An Information and Referral Guide for Ontario's Online e-Channel Program

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EMPLOYMENT ONTARIO

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Section 1: Overview and Background of e-Channel

E-Channel is a Ministry of Training, Colleges and Universities (MTCU)-funded delivery initiative that provides online learning for Ontario adults, including those with barriers to participating in on-site programming. E-Channel programming enables adults to participate in Literacy and Basic Skills (LBS) programming including postsecondary admissions, OALCF level 3. Learners on five identified goal paths (Independence, Employment, Secondary School Credit, Apprenticeship and Postsecondary) use self-directed and supported technologies to achieve their goals.

E-Channel was launched as an initiative in 2007 after the success of its distance and flexible learning pilot project in 2003. Initially, project funding was provided to three organizations, serving the Anglophone, Francophone and Aboriginal streams. In 2008, the College Sector Committee was funded to deliver ACE Distance, the online version of OALCF level 3. In late 2010, George Brown College received funding to pilot the development of an e-Channel program for the Deaf Stream. In the spring of 2011, the Coalition ontarienne de formation des adultes (COFA) was given the mandate to become the delivery organization for the e-Channel program for the Francophone Stream. In the 2010-11 Business Planning cycle, the funding for the e-Channel literacy initiative was changed from project status to become part of the program delivery of the funded e-Channel providers.

This Information and Referral Guide was developed as a result of research and development funding received in 2010-11 by the Avon Maitland District School Board (AMDSB) from MTCU. Representatives of each of the four e-Channel delivery organizations and the George Brown pilot program formed the project advisory committee which participated in the creation of this guide. Separate from this document is a Best Practices Manual for the e-Channel providers. The Best Practices Manual is designed to be a supplement to the policies already in place at e-Channel agencies. Specific e-Channel policies that currently exist can be found on the individual e-Channel provider websites (see the Information and Referral chart in this document) or upon request.

Section 2: Funded e-Channel Service Delivery Organizations

There are currently five organizations funded to deliver the e-Channel program in Ontario. These delivery organizations are also referred to as e-leads:

ACE (Academic and Career Entrance/Access Carrières Études) Distance Delivery – The e-Channel program coordinated by the College Sector Committee (CSC) for Adult Upgrading. The CSC is the e-Channel lead for OALCF Level 3 (postsecondary admission) programming. http://www.acedistancedelivery.ca. Contact person is Arlene Cronin, arlene.ace@gmail.com.

Le service de formation à distance (F@D) pour adultes de l'Ontario – The e-Channel program coordinated by Coalition ontarienne de formation des adultes (COFA) which is the e-Channel lead for the Francophone Stream. https://www.sefad.ca. Contact person is Philippe Landry, plandry@sefad.ca.

Good Learning Anywhere (GLA) – The e-Channel program offered by Sioux Hudson Literacy Council which is the e-Channel lead for the Aboriginal Stream. http://www.goodlearninganywhere.com. Contacts are Sue Wright, sue@siouxhudsonliteracy.com and Linda Wright, linda@siouxhudsonliteracy.com or info@goodlearninganywhere.com.

The LearningHUB – The e-Channel program offered by the Avon Maitland District School Board which is the e-Channel lead for the Anglophone Stream. http://www.learninghub.ca. Contact person is Courtney Brown, courtney.brown@ed.amdsb.ca, or info.learninghub@gmail.com.

Deaf Learn Now - The e-Channel program offered by George Brown College which is the e-Channel lead for the Deaf Stream. http://www.deaflearnnow.ca. Contacts are Sonia Proulx-Prusin, sonia.proulx-prusin@georgebrown.ca, and Matt Foran, mforan@georgebrown.ca, or deaflearnnow@georgebrown.ca.

In 2010, **George Brown College** received funding for a pilot project for the development of an e-Channel program for the Deaf Stream. The Deaf Learn Now program is now taking referrals. For more information about the program contact Sonia Proulx-Prusin, sonia@georgebrown.ca or Matt Foran, mforan@georgebrown.ca or deaflearnnow@georgebrown.ca – or visit http://www.deaflearnnow.ca.

In addition, MTCU also funds **Contact North| Contact Nord, http://contactnorth.ca**, to provide bilingual (English and French) technical support and services to the e-Channel delivery organizations. These services include: providing a learning technologies infrastructure and training service for online course delivery, practitioner training, and organization's meetings from the www.e-channel.ca entry point, and the OALCF

e-Channel Repository. It promotes the e-Channel program via its online learning centers, websites, and Facebook. (See Appendix B for more details) Contact person is Sarah Stocker, sarah@contactnorth.ca.

Section 3: Glossary of Terms and Definitions

In the world of LBS/e-Channel there are many terms that are used and have different meanings to different audiences. Through Literacy Service Planning (LSP), delivery organizations come to a common understanding of terminology for their communities. In the online community, some of those terms transfer smoothly, but others take on different meanings. The e-leads have agreed to a common understanding of terminology for their ongoing work together. It may be that when communicating within their own delivery settings, e-leads use other terms, but for the purpose of a coordinated approach to e-Channel delivery they have agreed on this glossary which is meant to be an accompaniment to the Information and Referral Chart in this document. The e-leads also acknowledge that MTCU, as owners of the program, define the terms of the program.

Definition of e-Channel

E-Channel is a Ministry of Training, Colleges and Universities (MTCU)-funded delivery initiative that provides online learning for Ontario adults, including those with barriers to participating in on-site programming. Learners on five identified goal paths (Employment, Apprenticeship, Secondary School Credit, Postsecondary and Independence) use self-directed and supported technologies to achieve their goals.

Commonly used terms

- **Academic Upgrading (AU) –is the term previously used to describe postsecondary (p. 35)** learners who are in Academic Upgrading offered through the college sector**.** AU includes learners who do not have a high school diploma (OSSD) but whose skills are above Grade 9 (or LBS) as well as learners who have an OSSD but need to improve their grades or acquire specific course prerequisites in order to qualify for postsecondary programming or to register as an apprentice.
- **Asynchronous learning –** is available at any time and is not dependent upon immediate interaction with a practitioner.
- **Blended delivery –** refers to training that combines face-to-face, on-site instruction with online learning. Sometimes called integrated delivery.
- **Blended Learner -** learner who is participating in both face-to-face and online learning

- **Chat –** chats are a synchronous component of online participation. They usually take place in web conference sessions where the group's interaction is live.
- **Class –** the online setting where the learners and practitioners interact for synchronous training.
- **Course –** online courses are usually module-based and can be delivered in both synchronous and asynchronous formats. They often extend over a specific period of time and include specific learning expectations, content-related notes from a practitioner, a demonstration of learning (assignment, task) as well as a process to follow in order to successfully complete the demonstration. They usually involve required and recommended assignments, assessment and evaluation criteria and achievement descriptors.
- **Curriculum –** the planned content and experiences to which learners are exposed to achieve their learning goals.
- **Discussion –** an asynchronous component of online participation. Learners may contribute a response over an extended period of time, often following a thread of other discussion postings.
- **E-lead –** an organization that is funded to coordinate the delivery and/or development of e-Channel programming.
- **Employment Ontario Information System/Case Management System (EOIS/CaMS) –** an umbrella term used to describe a combination of various computer systems that will be used to support the tracking, reporting, management and administration of Employment Ontario programs and services.
- **Flexible learning** – is a learner-centred approach that provides options to learners in terms of content, manner of access, time, location, pace of study and learning style.
- **Goal path –** refers to the learner's long-term goal or the next step to which the learner will transition after completing the LBS program. There are five identified goal paths – Employment, Apprenticeship, Secondary School Credit, Postsecondary, and Independence.
- **Independent study –** self-paced, asynchronous instruction that allows a learner to access courses or stand-alone modules and to control the flow of learning material. It has support available as needed.
- **Learner –** the person participating in e-Channel programming. Within different delivery settings the term may be student.
- **Learning/teaching materials –** resources that practitioners and learners use for training that include a variety of print and non-print formats such as workbooks, online materials, audio and visual learning supports, web-based materials, CDs, and authentic documents.

- **Literacy and Basic Skills (LBS) learners –** learners who are participating in a Literacy and Basic Skills program.
- **Mentor –** a guide who supports and encourages the learner during online training (not all the e-Channel leads have mentors).
- **Module –** a standardized or self-contained unit of content; typically, one component of a course.
- **Ontario Adult Literacy Curriculum Framework (OALCF) –** refers to all the features of delivering a competency-based program, including competencies; assessment; learner transitions to work, further education and training, or independence; and learning materials. LBS delivery organizations are using this framework, which refers specifically to six competencies that organize learning content and describe learner proficiency using three levels of performance.
- **Platform –** a generic term that describes a range of integrated web-based applications and software that support curriculum and learning materials offered in an online environment. Examples of platforms used by e-Channel delivery organizations include Saba, Moodle, WebCT and Plato.
- **Practitioner –** the person supporting the learner in assessment, learner plan development and training while the learner is participating in e-Channel. Within other delivery settings the term may be facilitator, instructor, trainer, teacher or Subject Matter Expert (SME).
- **Program –** refers to the delivery service offered by an organization. Each e-lead offers the e-Channel program under a different name. For example, the Avon Maitland District School Board is the delivery organization and e-lead that offers The LearningHUB e-Channel program.
- **Site –** refers to the physical location where the e-Channel leads administer their services.
- **Stream –** the LBS program is delivered across four distinct, cultural streams (Anglophone, Deaf, Francophone and Aboriginal). Training, curriculum and supports are offered to learners in ways that recognize and respect the languages and cultures of each stream.
- **Synchronous learning –** is practitioner-led at an agreed upon, scheduled time. This may include a recording that can be played back later, making the recording an asynchronous tool.
- **Training –** the term to describe all types of instruction available through e-Channel. E-leads may individually describe their training as courses, modules, workshops or independent study. The difference between each may depend on content, length or the delivery format. Each e-lead describes its specific type of training in its catalogue and/or website.

