation.
- ▶ Programs are incorporating HRSDC's 9 Essential Skills in delivery.

## NUMBER OF STUDENTS BY LBS LEVEL

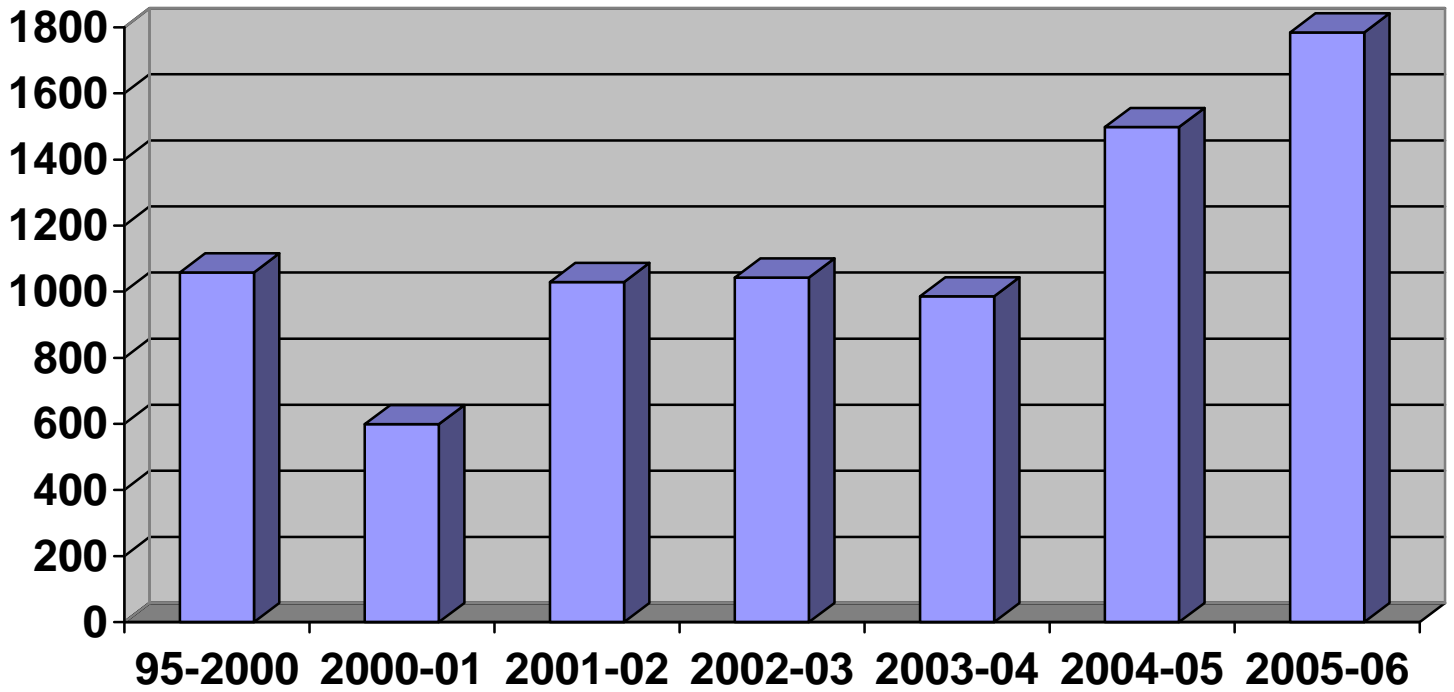


	1	2	3	4	5	A
<b>2000-2001</b>	<b>305</b>	<b>1725</b>	<b>3296</b>	<b>2574</b>	<b>2237</b>	
<b>2001-2002</b>	<b>560</b>	<b>1283</b>	<b>3713</b>	<b>2985</b>	<b>2155</b>	<b>463</b>
<b>2002-2003</b>	<b>651</b>	<b>1367</b>	<b>3901</b>	<b>3324</b>	<b>2812</b>	<b>301</b>
<b>2003-2004</b>	<b>597</b>	<b>1296</b>	<b>4046</b>	<b>2861</b>	<b>2445</b>	<b>232</b>
<b>2004-2005</b>	<b>434</b>	<b>972</b>	<b>3712</b>	<b>3205</b>	<b>2681</b>	<b>121</b>
<b>2005-2006</b>	<b>337</b>	<b>695</b>	<b>3595</b>	<b>3173</b>	<b>2432</b>	<b>401</b>
<b>2006-2007</b>	<b>243</b>	<b>541</b>	<b>3512</b>	<b>3371</b>	<b>2982</b>	<b>257</b>

## What do we teach?

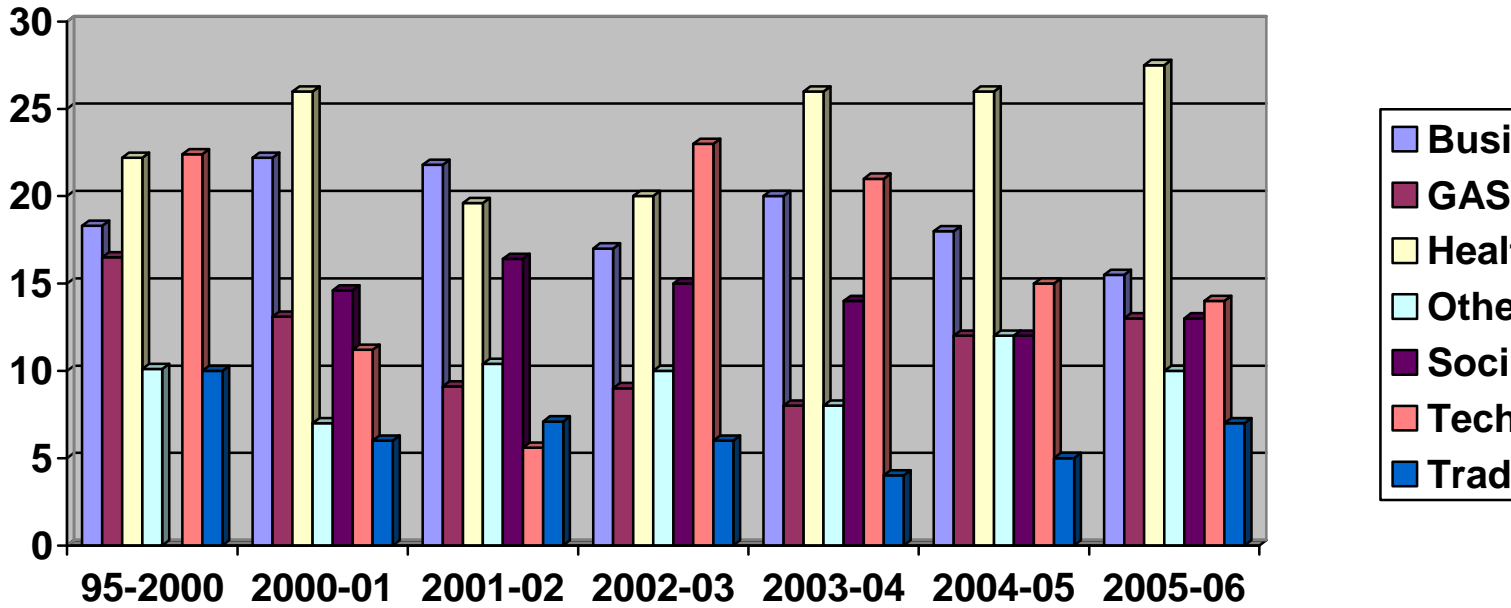
- ▶ At LBS 1 - 5 we provide training in communications (reading, writing, speaking and listening), numeracy, and self management/self direction. There is no credential at this level of delivery; however, most colleges have identified courses which are reflected on college transcripts.
- ▶ At AU level the program is called Academic and Career Entrance (ACE). Students successfully completing the requirements receive an ACE Certificate.
- ▶ ACE subjects are as follows: Biology, Chemistry, Physics, English, Francais, Anglais Langue Seconde, Core Math, Business Math, Technology Math, Apprenticeship Math, Computers and Self Management/Self Direction.
- ▶ To qualify for an ACE Certificate students must successfully demonstrate they have completed all the outcomes in communications, one math and any 2 other subjects.
- ▶ All colleges have a Mastery requirement to demonstrate successful completion of a course/module.
- ▶ The ACE Certificate is accepted as equivalent to a Grade 12 by colleges and the Apprenticeship Branch for purposes of admission to further programming.
- ▶ There are an increasing number of employers who accept ACE for hiring purposes – most notably the OPP, Proctor and Gamble, INCO, and GM.
- ▶ The CSC recently did presentations to all the hairstylist schools in Ontario and has been approached to make a presentation to the HRAPO.
- ▶ The majority of students are not seeking an ACE Certificate. They take only those subjects or portions of subjects which they require in order to move on quickly to the next stage of their training or employment.
- ▶ College Academic Upgrading is the fast track to access and be successful at the next stage of training.
- ▶ For the past 10 years the CSC has been tracking and reporting on the success of upgrading students who move on to further college training. The annual report *Prepared for Success* is available on our web site [www.collegeupgradingon.ca](http://www.collegeupgradingon.ca).
- ▶ Upgrading students are successful in terms of completing the first term of postsecondary/apprenticeship training, achieving high GPAs and in registering for the second semester of the same course.