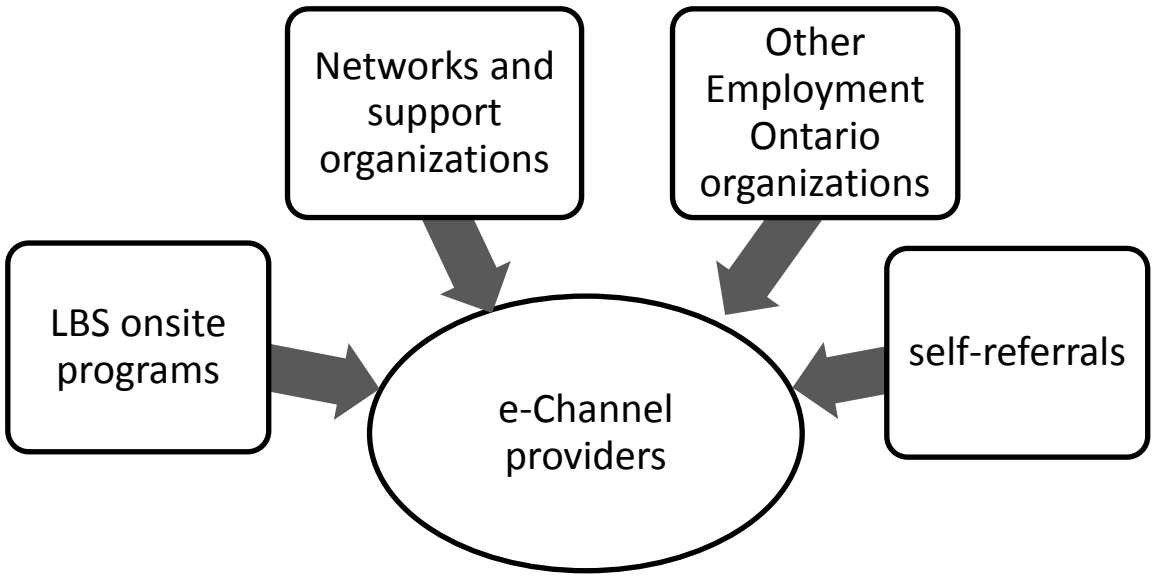
Section 4: E-Channel Delivery Organization Information and Referral Chart

The chart on the following pages allows referring organizations to scan and compare the basics of each of the five e-Channel delivery organizations to help inform their decisions for making the most appropriate referrals for learners (see Appendix A for this same information on individual charts for each organization).

There are many reasons for referring learners to an e-Channel program as a learning option, but the main ones are:

- A learner's work or life schedule prevents them from attending an on-site, classroom-based program, and they need the flexibility of asynchronous delivery (e.g., irregular work or shift hours, lack of child care).
- The learner is located in a remote or rural area where distance and/or lack of transportation to an on-site program is a factor.
- The learner prefers to learn in an online program.
- Courses, resources or materials aren't available at the on-site location.
- Any reduction of on-site hours (e.g., closing for the summer)
- To access prerequisite courses not offered on an ongoing basis at on-site locations (e.g., Tech Math, Physics, Chemistry)
- To access different and more interactive learning resources and enhanced opportunity to practise skills

Referrals come from a variety of sources



Target Audience

ACE Distance Delivery http://www.acedistancedelivery.ca

- Adult learners from any stream, provided they are functioning at the ACE level in English or French,* who do not have a high school diploma (OSSD) but whose skills are above Grade 9 (or LBS)
- Learners who have an OSSD but need to refresh academic skills, acquire missing subjects or improve grades in order to meet postsecondary and apprenticeship admission prerequisites

**Francophone ACE learners should contact Clarence Potvin ace.en.ligne@gmail.com for more information.*

Good Learning Anywhere http://www. goodlearninganywhere.com

- Adult learners who strive to improve their computer, reading, writing, math or Essential Skills in order to improve their quality of life at home, at work and in the community. There is a focus on providing a culturally supportive, online environment for Aboriginal (Native, First Nation, Inuit, Métis, Status, non-Status) individuals, communities and groups in remote and isolated areas.

The LearningHUB http://www.learninghub.ca

- English-speaking adult learners who want to upgrade reading, writing, math, computer and other essential workplace skills, and may have barriers which prevent them from accessing regular face-to-face programming and who have goals such as:
    - pursuit of Grade 12 diploma or Grade 12 equivalency (GED)
    - pursuit of new job or improved job performance
    - entrance into a college, university or apprenticeship program
    - gain of essential skills
    - empowerment

Service de formation à distance pour adultes de l'Ontario https://www.sefad.ca

- French-speaking adult learners who wish to improve their skills in reading, writing, math, computer use or other Essential Skills to improve their quality of life at home, in the workplace or in the community. The focus is on courses that are culturally sensitive to the needs of Francophone minority groups in Ontario.

Deaf Learn Now http://www.deaflearnnow.ca

- Deaf, Deaf-Blind and Hard of Hearing adult learners who want to improve their skills in reading, writing, math, computers, American Sign Language and other Essential Skills. There is a focus on

providing a culturally and linguistically supportive environment for the Deaf community. Learners can register for the program independently, or as part of a blended learning approach with an on-site LBS classroom.

Eligibility*

**All e-Channel learners must first meet the requirements of MTCU's eligibility for the LBS program and be:*

- *19 years of age or older*
- *without the literacy skills necessary to find and keep a job or to meet everyday needs*
- *able to show progress*

ACE Distance Delivery http://www.acedistancedelivery.ca

- Must have reliable access to a computer with internet connection
- Must agree to the Ministry's Notice of Collection and the organization's consent to disclose forms
- Must complete online Learn to Learn (L2L) orientation (20 hours) prior to registering for an ACE course
- Must complete ESEE, and other assessments included in L2L
- Must meet entry standard identified for each ACE course.

Good Learning Anywhere http://www.goodlearninganywhere.com

- Must have access to a computer with internet connection
- Must agree to the Ministry's Notice of Collection and the organization's consent to disclose forms

The LearningHUB http://www.learninghub.ca

- Must have access to a computer with internet connection (high speed preferred)
- Must agree to the Ministry's Notice of Collection and the organization's consent to disclose forms
- Must complete intake assessment and commit to working a minimum of 3 hours/week online for independent study option
- Should have their own personal, working email address and be comfortable with sending and receiving e-mails
- Should be motivated and/or self-directed and want to be involved in online learning

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- Must have access to a computer with internet connection
- Must agree to the Ministry's Notice of Collection and the organization's consent to disclose forms
- Must be French- speaking
- Must have an e-mail address or be willing to create one with support

Deaf Learn Now http://www.deaflearnnow.ca

- Must have access to a computer with internet connection (high speed preferred) and web camera
- Must agree to the Ministry's Notice of Collection and the organization's consent to disclose forms
- Must use ASL as a primary form of communication.

Training available

ACE Distance Delivery http://www.acedistancedelivery.ca

- A catalogue of asynchronous training is available for viewing on the website.
- All ACE courses and L2L are available in English and in French.

Good Learning Anywhere http://www.goodlearninganywhere.com

- A list of synchronous and asynchronous training is available for viewing on the website.
- Training is offered in English with a focus on Aboriginal curriculum.

The LearningHUB http://www.learninghub.ca

- A catalogue of synchronous and asynchronous training is available for viewing on the website.
- Training is offered in English.

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- The courses offered are available on the website. They include an introductory course to online learning and to F@D services.
- Training is offered in French.

Deaf Learn Now http://www.deaflearnnow.ca

- A list of asynchronous training is available for viewing on the website
- Training is offered in ASL with a focus on Deaf culture

Registration process

ACE Distance Delivery http://www.acedistancedelivery.ca

- L2L requires online registration (specific instructions are posted on the website).
- Learners who meet eligibility to register for ACE courses register at the college of their choice.
- 20 participating colleges (Humber, Niagara, Sheridan and Seneca do not participate.)
- Learners can register online through the college website, by phone or in person, depending on internal college processes. For information on college processes, check individual college websites.

Good Learning Anywhere http://www.goodlearninganywhere.com

- Online via website
- By phone toll free at 1-866-550-0697 option #1

The LearningHUB http://www.learninghub.ca

- Online via website (video tutorials as well as printable step-by-step instructions on how to register are provided)
- In rare cases, registration is available by phone.

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- Online via website (includes audio and written instructions*)
- If necessary, learners can register toll free at 1-888-744-2178.

**The registration process is in French*.

Deaf Learn Now http://www.deaflearnnow.ca

- Online via website (includes video with ASL instructions)
- Video chat with mentor follows

Intake cycle

ACE Distance Delivery http://www.acedistancedelivery.ca

- L2L is available year-round with start-ups every Monday.
- ACE courses have scheduled intakes at the beginning of the month. For intake dates, check the website. The number of intakes each year depends on the availability of funding. (Usually April, September, January and March.)

Good Learning Anywhere http://www.goodlearninganywhere.com

- Continuous intake year-round for synchronous and asynchronous courses

The LearningHUB http://www.learninghub.ca

- Continuous intake for asynchronous training unless otherwise noted
- Continuous intake from September-June for synchronous training

Service de formation à distance pour adultes de l'Ontario https://www.sefad.ca

- Continuous intake year-round for synchronous and asynchronous classes

Deaf Learn Now http://www.deaflearnnow.ca

- Continuous intake year-round for asynchronous courses

Waiting lists

ACE Distance Delivery http://www.acedistancedelivery.ca

- None
- Learners are approved for oversubscribed courses through Mary Jonik (mary.jonik@gmail.com)

Good Learning Anywhere http://www.goodlearninganywhere.com

- Occasionally for synchronous classes

The LearningHUB http://www.learninghub.ca

- Occasionally for synchronous classes
- Asynchronous program registrations and attendance monitored carefully to prevent the need for a waiting list

Service de formation à distance pour adultes de l'Ontario https://www.sefad.ca

- None

Deaf Learn Now http://www.deaflearnnow.ca

- None

Staff *

**Staff profiles and/or contact information are posted on websites.*

ACE Distance Delivery http://www.acedistancedelivery.ca

- I Program Director
- 1 French Coordinator
- 1 Clerical Support
- 3 Facilitators for L2L
- 10 Subject Matter Experts (English)
- 5 Subject Matter Experts (French)
- Tech Support 24/7/365 by Embanet

Good Learning Anywhere http://www.goodlearninganywhere.com

- 1 Director
- 2 FT Admin Support
- 4 PT Admin Support
- 4 FT Practitioners/Mentors
- 4 PT Practitioners/Mentors

The LearningHUB http://www.learninghub.ca

- 2 Program Coordinators
- 1 Clerical Support
- 1.5 Tech Support
- 11-14 FTE Asynchronous/Synchronous Practitioners, based on demand

Service de formation à distance pour adultes de l'Ontario https://www.sefad.ca

- 1 Program Coordinator
- 1 Administrative Assistant
- The number of practitioners vary according to the number of courses offered and number of learners registered

Deaf Learn Now http://www.deaflearnnow.ca

- 1 Program Manager
- 1 Part-time program admin support
- 1 Intake and Statistics support
- 1 Resource and Development Lead
- 1 Resource and Development Coordinator
- 4-5 Freelance practitioners and curriculum developers

Initial intake and assessment process*

**This applies only to learners registering solely for an online e-Channel program. The intake and assessment process for blended delivery is worked out through communication between the e-Channel delivery organization and the on-site delivery organization.*

ACE Distance Delivery http://www.acedistancedelivery.ca

- Assessment occurs online as part of the 20-hour L2L course required prior to registering for an ACE Distance course.
- Learners apply for L2L through the website.
- Learners are evaluated to determine their learning style and for their personal, academic and computer readiness to participate in an online learning environment.
- Learners with an Apprenticeship or Health Sciences goal complete demonstrations related to this path.

Good Learning Anywhere www.goodlearninganywhere.com

- Initial intake and assessment occurs after learners register. Staff will contact the learners to confirm their registration and discuss next steps, including assessment.

The LearningHUB http://www.learninghub.ca

- Initial intake and assessment occurs after registration. The learner is sent a link to an online intake assessment and, based on the results, the learner is assigned an online practitioner.
- A goal-setting and online readiness component are part of the intake assessment to ensure, among other things, that there are no issues concerning the learner's ability to work with computers in an online environment.

Service de formation à distance pour adultes de l'Ontario https://www.sefad.ca

- Initial intake and assessment occurs after registration. Staff contact the learner to discuss next steps, including an assessment* to discover their training needs or for a more appropriate referral.
- Readiness to learn online is assessed during the initial assessment. If a learner is not ready to learn online, he or she is referred to get support from an on-site adult learning centre.

**Eventually, intake assessment will be done online*.

Deaf Learn Now http://www.deaflearnnow.ca

- Initial intake and assessment occurs after registration. Staff contact the learner via video chat to discuss next steps, including an assessment to discover their training needs.

Learner plan*

** This applies only to learners enrolled solely in an online e-Channel program. In the case of blended learners, each delivery organization must create its own Learner Plan for the learner, but it should be created in collaboration with the other program to avoid duplication of service. Both programs should ensure the learner has agreed to the sharing of information contained in their Learner Plan.*

ACE Distance Delivery http://www.acedistancedelivery.ca

- Developed by the learner as part of the work in modules 4 and 5 of the L2L course
- It is printable and is stored permanently in the database for future reference.

Good Learning Anywhere http://www.goodlearninganywhere.com

- Developed with the online mentor based on registration information, assessment, goal path and through discussions with the learner

The LearningHUB http://www.learninghub.ca

- Learners work collaboratively with their assigned online practitioner to create a Learner Plan. The practitioner is responsible for case management of the learner, including assigning curriculum and mentoring them through to completion of their goal.
- Learner Plan is stored in a secure, online environment and is accessible to the learner through their password-protected portal account

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- Developed with staff, based on the assessment results, the information from the registration form, and further discussion with the learner
- Learners who are already registered with another adult learning centre will be asked to share their learner plan.

Deaf Learn Now http://www.deaflearnnow.ca

- Developed with staff, based on the assessment results, the information from the registration form, and further discussion with the learner

Ongoing assessment*

**This refers only to ongoing assessment for learning that occurs online. In blended delivery, e-Channel and classroom LBS providers can share credit for a milestone that is administered by another service delivery organization, provided they contributed to the learning and there is documentation in the learner's file from the organization that administered the milestone. Each organization is still required to have a separate Learner Plan for the learner.*

ACE Distance Delivery http://www.acedistancedelivery.ca

- Ongoing assessment and evaluation are an integral part of every ACE course.
- ACE courses are rigorous academic courses designed to prepare students to succeed in postsecondary and apprenticeship programming.
- Each ACE course module has practice assignments and an end assessment.
- 70% mastery is required to successfully meet graduation requirements.
- Demonstrations, milestone tasks and culminating tasks are embedded in ACE Distance courses.

Good Learning Anywhere http://www.goodlearninganywhere.com

- Learners in asynchronous training are involved in assessments at the end of each class to make sure that what was taught is understood.
- In synchronous training, learners undergo assessment at the end of each module or participate in assessments through their work in the course.
- Further ongoing assessments may be dictated by the learner plan and are at the discretion of the online mentor

The LearningHUB http:// www.learninghub.ca

- Ongoing assessment is administered to the learner at the discretion of the online practitioner. Some assessments are built into the learning platforms used and some have been created internally to monitor learner progress more closely.
- Milestone Tasks are administered as dictated by progress on the Learner Plan. Administration of milestones to blended learners is coordinated between LearningHUB and classroom LBS practitioners.

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- Learners undergo an assessment at the end of each module or during their synchronous class. Further assessments may be done at the discretion of the instructor.

Deaf Learn Now http://www.deaflearnnow.ca

- Learners undergo assessments that are built into the learning platforms used.

- Access to ASL appropriate Essential Skills for Employment and Education (ESEE) assessment

Learner satisfaction

ACE Distance Delivery http://www.acedistancedelivery.ca

- All ACE courses include a Learner Satisfaction Survey to provide feedback for continuous improvement. A direct link to the Learner Satisfaction Survey is embedded in each ACE Distance course.

Good Learning Anywhere http://www.goodlearninganywhere.com

- At the end of each course there is an online survey to complete.
- On exit, learners are asked to fill out an online exit survey.
- Learner Satisfaction Surveys are emailed to learners prior to learners being exited from the program.

The LearningHUB http://www.learninghub.ca

- Asynchronous learners are emailed a link to a Learner Satisfaction Survey by their online practitioner/mentor prior to being exited from the program.
- A Learner Satisfaction Survey is also built directly into all Saba Live classes, and the last module of all short courses.

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- At the end of each course (synchronous and asynchronous), and on exit, learners are asked to complete an online Learner Satisfaction Survey.

Deaf Learn Now http://www.deaflearnnow.ca

- All Deaf Learn Now courses include an embedded survey link to a Learner Satisfaction Survey
- On exit DLN interviews learners via video chat.
- Learners unavailable for a video interview are emailed an online survey with ASL prompts

Exit assessment and follow-up process*

**This refers solely to learners exiting the e-Channel program. Administration of any exit assessments administered to blended learners should be coordinated between online and on-site programs to avoid unnecessary duplication.*

ACE Distance Delivery http://www.acedistancedelivery.ca

- Exit occurs when learners meet their goals, qualify to move on to further training or are referred to another LBS/AU program. Exits are initiated by the provider as per organization policies (e.g., learner is inactive with no explanation or fails to complete course in the allowed 22 weeks).
- Follow-up with learners is primarily via email at 3, 6, and 12-month intervals.

Good Learning Anywhere http://www.goodlearninganywhere.com

- Exits occur when learners meet their goals, move on to further training or are asked to leave by the provider as per organization policies (e.g., does not enrol in any classes or is inactive with no explanation to their mentor or instructors).
- Follow-up is done via email or phone at 3 and 6, and 12-month intervals.