## NUMBER OF STUDENTS COMPARED



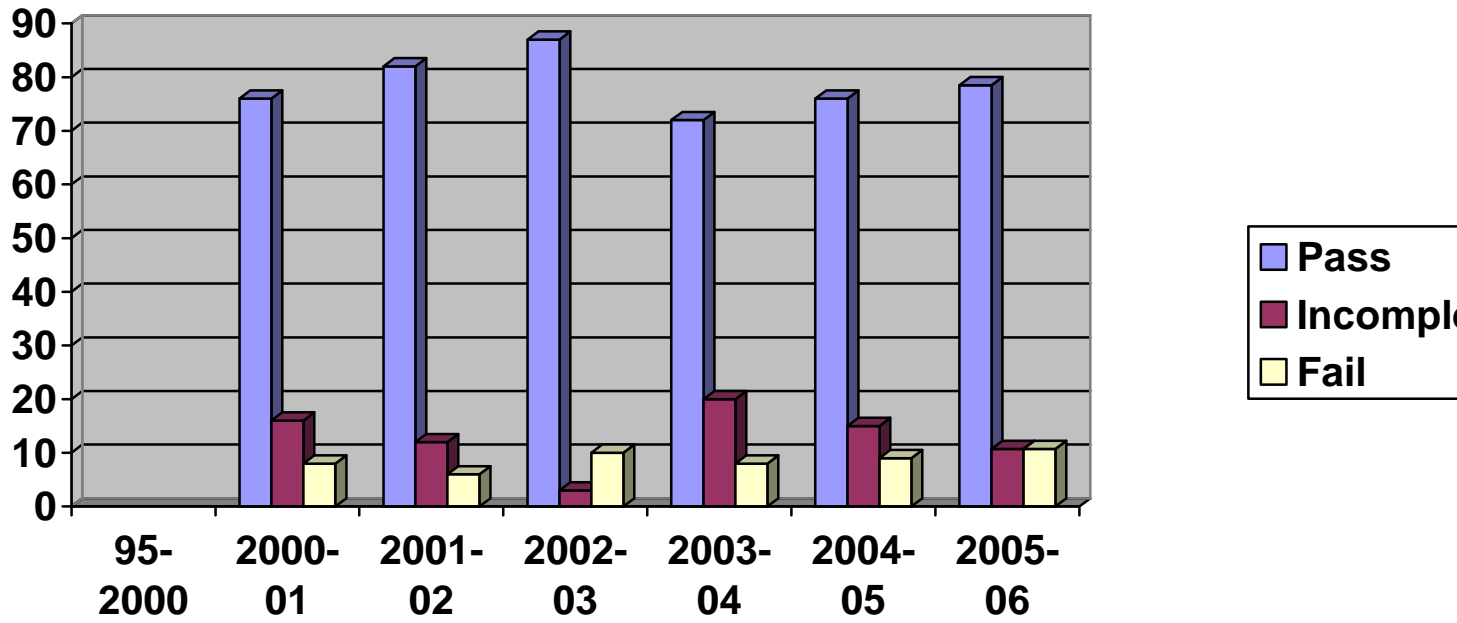
Years	1995-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Number of students	1058	599	1029	1091	986	1498	1786

## PARTICIPATION BY PROGRAM CATEGORY



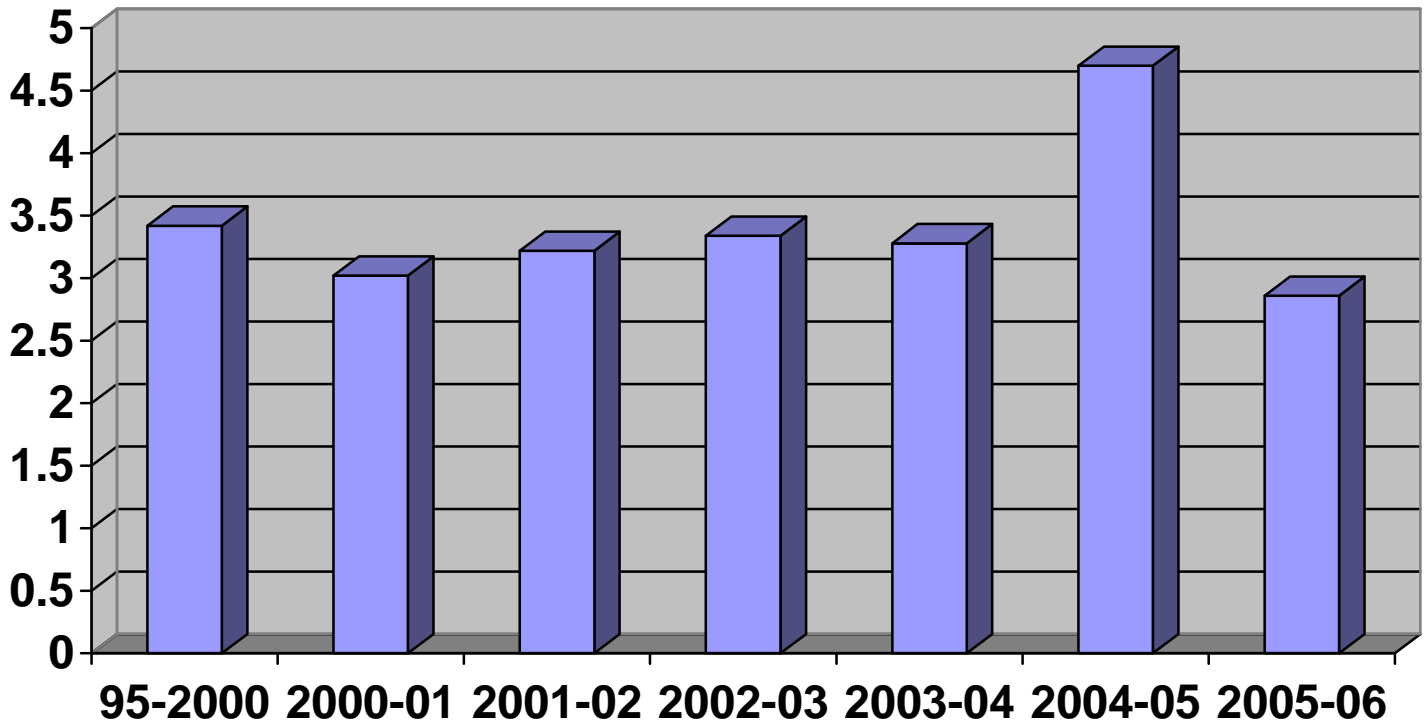
Years	1995-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Business	18.3 %	22.2 %	21.8 %	17 %	20%	18%	15.5%
General Arts & Sciences	16.5 %	13.1 %	9.1 %	9 %	8%	12%	13%
Health Sciences	22.2 %	26 %	19.6 %	20 %	26%	26%	27.5%
Other	10.1 %	7 %	10.4 %	10 %	8%	12%	10%
Social Services	* included in other	14.6 %	16.4 %	15 %	14%	12%	13%
Technology	22.4 %	11.2 %	5.6 %	23 %	21%	15%	14%
Trades & Skills	10 %	6 %	7.1 %	6 %	4%	5%	7%