The LearningHUB http://www.learninghub.ca

- Exits occur when learners meet their goals, move on to further training or are asked to leave by the provider as per organization policies (e.g., does not enrol in any classes, does not fulfill attendance/participation requirements, or displays inappropriate behaviour online).
- The assigned practitioner conducts an exit assessment of the learner.
- A follow-up survey is administered online through a link emailed to learners 3, 6 and 12 months after their exit from the program.

Service de formation à distance pour adultes de l'Ontario https://www.sefad.ca

- Exits occur when learners meet their goals, move on to further training or are asked to leave by the provider as per organization policies (e.g., does not enrol in any classes or is inactive during a six month period).
- Follow-up is done via email or phone at 3 and 6-month intervals.

Deaf Learn Now http://www.deaflearnnow.ca

- Exits occur when learners meet their goals, move on to further training or are asked to leave by the provider as per organization policies (e.g., does not enrol in any classes or is inactive with no explanation to their mentor or instructors).
- Follow-up is done via email or video chat at 3 and 6-month intervals.

Documentation of Learning

ACE Distance Delivery http://www.acedistancedelivery.ca

- Learners completing L2L receive an email indicating they are eligible to register for an ACE Distance course.
- Learners receive a college grade report as they complete each ACE course.
- Learners who complete 1 Communications course + 1 Math course, plus any 2 other ACE courses qualify for an ACE certificate

Good Learning Anywhere http://www.goodlearninganywhere.com

- Learners are encouraged to print out and keep a copy of their completed learner plan as evidence of training received.
- Learners receive Certificate of Participation from synchronous classes and short courses.

The LearningHUB http://www.learninghub.ca

- All learners can view their progress with the LearningHUB via their Learner Plan, which is accessible from their portal account.
- Additionally, Asynchronous learners may request bi-annual reports as evidence of their time and achievements with The LearningHUB.
- Certificates of Completion are awarded to synchronous learners taking live classes and to asynchronous learners completing short courses.

Service de formation à distance pour adultes de l'Ontario https://www.sefad.ca

- Certificates of completion are awarded to both synchronous and asynchronous learners upon successful completion of their course(s).

Deaf Learn Now http://www.deaflearnnow.ca

- Certificates of completion are awarded

Referring to other organizations

ACE Distance Delivery http://www.acedistancedelivery.ca

- Learners are referred to other e-Channel organizations, on-site delivery organizations or regional networks when they are not functioning at ACE level.
- Learners are referred primarily to on-site college programs when they request ACE courses.
- Monthly records are maintained that document outgoing referrals.
- Learners are asked to respond to a survey at intake indicating if they were referred to ACE Distance.

Good Learning Anywhere http://www.goodlearninganywhere.com

- Learners are referred to other e-Channel organizations when requested courses are not offered or when the learner's cultural need would be met better by one of the other e-Channel providers.
- Learners are referred to on-site LBS organizations if they are unable to access a computer.

The LearningHUB http://www.learninghub.ca

- Learners are referred to other e-Channel organizations when a requested course is not offered, a class is full, the learner has indicated that they would like to access curriculum that is specific to another stream (e.g., Francophone or Aboriginal), or when learners have reached sufficient skill level to make the transition to higher learning (ACE Distance Delivery).
- Learners are referred to on-site LBS organizations or to a network in their area if they do not meet eligibility requirements or if there are concerns about their ability to function in an online learning environment.
- All referrals are made using a common referral form developed for this purpose.
- Outgoing referrals are entered into the EOIS interim reporting database, and documented on a Participant Tracking form that is updated each month.

Service de formation à distance pour adultes de l'Ontario https://www.sefad.ca

- Learners are referred to other e-Channel organizations when the learner's needs can't be met or if requested courses are not provided. Any referral to other e-Channel providers is contingent on the learner being able to take courses in English (except for ACE Distance, where some courses are offered in French).
- Learners are referred to another program, online or face-to-face, if they do not fit the criteria for the LBS program or have other needs (such as French as a second language –people who are very literate but wish to improve their French).
- All referrals are documented.
- The referral process is in French, though staff can communicate with referring organizations in English when required.

Deaf Learn Now http://www.deaflearnnow.ca

- Learners are encouraged to register in their local Deaf LBS program (where available). Deaf Learn Now encourages on-site programs to provide a blended learning approach.
- Learners are referred to other e-Channel organizations when the learner's needs can't be met or if requested courses are not provided
- Learners meet with program staff via video chat to discuss personal goals. Referrals to other services, such as Employment Services, are made based on the learners needs.
- Where possible, learners are referred to local services that are Deaf, Deaf-Blind and Hard of Hearing focused.
- All referrals are documented.

Taking additional online courses

ACE Distance Delivery http://www.acedistancedelivery.ca

- Once the learner has completed the prerequisite 20-hour L2L course, the learner plan is updated to identify the long-term goal, the intermediate goals, and an action plan for reaching the learner goal, including taking additional ACE Distance courses.
- Learner plans are updated to reflect changing goals and additional courses that have been taken.
- A learner only has to successfully complete L2L once to qualify for admission to an ACE Distance course.
- Learners are allowed to enrol in one ACE Distance course the first month. If they are doing well, they may be allowed to enrol in a second course at the next intake. The maximum course load allowed at one time is two courses.

Good Learning Anywhere http://www.goodlearninganywhere.com

- Learners can take additional online courses without going through the initial intake and assessment process again.
- Learner plans are updated to reflect changing goals and additional courses that are required.
- There is no limit to how many courses a learner can take at the same time.

The LearningHUB http://www.learninghub.ca

- Active learners who wish to take additional courses/classes can do so without going through the registration and assessment process again. Learner plans are updated regularly to reflect changing goals.
- Additional course selections can be made using the Learner Portal and the user name and password already assigned, or by making a request of an online practitioner.
- Synchronous learners who request asynchronous programming can do so through the Learner Portal, but must complete an intake assessment before curriculum is assigned.
- Learners are limited to enrolment in five live classes and/or three independent study pathways at a time to ensure follow through.

Service de formation à distance pour adultes de l'Ontario https://www.sefad.ca

- Learners can take additional online courses without going through the initial intake and assessment process again.
- Learners can register for another course once they are registered. There is no limit to how many courses a learner can take at the same time.

- Learner plans are updated to include all additional courses.

Deaf Learn Now http://www.deaflearnnow.ca

- Learners can take additional online courses without going through initial intake and assessment process again.
- There is no limit to how many courses a learner can take at the same time, however staff will work with them and encourage a manageable workload.
- Learner plans are updated to include all additional courses.

Section 5: E-Channel Referral Protocol

E-Channel programming is part of the continuum of LBS learning opportunities offered to Ontario adults. For some learners online learning is a preferred training delivery option; however, e-Channel programming should not be viewed *only* as an alternative to on-site programming but rather as an enhancement to or next step from an on-site program. See page 6 (Section 4) for examples of when and why it might be appropriate to refer a learner to an e-Channel delivery organization.

Classroom programs referring to e-Channel programs can do so a number of ways:

-assist the learner to register with e-lead organization

-send a referral form via email

-use the common referral form created for use by e-Channel leads

If you are still unsure about referring a learner to an e-Channel program, refer to the FAQ (Section 6) in this guide for more information.

Each website provides more information and guides learners through the registration and enrolment process. Referring organizations that have the capacity are encouraged to assist and support the learner in the registration process if needed.

Step 1: **Does the person meet MTCU's eligibility criteria for the LBS program?**

If yes, **go to Step 2.**

If no, suggest the person return when he/she meets eligibility criteria.

Step 2: Does the person have access to a computer with internet access and have some computer skills?

If yes, go to Step 3. (It's important to note that learners do not require strong computer skills to participate in online learning and that the e-Channel organizations offer support.

If no, determine if the person can access a computer with internet at an on-site LBS program, a library, or one of Contact North's access locations

Step 3: Is the learner interested in blended delivery where some of the training occurs face-to-face at an LBS program and some occurs online in the learner's home, at an on-site location or at another location with computer access?

If yes, **go to Step 4.**

If no, **skip to Step 5**

Step 4: Refer the learner to an on-site LBS program near the learner's location that is able to offer and support a blended delivery environment. In a blended delivery situation, the on-site practitioner should enrol and assess the learner and then contact the e-Channel provider (as per Steps 5-7) to determine the roles, responsibilities and training that will be provided by each partner.

Step 5: Is the learner interested in LBS OALCF 3 (postsecondary admission) level programming and able to participate in online courses offered in English or French?

If no, **go to Step 6.**

If yes, Anglophone
ACE Distance
www.acedistancedelivery.ca

If yes, Francophone
Accès Carrières Études
www.acedistancedelivery.ca

Refer to the ACE Distance Delivery program at http://www.acedistancedelivery.ca for further information on registration and course selection.

Step 6: Is the learner interested in LBS level training?

If yes, **go to Step 7.**

If no, suggest the learner determine what type of online learning he/she is interested in and research where it might be available.

Step 7: What is the learner's cultural preference or need for online learning – Anglophone, Francophone, Aboriginal or Deaf?