## TRADES & SKILLS 1<sup>ST</sup> SEMESTER RESULTS



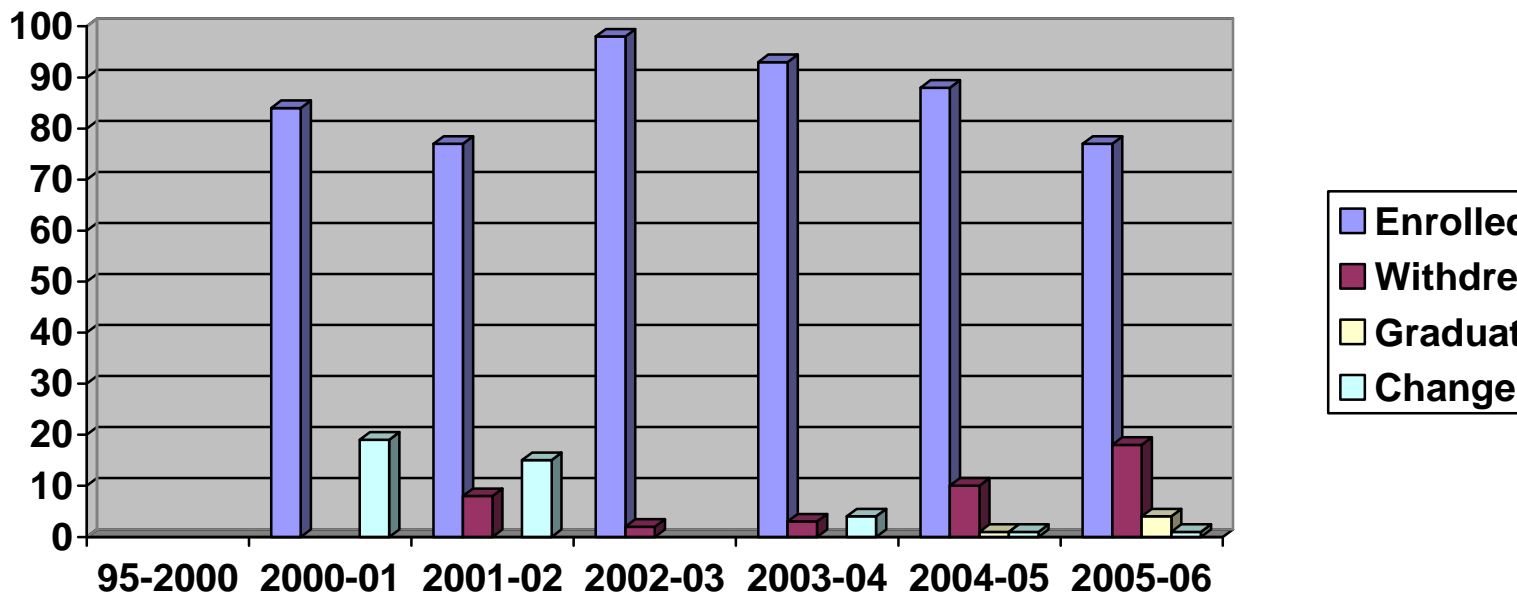
Years	1995-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Pass	N/A	76 %	82 %	87 %	72%	76%	78.5%
Incomplete	N/A	16 %	12 %	3 %	20%	15%	10.7%
Fail	N/A	8 %	6 %	10 %	8%	9%	10.7%