If Anglophone

The LearningHUB
www.learninghub.ca

If Francophone

Le service de formation à distance (F@D) pour adultes de l'Ontario
www.sefad.ca

If Aboriginal

Good Learning Anywhere (GLA)
www.goodlearninganywhere.com
(GLA provides courses in English only at this time.)

If Deaf

Deaf Learn Now
www.deaflearnnow.ca

Section 6: Frequently Asked Questions (FAQ)

If you require further clarification or have additional questions, it is recommended that you visit the websites listed in this document's Information and Referral Chart (Section 4) or contact an e-Channel provider directly.

1. **How does e-Channel fit within the LBS Program other than it is an alternative delivery method?**

   First, it should be understood that e-Channel is not an alternative delivery strategy, but rather an additional delivery method. Like on-site LBS programs, e-Channel provides learners with the opportunity to upgrade reading, writing, math, computer and other essential workplace skills so they can reach their goals.

   Online learning can provide stand-alone LBS training or it can be supplemental to on-site training. In the case of ACE Distance, it is a direct mirror of ACE classroom delivery in terms of content and credentialing. All e-Channel learning is considered "task" learning because of the nature of the delivery.

   The delivery format is the choice of the learner, and if the learner prefers distance learning, it should be presented as the first option.

2. **Under what circumstances would a Literacy Network or other Employment Ontario referral organization refer a learner to an e-Channel program rather than to an on-site program?**

   Do not think about e-Channel programs in a 'rather than' way when making referrals. E-Channel is part of the continuum of learning opportunities available to LBS learners and should be thought of as an option that is in addition to, or an enhancement of, on-site programming.

   Having said that, there are a few main reasons why someone would be referred to an e-Channel program:

   - A learner's work or life schedule prevents them from attending an on-site program and they need asynchronous delivery (available at any time).
   - The learner is located in a remote or rural area where distance is a factor.
   - The learner prefers to learn in an online program.
   - Courses, resources or materials aren't available at the on-site program.
   - The learner needs a program with more flexible hours because of barriers such as lack of transportation and/or child care.
   - The closest on-site program has reduced hours or has closed for the summer.

3. Why would an LBS delivery organization refer a learner to an e-Channel program?

Some reasons an LBS organization would refer a learner to an e-Channel program include:

- To access materials and/or courses not available at their location
- Their programs have reduced hours or closures during the time the learner is most available (summer, evening, weekend, etc.).
- To access cultural learning materials not available at their location
- The learner requests a transfer for personal reasons.
- The learner has a barrier that prevents them from attending a classroom (e.g., illness or injury).
- In a few circumstances a learner's classroom behaviour is inappropriate and they are no longer able to participate on-site.
- The program is at capacity and does not have the resources to serve the learner at the present time.
- The learner is relocating and there is no on-site program close to them to refer them to.

4. Is e-Channel only for learners who already have computer skills?

This is a common misconception but don't sell learners short! It is a stereotype that the majority of learners don't already have some skills on which to build to navigate through an online course. Email, discussion boards and drop boxes for assignments make the online learning environment user-friendly. There are introductory courses available as both prerequisites and then as courses.

All e-Channel providers provide orientation, direction, training and ongoing support. In some cases, on-site programs can also provide the necessary support to learners who lack the computer skills to follow an online course. Furthermore, technological ability is part of OALCF and definitely required to succeed in employment, in further training and in order to integrate in society.

5. Do learners need to have their own computer?

No. They need ***access to*** a reliable computer with an internet connection. Libraries,online learning centres, Band offices, employment resource centres, and Friendship Centres can all provide access to computers. This is on top of the over 300 LBS programs located in colleges, schools and community-based programs that are equipped with computers and/or computer labs. Learners don't need to enrol in an on-site program to access e-Channel training though that is an option if they are interested in a blended learning environment.

Having a computer does make things easier, but not having one hasn't proven to be a barrier to the 1000s of learners who participate in e-Channel programs each year (see Appendix B for more information about accessing free computer and internet for online learning).

6. Can a learner participate in an on-site program and an e-Channel program at the same time?

Yes. This is called a blended delivery model and includes a combination of face-to-face learning at an on-site program and online learning through an e-Channel program. The online portion may be done independently by the learner at an off-site location such as their home or a library, or it may be done at the on-site program, either independently or with support from an on-site practitioner.

A blended delivery model may be an option to consider if:

- the learner wants to supplement his/her on-site training with additional courses
- a particular online course is a good complement to the courses the learner is taking on-site
- the learner has more time for training than is available at the on-site program
- the learner has a goal that requires computer and internet skills
- the learner's goals require some tasks that are not offered by the on-site program, but are available through an e-Channel program
- the learner enjoys and is engaged with online learning
- the learner's goal may require them to take online classes in the future in school, training or employment scenarios and taking an e-Channel course would be a way to introduce and make the learner comfortable with this type of learning
- a particular course is not available at the face-to-face site

7. Which organization is credited for registering a learner – the referring organization or the e-Channel organization?

At present, learners who are registered and active in more than one LBS program (including e-Channel) can be counted by each service provider. In the case where more than one service delivery organization is working with a learner at the same time, an effort should be made by the organizations to coordinate assessments, including administration of Milestone tasks, in order to avoid duplication. As per MTCU, organizations serving blended learners, who make an effort to coordinate the administration of assessments such as milestones, can each record completion of those milestones in the learner's Learner Plan.

It is recommended that a referring organization that is unclear about registration credit should connect with the e-Channel provider for clarity regarding the registration process. If the learner is referred elsewhere without being registered in the first (referring) organization's program, then the learner cannot count toward that program's numbers, except as an Information and Referral statistic.

8. What organization is credited with administering a milestone or culminating task?

The coordination of assessments, including the administration of milestone and culminating tasks can be challenging when working with learners who are enrolled in both classroom LBS Programs and e-Channel programs.

While learners can participate in both online (e-Channel) and classroom LBS programs at the same time, both programs need to work together to avoid duplication of service and complement Learner Plans for shared learners.

Currently, e-Channel leads use the same milestones and culminating tasks as the rest of the LBS field, except that they are administered online. MTCU has announced that e-Channel and LBS can now share credit for a milestone that is administered by one service provider, when more than one service provider contributed to the learning (i.e. a milestone can be administered once and reported on twice). However, there must be documentation in the learner file of the agency that did not administer the milestone, from the agency that did, that says the learner successfully attained the milestone. Each agency is still required to have a separate Learner Plan for the learner but if the in-person program and e-Channel can agree on one administration of the milestone or culminating task, then both can indicate the learner has completed it.

Classroom LBS providers should work with e-leads to coordinate administration of assessments.

9. Which organization is responsible for follow-up after the referral?

Both the referring organization and the e-Channel organization are responsible for keeping each other informed. When a learner is being referred solely for e-Channel programming, the referring organization should confirm the referral and record the learner as exiting to another LBS program. Subsequent tracking is the responsibility of the accepting e-Channel organization.

In a blended delivery model, when an on-site program is referring a learner to e-Channel for supplemental training, it's understood that the on-site program is responsible for follow-up. E-Channel organizations also conduct a follow-up with a learner after he/she has exited their program.

10. What role does e-Channel have in community Literacy Service Planning (LSP) other than as a means of providing LBS services to under-serviced areas?

While e-Channel delivery organizations do not participate in LSP at the local level, all networks and delivery organizations should be aware of the e-Channel providers and services. E-Channel providers often work directly with organizations that ask for help in meeting learners' needs. It is the role of the LSP to identify how online learning can help learners in their area. LSP participants can do this by becoming informed about what resources are available and when, in order to identify where specific training might fit to enhance programming and promote full coverage for the community. E-leads work together to ensure promotional information about e-Channel is clear and accurate. Networks are encouraged to connect with e-leads to assist in any LSP facilitation needs related to e-Channel.

Circumstances where e-Channel should be discussed and addressed in LSP include:

- planning for learners with access barriers to on-site programming (e.g., remote, incarcerated, the homeless receiving services from a shelter)
- as an opportunity to fill gaps for learners who can only participate in training in the evenings or on weekends
- as an opportunity for learners with compatible learning styles
- planning for learners to continue their learning without interruption when programs are downsized and/or closed (for example, in ACE Distance, learners can move between on-site classroom and distance without having to repeat material as their circumstances change, especially during the summer)
- as an opportunity for accessing and/or developing curriculum and programming that addresses gaps in service within on-site program delivery
- to identify places where learners can access computers (hours, locations, arrangements, etc.)

11. How can e-Channel providers effectively conduct initial assessments?

Each e-Channel delivery organization conducts its own assessments as per MTCU guidelines, using a variety of tools that focus on the learner and their goal. Once learners have registered with an online provider, they are contacted, either via phone or email, to begin the initial assessment process.

For example, learners registering with The LearningHUB are sent an intake assessment to complete prior to being enrolled in the program. This assessment not only determines the learner's goal and levels in different competencies; it also determines online readiness. In ACE Distance, new learners are required to participate in Learn to Learn (L2L), a 20-hour course totally focussed on the assessment of learning style and personal, academic and computer online readiness.

12. Can a learner take courses from a different e-Channel delivery stream when enrolled in another stream?

As with on-site programs, the e-Channel delivery organizations are learner-centred and committed to meeting the needs of learners. As such, learners may take courses from more than one stream deliverer to receive both the cultural, goal-directed training and support they need.

All the e-Channel delivery leads communicate regularly with each other to avoid duplication of services and to ensure that learners only access a stream other than their own for training that is not available within their own stream. Currently The LearningHUB and Good Learning Anywhere (GLA) share some learners and there are Aboriginal and Francophone learners in ACE Distance Anglophone programming.

Due to the difference in language, it is more challenging for Francophone learners to access training from The LearningHUB and GLA but ACE Distance courses are available in English and French. Deaf learners may access training from one of the other stream delivery organizations. However, it should be noted that these other streams may not have the same accommodations in place for Deaf learners as the Deaf Stream e-Channel program does.

APPENDIX A: Individual e-Channel Service Delivery Organization Information and Referral Charts

ACE **(Academic and Career Entrance/Access Carrières Études) Distance Delivery**	The e-Channel program delivered by the College Sector Committee (CSC) for Adult Upgrading. The CSC is the e-Channel lead for OALCF level 3 programming
Website *(for additional contact information, see website)*	http://www.acedistancedelivery.ca
Target audience	• Adult learners from any stream, provided they are functioning at the ACE level in English or French,* who do not have a high school diploma (OSSD) but whose skills are above Grade 9 (or LBS) • Learners who have an OSSD but need to refresh academic skills, acquire missing subjects or improve grades in order to meet postsecondary and apprenticeship admission prerequisites **Francophone AU/ACE learners should contact Clarence Potvin* ace.en.ligne@gmail.com *for more information.*
Eligibility* **All e-Channel learners must first meet the requirements of MTCU's eligibility for the LBS/AU program and be:* • 19 years of age or older • without the literacy skills necessary to find and keep a job or to meet everyday needs • able to show progress	• Must have reliable access to a computer with internet connection • Must agree to the Ministry's Notice of Collection and the organization's consent to disclose forms • Must complete online Learn to Learn (L2L) orientation (20 hours) prior to registering for an ACE course • Must complete academic, personal and computer assessments included in L2L • Must be functioning at appropriate level (AU level)
Training available	• A catalogue of asynchronous training is available for viewing on the website. • All ACE courses and L2L are available in English and in French.
Intake cycle	• L2L is available year-round with start-ups every Monday. • ACE courses have scheduled intakes at the beginning of the month. For intake dates, check the website. The number of intakes each year depends on the availability of funding.
Waiting lists	• None for L2L • For oversubscribed courses students are placed on the

ACE **(Academic and Career Entrance/Access Carrières Études) Distance Delivery**	The e-Channel program delivered by the College Sector Committee (CSC) for Adult Upgrading. The CSC is the e-Channel lead for OALCF level 3 programming
	approved list by Mary Jonik (mary.jonik@gmail.com) at the end of L2L.
Staff * **Staff profiles and/or contact information are posted on websites*	• 1 Program Director • 1 French coordinator • 1 Clerical Support • 3 Facilitators for L2L • 10 Subject Matter Experts (English) • 5 Subject Matter Experts (French) • Tech Support 24/7/365 by Embanet
Registration process	• L2L requires online registration (specific instructions are posted on the website). • Learners who meet eligibility to register for ACE courses register at the college of their choice. • 20 participating colleges (Humber, Niagara, Sheridan and Seneca do not participate.) • Learners can register online through the college website, by phone or in person, depending on internal college processes. For information on college processes, check individual college websites.
Initial intake and assessment process* ** This applies to learners registering solely for an online e-Channel program. The intake and assessment process for blended delivery is worked out between the e-Channel delivery organization and the on-site delivery organization.*	• Assessment occurs online as part of the 20-hour L2L course required prior to registering for an ACE Distance course. • Learners apply for L2L through the website. • Learners are evaluated to determine their learning style and for their personal, academic and computer readiness to participate in an online learning environment. • Learners with an Apprenticeship or Health Sciences goal complete demonstrations related to this path.
Learner plan* **This applies to learners enrolled solely in an online e-Channel program. The learner plan for blended delivery is developed with input from both programs and is initiated by the program where the learner enrolls first.*	• Developed during work in modules 4 and 5 of the L2L course • It is printable and is stored permanently in the database for future reference.

ACE **(Academic and Career Entrance/Access Carrières Études) Distance Delivery**	The e-Channel program delivered by the College Sector Committee (CSC) for Adult Upgrading. The CSC is the e-Channel lead for OALCF level 3 programming
Ongoing assessment* **This refers only to ongoing assessment for learning that occurs online. In blended delivery, the on-site program is responsible for ongoing assessment of the learning that occurs on-site.*	• Ongoing assessment and evaluation are an integral part of every ACE course. • ACE courses are rigorous academic courses designed to prepare students to succeed in postsecondary and apprenticeship programming. • Each ACE course module has practice assignments and an end test. • 70% mastery is required to successfully meet graduation requirements. • Demonstrations, milestone tasks and culminating tasks are embedded in ACE Distance courses.
Learner satisfaction	• All ACE courses include a Learner Satisfaction Survey to provide feedback for continuous improvement. A direct link to the Learner Satisfaction Survey is embedded in each ACE Distance course.
Exit assessment and follow-up process* **This refers solely to learners exiting the e-Channel program. In blended delivery, the on-site program is responsible for exiting and following up with the learner from the on-site program as per MTCU guidelines related to exit and follow-up.*	• Exit occurs when learners meet their goals, qualify to move on to further training or are referred to another LBS/AU program. • Exits are initiated by the provider as per organization policies (e.g., learner is inactive with no explanation or fails to complete course in the allowed 22 weeks). • Follow-up with learners is primarily via email at 3 and 6-month intervals.
Documentation of Learning	• Learners completing L2L receive an email indicating they are eligible to register for an ACE Distance course. • Learners receive a college transcript as they complete each ACE course. • ACE courses are credentialed and records are maintained on the enrolling college's Student Information System.

ACE (Academic and Career Entrance/Access Carrières Études) Distance Delivery	The e-Channel program delivered by the College Sector Committee (CSC) for Adult Upgrading. The CSC is the e-Channel lead for OALCF level 3 programming
Referring to other organizations	• Learners are referred to other e-Channel organizations, on-site delivery organizations or regional networks when they are not functioning at ACE level. • Learners are referred primarily to college on-site programs when they request ACE courses. • Monthly records are maintained that document outgoing referrals. • Learners are asked to respond to a survey at intake indicating if they were referred to ACE Distance.
Taking additional online courses	• Once the learner has completed the prerequisite 20-hour L2L course, the learner plan is updated to identify the long-term goal, the intermediate goals, and an action plan for reaching their goal, including taking additional ACE Distance courses. • Learner plans are updated to reflect changing goals and additional courses taken. • A learner only has to successfully complete L2L once to qualify for admission to an ACE Distance course. • Learners are allowed to enrol in one ACE Distance course the first month. If they are doing well, they may be allowed to enrol in a second course the next month. The maximum course load allowed at one time is two courses.

Good Learning Anywhere (GLA)	The e-Channel program offered by Sioux- Hudson Literacy Council which is the e-Channel lead for the Aboriginal Stream.
Website *(for additional contact information, see website)*	http://www.goodlearninganywhere.com
Target audience	• Adult learners who strive to improve their computer, reading, writing, math or Essential Skills in order to improve their quality of life at home, at work and in the community. There is a focus on providing a culturally supportive, online environment for Aboriginal (Native, First Nation, Inuit, Métis, Status, non-Status) individuals, communities and groups in remote and isolated areas
Eligibility* **All e-Channel learners must first meet the requirements of MTCU's eligibility for the LBS/AU program and be:* • 19 years of age or older • without the literacy skills necessary to find and keep a job or to meet everyday needs • able to show progress	• Must have access to a computer with internet connection • Must agree to the Ministry's Notice of Collection and the organization's consent to disclose forms
Training available	• A list of synchronous and asynchronous training is available for viewing on the website. • Training is offered in English with a focus on Aboriginal curriculum.
Intake cycle	• Continuous intake year-round for synchronous and asynchronous courses
Waiting lists	• Occasionally for synchronous classes
Staff * **Staff profiles and/or contact information are posted on websites.*	• 1 Director • 2 FT Admin Support • 4 PT Admin Support • 4 FT Practitioners/Mentors • 4 PT Practitioners/Mentors
Registration process	• Online via website • By phone toll free at 1-866-550-0697 option #1

Good Learning Anywhere (GLA)	The e-Channel program offered by Sioux- Hudson Literacy Council which is the e-Channel lead for the Aboriginal Stream.
Initial intake and assessment process* **This applies to learners registering solely for an online e-Channel program. The intake and assessment process for blended delivery is worked out between the e-Channel delivery organization and the on-site delivery organization.*	• Initial intake and assessment occurs after learners register. Staff will contact the learners to confirm their registration and discuss next steps, including assessment.
Learner plan* **This applies to learners enrolled solely in an online e-Channel program. The learner plan for blended delivery is developed with input from both programs and is initiated by the program where the learner enrolls first.*	• Developed with the online mentor based on registration information, assessment, goal path and through discussions with the learner.
Ongoing assessment* **This refers only to ongoing assessment for learning that occurs online. In blended delivery, the on-site program is responsible for ongoing assessment of the learning that occurs on-site.*	• Learners in asynchronous training are involved in assessments at the end of each class to make sure that what was taught is understood. • In synchronous training, learners undergo assessment at the end of each module or participate in assessments through their work in the course.
Learner satisfaction	• At the end of each course there is an online survey to complete. • On exit, learners are asked to fill out online exit survey. • Learner Satisfaction Surveys are emailed to learners prior to learners being exited from the program.