## TRADES & SKILLS GPA END OF FIRST SEMESTER



Years	1995-2000 (all semesters)	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
		(first term only)					
GPA	3.42	3.02	3.22	3.34	3.28	4.70	2.86

## TRADES & SKILLS ENROLMENT STATUS AT END OF FIRST SEMESTER



Years	1995-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Enrolled 2 <sup>nd</sup> Semester	N/A	84 %	77 %	98 %	93%	88%	77%
Withdrew	N/A	N/A	8 %	2 %	3%	10%	18%
Graduated	N/A	N/A	N/A	N/A	N/A	1%	4%
Changed Course	N/A	19 %	15 %	0 %	4%	1%	1%

## Where are we going?

- ▶ Employment Ontario is emphasizing the need for Academic Upgrading/LBS, Job Connect and Apprenticeship to work more closely together. COLLEGES ARE THE ONLY DELIVERERS OF ALL THREE PROGRAMS. (Already AU programs are required to report on the movement of students from Upgrading to postsecondary and apprenticeship training.) There will also be increased requests from Regional Networks to Job Connect and Apprenticeship representatives to participate at the Local Planning meetings.
- ▶ The Academic Upgrading expansion dollars were initially to facilitate partnerships between LBS/AU funded deliverers. This year it has expanded to include any TCU or MED funded program. Next year partnering is open. The focus is clearly on moving people into further training or apprenticeship.
- ▶ The CSC is currently developing all 11 ACE courses for delivery via distance in French and English in 2008. Students will be able to register, participate in and receive credit for courses entirely on-line. All modules will also be available to be downloaded individually to supplement in-class delivery.
- ▶ The CSC is part of the Adult Student Pathways to Postsecondary initiative being led by Colleges Ontario. The project which winds up in the fall will clearly identify who the non direct entries are to postsecondary and how to more effectively reach and support them.
- ▶ It is clear program evaluations will increasingly be based on measuring program outcomes as TCU moves to the Continuous Improvement Program Management System (CIPMS). The measurement categories are Efficiency, Effectiveness and Customer Satisfaction
- ▶ There is an increasing emphasis on the nine HRSDC Essential Skills in all AU courses. Under CIPMS, upgrading programs will have to report student progress in terms of Reading Text, Document Use and Numeracy

## **What's can Academic Upgrading do for you?**

- ▶ Refer students to your programs
- ▶ Provide a fast track to an accepted certificate
- ▶ Provide academic and personal counseling and support
- ▶ Provide individualized remediation at flexible times on an as required basis
- ▶ Build a pool of academically and personally prepared students for participation in Pre/ Apprenticeship programming
- ▶ Provide learning materials for the start up and/or improvement of programs
- ▶ Provide academic assessment for incoming students
- ▶ Provide strategies to identify and deal with issues of retention
- ▶ Provide linkages to the broader community - both deliverers of training and referral agencies.

## **What can you do for Academic Upgrading?**

- ▶ Refer students to College Academic Upgrading programs
- ▶ Work together to make the best use of dollars and staff to improve the outcomes of all three programs
- ▶ Include Academic Upgrading representatives when you are planning new programs and initiatives
- ▶ Provide information sessions/course shadowing to Academic Upgrading students and invite Upgrading representatives to your student information sessions
- ▶ Make your contacts – especially employers – aware of College Academic Upgrading programs.