Good Learning Anywhere (GLA)	The e-Channel program offered by Sioux- Hudson Literacy Council which is the e-Channel lead for the Aboriginal Stream.
Exit assessment and follow- up process* **This refers solely to learners exiting the e-Channel program. In blended delivery, the on-site program is responsible for exiting and following up with the learner from the on-site program as per MTCU guidelines related to exit and follow-up.*	• Exits occur when learners meet their goals, move on to further training or are asked to leave by the provider as per organization policies (e.g., do not enrol in any classes or are inactive with no explanation to their mentors or instructors). • Follow-up is done via email or phone at 3 and 6-month intervals.
Documentation of Learning	• Learners are encouraged to print out and keep a copy of their completed learner plan as evidence of training received. • Learners receive Certificate of Participation from synchronous classes
Referring to other organizations	• Learners are referred to other e-Channel organizations when requested courses are not offered or when the learner's cultural need would be met better by one of the other e-Channel providers. • Learners are referred to on-site LBS organizations if they are unable to access a computer.
Taking additional online courses	• Learners can take additional online courses without going through the initial intake and assessment process again. • Learner plans are updated to reflect changing goals and additional courses that are required. • There is no limit to how many courses a learner can take at the same time.

The LearningHUB	The e-Channel program offered by the Avon Maitland District School Board which is the e-Channel lead for the Anglophone stream.
Website *(for additional contact information, see website)*	http://www.learninghub.ca

Target audience	• English-speaking adult learners who want to upgrade reading, writing, math, computer and other essential workplace skills, and may have barriers which prevent them from accessing regular face-to-face programming and who have goals such as:
	  ○ pursuit of Grade 12 diploma or Grade 12 equivalency (GED)
	  ○ pursuit of new job or improved job performance
	  ○ entrance into a college, university or apprenticeship program
	  ○ gain of essential skills
	  ○ empowerment

Eligibility* **All e-Channel learners must first meet the requirements of MTCU's eligibility for the LBS/AU program and be:* • 19 years of age or older • without the literacy skills necessary to find and keep a job or to meet everyday needs • able to show progress	• Must have access to a computer with internet connection (high speed preferred) • Must agree to the Ministry's Notice of Collection and the organization's consent to disclose forms • Must complete intake assessment and commit to working a minimum of 3 hours/week online for independent study option • Should have their own personal, working email address and be comfortable with sending and receiving emails • Should be motivated and/or self-directed and want to be involved in online learning
Training available	• A catalogue of synchronous and asynchronous training is available for viewing on the website. • Training is offered in English.
Intake cycle	• Continuous intake for asynchronous training unless otherwise noted • Continuous intake from September-June for synchronous training
Waiting lists	• Occasionally for Synchronous Classes
Staff * **Staff profiles and/or contact information are posted on the website.*	• 2 Program Coordinators • 1 Clerical Support • 1.5 Tech Support • 11-14 FTE Asynchronous/Synchronous Practitioners, based on demand

The LearningHUB	The e-Channel program offered by the Avon Maitland District School Board which is the e-Channel lead for the Anglophone stream.
Registration process	• Online via website (video tutorials as well as printable step-by-step instructions on how to register are provided) • In rare cases, registration is available by phone.
Initial intake and assessment process* **This applies to learners registering solely for an online e-Channel program. The intake and assessment process for blended delivery is worked out between the e-Channel delivery organization and the on-site delivery organization.*	• Initial intake and assessment occurs after registration. The learner is sent a link to an online intake assessment and, based on the results, the learner is assigned an online practitioner. • A goal-setting and online readiness component are part of the intake assessment to ensure, among other things, that there are no issues concerning the learner's ability to work with computers in an online environment.
Learner plan* **This applies to learners enrolled solely in an online e-Channel program. The learner plan for blended delivery is developed with input from both programs and is initiated by the program where the learner enrolls first.*	• Learners work collaboratively with their assigned online practitioner to create a Learner Plan. The practitioner is responsible for case management of the learner, including assigning curriculum and mentoring them through to completion of their goal. • Learner Plan is stored in a secure, online environment and is accessible to the learner through their password-protected portal account
Ongoing assessment* **This refers only to ongoing assessment for learning that occurs online. In blended delivery, the on-site program is responsible for ongoing assessment of the learning that occurs on-site.*	• Ongoing assessment is administered to the learner at the discretion of the online practitioner. Some assessments are built into the learning platforms used and some have been created internally to monitor learner progress more closely. • Milestone Tasks are administered as dictated by progress on the Learner Plan. Administration of milestones to blended learners is coordinated between LearningHUB and classroom LBS practitioners.
Learner satisfaction	• Asynchronous learners are emailed a link to a Learner Satisfaction Survey by their online practitioner/mentor prior to the learner being exited from the program. • A Learner Satisfaction Survey is also built directly into all Saba live classes, and the last module of all short courses.

The LearningHUB	The e-Channel program offered by the Avon Maitland District School Board which is the e-Channel lead for the Anglophone stream.
Exit assessment and follow-up process* **This refers solely to learners exiting the e-Channel program. In blended delivery, the on-site program is responsible for exiting and following up with the learner from the on-site program as per MTCU guidelines related to exit and follow-up.*	• Exits occur when learners meet their goals, move on to further training or are asked to leave by the provider as per organization policies (e.g., do not enrol in any classes, do not fulfill attendance/participation requirements, or display inappropriate behaviour online). • The assigned practitioner conducts an exit assessment of the learner. • A follow-up survey is administered online through a link emailed to learners 3, 6 and 12 months after their exit from the program.
Documentation of Learning	• All learners can view their progress with the LearningHUB via their Learner Plan, which is accessible from their portal account. • Additionally, Asynchronous learners may request bi-annual reports as evidence of their time and achievements with The LearningHUB. • Certificates of Completion are awarded to synchronous learners taking live classes and to asynchronous learners completing short courses.
Referring to other organizations	• Learners are referred to other e-Channel organizations when a requested course is not offered, a class is full, the learner has indicated that they would like to access curriculum that is specific to another stream (e.g., Francophone or Aboriginal), or when learners have reached sufficient skill level to make the transition to higher learning (ACE Distance Delivery). • Learners are referred to on-site LBS organizations or to a network in their area if they do not meet eligibility requirements or if there are concerns about their ability to function in an online learning environment. • All referrals are made using a common referral form developed for this purpose. • Outgoing referrals are entered into the EOIS interim reporting database, and documented on a Participant Tracking form that is updated each month.
Taking additional online courses	• Active learners who wish to take additional courses/classes can do so without going through the registration and assessment process again. Learner plans are updated regularly to reflect changing goals. • Additional course selections can be made using the Learner Portal and the user name and password already assigned, or by making a request of an online practitioner.

The LearningHUB	The e-Channel program offered by the Avon Maitland District School Board which is the e-Channel lead for the Anglophone stream.
	• Synchronous learners who request asynchronous programming can do so through the Learner Portal, but must complete an intake assessment before curriculum is assigned. • Learners are limited to enrolment in five live classes and/or three independent study pathways at a time to ensure follow through.

Service de formation à distance (F@D) pour adultes de l'Ontario	The e-Channel program coordinated by Coalition ontarienne de formation des adultes (COFA) which is the e-Channel lead for the Francophone Stream
Website *(for additional contact information, see website)*	https://www.sefad.ca
Target audience	• French-speaking adult learners who wish to improve their skills in reading, writing, math, computer use or other Essential Skills to improve their quality of life at home, in the workplace or in the community. The focus is on courses that are culturally sensitive to the needs of Francophone minority groups in Ontario.
Eligibility* **All e-Channel learners must first meet the requirements of MTCU's eligibility for the LBS/AU program and be:* • 19 years of age or older • without the literacy skills necessary to find and keep a job or to meet everyday needs • able to show progress	• Must have access to a computer with internet connection • Must agree to the Ministry's Notice of Collection and the organization's consent to disclose forms • Must be French-speaking • Must have an e-mail address or be willing to create one with support.
Training available	• The courses offered are available on the website. They include an introductory course to online learning and to F@D services. • Training is offered in French.
Intake cycle	• Continuous intake year-round for synchronous and asynchronous classes
Waiting lists	• None
Staff *	• 1 Project Coordinator

Service de formation à distance (F@D) pour adultes de l'Ontario	The e-Channel program coordinated by Coalition ontarienne de formation des adultes (COFA) which is the e-Channel lead for the Francophone Stream
Staff profiles and/or contact information are posted on websites	• 1 Administrative Assistant • The number of practitioners varies according to the number of courses offered and the number of learners registered.
Registration process	• Online via website (includes audio and written instructions*) • If necessary, learners can register toll free at 1-888-744-2178. **The registration process is in French.*
Initial intake and assessment process* **This applies to learners registering solely for an online e-Channel program. The intake and assessment process for blended delivery is worked out between the e-Channel delivery organization and the on-site delivery organization.*	• Initial intake and assessment occurs after registration. Staff contact the learner to discuss next steps, including an assessment* to discover their training needs or for a more appropriate referral. • Readiness to learn online is assessed during the initial assessment. If a learner is not ready to learn online, he or she is referred to get support from an on-site adult learning centre. **Eventually, intake assessment will be done online.*
Learner plan* **This applies to learners enrolled solely in an online e-Channel program. The learner plan for blended delivery is developed with input from both programs and is initiated by the program where the learner enrolls first*	• Developed with staff, based on the assessment results, the information from the registration form, and further discussion with the learner • Learners who are already registered with another adult learning centre will be asked to share their learner plan.
Ongoing assessment* **This refers only to ongoing assessment for learning that occurs online. In blended delivery, the on-site program is responsible for ongoing assessment of the learning that occurs on-site.*	• Learners undergo an assessment at the end of each module or during their synchronous class. Further assessments may be done at the discretion of the instructor.
Learner satisfaction	• At the end of each course (synchronous and asynchronous), and on exit, learners are asked to complete an online Learner Satisfaction Survey.

Service de formation à distance (F@D) pour adultes de l'Ontario	The e-Channel program coordinated by Coalition ontarienne de formation des adultes (COFA) which is the e-Channel lead for the Francophone Stream
Exit assessment and follow-up process* **This refers solely to learners exiting the e-Channel program. In blended delivery, the on-site program is responsible for exiting and following up with the learner from the on-site program as per MTCU guidelines related to exit and follow-up.*	• Exits occur when learners meet their goals, move on to further training or are asked to leave by the provider as per organization policies (e.g., do not enrol in any classes or are inactive during a six-month period). • Follow-up is done via email or phone at 3 and 6-month intervals.
Documentation of Learning	• Certificates of completion are awarded to both synchronous and asynchronous learners upon successful completion of their course(s).
Referring to other organizations	• Learners are referred to other e-Channel organizations when the learner's needs can't be met or if requested courses are not provided. Any referral to other e-Channel providers is contingent on the learner being able to take courses in English (except for ACE Distance, where some courses are offered in French). • Learners are referred to another program, online or face-to-face, if they do not fit the criteria for the LBS program or have other needs (such as French as a second language – people who are very literate but wish to improve their French). • All referrals are documented. • The referral process is in French, though staff can communicate with referring organizations in English when required.
Taking additional online courses	• Learners can take additional online courses without going through the initial intake and assessment process again. • Learners can register for another course once registered. There is no limit to how many courses a learner can take at the same time. • Learner plans are updated to include all additional courses.

Deaf Learn Now	The e-Channel program delivered by George Brown College which is the e-Channel lead for the Deaf Stream
Website *(for additional contact information, see website)*	http://www.deaflearnnow.ca
Target audience	• Deaf, Deaf-Blind and Hard of Hearing adult learners who want to improve their skills in reading, writing, math, computers, American Sign Language and other Essential Skills. There is a focus on providing a culturally and linguistically supportive environment for the Deaf community. Learners can register for the program independently, or as part of a blended learning approach with an on-site LBS classroom.
Eligibility* **All e-Channel learners must first meet the requirements of MTCU's eligibility for the LBS/AU program and be:* • 19 years of age or older • without the literacy skills necessary to find and keep a job or to meet everyday needs • able to show progress	• Must have reliable access to a computer with internet connection (high speed preferred) and web camera • Must agree to the Ministry's Notice of Collection and the organization's consent to disclose forms • Must use ASL as a primary form of communication.
Training available	• A list of asynchronous training is available for viewing on the website. • Training is offered in ASL with a focus on Deaf culture
Intake cycle	• Continuous intake year-round for asynchronous courses
Waiting lists	• None
Staff * **Staff profiles and/or contact information are posted on websites*	• 1 Program Manager • 1 Part-time program admin support • 1 Intake and Statistics support • 1 Resource and Development Lead • 1 Resource and Development Coordinator • 4-5 Freelance practitioners and curriculum developers
Registration process	• Online via website (includes video with ASL instructions) • Video chat with mentor follows
Initial intake and assessment process*	• Initial assessment occurs after registration. Staff contact the learner via video chat to discuss next steps, including an

Deal Learn Now	The e-Channel program delivered by George Brown College which is the e-Channel lead for the Deaf Stream
** This applies to learners registering solely for an online e-Channel program. The intake and assessment process for blended delivery is worked out between the e-Channel delivery organization and the on-site delivery organization.*	assessment to discover their training needs.
Learner plan* **This applies to learners enrolled solely in an online e-Channel program. The learner plan for blended delivery is developed with input from both programs and is initiated by the program where the learner enrolls first.*	• Developed with staff, based on the assessment results, the registration form, and further discussion with the learner.
Ongoing assessment* **This refers only to ongoing assessment for learning that occurs online. In blended delivery, the on-site program is responsible for ongoing assessment of the learning that occurs on-site.*	• Learners undergo assessments that are built into the learning platforms used. • Access to ASL appropriate Essential Skills for Employment and Education (ESEE) assessment
Learner satisfaction	• All Deaf Learn Now courses include and embedded survey link to a Learner Satisfaction Survey. • On exit DLN interviews learners via video chat. • Learners unavailable for a video interview are emailed an online survey with ASL prompts.
Exit assessment and follow-up process* **This refers solely to learners exiting the e-Channel program. In blended delivery, the on-site program is responsible for exiting and following up with the learner from the on-site program as per MTCU guidelines related to exit and follow-up.*	• Exit occurs when learners meet their goals, move on to further training or are asked to leave by the provider as per organization policies (e.g., does not enrol in any classes or is inactive with no explanation to their mentor or instructors). • Follow-up is done via email or video chat at 3 and 6-month intervals.

Deaf Learn Now	The e-Channel program delivered by George Brown College which is the e-Channel lead for the Deaf Stream
Documentation of Learning	• Certificates of completion are awarded.
Referring to other organizations	• Learners are encouraged to register in their local Deaf LBS program (where available). Deaf Learn Now encourages on-site programs to provide a blended learning approach. • Learners are referred to other e-Channel organizations when the learner's needs can't be met or if requested courses are not provided • Learners meet with program staff via video chat to discuss personal goals. Referrals to other services, such as Employment Services, are made based on the learners needs. • Where possible, learners are referred to local services that are Deaf, Deaf-Blind and Hard of Hearing focused. • All referrals are documented.
Taking additional online courses	• Learners can take additional online courses without going through initial intake and assessment process again. • There is no limit to how many courses a learner can take at the same time, however staff will work with them and encourage a manageable workload. • Learner plans are updated to include all additional courses.

APPENDIX B: E-Channel Technology and Training Resources

Contact North

Contact North| Contact Nord is part of the e-Channel framework in that it is funded as an e-Channel Delivery Support Organization to provide e-Channel technical services. Its bilingual (English/French) services and support provide:

- Learning Technologies Infrastructure
    - Providing, maintaining and supporting Ministry selected e-Channel technologies, including hosting a Technical Help Desk to provide live technical assistance and support
    - Scheduling and user account coordination
    - Providing technology access at 112 Contact North|Contact Nord online learning centres across the province
    - Reviewing and testing existing and emerging online technologies and providing technology recommendations
- Website
    - Developing and maintaining an e-Channel website which contains information about specific courses/classes being offered by e-Channel delivery organizations on learning platforms and technologies hosted and supported by Contact North. Also includes a web conferencing entry point: https://echannel.contactnorth.ca
- Training and Expertise
    - Providing instructor and first-time users with resources and instructor's online training sessions on the Saba Meeting web conferencing platform
    - Hosting an Instructor Resource Download Centre to assist and support instructors who use Contact North-hosted technologies. Resources include "How To" and "Tip sheets," "Best Practices," and "Content Guidelines."
    - Troubleshooting and providing practitioner training and technical expertise to LBS organizations
- Marketing and Promotion
    - Promoting synchronous and asynchronous e-learning opportunities in course lists (3 times per year) distributed province-wide and by staff at the 112 online learning centres

AlphaPlus

AlphaPlus is an LBS Anglophone stream support organization. As part of its mission to increase adult literacy skills through the use of digital technologies it provides:

- Training and Consulting (available in English and French, upon request)
    - Training LBS practitioners on the use of various e-learning tools
    - Training LBS practitioners on creating quality e-learning instructional content and curriculum for adult literacy learners
- Web-based Tools (available in English and French)
    - Hosting e-learning applications and platforms for literacy learning and assessment (e.g., e-portfolios, online learning environments, chat services)
    - Hosting learning management systems for the delivery of e-learning by classroom educators
- Research on Innovative Learning Technologies and Practices (English and French)
    - Reviewing, analyzing and recommending third party e-learning resources to adult literacy educators
    - Providing a catalogue of and orientation to Web 2.0 and social media tools
    - Researching and publishing information on the most effective and promising adult e-learning practices
- Information and Support (English and French)
    - Coordinating information and resources for the OALCF "use digital technology" competency
    - Coordinating information and resources for using digital technologies for OALCF implementation

Free computer and internet access for online learning

Learners who do not have access to technology at home are encouraged to consider accessing a computer at a library, a friend or relative's home, an employment resource centre, or a Contact North online learning center.

[http://contactnorth.ca] Contact North|Contact Nord online learning centres provide technology access at 112 locations across the province. Servicing rural and remote communities, they are open to the general public to increase access to online training opportunities. If a learner does not have a computer with a reliable internet connection at home, or prefers to learn in a supervised setting, a computer can be booked for an online course by contacting one of the sites.